

2014
Educator Preparation Performance Report
Statewide Report

Licensure Test Scores for Individuals Completing Educator Preparation Programs

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.

	Completers Tested	Completers Passed	Pass Rate
All Licensure Tests	5949	5732	96%

	Test Code	Qualifying Score	# Taking Assessment	# Passing Assessment	Ohio Passing Rate
Praxis II Assessments					
ART CONTENT KNOWLEDGE	ETS0133	157	74	72	97%
ART CONTENT KNOWLEDGE II	ETS0134	158	108	98	91%
BIOLOGY AND GENERAL SCIENCE	ETS0030	560	39	39	100%
BIOLOGY CONTENT KNOWLEDGE	ETS0235	148	145	144	99%
BUSINESS ED CONTENT KNOWLEDGE	ETS0101	154	17	17	100%
CHEM PHYSICS AND GENERAL SCIENCE	ETS0070	520	33	32	97%
CHEMISTRY CONTENT KNOWLEDGE II	ETS0245	152	54	54	100%
EARTH AND SPACE SCIENCES - CK	ETS0571	151	56	55	98%
ED OF DEAF AND HARD OF HEARING	ETS0271	200	N<10	N<10	100%
EDUCATION OF YOUNG CHILDREN	ETS0021	166	1622	1606	99%
ENG LANG LIT COMP CONTENT KNOWLEDGE	ETS0041	167	422	397	94%
ENGLISH TO SPEAKERS OF OTHER LANGUAGES II	ETS0361	126	N<10	N<10	NA
FAMILY AND CONSUMER SCIENCES II	ETS0121	148	12	12	100%

2014
Educator Preparation Performance Report
Statewide Report

	Test Code	Qualifying Score	# Taking Assessment	# Passing Assessment	Ohio Passing Rate
Praxis II Assessments					
HEALTH EDUCATION	ETS0550	480	76	76	100%
MARKETING EDUCATION	ETS0561	124	N<10	N<10	NA
MATHEMATICS CONTENT KNOWLEDGE	ETS0061	139	307	301	98%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	ETS0049	156	494	479	97%
MIDDLE SCHOOL MATHEMATICS	ETS0069	143	575	569	99%
MIDDLE SCHOOL SCIENCE	ETS0439	144	474	455	96%
MIDDLE SCHOOL SOCIAL STUDIES	ETS0089	151	500	475	95%
MUSIC CONTENT KNOWLEDGE	ETS0113	154	232	230	99%
PHYSICAL ED CONTENT KNOWLEDGE	ETS0091	153	143	132	92%
PHYSICS CONTENT KNOWLEDGE II	ETS0265	132	26	26	100%
PRINC LEARNING AND TEACHING 5-9	ETS0523	168	328	312	95%
PRINC LEARNING AND TEACHING 5-9 II	ETS0623	160	884	875	99%
PRINC LEARNING AND TEACHING 7-12	ETS0524	165	578	566	98%
PRINC LEARNING AND TEACHING 7-12 II	ETS0624	157	1613	1597	99%
PRINC LEARNING AND TEACHING EARLY CHILD	ETS0521	166	677	670	99%
PRINC LEARNING AND TEACHING EARLY CHILD II	ETS0621	157	1154	1131	98%
PRINC LEARNING AND TEACHING K-6	ETS0522	168	128	127	99%
PRINC LEARNING AND TEACHING K-6 II	ETS0622	160	310	298	96%
SE CORE KNOWLEDGE & APPLICATIONS	ETS0354	151	1013	1013	100%
SOCIAL STUDIES CONTENT KNOWLEDGE	ETS0081	157	438	416	95%
SPECIAL ED PRESCHOOLEARLY CHILD	ETS0690	530	67	66	99%
TECHNOLOGY EDUCATION	ETS0051	159	N<10	N<10	NA
TECHNOLOGY EDUCATION	ETS0051	200	N<10	N<10	NA
ACTFL Assessments					

