2015
Ohio Educator Preparation Provider Performance Report
Otterbein University

Institution Profile

(Data Source: Otterbein University)

The mission of Otterbein University is to educate the whole person in a context that fosters the development of humane values. Otterbein University is a private, church-related, coeducational college that sponsors traditional and continuing education programs of liberal arts and professional education at Baccalaureate and Graduate levels. Our commitment is to the liberal arts as the broad base of all learning.

Report Overview

The Ohio Department of Higher Education gathers data annually from multiple sources to report the following performance metrics in the Educator Preparation Provider Performance Reports:
- Ohio Teacher Evaluation System Results for Ohio Teachers Prepared by an Ohio Educator Preparation Provider
- Ohio Principal Evaluation System Results for for Ohio Principals Prepared by an Ohio Educator Preparation Provider
- Field and Clinical Experiences Required by Ohio Educator Preparation Provider Candidates
- Licensure Test Results for Ohio Educator Preparation Provider Program Completers
- Value-added Data for K-12 Students Taught by Ohio Teachers Prepared by an Ohio Educator Preparation Provider
- Demographic Information for Schools in Which Ohio Educator Preparation Provider-Prepared Teachers with Value-Added Data Serve
- Academic Measures Used to Inform Admissions Decisions at Ohio Educator Preparation Provider Programs
- Survey Results of Pre-Service Teacher Candidates Enrolled in Ohio Educator Preparation Provider Programs
- Survey Results of Ohio Resident Educators Who Were Prepared by Ohio Educator Preparation Providers
- Survey Results of Ohio Principal Interns Enrolled in Ohio Educator Preparation Provider Programs
- Survey Results of Mentors Serving Principal Interns Enrolled in Ohio Educator Preparation Provider Programs
- Ohio Educator Preparation Provider National Accreditation Status
- Persistence in the Ohio Resident Educator Program of Teachers Who Were Prepared by Ohio Educator Preparation Providers
- Ohio Educator Preparation Provider Excellence and Innovation Initiatives

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Ohio Teacher Evaluation System (OTES) Results for Ohio Teachers Prepared by an Ohio Educator Preparation Provider at Otterbein University

Reporting Period from Sept 1, 2014 to Aug 31, 2015
(Data Source: Ohio Department of Education)

Description of Data:
February 2016 Note: Ohio Teacher Evaluation System results for the 2015 Report are not yet available. Revised Educator Preparation Performance Reports will be published when these data become available.

Ohio's system for evaluating teachers (Ohio's Teacher Evaluation System) provides educators with a 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 school 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 2011, 2012, 2013, and 2014.
2. The teacher evaluation data in this report are provided by the Ohio Department of Education.
3. Due to Ohio law, results must be masked for institutions with fewer than 10 completers with OTES data.

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	**# Ineffective**	**# Developing**	**# Skilled**	**# Accomplished**
NA	NA	NA	NA	NA

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

Reporting Period from Sept 1, 2014 to Aug 31, 2015
(Data Source: Ohio Department of Education)

Description of Data:

February 2016 Note: Ohio Principal Evaluation System results for the 2015 Report are not yet available. Revised Educator Preparation Performance Reports will be published when these data become available.

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

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 2011, 2012, 2013, and 2014.

Associated Principal Evaluation Classifications				
Initial Licensure Effective Year	**# Ineffective**	**# Developing**	**# Skilled**	**# Accomplished**
NA	NA	NA	NA	NA

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Field and Clinical Experiences for Candidates at Otterbein University

Reporting Period from Sept 1, 2014 to Aug 31, 2015

(Data Source: Otterbein University)

Description of Data:

Ohio requires that educator candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include early and ongoing field-based opportunities and the culminating pre-service clinical experience commonly referred to as "student teaching." The specific requirements beyond the requisite statewide minimums for these placements vary by institution and by program. The information below is calculated based on data reported by Ohio Educator Preparation Providers.

