

# 2019 Ohio Educator Preparation Provider Performance Report Cleveland State University

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## Institution Profile

(Data Source: Cleveland State University)

Located in downtown Cleveland, Ohio, CSU enrolls nearly 17,500 students, most of whom are Ohio residents. Law and graduate students account for 33% of total enrollment, while undergraduates comprise the remaining 67%. The student-faculty ratio of 19:1 promotes much faculty-student interaction. CSU's selection as one of America's Best Colleges by U.S. News & World Report underscores the University's commitment to academic excellence. Its current Carnegie Classification is that of a Doctoral-granting, Research University with high research activity.

## College of Education and Human Services

The College of Education & Human Services enrolls approximately 2,500 students every term (1,000 undergraduates and 1,500 graduate students). At the undergraduate level, we attract a sizeable transfer student population that includes many nontraditional students who attend school on a part-time basis. At the graduate level, established professionals study alongside those who are pursuing newly chosen professions. Through internships, fieldwork, student teaching, and clinical practica, nearly all of our academic programs place empiric, on-site training at the center of student learning

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## 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 Cleveland State University**

Reporting Period from Sept 1, 2018 to Aug 31, 2019  
(Data Source: Ohio Department of Education)

**Description of Data:**

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.

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results is actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

**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 2015, 2016, 2017, and 2018.
2. The teacher evaluation data in this report are provided by the Ohio Department of Education.
3. Due to ORC 3333.041(B), annual results must be masked for institutions with fewer than 10 completers with OTES data.

<b>Associated Teacher Evaluation Classifications</b>				
<b>Initial Licensure Effective Year</b>	<b># Accomplished</b>	<b># Skilled</b>	<b># Developing</b>	<b># Ineffective</b>
<b>2015</b>	33	65	12	N<10
<b>2016</b>	25	59	11	N<10
<b>2017</b>	16	49	19	N<10
<b>2018</b>	N<10	23	18	N<10

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**Ohio Principal Evaluation System (OPES) Results for Individuals**  
**Completing Principal Preparation Programs at Cleveland State University**

Reporting Period from Sept 1, 2018 to Aug 31, 2019  
(Data Source: Ohio Department of Education)

**Description of Data:**

Ohio's system for evaluating principals (Ohio's Principal Evaluation System) provides building leaders with a detailed 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 2015, 2016, 2017, and 2018.

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results is actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

<b>Associated Principal Evaluation Classifications</b>				
<b>Initial Licensure Effective Year</b>	<b># Accomplished</b>	<b># Skilled</b>	<b># Developing</b>	<b># Ineffective</b>
<b>2015</b>	N<10	N<10	N<10	N<10
<b>2016</b>	N<10	N<10	N<10	N<10
<b>2017</b>	N<10	N<10	N<10	N<10
<b>2018</b>	N<10	N<10	N<10	N<10

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**Field and Clinical Experiences for Candidates at Cleveland State University**

Reporting Period from Sept 1, 2018 to Aug 31, 2019

(Data Source: Cleveland State 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	60
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	410
Average number of weeks required to teach full-time within the student teaching experience at the institution	14
Percentage of teacher candidates who satisfactorily completed student teaching	99.38%

**Principal Preparation Programs**

Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	30
Number of candidates who started internship	71
Number of candidates who completed internship	75
Percentage of principal candidates who satisfactorily completed internship	105.63%

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## Ohio Educator Licensure Examination Pass Rates at Cleveland State University

Reporting Period from Sept 1, 2017 to Aug 31, 2018  
(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 2018-2019.

As of 2013, the Ohio Assessments for Educators replaced the Praxis subject assessments for initial licensure. Some Praxis II assessments are still being reported because recent program completers took those tests in or before 2013.

Teacher Licensure Tests	
<b>Summary Rating: AT RISK</b>	
Completers Tested	Pass Rate
167	78%

## Ohio Principal Licensure Examination Pass Rates at Cleveland State University

Reporting Period from Sept 1, 2018 to Aug 31, 2019  
(Data Source: Cleveland State University)

**Description of Data:**

Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. The 2018-2019 program completer pass rates are reported by each Ohio educator preparation provider.

Principal Licensure Tests	
Completers Tested	Pass Rate
81	89%

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

Reporting Period from Sept 1, 2018 to Aug 31, 2019

### Description of Data:

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 2015, 2016, 2017, and 2018.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on Elementary and Middle School Tests (Grades 4-8) and End-of-Course Tests for high school credit.
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 Cleveland State University-Prepared Teachers

Initial Licensure Effective Years 2015, 2016, 2017, 2018		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value- Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
346	109	N=19 17%	N=10 9%	N=34 31%	N=12 11%	N=34 31%

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**Demographic Information for Schools where Cleveland State University-Prepared Teachers with Value-Added Data Serve**

**Teachers Serving by School Level**

Elementary School	Middle School	Junior High School	High School	No School Level
N=34	N=20	N/A	N=54	N=1
31%	18%	N/A	50%	<1%

**Teachers Serving by School Type**

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=17	N=91	N/A	N/A	N=1	N/A
16%	83%	N/A	N/A	<1%	N/A

**Teachers Serving by Overall Letter Grade of Building Value-Added**

A	B	C	D	F	NR
N=20	N=25	N=10	N=2	N=50	N=2
18%	23%	9%	2%	46%	2%

**Teachers Serving by Minority Enrollment by Quartiles**

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=68	N=16	N=23	N=1	N=1
62%	15%	21%	<1%	<1%

**Teachers Serving by Poverty Level by Quartiles**

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=58	N=17	N=14	N=19	N=1
53%	16%	13%	17%	<1%

