Field and Clinical Experiences for Candidates at University of Toledo

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

Description of Data:
Ohio requires that teacher 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 for these placements vary by unit and by program.

<table>
<thead>
<tr>
<th>Field/Clinical Experience Element</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>Minimum number of field hours required of candidates in the preparation program prior to student teaching</td>
<td>360</td>
</tr>
<tr>
<td>Maximum number of field hours required of candidates in the preparation program prior to student teaching</td>
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</tr>
<tr>
<td>Total number of weeks required of candidates in the student teaching experience</td>
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<tr>
<td>Percentage of teacher candidates who satisfactorily completed student teaching</td>
<td>100%</td>
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</table>
### Teacher Licensure Test Scores

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<thead>
<tr>
<th>Licensure Test</th>
<th>Test Range Score</th>
<th>Test Cut Score</th>
<th>Completers Tested</th>
<th>Program Average Scaled Score</th>
<th>Completers Passed</th>
<th>Program Pass Rate</th>
<th>State Average Pass Rate</th>
<th>State Average Scaled Score</th>
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</thead>
<tbody>
<tr>
<td>0049 - Middle School English Language Arts</td>
<td>100-200</td>
<td>156</td>
<td>N&lt;10</td>
<td>NA</td>
<td>N&lt;10</td>
<td>NA</td>
<td>99%</td>
<td>176</td>
</tr>
<tr>
<td>0069 - Middle School Mathematics</td>
<td>100-200</td>
<td>143</td>
<td>N&lt;10</td>
<td>NA</td>
<td>N&lt;10</td>
<td>NA</td>
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<td>173</td>
</tr>
<tr>
<td>0089 - Middle School Social Studies</td>
<td>100-200</td>
<td>151</td>
<td>N&lt;10</td>
<td>NA</td>
<td>N&lt;10</td>
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<td>028 - Middle Grades English Language Arts</td>
<td>100-300</td>
<td>220</td>
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<tr>
<td>029 - Middle Grades Science</td>
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<td>220</td>
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<td>030 - Middle Grades Mathematics</td>
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<tr>
<td>5049 - Middle School English Language Arts</td>
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<td>156</td>
<td>N&lt;10</td>
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<td>N&lt;10</td>
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<td>177</td>
</tr>
<tr>
<td>5089 - Middle School Social Studies</td>
<td>100-200</td>
<td>151</td>
<td>N&lt;10</td>
<td>NA</td>
<td>N&lt;10</td>
<td>NA</td>
<td>98%</td>
<td>170</td>
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</tbody>
</table>
2015 Educator Preparation Performance Report  
Middle Childhood (4-9)  
University of Toledo

University of Toledo Candidate Academic Measures  
Reporting Period from Sept 1, 2014 to Aug 31, 2015  
(Data Source: University of Toledo)

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

<table>
<thead>
<tr>
<th>Academic Measure</th>
<th>Required Score</th>
<th>Candidates Admitted</th>
<th>Number Admitted</th>
<th>Average Score</th>
<th>Candidates Enrolled</th>
<th>Number Enrolled</th>
<th>Average Score</th>
<th>Candidates Completing</th>
<th>Number Completed</th>
<th>Average Score</th>
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<tr>
<td>ACT Composite Score</td>
<td>U=1</td>
<td>U=18</td>
<td>U=24</td>
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</table>

(Data Source: University of Toledo)
## 2015 Educator Preparation Performance Report
### Middle Childhood (4-9)
### University of Toledo

<table>
<thead>
<tr>
<th>Academic Measure</th>
<th>Required Score</th>
<th>Candidates Admitted</th>
<th>Candidates Enrolled</th>
<th>Candidates Completing</th>
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<td><strong>SAT Quantitative Subscore</strong></td>
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### Other Criteria

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<th>Post-Baccalaureate</th>
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<td>Dispositional Assessment</td>
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<td>N</td>
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<tr>
<td>EMPATHY/Omaha Interview</td>
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<tr>
<td>Essay</td>
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<td>Interview</td>
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<tr>
<td>Letter of Commitment</td>
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<td>Letter of Recommendation</td>
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<td>Myers-Briggs Type Indicator</td>
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<td>Portfolio</td>
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<td>Prerequisite Courses</td>
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<td>SRI Teacher Perceiver</td>
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<td>Superintendent Statement of Sponsorship</td>
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<td>NA</td>
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<tr>
<td>Teacher Insight</td>
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</table>
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.