Teacher Preparation Programs

Field/Clinical Experience Element	Requirements
Require edTPA National Scoring from candidates in teacher preparation programs at the institution	Y
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	190
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	345
Average number of weeks required to teach full-time within the student teaching experience at the institution	12
Percentage of teacher candidates who satisfactorily completed student teaching	97.3%

Principal Preparation Programs

Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	NA
Number of candidates admitted to internship	NA
Number of candidates completing internship	NA
Percentage of principal candidates who satisfactorily completed internship	NA

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Ohio Educator Licensure Examination Pass Rates at Otterbein University

Reporting Period from Sept 1, 2013 to Aug 31, 2014
(Data Source: USDOE Title II Report)

Description of Data:
Ohio educator licensure requirements include passage of all requisite licensure examinations at the state determined cut score. The reported results reflect Title II data, and therefore represent pass rate data solely for initial licenses.

Further, because the data are gathered from the Title II reports, there is a one year lag in accessing the data. Teacher licensure pass rate data are the only reported metric for which the data do not reflect the reporting year 2014-2015.

Teacher Licensure Tests	
Summary Rating: Effective	
Completers Tested	**Pass Rate**
84	93%

Ohio Principal Licensure Examination Pass Rates at Otterbein University

Reporting Period from Sept 1, 2014 to Aug 31, 2015
(Data Source: Otterbein University)

Description of Data:
Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. The 2014-2015 program completer pass rates are reported by each Ohio educator preparation provider.

Principal Licensure Tests	
Completers Tested	**Pass Rate**
NA	NA

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Value-Added Data for Students Taught by Teachers Prepared by Ohio Educator Preparation Providers at Otterbein University

Reporting Period from Sept 1, 2014 to Aug 31, 2015

Description of Data:

February 2016 Note: Value-Added results for the 2015 Report are not yet available. Revised Educator Preparation Performance Reports will be published when these data become available.

Ohio's value-added data system provides information on student academic gains. 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). Schools can demonstrate through value-added data that many of their students are achieving significant progress. Student growth measures also provide students and parents with evidence of the impact of their efforts. Educators and schools further use value-added data to inform instructional practices.

Limitations of the Value-Added Data:
1. The information in the report is for those individuals receiving their licenses with effective years of, 2011, 2012, 2013, and 2014.
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.
3. For Educator Preparation Providers with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported.

Value-Added Data for Otterbein University-Prepared Teachers

Initial Licensure Effective Years 2011, 2012, 2013, 2014		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
NA	NA	NA	NA	NA	NA	NA
		NA	NA	NA	NA	NA

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

Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Type
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center
NA	NA	NA	NA
NA	NA	NA	NA

Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority
NA	NA	NA	NA
NA	NA	NA	NA

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty
NA	NA	NA	NA
NA	NA	NA	NA

*** 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 Otterbein University-Prepared Principals

Initial Licensure Effective Years 2011, 2012, 2013, 2014		Principals Serving by Letter Grade of Overall Building Value-Added					
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F	NR
NA	NA	NA NA	NA NA	NA NA	NA NA	NA NA	NA NA

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

Principals Serving by School Level				
Elementary School	Middle School	Junior High School	High School	No School Type
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA

Principals Serving by School Type			
Community School	Public School	STEM School	Educational Service Center
NA	NA	NA	NA
NA	NA	NA	NA

Principals Serving by Overall Letter Grade of School					
A	B	C	D	F	NR
Not Available Until 2018					

Principals Serving by Minority Enrollment by Quartiles			
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority
NA	NA	NA	NA
NA	NA	NA	NA

Principals Serving by Poverty Level by Quartiles			
High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty
NA	NA	NA	NA
NA	NA	NA	NA

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Otterbein University Candidate Academic Measures

Reporting Period from Sept 1, 2014 to Aug 31, 2015
(Data Source:Otterbein University)

Description of Data:
The data in this section reflect provider practices in making admission decisions based on applicant performance on assessments and other indicators considered to be predictive of future academic and professional success. In the "Academic Measures" portion of this section, if a particular measure is not applicable to a particular level of delivery (undergraduate, post-baccalaureate, graduate) the table reflects "NA". In the "Dispositional Assessments and Other Measures" portion of this section, if the provider did not indicate using a particular measure, OR if the institution does not offer a program at the designated level of delivery, the table reflects "N".

