

2014 Educator Preparation Performance Report

| Criterion | Required Score | Candidates Admitted | | Candidates Enrolled | | Candidates Completing | |
|---|----------------|----------------------|---------------------------------|---------------------|----------------------------------|------------------------------|--------------------------------------|
| | | Number of Admissions | Average Score of All Admissions | Number Enrolled | Average Score of All Enrollments | Number of Program Completers | Average Score All Program Completers |
| U=Undergraduate PB=Post-Baccalaureate G=Graduate | | | | | | | |
| | U/PB/G | U/PB/G | U/PB/G | U/PB/G | U/PB/G | U/PB/G | U/PB/G |
| GRE Writing Subscore | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA |
| MAT | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA |
| Praxis CORE Math | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA |
| Praxis CORE Reading | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA |
| Praxis CORE Writing | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA |
| Praxis I Math | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA |
| Praxis I Reading | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA |
| Praxis I Writing | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA |
| Praxis II | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA |
| SAT Composite Score | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA |
| SAT Quantitative Subscore | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA |
| SAT Verbal Subscore | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA |
| SAT Writing Subscore | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA | NA / NA / NA |
| Other Criteria | Undergraduate | | Post-Baccalaureate | | Graduate | | |
| Dispositional Assessment | N | | N | | N | | |
| EMPATHY/Omaha Interview | N | | N | | N | | |
| Essay | N | | N | | N | | |
| High School Class Rank | NA | | NA | | NA | | |
| Interview | N | | N | | N | | |
| Letter of Commitment | N | | N | | N | | |
| Letter of Recommendation | N | | N | | N | | |

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| Other Criteria | Undergraduate | Post-Baccalaureate | Graduate |
|---|----------------------|---------------------------|-----------------|
| Myers-Briggs Type Indicator | NA | N | N |
| None of the Above | N | N | N |
| Portfolio | N | N | N |
| Prerequisite Courses | N | N | N |
| SRI Teacher Perceiver | NA | NA | N |
| Superintendent Statement of Sponsorship | NA | NA | N |
| Teacher Insight | N | N | N |

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Principal Preparation Programs

| | | Candidates Admitted | | Candidates Enrolled | | Candidates Completing | |
|---------------------------|----------------|----------------------|---------------------------------|---------------------|----------------------------------|------------------------------|--------------------------------------|
| Criterion | Required Score | Number of Admissions | Average Score of All Admissions | Number Enrolled | Average Score of All Enrollments | Number of Program Completers | Average Score All Program Completers |
| ACT Composite Score | NA | NA | NA | NA | NA | NA | NA |
| ACT English Subscore | NA | NA | NA | NA | NA | NA | NA |
| ACT Math Subscore | NA | NA | NA | NA | NA | NA | NA |
| ACT Reading Subscore | NA | NA | NA | NA | NA | NA | NA |
| GPA - Graduate | NA | NA | NA | NA | NA | NA | NA |
| GPA - High School | NA | NA | NA | NA | NA | NA | NA |
| GPA - Undergraduate | NA | NA | NA | NA | NA | NA | NA |
| GRE Composite Score | NA | NA | NA | NA | NA | NA | NA |
| GRE Quantitative Subscore | NA | NA | NA | NA | NA | NA | NA |
| GRE Verbal Subscore | NA | NA | NA | NA | NA | NA | NA |
| GRE Writing Subscore | NA | NA | NA | NA | NA | NA | NA |
| MAT | NA | NA | NA | NA | NA | NA | NA |
| Praxis I Math | NA | NA | NA | NA | NA | NA | NA |
| Praxis I Reading | NA | NA | NA | NA | NA | NA | NA |
| Praxis I Writing | NA | NA | NA | NA | NA | NA | NA |
| Praxis II | NA | NA | NA | NA | NA | NA | NA |
| SAT Composite Score | NA | NA | NA | NA | NA | NA | NA |

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| | | Candidates Admitted | | Candidates Enrolled | | Candidates Completing | |
|---|----------------|----------------------|---------------------------------|---------------------|----------------------------------|------------------------------|--------------------------------------|
| Criterion | Required Score | Number of Admissions | Average Score of All Admissions | Number Enrolled | Average Score of All Enrollments | Number of Program Completers | Average Score All Program Completers |
| SAT Quantitative Subscore | NA | NA | NA | NA | NA | NA | NA |
| SAT Verbal Subscore | NA | NA | NA | NA | NA | NA | NA |
| SAT Writing Subscore | NA | NA | NA | NA | NA | NA | NA |
| Other Criteria | | | | | | | |
| Prerequisite Courses | | | | | | N | |
| Dispositional Assessment | | | | | | N | |
| Interview | | | | | | N | |
| Letter of Commitment | | | | | | N | |
| Letter of Recommendation | | | | | | N | |
| Essay | | | | | | N | |
| EMPATHY/Omaha Interview | | | | | | N | |
| Superintendent Statement of Sponsorship | | | | | | N | |
| Myers-Briggs Type Indicator | | | | | | N | |
| Teacher Insight | | | | | | N | |
| Portfolio | | | | | | N | |
| None of the Above | | | | | | N | |
| SRI Teacher Perceiver | | | | | | N | |

