

# 2014 Ohio Educator Preparation Performance Report

## Ohio Wesleyan University

### Report Overview

To continuously improve the quality of educator preparation programs in Ohio, H.B. 1 of the 128th General Assembly directed the Chancellor of the Board of Regents to develop a system for evaluating Ohio's educator preparation programs and holding institutions of higher education accountable for their graduates' success. H.B. 290 of the 128th General Assembly provided for the sharing of data between the Ohio Board of Regents and the Ohio Department of Education to link the performance of educators to the institutions that prepared them.

The identification of metrics and the report format were developed in collaboration with representatives from the 13 public and 38 private educator preparation providers in Ohio, as well as state agencies, and organizations. The Board of Regents works with the Ohio Department of Education and educator preparation programs to collect data on the following identified preparation metrics for the annual reports:

- Ohio Teacher Evaluation System (OTES) Results for Program Completers
- Candidate Academic Measures
- Ohio Principal Evaluation System (OPES) Results for Program Completers
- Field/Clinical Experiences
- edTPA™ Results for Program Completers
- Pre-Service Teacher Candidate Survey Results
- Licensure Test Results for Program Completers
- Resident Educator Survey Results
- Value-added Data (EVAAS) for K-12 Students Taught by Program Completers
- Resident Educator Persistence Data
- Excellence and Innovation Initiatives
- National Accreditation

### Ohio Teacher Evaluation System (OTES) Results for Individuals Completing Teacher Preparation Programs at Ohio Wesleyan University

Reporting Period: September 1, 2013 through August 31, 2014

#### Description of Data:

Ohio's system for evaluating teachers (Ohio's Teacher Evaluation System) provides educators with a rich and detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's districts. Furthermore, it builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice. Teacher performance and student academic growth are the two key components of Ohio's evaluation system.

Limitations of the Ohio Teacher Evaluation System (OTES) Data:

1. The information in the report is for those individuals receiving their licenses with effective years of 2010, 2011, 2012, and 2013.
2. The teacher evaluation data in this report are provided by the Ohio Department of Education based on the original framework of 50 percent teacher evaluation and 50 percent student growth measure.
3. The number of teachers (N) with associated OTES data remains small at this point, and due to Ohio Revised Code, must be masked for institutions with fewer than 10 linked teachers.

Effective Licensure Year	Associated Teacher Evaluation Classifications			
	# Ineffective	# Developing	# Skilled	# Accomplished
<b>2010</b>	<10	<10	<10	10
<b>2011</b>	<10	0	0	0
<b>2012</b>	<10	<10	<10	<10
<b>2013</b>	<10	<10	<10	<10



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### Ohio Principal Evaluation System (OPES) Results for Individuals Completing Principal Preparation Programs at Ohio Wesleyan University

Reporting Period: September 1, 2013 through August 31, 2014

#### Description of Data:

Ohio's system for evaluating principals (Ohio's Principal Evaluation System) provides building leaders with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement.

Evaluations have two components, each weighted at 50 percent:

1. Principal performance rating, determined from:
  - a. A professional growth plan
  - b. Two 30 minute observations
  - c. Walkthroughs of building classrooms
2. Student academic growth rating for the building

The Ohio Principal Evaluation System (OPES) data reported here are limited in that the information in the report is for those individuals receiving their licenses with effective years of 2010, 2011, 2012, and 2013.

Effective Licensure Year	Number of Principals with OPES Data	Associated Principal Evaluation Classifications			
		Ineffective	Developing	Skilled	Accomplished
2010	0	N = N/A % = N/A	N = N/A % = N/A	N = N/A % = N/A	N = N/A % = N/A
2011	0	N = N/A % = N/A	N = N/A % = N/A	N = N/A % = N/A	N = N/A % = N/A
2012	0	N = N/A % = N/A	N = N/A % = N/A	N = N/A % = N/A	N = N/A % = N/A
2013	0	N = N/A % = N/A	N = N/A % = N/A	N = N/A % = N/A	N = N/A % = N/A

### edTPA™ Assessment Results for Individuals Completing Teacher Preparation Programs at Ohio Wesleyan University

Reporting Period: September 1, 2013 through August 31, 2014

#### Description of Data:

Ohio educator preparation programs have participated in the development of the [edTPA™](#), a performance assessment for educator candidates. At this time, the edTPA™ is not an Ohio licensure requirement or a program completion requirement. In this report, only results from the edTPA™ national scoring process are reported. Results from candidates whose assessments were scored locally are not reported.