Teacher Preparation Programs

U=Undergraduate P=Post-Baccalaureate G=Graduate

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
ACT Composite Score	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
ACT English Subscore	U=20 P=20 G=NA	U=46 P=N<10 G=NA	U=23.96 P=N<10 G=NA	U=245 P=24 G=NA	U=24.05 P=23.88 G=NA	U=53 P=N<10 G=NA	U=24.85 P=N<10 G=NA
ACT Math Subscore	U=20 P=20 G=NA	U=46 P=N<10 G=NA	U=24.3 P=N<10 G=NA	U=245 P=24 G=NA	U=23.5 P=22.58 G=NA	U=53 P=N<10 G=NA	U=23.7 P=N<10 G=NA
ACT Reading Subscore	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
GPA - Graduate	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
GPA - High School	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
GPA - Transfer	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
GPA - Undergraduate	U=2.5 P=2.5 G=2.75	U=50 P=10 G=N<10	U=3.52 P=3.36 G=N<10	U=186 P=26 G=44	U=3.51 P=3.34 G=3.2	U=58 P=N<10 G=N<10	U=3.55 P=N<10 G=N<10
GRE Composite Score	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
GRE Quantitative Subscore	U=NA P=NA G=150	U=NA P=NA G=N<10	U=NA P=NA G=N<10	U=NA P=NA G=38	U=NA P=NA G=145.26	U=NA P=NA G=N<10	U=NA P=NA G=N<10
GRE Verbal Subscore	U=NA P=NA G=151	U=NA P=NA G=N<10	U=NA P=NA G=N<10	U=NA P=NA G=38	U=NA P=NA G=150.55	U=NA P=NA G=N<10	U=NA P=NA G=N<10
GRE Writing Subscore	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
MAT	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
Praxis CORE Math	U=150 P=150 G=150	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=13 P=N<10 G=N<10	U=156.77 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
Praxis CORE Reading	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
Praxis CORE Writing	U=162 P=162 G=162	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10
Praxis I Math	U=172 P=172 G=172	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=36 P=N<10 G=N<10	U=176.47 P=N<10 G=N<10	U=12 P=N<10 G=N<10	U=177.58 P=N<10 G=N<10
Praxis I Reading	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
Praxis I Writing	U=172 P=172 G=172	U=10 P=N<10 G=N<10	U=173.7 P=N<10 G=N<10	U=30 P=N<10 G=N<10	U=174.03 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10
Praxis II	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
SAT Composite Score	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
SAT Quantitative Subscore	U=500 P=500 G=NA	U=N<10 P=N<10 G=NA	U=N<10 P=N<10 G=NA	U=61 P=12 G=NA	U=551.85 P=573.58 G=NA	U=20 P=N<10 G=NA	U=552.11 P=N<10 G=NA
SAT Verbal Subscore	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
SAT Writing Subscore	U=500 P=500 G=NA	U=N<10 P=N<10 G=NA	U=N<10 P=N<10 G=NA	U=60 P=N<10 G=NA	U=529.67 P=N<10 G=NA	U=20 P=N<10 G=NA	U=520 P=N<10 G=NA

Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Dispositional Assessment	Y	Y	Y
EMPATHY/Omaha Interview	N	N	N
Essay	N	N	Y
High School Class Rank	NA	NA	NA
Interview	N	Y	Y
Letter of Commitment	N	N	N
Letter of Recommendation	Y	Y	Y
Myers-Briggs Type Indicator	NA	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	N	N	N

