

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		Y		N		
EMPATHY/Omaha Interview	N		N		N		
Essay	N		Y		N		
High School Class Rank	NA		NA		NA		
Interview	N		Y		N		
Letter of Commitment	N		Y		N		
Letter of Recommendation	N		Y		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	Y	N
SRI Teacher Perceiver	NA	NA	N
Superintendent Statement of Sponsorship	NA	NA	N
Teacher Insight	N	N	N

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Field and Clinical Experiences for Teach for America Candidates

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

(Data Source: Teach for America)

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	Teach for America Requirements
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	110
Average number of weeks required to teach full-time within the student teaching experience at the institution	5
Percentage of teacher candidates who satisfactorily completed student teaching	100%

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Excellence and Innovation Initiatives

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

(Data Source: Teach for America)

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

Initiative:	In-Classroom Coaching Support
Purpose:	Accelerate skill development of first- and second-year teachers
Goal:	Teachers deliver, on average, more than one year's academic growth in a single year
Number of Participants:	195
Strategy:	Every corps member receives 1:1 coaching, professional development and regular classroom visits from a Manager of Teacher Leadership Development (MTLD). These instructional coaches come from a variety of backgrounds but all spent several years as highly successful teachers in a low-income settings. Each MTLD supports a cohort of 20-30 teachers, typically grouped by content area and grade level (e.g., 1 MTLD supporting secondary STEM teachers, 1 MTLD supporting early grades teachers). Along with regularly reviewing lesson plans, helping corps members adjust to the challenges of being a first year teacher, MTLDs conduct regular observations, interview students, provide feedback, and run skill-building workshops. Many of the education majors who join Teach For America cite this level of in-classroom support as their primary motivation for becoming a corps member.
Demonstration of Impact:	Three states – North Carolina, Tennessee and Louisiana – have studied the effectiveness of corps members compared to other teacher preparation pathways. In all three, Teach For America emerged as one of the most effective sources of teachers, based on student outcomes.
External Recognition:	
Programs:	
Initiative:	Rigorous, Research-Based Selection Process
Purpose:	Recruit individuals with the traits, skills, expertise and leadership potential to be highly-effective in high-need classrooms.
Goal:	
Number of Participants:	195
Strategy:	Annually, we analyze the applications of our most effective teachers to refine our data-driven selection model. Over the past 24 years, we've found that while there is no specific personality profile or background that predicts success in the classroom, certain traits are common to those teachers who lead their students to the greatest outcomes. Among them: <ul style="list-style-type: none"> • A deep belief in the potential of all kids and a commitment to do whatever it takes to expand opportunities for students, often informed by experience in low-income communities and an understanding of the systemic challenges of poverty and racism; •

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	Demonstrated leadership ability across a variety of settings Strong achievement in academic, professional, extracurricular, and/or volunteer settings; • Perseverance in the face of challenges, ability to adapt to changing environments, and a strong desire to do whatever it takes to improve and develop Long-term commitment to reaching goals in various settings; • Excellent critical thinking skills, including the ability to accurately link cause and effect and to generate relevant solutions to problems.
Demonstration of Impact:	A 2011 Harvard University study found that Teach For America's selection model successfully identifies teachers who will have a positive impact on student achievement. The study finds that the selection criteria, as a whole, helps predict who will be most successful right out of the gate in their first year of teaching. More specifically, the findings show that three competencies are associated with student gains in math and two with gains in English during a teacher's first year in the classroom.
External Recognition:	
Programs:	
Initiative:	Content Learning Teams
Purpose:	Increase the rigor of instruction in content areas using pedagogical best practices
Goal:	Teachers deliver, on average, more than one year's academic growth in a single year
Number of Participants:	195
Strategy:	Teach For America corps members meet with their Content Learning Teams monthly. Teams are led by teachers and instructional coaches experienced in that specific content area and offer corps members a content-aligned community. During meetings, teams develop both short and long-term strategies to increase the rigor of their instruction. Topics covered include unpacking Common Core standards for long-term backwards planning, tracking student mastery in content specific ways including through performance assessments, writing assessment questions that identify student misconceptions, developing differentiation strategies and small group instruction based on student data, and developing systems for recording anecdotal evidence and analyzing that evidence to monitor progress on key developmental indicators in Pre-K classes.
Demonstration of Impact:	According to a recent study by Mathematica Policy Research, students assigned to TFA teachers scored higher than those assigned to comparison teachers on end-of-year math tests; the difference in scores is equivalent to the gains from an additional 2.6 months of math instruction.
External Recognition:	
Programs:	