Score Range	Institution Average Score	Ohio State Average Score	National Mean Score
15 - 75	46.5	41.9	43.7



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## Institution Profile

(Data Source: Ohio Wesleyan University)

Ohio Wesleyan University is a national liberal arts and sciences university with a major international presence. It is located in Delaware, Ohio, a small community just 20 miles from Columbus, the nation's 16th-largest city. OWU offers 93 majors, sequences, and courses of study, as well as 23 varsity sports. OWU is one of only 40 institutions featured in the highly regarded book *Colleges That Change Lives*. The academic community includes 142 full-time faculty and some 1,850 students from 42 states and 37 countries.

## Education Department

Ohio Wesleyan University has been preparing teachers for the nation's schools for over one hundred years. Our chapter of the Kappa Delta Pi education honorary was established in 1923, making OWU one of the oldest member universities. In the context of Ohio Wesleyan's liberal arts tradition, the Education Department of today has blended our rich heritage in teacher education with the knowledge and innovations of the present to create a rigorous, practice-oriented program. We believe that teachers are not born, but rather can be developed through a high-quality teacher education program.

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## Licensure Test Scores for Individuals Completing Educator Preparation Programs at Ohio Wesleyan University

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: Ohio Department of Education)

### Description of Data:

For the period reflected on this report, Ohio required that teacher candidates pass Praxis II® examinations by scoring at or above the state's established required score to be recommended for licensure and receive endorsements in specific fields. The reporting for Teacher Licensure Test Scores is based on Federal Title II data and therefore reflects only initial licensure for 2012-2013. The data also reflect the best attempt of each test taker. Data are not provided for additional licenses that an educator earns after her/his initial license. Most licenses in Ohio require that candidates pass more than one licensure examination, therefore the number of "Completers Tested" in the first table is smaller than the sum total of all takers of all assessments in the subsequent table. For institutions with fewer than 10 linked teachers or principals, only the N is reported.

Summary Rating: Effective		
	Completers Tested	Pass Rate Percentage
All Teacher Licensure Tests	30	93%

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**Value-Added Data for Individuals Completing Educator Preparation Programs at**  
**Ohio Wesleyan University**  
Reporting Period from Sept 1, 2013 to Aug 31, 2014

**Description of Data:**

Ohio's value-added data system provides educators a more complete picture of student growth. As a vital component of Ohio's accountability system, districts and educators have access to an extensive array of diagnostic data through the Education Value-Added Assessment System (EVAAS). From a state perspective, value-added data provide insights into student performance. For example, schools that do not appear to be achieving at high levels as traditionally measured can demonstrate through value-added data that many of their students are achieving significant progress. It is important to recognize these gains, as schools work to support students who have chronically struggled to perform. Student growth measures also provide students and parents with evidence of the impact of their efforts.

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with effective years of, 2010, 2011, 2012, and 2013.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on reading and mathematics achievement tests in grades 4-8.

**Value-Added Data for Ohio Wesleyan University-Prepared Teachers**

Teachers with Effective Licensure Dates 2010, 2011, 2012, 2013		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
41	8	N = 0 % = 0	N = 1 % = 13	N = 7 % = 88	N = 0 % = 0	N = 0 % = 0

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**Demographic Information for Schools where Ohio Wesleyan University-Prepared Teachers with Value-Added Data Serve**

<b>Characteristic</b>						
	<b>Elementary School</b>	<b>Middle School</b>	<b>Junior High School</b>	<b>High School</b>	<b>Ungraded</b>	
<b>Teachers Serving by School Level</b>	N = 4 % = 50	N = 3 % = 38	N = 0 % = 0	N = 1 % = 13	N = 0 % = 0	
	<b>Community School</b>	<b>Public School</b>	<b>STEM School</b>	<b>Educational Service Center</b>		
<b>Teachers Serving by School Type</b>	N = 2 % = 25	N = 6 % = 75	N = 0 % = 0	N = 0 % = 0		
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>NR</b>
<b>Teachers Serving by Overall Letter Grade of Building Value-Added</b>	N = 4 % = 50	N = 2 % = 25	N = 0 % = 0	N = 0 % = 0	N = 2 % = 25	N = 0 % = 0
	<b>High Minority</b>		<b>Middle Minority</b>		<b>Low Minority</b>	
<b>Teachers Serving by Minority Enrollment by Tertiles</b>	N = 3 % = 38		N = 4 % = 50		N = 1 % = 13	
	<b>High Poverty</b>	<b>Medium-High Poverty</b>	<b>Medium-Low Poverty</b>	<b>Low Poverty</b>		
<b>Teachers Serving by Poverty Level by Quartiles</b>	N = 3 % = 38	N = 3 % = 38	N = 1 % = 13	N = 1 % = 13		

\* Due to the preliminary nature of the data and staffing at ESC/district level, certain demographic variables have not been reported for some schools.