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Principal Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
SAT Composite Score	NA	NA	NA	NA	NA	NA	NA
GRE Writing Subscore	NA	NA	NA	NA	NA	NA	NA
GRE Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Reading Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Reading	NA	NA	NA	NA	NA	NA	NA
GPA - High School	NA	NA	NA	NA	NA	NA	NA
GRE Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA
GRE Composite Score	NA	NA	NA	NA	NA	NA	NA
Praxis II	NA	NA	NA	NA	NA	NA	NA
ACT Math Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Writing	NA	NA	NA	NA	NA	NA	NA
MAT	NA	NA	NA	NA	NA	NA	NA
ACT Composite Score	NA	NA	NA	NA	NA	NA	NA
GPA - Graduate	NA	NA	NA	NA	NA	NA	NA
Praxis I Math	NA	NA	NA	NA	NA	NA	NA
GPA - Undergraduate	NA	NA	NA	NA	NA	NA	NA
SAT Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
SAT Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA
ACT English Subscore	NA	NA	NA	NA	NA	NA	NA
SAT Writing Subscore	NA	NA	NA	NA	NA	NA	NA

Other Criteria	
Dispositional Assessment	N
EMPATHY/Omaha Interview	N
Essay	N

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Other Criteria	
Interview	N
Letter of Commitment	N
Letter of Recommendation	N
Myers-Briggs Type Indicator	N
Portfolio	N
Prerequisite Courses	N
SRI Teacher Perceiver	N
Superintendent Statement of Sponsorship	N
Teacher Insight	N

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Pre-Service Teacher Survey Results

Reporting Period from Sept 1, 2014 to Aug 31, 2015

Description of Data:
To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio candidates receive an invitation to complete the survey during their professional internship (student teaching). The results of this survey are reflected here. A total of 4,055 respondents completed the survey statewide for a response rate of 70 percent.

Otterbein University Survey Response Rate = 61.64%

Total Survey Responses = 45

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.53	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.	3.44	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.42	3.36
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.60	3.47
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.56	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.	3.64	3.61
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.56	3.46
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.49	3.49
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.60	3.53
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.	3.53	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.42	3.39
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.60	3.59
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.33	3.35
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.58	3.57
15	My teacher licensure program prepared me to understand the importance of communication	3.64	3.54

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No.	Question	Institution Average	State Average
	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.	3.73	3.66
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.64	3.53
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.67	3.64
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.67	3.49
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.78	3.71
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.44	3.39
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.62	3.50
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.53	3.50
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.24	3.22
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.	3.11	3.06
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	3.04	2.97
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.27	3.31
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.13	3.19
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.67	3.59
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.98	2.96
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.82	3.65
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.71	3.43
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.87	3.69
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.73	3.67
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.73	3.62
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.58	3.51
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.64	3.48

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No.	Question	Institution Average	State Average
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.33	3.30
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.33	3.32
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.38	3.36
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.76	3.64
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.53	3.52
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.69	3.62
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.64	3.52
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.62	3.51
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.62	3.66
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.42	3.42
48	My teacher licensure program provided opportunities to voice concerns about the program.	3.33	3.24
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.56	3.42

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

Reporting Period from Sept 1, 2014 to Aug 31, 2015

Description of Data:
To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio Resident Educators who completed their preparation in Ohio receive an invitation to complete the survey in the fall semester as they enter Year 2 of the Resident Educator program. A total of 650 respondents completed the survey statewide for a response rate of 11 percent.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N<10	3.47
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	3.29
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.32
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	3.35
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	3.41
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.41
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.41
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.41
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	3.41
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.31
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.43
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	3.45

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No.	Question	Institution Average	State Average
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.42
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	3.43
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.36
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.59
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.31
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.43
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.41
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	3.10
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	2.76
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	2.76
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.22
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	3.06
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	N<10	3.31
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	2.75
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.53
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.33
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N<10	3.54
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.51
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.52
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.34
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.33
37	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.25