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Institution Program Average</th>
<th>Statewide Program Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My teacher licensure program prepared me with knowledge of research on how students learn.</td>
<td>3.27</td>
<td>3.48</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
<td>3.18</td>
<td>3.27</td>
</tr>
<tr>
<td>3</td>
<td>My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.</td>
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<td>3.27</td>
</tr>
<tr>
<td>4</td>
<td>My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.</td>
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<td>3.44</td>
</tr>
<tr>
<td>5</td>
<td>My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.</td>
<td>3.09</td>
<td>3.39</td>
</tr>
<tr>
<td>6</td>
<td>My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.</td>
<td>3.18</td>
<td>3.62</td>
</tr>
<tr>
<td>7</td>
<td>My teacher licensure program prepared me to use assessment data to inform instruction.</td>
<td>3.36</td>
<td>3.43</td>
</tr>
<tr>
<td>8</td>
<td>My teacher licensure program prepared me to clearly communicate learning goals to students.</td>
<td>3.27</td>
<td>3.49</td>
</tr>
<tr>
<td>9</td>
<td>My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.</td>
<td>3.27</td>
<td>3.52</td>
</tr>
<tr>
<td>10</td>
<td>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.</td>
<td>3.09</td>
<td>3.36</td>
</tr>
<tr>
<td>11</td>
<td>My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.</td>
<td>3.45</td>
<td>3.36</td>
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<tr>
<td>12</td>
<td>My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.</td>
<td>3.45</td>
<td>3.59</td>
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<tr>
<td>13</td>
<td>My teacher licensure program prepared me to use strategies for effective classroom management.</td>
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<td>3.25</td>
</tr>
<tr>
<td>14</td>
<td>My teacher licensure program prepared me to communicate clearly and effectively.</td>
<td>3.45</td>
<td>3.52</td>
</tr>
<tr>
<td>15</td>
<td>My teacher licensure program prepared me to understand the importance of communication with families and caregivers.</td>
<td>3.36</td>
<td>3.45</td>
</tr>
<tr>
<td>16</td>
<td>My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.</td>
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<tr>
<td>No.</td>
<td>Question</td>
<td>Institution Program Average</td>
<td>Statewide Program Average</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>17</td>
<td>My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.</td>
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<td>3.57</td>
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<tr>
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<td>My teacher licensure program prepared me to communicate high expectations for all students.</td>
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<tr>
<td>19</td>
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### 2015 Educator Preparation Performance Report
### Middle Childhood (4-9)
### University of Toledo

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2015 Educator Preparation Performance Report  
Middle Childhood (4-9)  
University of Toledo

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. The results of the survey are reflected here.

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

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<td>My teacher licensure program prepared me with knowledge of research on how students learn.</td>
<td>N&lt;10</td>
<td>3.51</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
<td>N&lt;10</td>
<td>3.22</td>
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<tr>
<td>3</td>
<td>My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.</td>
<td>N&lt;10</td>
<td>3.36</td>
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<tr>
<td>4</td>
<td>My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.</td>
<td>N&lt;10</td>
<td>3.49</td>
</tr>
<tr>
<td>5</td>
<td>My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.</td>
<td>N&lt;10</td>
<td>3.40</td>
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<tr>
<td>6</td>
<td>My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.</td>
<td>N&lt;10</td>
<td>3.43</td>
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<tr>
<td>7</td>
<td>My teacher licensure program prepared me to use assessment data to inform instruction.</td>
<td>N&lt;10</td>
<td>3.43</td>
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<tr>
<td>8</td>
<td>My teacher licensure program prepared me to clearly communicate learning goals to students.</td>
<td>N&lt;10</td>
<td>3.43</td>
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<tr>
<td>9</td>
<td>My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.</td>
<td>N&lt;10</td>
<td>3.43</td>
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<tr>
<td>10</td>
<td>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.</td>
<td>N&lt;10</td>
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<td>11</td>
<td>My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.</td>
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<td>12</td>
<td>My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.</td>
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<td>13</td>
<td>My teacher licensure program prepared me to use strategies for effective classroom management.</td>
<td>N&lt;10</td>
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<td>14</td>
<td>My teacher licensure program prepared me to communicate clearly and effectively.</td>
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<td>15</td>
<td>My teacher licensure program prepared me to understand the importance of communication with families and caregivers.</td>
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<td>16</td>
<td>My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.</td>
<td>N&lt;10</td>
<td>3.58</td>
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<td>17</td>
<td>My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.</td>
<td>N&lt;10</td>
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