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**Value-Added Data for Ohio Wesleyan University-Prepared Principals**

Principals with Effective Licensure Dates 2010, 2011, 2012, 2013		Principals Serving by Letter Grade of Overall Building Value-Added					
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F	NR
0	0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0

**Demographic Information for Schools where Ohio Wesleyan University-Prepared Principals with Value-Added Data Serve**

<b>Characteristic</b>						
	<b>Elementary School</b>	<b>Middle School</b>	<b>Junior High School</b>	<b>High School</b>	<b>Ungraded</b>	
<b>Principals Serving by School Level</b>	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	
	<b>Community School</b>	<b>Public School</b>	<b>STEM School</b>		<b>Educational Service Center</b>	
<b>Principals Serving by School Type</b>	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0		N = 0 % = 0	
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>NR</b>
<b>Principals Serving by Overall Letter Grade of School</b>	<b>NOT AVAILABLE UNTIL 2015</b>					
	<b>High Minority</b>		<b>Middle Minority</b>		<b>Low Minority</b>	
<b>Principals Serving by School Minority Enrollment by Tertiles</b>	N = 0 % = 0		N = 0 % = 0		N = 0 % = 0	
	<b>High Poverty</b>	<b>Medium-High Poverty</b>	<b>Medium-Low Poverty</b>		<b>Low Poverty</b>	
<b>Principals Serving by School Poverty Level by Quartiles</b>	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0		N = 0 % = 0	



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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
<b>U=Undergraduate PB=Post-Baccalaureate G=Graduate</b>							
	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>
GRE Writing Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
<b>MAT</b>	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
<b>Other Criteria</b>		<b>Undergraduate</b>		<b>Post-Baccalaureate</b>		<b>Graduate</b>	
Dispositional Assessment		N		N		N	
EMPATHY/Omaha Interview		N		N		N	
Essay		Y		Y		N	
High School Class Rank		NA		NA		NA	
Interview		N		N		N	
Letter of Commitment		N		N		N	
Letter of Recommendation		Y		Y		N	

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

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**Field and Clinical Experiences for Ohio Wesleyan University Candidates**

Reporting Period from Sept 1, 2013 to Aug 31, 2014

(Data Source: Ohio Wesleyan University)

**Description of Data:**

Ohio requires that teacher candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include: 1) early and ongoing field-based opportunities for candidates to engage with K-12 students in Ohio classrooms prior to their formal student teaching; and 2) the culminating clinical experience commonly referred to as student teaching. Early field/clinical experiences are reported in hours. Student teaching is reported in weeks. Beyond the requisite statewide minimums, institutional requirements for candidates can vary by institution and by program. The information below is reported at the unit level.

**Teacher Preparation Programs**

<b>Field/Clinical Experience Element</b>	<b>Ohio Wesleyan University Requirements</b>
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	100
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	181
Average number of weeks required to teach full-time within the student teaching experience at the institution	15
Percentage of teacher candidates who satisfactorily completed student teaching	92.59%

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**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.

**Ohio Wesleyan University Survey Response Rate = 96.15%**

**Total Survey Responses = 25**

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.	3.60	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.	3.28	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.24	3.33
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.60	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.48	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.	3.52	3.57
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.52	3.43
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.64	3.46
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.56	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.	3.64	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.40	3.32
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.68	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.	3.12	3.28
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.48	3.48
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.52	3.45
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.80	3.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.48	3.45
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.60	3.56
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.60	3.40
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.84	3.64
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.36	3.30
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.56	3.41
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.64	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).	3.12	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.	2.52	2.93
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	2.52	2.85
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.00	3.18
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.84	3.06
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.68	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.	2.84	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.	3.76	3.58
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	2.96	3.33
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.68	3.60
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.60	3.59
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.48	3.55
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.52	3.43
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.56	3.40
38	My teacher licensure program provided opportunities to work with diverse teachers.	2.96	3.23
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.16	3.24
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.28	3.26
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.64	3.56
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.44	3.42
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.60	3.53
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.60	3.42
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.52	3.40
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.40	3.59
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.48	3.31
48	My teacher licensure program provided opportunities to voice concerns about the program.	3.04	3.12
49	My teacher licensure program provided advising to facilitate	3.24	3.31

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<b>No.</b>	<b>Question</b>	<b>Institution Average</b> 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	<b>State Average (Mean)</b> 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
	progression to program completion.		

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**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

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**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.

<b>Accrediting Agency</b>	NCATE
<b>Date of Last Review</b>	October 2011
<b>Accreditation Status</b>	Accredited

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**Teacher Residency Program**

Reporting Period from Sept 1, 2013 to Aug 31, 2014

(Data Source: Ohio Department of Education)

**Description of Data:**

The Resident Educator Program in Ohio is a system of support that encompasses a robust four-year teacher development system designed to improve teacher retention and increase student learning. Data are reported for those entering the Resident Educator Program in 2011-2012, 2012-2013 and 2013-2014. Non-completion does not imply dismissal, as leaving the program may be due to multiple factors.