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No.	Question	Institution Average	State Average
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.26
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.27
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.55
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.47
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.53
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.43
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.42
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.60
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.34
47	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	3.22
48	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	3.38
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N<10	3.27

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Principal Intern Survey Results

Reporting Period from Sept 1, 2014 to Aug 31, 2015

Description of Data:
To gather information the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey to Ohio 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 255 respondents completed the survey statewide for a response rate of 29 percent.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	My program prepared me to lead and facilitate continuous improvement efforts within a school building setting.	NA	3.52
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	NA	3.48
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	NA	3.51
4	My program prepared me to lead instruction.	NA	3.49
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.	NA	3.41
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	NA	3.52
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	NA	3.61
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.	NA	3.53
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	NA	3.55
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	NA	3.56
11	My program prepared me to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning.	NA	3.59
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	NA	3.56
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	NA	3.45
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	NA	3.63
15	My program prepared me to share leadership with staff, students, parents, and community members.	NA	3.65
16	My program prepared me to establish effective working teams and developing structures for	NA	3.61

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No.	Question	Institution Average	State Average
	collaboration between teachers and educational support personnel.		
17	My program prepared me to foster positive professional relationships among staff.	NA	3.63
18	My program prepared me to support and advance the leadership capacity of educators.	NA	3.60
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	NA	3.67
20	My program prepared me to connect the school with the community through print and electronic media.	NA	3.40
21	My program prepared me to involve parents and communities in improving student learning.	NA	3.57
22	My program prepared me to use community resources to improve student learning.	NA	3.47
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	NA	3.51

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Principal Internship Mentor Survey Results

Reporting Period from Sept 1, 2014 to Aug 31, 2015

Description of Data:
To gather information the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education distributes a survey to individuals who serve as mentors to Ohio 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 63 respondents completed the survey statewide for a response rate of 21 percent.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	The principal preparation program prepared the school leader candidate to understand leading and facilitating continuous improvement efforts within a school building setting.	NA	3.24
2	The principal preparation program prepared the school leader candidate to understand leading the process of setting, monitoring, and achieving specific and challenging goals for all students and staff.	NA	3.35
3	The principal preparation program prepared the school leader candidate to understand anticipating, monitoring, and responding to educational developments affecting the school and its environment.	NA	3.29
4	The principal preparation program prepared the school leader candidate to understand ensuring the instructional content being taught is aligned with the academic standards (i.e., national, Common Core, state) and curriculum priorities of the school and district.	NA	3.23
5	The principal preparation program prepared the school leader candidate to understandEnsuring effective instructional practices that meet the needs of all students at high levels of learning.	NA	3.23
6	The principal preparation program prepared the school leader candidate to understand advocating for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	NA	3.35
7	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of data by self and staff.	NA	3.35
8	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of research by self and staff.	NA	3.31
9	The principal preparation program prepared the school leader candidate to understand supporting staff in planning and implementing research-based professional development.	NA	3.27
10	The principal preparation program prepared the school leader candidate to understand establishing and maintaining procedures and practices supporting staff and students with a safe environment conducive to learning.	NA	3.37
11	The principal preparation program prepared the school leader candidate to understand establishing and maintaining a nurturing school environment addressing the physical and mental health needs of all.	NA	3.37
12	The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning.	NA	3.30
13	The principal preparation program prepared the school leader candidate to understand	NA	3.49

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No.	Question	Institution Average	State Average
	upholding and modeling professional ethics; local, state, and national policies; and, legal codes of conduct.		
14	The principal preparation program prepared the school leader candidate to understand connecting the school with the community through print and electronic media.	NA	3.29
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	NA	3.32
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	NA	3.30
17	The principal preparation program prepared the school leader candidate to understand etablishing expectations for using culturally responsive practices that acknowledge and value diversity.	NA	3.34
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	NA	2.51
19	I participated in and/or accessed the provided mentor training and/or materials.	NA	2.84
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	NA	2.13

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National Accreditation Status

Reporting Period from Sept 1, 2014 to Aug 31, 2015
(Data Source: Ohio Department of Higher Education)

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 Counciil 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 professional preparation of job applicants.