**2014
Educator Preparation Performance Report
Statewide Report**

ACTFL Assessments					
OPI Arabic	ACT1001	6	N<10	N<10	NA
OPI French	ACT1006	6	N<10	N<10	NA
OPI German	ACT1007	6	N<10	N<10	NA
OPI Mandarin	ACT1013	6	N<10	N<10	NA
OPI Spanish	ACT1018	6	46	40	87%
OPIc Spanish	ACT3002	6	N<10	N<10	NA
WPT Arabic	ACT2001	6	N<10	N<10	NA
WPT Chinese	ACT2002	6	N<10	N<10	NA
WPT French	ACT2005	6	N<10	N<10	NA
WPT German	ACT2006	6	N<10	N<10	NA
WPT Spanish	ACT2015	6	44	40	91%

2014
Educator Preparation Performance Report
Statewide Report

Licensure Test Scores for Individuals Completing Principal Preparation Programs

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

(Data Source: Institutions of Higher Education)

Description of Data:

For the period reflected on this report, Ohio required that principal candidates pass the Ohio Assessment for Educators (015 Educational Leadership) by scoring at or above the state's established required score to be recommended for licensure. The scores are self-reported by each institution for 2013-2014.

	Completers Tested	Completers Passed	Pass Rate
Principal Licensure Test	516	441	85%

2014
Educator Preparation Performance Report
Statewide Report

Value-Added Data for Individuals Completing Educator Preparation Programs

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.

Teacher Preparation Programs

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
11367	2518	N = 316 % = 13	N = 264 % = 10	N = 1130 % = 45	N = 381 % = 15	N = 427 % = 17

2014
Educator Preparation Performance Report
Statewide Report

Demographic Information for Schools where Teachers with Value-Added Data Serve

Characteristic						
	Elementary School	Middle School	Junior High School	High School	Ungraded	
Teachers Serving by School Level	N = 984 % = 39	N = 996 % = 40	N = 216 % = 9	N = 302 % = 12	N = 20 % = <1	
	Community School	Public School	STEM School	Educational Service Center		
Teachers Serving by School Type	N = 337 % = 13	N = 2176 % = 87	N = 4 % = <1	N = 0 % = 0		
	A	B	C	D	F	NR
Teachers Serving by Overall Letter Grade of Building Value-Added	N = 994 % = 39	N = 237 % = 9	N = 435 % = 17	N = 145 % = 6	N = 704 % = 28	N = 3 % = <1
	High Minority		Middle Minority		Low Minority	
Teachers Serving by Minority Enrollment by Tertiles	N = 612 % = 24		N = 1451 % = 58		N = 455 % = 18	
	High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty		
Teachers Serving by Poverty Level by Quartiles	N = 684 % = 27	N = 719 % = 29	N = 587 % = 23	N = 528 % = 21		

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

**2014
Educator Preparation Performance Report
Statewide Report**

Principal Preparation Programs

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
340	255	N = 92 % = 36	N = 27 % = 11	N = 46 % = 18	N = 22 % = 9	N = 68 % = 27	N = 0 % = 0

Demographic Information for Schools where Principals with Value-Added Data Serve

Characteristic						
	Elementary School	Middle School	Junior High School	High School	Ungraded	
Principals Serving by School Level	N = 175 % = 69	N = 43 % = 17	N = 14 % = 5	N = 23 % = 9	N = 0 % = 0	
	Community School	Public School	STEM School		Educational Service Center	
Principals Serving by School Type	N = 10 % = 4	N = 245 % = 96	N = 0 % = 0		N = 0 % = 0	
	A	B	C	D	F	NR
Principals Serving by Overall Letter Grade of School	Not available Until 2015					
	High Minority		Middle Minority		Low Minority	
Principals Serving by Minority Enrollment by Tertiles	N = 62 % = 24		N = 146 % = 57		N = 47 % = 18	
	High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty		
Principals Serving by Poverty Level by Quartiles	N = 55 % = 22	N = 66 % = 26	N = 60 % = 24	N = 74 % = 29		