**Percent of Newly Hired Teachers Persisting in the State Residency Program**  
**who were Prepared at Ohio Wesleyan University**

Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Persisting	
12	12	100%	5	5	100%			%			

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**Excellence and Innovation Initiatives**

Reporting Period from Sept 1, 2013 to Aug 31, 2014

(Data Source: Ohio Wesleyan University)

**Description of Data:**

This section provides each program the opportunity to share information on a maximum of three initiatives geared to increase excellence and support innovation in the preparation of Ohio educators.

**Teacher Licensure Programs**

<b>Initiative:</b>	Education Teaching Fellows Program
<b>Purpose:</b>	Ohio Wesleyan's unique Teaching Fellows Program is awarded to exceptional first-year students with a stated interest in teaching at the pre-kindergarten to high school levels.
<b>Goal:</b>	Increase the diversity of the applicant pool and increase admissions in critical shortage areas; Attract capable individuals to Ohio Wesleyan and the teaching profession
<b>Number of Participants:</b>	35
<b>Strategy:</b>	High-achieving prospective students may request an interview during a campus visitation day. Based on the candidate's academic record and personal interview, the Education Department faculty selects individuals who will be named Education Fellows. Criteria for applying are (1) Admittance to OWU, (2) A high school record and/or test scores that indicate potential for high achievement at OWU, (3) A stated interest in studying education, (4) Demonstrated leadership in high school, and (5) Demonstrated passion for making the world better by educating its citizens. Approximately 7-10 are invited to participate in the Education Fellows program each year. Benefits of the Teaching Fellows Program include (1) A scholarship, (2) Mentoring by both upper-level Education Fellows and faculty, and (3) Bi-annual gatherings (which can include: discussion forums on significant issues in education; educational field trips; lunch with faculty)
<b>Demonstration of Impact:</b>	All Education Fellows who have applied have been admitted to their respective licensure areas. (The program is in its 4th year.)
<b>External Recognition:</b>	
<b>Programs:</b>	
<b>Initiative:</b>	A Good Start Program: Collaborative IS
<b>Purpose:</b>	To provide Early Childhood candidates the opportunity to teach prekindergarten to high-need children, and to prepare young children for kindergarten
<b>Goal:</b>	To provide Early Childhood candidates the opportunity to teach prekindergarten to high-need children
<b>Number of Participants:</b>	5
<b>Strategy:</b>	A Good Start Program is a 5-week summer preschool program for low-income children living in the University District neighborhood of Columbus -- one of the poorest and most under-employed areas per capita in the state. Through a Collaborative Independent Study with OWU, candidates serve as full-time teachers (110 hours) in this program. Mornings focus on literacy, and afternoons encompass all content areas. Candidates lead field trips, conduct home visits, and complete pre- and post-test assessments for each child. The independent study includes unannounced observations, reflection exercises, and lesson planning. Approximately 2-7 candidates participate each summer.

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<b>Demonstration of Impact:</b>	Pre- and post-test data indicate that children participating in the Good Start Program under OWU candidates' supervision make significant gains. For 2014, the average pre-program score on the Modified Kindergarten Readiness Assessment- Literacy test (KRA-L) was 18.5 out of 29 (targeted instruction needed), and the average post-program KRA-L score was 24.3 out of 29 (enriched instruction needed), an average point increase of 5.8. In addition to this, one third of the children who completed the post-assessment obtained the maximum points possible.
<b>External Recognition:</b>	
<b>Programs:</b>	
<b>Initiative:</b>	Diversity of Field Experiences
<b>Purpose:</b>	Provide candidates with opportunities to work with diverse learners
<b>Goal:</b>	Enable students to gain valuable experience observing, teaching, and interacting with diverse learners in with field placements
<b>Number of Participants:</b>	75
<b>Strategy:</b>	Through the second foundational course, EDUC 251: Psychological Foundations of Education, all students complete a 30-hour field experience in which they tutor diverse learners in one of two high-poverty, urban Columbus schools, attended primarily by students of color. Based on the 2013-2014 state report cards for these two schools, 92-100% of children are economically disadvantaged, 20% have disabilities, and 92-95% are non-white. One school also has a limited English proficient rate of 44%. During their EDUC 352: Corrective Reading course, Early Childhood and Middle Childhood majors complete an additional field experience tutoring diverse students who are below grade level, struggling readers. Based on the 2013-2014 state report card, approximately 65% of children in this school are economically disadvantaged, 30% have disabilities, and 10% are Limited English Proficient. About 33% are non-white.
<b>Demonstration of Impact:</b>	Question 36 of the Pre-Service Teacher Survey asks, "My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students." 2013 graduates gave an average score of 3.73 on a 1-4 scale. (State average for the same time period was 3.43)
<b>External Recognition:</b>	
<b>Programs:</b>	