Accrediting Agency	NCATE
Date of Last Review	April 2009
Accreditation Status	Accredited

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Teacher Residency Program

Reporting Period from Sept 1, 2014 to Aug 31, 2015
(Data Source: Otterbein University)

Description of Data:
The Resident Educator Program in Ohio encompasses a robust four-year teacher development system. The data below show the persistence of Ohio Educator Preparation Provider graduates through the program. Of note, a Resident Educator entering a program year may fail to complete all the program year requirements within the same academic year. Within set parameters, the individual may re-attempt the program year requirements in the subsequent academic year. These rare instances may affect the reported data, for example, showing persistence rates greater than 100 percent for a particular program year.

Ohio EPP Program Completers Persisting in the State Resident Educator Program who were Prepared at Otterbein University

Initial Licensure Effective Year	Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
2011	6	6	100%	3	3	100%	7	7	100%	14	14	100%
2012	9	9	100%	18	18	100%	22	22	100%	NA	NA	NA
2013	15	15	100%	43	43	100%	NA	NA	NA	NA	NA	NA
2014	25	25	100%	NA	NA	NA	NA	NA	NA	NA	NA	NA

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Excellence and Innovation Initiatives

Reporting Period from Sept 1, 2014 to Aug 31, 2015
(Data Source: Otterbein University)

Description of Data:
This section reflects self-reported information from Ohio Educator Preparation Providers on a maximum of three initiatives geared to increase excellence and support innovation in the preparation of Ohio educators.

Teacher Preparation Programs

Initiative: Otterbein Professor named Ohio STEM Exemplar

Strategy: Dr. Paul Wendel, assistant professor in the Education Department, was recently named an Ohio STEM Exemplar by the Ohio Academy of Science (OAS). Ohio STEM Exemplars exemplify believing in Ohio from a science, technology, engineering and mathematics (STEM) workforce perspective, according to the OAS. They serve as role models for students to encourage them to pursue STEM careers and become entrepreneurs and innovators. This marks the first time the OAS has presented these awards.

Initiative: Otterbein Middle Level Association

Number of Participants: 12

Strategy: For the second time in 5 years, the Otterbein Middle Level Association student group is hosting and serving as national officers for the national Association of Middle Level Educators. These middle level students are actively engaged as young leaders in their profession.

Initiative: COELEC Summer Academy: Westerville +area districts

Purpose: To increase the instructional support system for pre-service and in-service teachers who work with English Learners (ELs) in central Ohio.

Number of Participants: 95

Strategy: Otterbein is currently implementing the fourth of a five-year U.S. Department of Education grant that supports the development of faculty members and central Ohio practicing teachers in the area of English Language Learner strategies and support. Components of this grant project include faculty study of ELL support and strategies and the resulting integration of strategies and support into the teacher education curriculum. As of year four of the grant (2015-16), twenty faculty members have participated; each increasing the extent to which they integrate ELL strategies, skills, and policy into their courses, and/or support their college-level English Learners in the college classroom. Furthermore, 75+ pre-service and practicing k-12 teachers have benefited from the grant through the implementation of an intensive summer academy, where Otterbein provides expert instruction and experience in TESOL

	through courses and a k-12 tutoring program to extend the ELL knowledge and skills of current practicing teachers from Central Ohio. Continued below...
Demonstration of Impact:	Finally, this year, COELEC is sponsoring a conference for Ohio educators entitled Diversity in Schools: Making a Difference. The conference will accommodate 200 PK-12 and higher education faculty and administrators, who will benefit from strands of sessions on Strategies for Pre-service Teachers, Strategies for Content Area Teachers, Early Childhood, Family Engagement, and the Role of Administrators.
External Recognition:	Five -year grant funded by a National Professional Development Grant from the US Department of Education in 2012.

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