2014
Educator Preparation Performance Report
Statewide Report

Candidate Academic Measures

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

(Data Source: Institutions of Higher Education; Statewide Weighted Mean Calculated by Board of Regents)

Description of Data:

Educator preparation programs (EPPs) reported academic measures for students completing their teacher and principal preparation programs. Academic measures reported include assessment results for the ACT®, SAT®, Praxis I®, GRE®, and MAT®, as well as high school, undergraduate, graduate, transfer grade point average, and program admission (GPA). The Ohio Board of Regents calculated statewide weighted mean values based on the EPP-reported data. For institutions with fewer than 10 linked teachers or principals, only the N is reported. Academic measures which do not apply to a specific unit or program are represented by NA.

Teacher Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	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
GPA - Undergraduate	0.00-4.00	3291 / 715 / 977	3.38 / 3.49 / 3.39	10185 / 1692 / 2159	3.27 / 3.39 / 3.46	3153 / 643 / 723	3.47 / 3.46 / 3.5
GPA - High School	0.00-4.00	1193 / NA / NA	3.39 / NA / NA	1722 / NA / NA	3.36 / NA / NA	517 / NA / NA	3.39 / NA / NA
GPA - Transfer	0.00-4.00	322 / NA / NA	3.21 / NA / NA	832 / NA / NA	3.22 / NA / NA	265 / NA / NA	3.31 / NA / NA
GPA - Graduate	0.00-4.00	NA / NA / 70	NA / NA / 3.78	NA / NA / 211	NA / NA / 3.85	NA / NA / 83	NA / NA / 3.87
ACT Composite Score	1-36	2267 / 64 / 124	23.32 / 24.36 / 25.86	8509 / 422 / 152	22.25 / 22.8 / 24.88	2250 / 59 / 128	23.12 / 23.44 / 25
ACT Math Subscore	1-36	940 / 24 / 105	22.65 / 24.27 / 25.8	2873 / 79 / 124	21.62 / 24.01 / 24.9	749 / 36 / 115	22.53 / 21.95 / 24.9
ACT Reading Subscore	1-36	896 / 17 / 105	23.84 / 27.82 / 27.5	2591 / 43 / 124	22.82 / 28.77 / 25.9	692 / 29 / 115	23.64 / 26.52 / 25.8
ACT English Subscore	1-36	927 / 23 / 105	23.13 / 25.23 / 26.9	2838 / 76 / 124	22.19 / 24.7 / 25.3	742 / 35 / 115	22.98 / 23.91 / 25.4
SAT Composite Score	600-2400	410 / N<10 / N<10	1101.2 / N<10 / N<10	1438 / 40 / N<10	1100.7 / 1084.7 / N<10	454 / N<10 / NA	1118.82 / N<10 / NA
SAT Quantitative Subscore	200-800	299 / 16 / 51	557.21 / 594.84 / 599.4	1073 / 80 / 44	544.23 / 545.48 / 600	275 / 17 / 40	550.77 / 502.36 / 604.8
SAT Verbal Subscore	200-800	245 / N<10 / 51	560.53 / N<10 / 591.8	765 / 31 / 44	546.13 / 530.61 / 575	205 / N<10 / 40	543.5 / N<10 / 576
SAT Writing Subscore	2-12	69 / NA / NA	501.02 / NA / NA	416 / 17 / NA	516.49 / 503 / NA	70 / NA / NA	543.53 / NA / NA
Praxis I Reading	150-190	640 / 49 / N<10	177.46 / 179.96 / N<10	2077 / 191 / 11	177.72 / 179.13 / 178.18	698 / 74 / N<10	178.02 / 178.74 / N<10