2014 Educator Preparation Performance Report

Pre-Service Teacher Survey Results

Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Board of Regents and a committee of representatives from Ohio institutions of higher education collaborated to develop a survey of Ohio's Pre-Service Teachers as a special research project. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. The Ohio Board of Regents distributed the online survey to candidates completing their student teaching experiences and collected the data for the Reporting Period from Sept 1, 2013 to Aug 31, 2014. A total of 4206 respondents completed the survey statewide for a response rate of 70 percent.

Survey Response Rate =

Total Survey Responses =

| No. | Question | Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree | State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree |
|-----|---|--|---|
| 1 | My teacher licensure program prepared me with knowledge of research on how students learn. | N<10 | 3.49 |
| 2 | My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction. | N<10 | 3.34 |
| 3 | My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach. | N<10 | 3.33 |
| 4 | My teacher licensure program prepared me to identify instructional strategies appropriate to my content area. | N<10 | 3.46 |
| 5 | My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences. | N<10 | 3.41 |
| 6 | My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards. | N<10 | 3.57 |
| 7 | My teacher licensure program prepared me to use assessment data to inform instruction. | N<10 | 3.43 |
| 8 | My teacher licensure program prepared me to clearly communicate learning goals to students. | N<10 | 3.46 |
| 9 | My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction. | N<10 | 3.51 |
| 10 | My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students. | N<10 | 3.43 |
| 11 | My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study. | N<10 | 3.32 |
| 12 | My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class. | N<10 | 3.50 |

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| No. | Question | Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree | State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree |
|-----|--|--|---|
| 13 | My teacher licensure program prepared me to use strategies for effective classroom management. | N<10 | 3.28 |
| 14 | My teacher licensure program prepared me to communicate clearly and effectively. | N<10 | 3.48 |
| 15 | My teacher licensure program prepared me to understand the importance of communication with families and caregivers. | N<10 | 3.45 |
| 16 | My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. | N<10 | 3.59 |
| 17 | My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments. | N<10 | 3.45 |
| 18 | My teacher licensure program prepared me to communicate high expectations for all students. | N<10 | 3.56 |
| 19 | My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences. | N<10 | 3.40 |
| 20 | My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring. | N<10 | 3.64 |
| 21 | My teacher licensure program prepared me to use technology to enhance teaching and student learning. | N<10 | 3.30 |
| 22 | My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate. | N<10 | 3.41 |
| 23 | My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress. | N<10 | 3.41 |
| 24 | My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM). | N<10 | 3.08 |
| 25 | My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards. | N<10 | 2.93 |
| 26 | My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program. | N<10 | 2.85 |
| 27 | My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession. | N<10 | 3.18 |
| 28 | My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development. | N<10 | 3.06 |
| 29 | My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards. | N<10 | 3.49 |
| 30 | My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education. | N<10 | 2.91 |

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| No. | Question | Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree | State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree |
|-----|--|--|---|
| 31 | My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning. | N<10 | 3.58 |
| 32 | My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural). | N<10 | 3.33 |
| 33 | My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning. | N<10 | 3.60 |
| 34 | My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media). | N<10 | 3.59 |
| 35 | My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media). | N<10 | 3.55 |
| 36 | My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students). | N<10 | 3.43 |
| 37 | My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences. | N<10 | 3.40 |
| 38 | My teacher licensure program provided opportunities to work with diverse teachers. | N<10 | 3.23 |
| 39 | My teacher licensure program provided opportunities to interact with diverse faculty. | N<10 | 3.24 |
| 40 | My teacher licensure program provided opportunities to work and study with diverse peers. | N<10 | 3.26 |
| 41 | Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field. | N<10 | 3.56 |
| 42 | Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning. | N<10 | 3.42 |
| 43 | Overall, the faculty in my teacher licensure program modeled respect for diverse populations. | N<10 | 3.53 |
| 44 | Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework. | N<10 | 3.42 |
| 45 | Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning. | N<10 | 3.40 |
| 46 | Overall, the faculty in my teacher licensure program conducted themselves in a professional manner. | N<10 | 3.59 |
| 47 | My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion. | N<10 | 3.31 |
| 48 | My teacher licensure program provided opportunities to voice concerns about the program. | N<10 | 3.12 |
| 49 | My teacher licensure program provided advising to facilitate | N<10 | 3.31 |

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| No. | Question | Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree | State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree |
|------------|------------------------------------|---|--|
| | progression to program completion. | | |

2014 Educator Preparation Performance Report

Statewide Survey of OHIO Resident Educators' Reflections on their Educator Preparation Program

Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Board of Regents and a committee of representatives from Ohio institutions of higher education collaborated to develop a survey of Ohio's Resident Educators as a special research project. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. A total of 434 respondents completed the survey statewide for a response rate of 16 Percent. The Ohio Board of Regents distributed the online survey to candidates completing their Resident Educator experiences and collected the data for the Reporting Period from Sept 1, 2013 to Aug 31, 2014.

| No. | Question | Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree | State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree |
|-----|---|--|---|
| 1 | My teacher licensure program prepared me with knowledge of research on how students learn. | N<10 | 3.44 |
| 2 | My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction. | N<10 | 3.24 |
| 3 | My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach. | N<10 | 3.30 |
| 4 | My teacher licensure program prepared me to identify instructional strategies appropriate to my content area. | N<10 | 3.40 |
| 5 | My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences. | N<10 | 3.30 |
| 6 | My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards. | N<10 | 3.26 |
| 7 | My teacher licensure program prepared me to use assessment data to inform instruction. | N<10 | 3.26 |
| 8 | My teacher licensure program prepared me to clearly communicate learning goals to students. | N<10 | 3.26 |
| 9 | My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction. | N<10 | 3.26 |
| 10 | My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students. | N<10 | 3.26 |
| 11 | My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study. | N<10 | 3.23 |
| 12 | My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class. | N<10 | 3.38 |
| 13 | My teacher licensure program prepared me to use strategies for effective classroom management. | N<10 | 3.26 |
| 14 | My teacher licensure program prepared me to communicate clearly and effectively. | N<10 | 3.44 |
| 15 | My teacher licensure program prepared me to understand the | N<10 | 3.40 |

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| No. | Question | Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree | State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree |
|-----|--|--|---|
| | importance of communication with families and caregivers. | | |
| 16 | My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. | N<10 | 3.55 |
| 17 | My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments. | N<10 | 3.34 |
| 18 | My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences. | N<10 | 3.30 |
| 19 | My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring. | N<10 | 3.58 |
| 20 | My teacher licensure program prepared me to use technology to enhance teaching and student learning. | N<10 | 3.21 |
| 21 | My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate. | N<10 | 3.37 |
| 22 | My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress. | N<10 | 3.32 |
| 23 | My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM). | N<10 | 3.02 |
| 24 | My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards. | N<10 | 2.41 |
| 25 | My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License. | N<10 | 2.41 |
| 26 | My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession. | N<10 | 3.09 |
| 27 | My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development. | N<10 | 2.88 |
| 28 | My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards. | N<10 | 3.00 |
| 29 | My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education. | N<10 | 2.51 |
| 30 | My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning. | N<10 | 3.59 |
| 31 | My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural). | N<10 | 3.34 |
| 32 | My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning. | N<10 | 3.59 |

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| No. | Question | Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree | State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree |
|-----|--|--|---|
| 33 | My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media). | N<10 | 3.58 |
| 34 | My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media). | N<10 | 3.51 |
| 35 | My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students). | N<10 | 3.33 |
| 36 | My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences. | N<10 | 3.31 |
| 37 | My teacher licensure program provided opportunities to work with diverse teachers. | N<10 | 3.22 |
| 38 | My teacher licensure program provided opportunities to interact with diverse faculty. | N<10 | 3.21 |
| 39 | My teacher licensure program provided opportunities to work and study with diverse peers. | N<10 | 3.25 |
| 40 | Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field. | N<10 | 3.49 |
| 41 | Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning. | N<10 | 3.39 |
| 42 | Overall, the faculty in my teacher licensure program modeled respect for diverse populations. | N<10 | 3.49 |
| 43 | Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework. | N<10 | 3.38 |
| 44 | Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning. | N<10 | 3.29 |
| 45 | Overall, the faculty in my teacher licensure program conducted themselves in a professional manner. | N<10 | 3.54 |
| 46 | My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion. | N<10 | 3.27 |
| 47 | My teacher licensure program provided opportunities to voice concerns about the program. | N<10 | 3.11 |
| 48 | My teacher licensure program provided advising to facilitate progression to program completion. | N<10 | 3.28 |
| 49 | My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator. | N<10 | 3.13 |

2014 Educator Preparation Performance Report

National Accreditation

(Data Source: Ohio Board of Regents)

Description of Data:

All educator preparation programs (EPPs) in Ohio are required to be accredited by either the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or their successor agency, the Council for Accreditation of Educator Preparation (CAEP). Accreditation is a mechanism to ensure the quality of an institution and its programs. The accreditation of an institution and/or program helps employers evaluate the credential of job applicants.

| | |
|-----------------------------|--------------|
| Accrediting Agency | NCATE |
| Date of Last Review | October 2010 |
| Accreditation Status | Accredited |