2014
Educator Preparation Performance Report
Statewide Report

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	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
Praxis I Math	150-190	975 / 59 / N<10	178.35 / 180.72 / N<10	2810 / 232 / 20	178.56 / 178.36 / 176.55	967 / 83 / 13	178.78 / 178.15 / 176.3
Praxis I Writing	150-190	957 / 62 / N<10	175.59 / 175.71 / N<10	2722 / 243 / 12	175.7 / 175.46 / 175.16	943 / 85 / N<10	175.56 / 175.72 / N<10
Praxis II	100-990	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Composite Score	0-346	NA / NA / 57	NA / NA / 300.84	NA / NA / 128	NA / NA / 297.39	NA / NA / 45	NA / NA / 302.76
GRE Verbal Subscore	130-170	NA / 11 / 198	NA / 153 / 148.88	NA / 24 / 601	NA / 153.13 / 147	NA / 13 / 222	NA / 151.31 / 150.38
GRE Quantitative Subscore	130-170	NA / 12 / 76	NA / 150 / 149.33	NA / 28 / 221	NA / 148.74 / 148.01	NA / 17 / 162	NA / 146.76 / 149.36
GRE Writing Subscore	0-6	NA / 11 / 61	NA / 4.5 / 4	NA / 25 / 160	NA / 4.46 / 3.88	NA / 16 / 143	NA / 4.5 / 4
MAT	200-600	NA / NA / 125	NA / NA / 409.02	NA / NA / 396	NA / NA / 408.08	NA / NA / 71	NA / NA / 415.45
Praxis CORE Reading	100-200	55 / N<10 / NA	176.45 / N<10 / NA	270 / NA / NA	169.23 / NA / NA	34 / NA / NA	156.35 / NA / NA
Praxis CORE Math	100-200	53 / N<10 / NA	170 / N<10 / NA	272 / N<10 / NA	149.32 / N<10 / NA	34 / N<10 / NA	150.74 / N<10 / NA
Praxis CORE Writing	100-200	54 / N<10 / NA	171.44 / N<10 / NA	273 / N<10 / NA	164.17 / N<10 / NA	34 / NA / NA	162.29 / NA / NA

2014
Educator Preparation Performance Report
Statewide Report

Principal Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
GPA - Undergraduate	0.00-4.00	556	3.4	1133	3.6	422	3.63
GPA - High School	0.00-4.00	NA	NA	NA	NA	NA	NA
GPA - Transfer	0.00-4.00	NA	NA	NA	NA	NA	NA
GPA - Graduate	0.00-4.00	338	3.71	703	3.82	232	3.88
ACT Composite Score	1-36	N<10	N<10	N<10	N<10	N<10	N<10
ACT Math Subscore	1-36	N<10	N<10	N<10	N<10	N<10	N<10
ACT Reading Subscore	1-36	N<10	N<10	N<10	N<10	N<10	N<10
ACT English Subscore	1-36	N<10	N<10	N<10	N<10	N<10	N<10
SAT Composite Score	600-2400	NA	NA	NA	NA	NA	NA
SAT Quantitative Subscore	200-800	N<10	N<10	N<10	N<10	N<10	N<10
SAT Verbal Subscore	200-800	N<10	N<10	N<10	N<10	N<10	N<10
SAT Writing Subscore	2-12	NA	NA	NA	NA	NA	NA
Praxis I Reading	150-190	NA	NA	NA	NA	NA	NA
Praxis I Math	150-190	NA	NA	NA	NA	NA	NA
Praxis I Writing	150-190	NA	NA	NA	NA	NA	NA
Praxis II	100-990	NA	NA	NA	NA	NA	NA
GRE Composite Score	0-346	33	301.5	83	300.5	42	302.7
GRE Verbal Subscore	130-170	83	145.43	168	147.86	50	148.91
GRE Quantitative Subscore	130-170	23	145.9	39	146.1	15	148.7
GRE Writing Subscore	0-6	N<10	N<10	N<10	N<10	N<10	N<10
MAT	200-600	60	400	130	384.93	36	413.92

**2014
Educator Preparation Performance Report
Statewide Report**

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
Praxis CORE Reading	100-200	NA	NA	NA	NA	NA	NA
Praxis CORE Math	100-200	NA	NA	NA	NA	NA	NA
Praxis CORE Writing	100-200	NA	NA	NA	NA	NA	NA

2014
Educator Preparation Performance Report
Statewide Report

Field and Clinical Experiences for Candidates

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

(Data Source: Statewide Data Calculated by Ohio Board of Regents Based on Institution Level Data
 Reported by Institutions of Higher Education)

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

Field/Clinical Experience Element	Statewide Data
Statewide average minimum number of field/clinical hours required of candidates in the School of Education	140.02
Statewide average maximum number of field/clinical hours required of candidates in the School of Education	336.61
Statewide median number of hours required in student teaching experience	499.50
Statewide average number of weeks required in student teaching experience	13.96
Percentage of candidates satisfactorily completing their student teaching experience	98%

Principal Preparation Programs

Field/Clinical Experience Element	Statewide Data
Statewide average (mean) number of weeks in internship	28.37
Number of candidates admitted to internship (Current Year)	954
Number of candidates completing internship (Current Year)	787
Percentage of candidates who satisfactorily completed internship	82%

2014
Educator Preparation Performance Report
Statewide Report

Pre-Service Teacher Survey Results

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

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. A total of 4206 respondents completed the survey statewide for a response rate of 70 Percent.

No.	Question	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.	3.49
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.	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.33
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	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.	3.57
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.43
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.46
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	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.	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.32
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.50
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.28
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.48

2014
Educator Preparation Performance Report
Statewide Report

No.	Question	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.45
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.45
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.56
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.40
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.64
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.30
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.41
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	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).	3.08
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.	2.93
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	2.85
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.18
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.06
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	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.	2.91
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.58
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.33
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.60
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.59

2014
Educator Preparation Performance Report
Statewide Report

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

2014
Educator Preparation Performance Report
Statewide Report

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

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

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.

No.	Question	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.	3.44
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.	3.24
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.30
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.40
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	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.	3.26
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.26
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.26
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	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.	3.26
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.23
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.38

2014
Educator Preparation Performance Report
Statewide Report

No.	Question	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.	3.26
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.44
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.40
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.55
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.34
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.30
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.58
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.21
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.37
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	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).	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.	2.41
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	2.41
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.09
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.88
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	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.	2.51
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.59
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.34

2014
Educator Preparation Performance Report
Statewide Report

No.	Question	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.59
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.58
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.33
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.31
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.22
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.21
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.25
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.49
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.39
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.49
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.38
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.29
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.54
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.27
47	My teacher licensure program provided opportunities to voice concerns about the program.	3.11
48	My teacher licensure program provided advising to facilitate progression to program completion.	3.28
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.13

2014
Educator Preparation Performance Report
Statewide Report

Principal Intern Survey Results

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

Description of Data:

To gather information on principal intern satisfaction with their 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 Principal Interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation. A total of 207 respondents completed the survey statewide for a response rate of 20 Percent.

No.	Question	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
1	My program prepared me to lead and facilitate continuous improvement efforts within a school building setting.	3.47
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3.44
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	3.46
4	My program prepared me to lead instruction.	3.41
5	My program prepared me to ensure the instructional content being taught is aligned with the academic standards (e.g. national, Common Core, state) and curriculum priorities of the school and district.	3.32
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	3.41
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	3.49
8	My program prepared me to advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	3.43
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	3.43
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	3.40
11	My program prepared me to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning.	3.53
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	3.46
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	3.31

2014
Educator Preparation Performance Report
Statewide Report

No.	Question	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	3.58
15	My program prepared me to share leadership with staff, students, parents, and community members.	3.68
16	My program prepared me to establish effective working teams and developing structures for collaboration between teachers and educational support personnel.	3.60
17	My program prepared me to foster positive professional relationships among staff.	3.65
18	My program prepared me to support and advance the leadership capacity of educators.	3.53
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	3.62
20	My program prepared me to connect the school with the community through print and electronic media.	3.39
21	My program prepared me to involve parents and communities in improving student learning.	3.48
22	My program prepared me to use community resources to improve student learning.	3.38
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	3.43

2014
Educator Preparation Performance Report
Statewide Report

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

Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Persisting	
4973	4876	98%	2864	2835	99%	886	882	100%			