\* 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 Cleveland State University-Prepared Principals**

Initial Licensure Effective Years 2015, 2016, 2017, 2018		Principals Serving by Letter Grade of Overall Building Value-Added				
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F
15	14	N/A	N=5 36%	N=2 14%	N/A	N=8 57%
		N/A			N/A	

**Demographic Information for Schools where Cleveland State University-Prepared Principals with Value-Added Data Serve**

Principals Serving by School Level				
Elementary School	Middle School	Junior High School	High School	No School Level
N=9	N=2	N/A	N=4	N/A
64%	14%	N/A	29%	N/A

Principals Serving by School Type					
Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=1	N=14	N/A	N/A	N/A	N/A
7%	100%	N/A	N/A	N/A	N/A

Principals Serving by Overall Letter Grade of School					
A	B	C	D	F	NR
N/A	N=3	N=4	N=7	N=1	N/A
N/A	21%	29%	50%	7%	N/A

Principals Serving by Minority Enrollment by Quartiles				
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=5	N=5	N=2	N=3	N/A
36%	36%	14%	21%	N/A

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**Principals Serving by Poverty Level by Quartiles**

<b>High Poverty</b>	<b>Medium-High Poverty</b>	<b>Medium-Low Poverty</b>	<b>Low Poverty</b>	<b>No Poverty Quartile</b>
N=8	N=2	N=4	N=1	N/A
57%	14%	29%	7%	N/A

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## Cleveland State University Candidate Academic Measures

(Data Source: Cleveland State University)  
Reporting Period from Sept 1, 2018 to Aug 31, 2019

### Undergraduate Admission Requirements

Cumulative grade-point average GT/EQ to 2.75 with completion of at least 30 undergraduate credit hours; grade of B- or better in college-level English course; grade of B- or better in college-level Math course (options are available to take the ACT, SAT, or Praxis CORE in English, Math, and Reading/Writing in place of a B- or better in an English or Math course); submission of a valid BCI/FBI background check with no disqualifying results; satisfactory intake interview.

### Post-Baccalaureate Admission Requirements

Baccalaureate degree with a 2.75 cumulative grade-point average or better; submission of a valid BCI/FBI background check with no disqualifying results; satisfactory intake interview. At CSU, post-baccalaureate students are admitted and enroll as undergraduates.

### Graduate Admission Requirements

Baccalaureate degree with overall GPA GT or EQ to 3.0; submission of a valid BCI/FBI background check with no disqualifying results. Students who do not meet GPA requirements may still gain admission upon completion of 12 credits of graduate coursework at CSU, including Educational Research (EDB 601), with a 3.0 GPA. Where required by program, concentrated coursework in teaching field (e.g., math) with GPA GT or EQ to 2.75 plus acceptable essay and interview.

### Description of Data:

The data in this section are the average scores of candidates on academic measures reported by the provider. If a measure is not applicable to a level of delivery (undergraduate, post-baccalaureate, graduate) the table reflects "N/A". In the "Dispositional Assessments and Other Measures" portion, if the provider did not indicate using a measure, OR if the institution does not offer a program at the designated level of delivery, the table reflects "N".

Candidates Admitted are the number admitted in the most recent year.

Candidates Enrolled are the total number of candidates enrolled.

Candidates Completing are the number completing in the most recent year.

### Teacher Preparation Programs

U=Undergraduate P=Post-Baccalaureate G=Graduate

Academic Measure	Required Score	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
ACT Composite Score	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
ACT English Subscore	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
ACT Math Subscore	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
ACT Reading Subscore	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
GPA - Graduate	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G= 3.00	G=19	G= 3.70	G=52	G= 3.71	G=12	G= 3.75

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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
GPA - High School	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GPA - Transfer	U= 2.75 P=N/A G=N/A	U=43 P=N/A G=N/A	U= 3.32 P=N/A G=N/A	U=132 P=N/A G=N/A	U= 3.27 P=N/A G=N/A	U=38 P=N/A G=N/A	U= 3.30 P=N/A G=N/A
GPA - Undergraduate	U= 2.75 P= 2.75 G= 3.00	U=92 P=21 G=30	U= 3.33 P= 3.44 G= 3.27	U=294 P=40 G=96	U= 3.33 P= 3.44 G= 3.24	U=70 P=20 G=21	U= 3.37 P= 3.40 G= 3.17
GRE Composite Score	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Quantitative Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Verbal Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Writing Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
MAT	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Math	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Reading	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Writing	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Math	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Reading	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Writing	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis II	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Composite Score	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Quantitative Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Verbal Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Writing Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Other Criteria		Undergraduate		Post-Baccalaureate		Graduate	
Dispositional Assessment		N		N		N	
EMPATHY/Omaha Interview		N		N		N	

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<b>Other Criteria</b>	<b>Undergraduate</b>	<b>Post-Baccalaureate</b>	<b>Graduate</b>
<b>Essay</b>	N	N	N
<b>High School Class Rank</b>	N/A	N/A	N/A
<b>Interview</b>	Y	Y	N
<b>Letter of Commitment</b>	N	N	N
<b>Letter of Recommendation</b>	N	N	N
<b>Myers-Briggs Type Indicator</b>	N/A	N	N
<b>OAE Content Assessment</b>	N/A	N/A	N
<b>Portfolio</b>	N	N	N
<b>Prerequisite Courses</b>	Y	N	N
<b>SRI Teacher Perceiver</b>	N/A	N/A	N
<b>Superintendent Statement of Sponsorship</b>	N/A	N/A	N
<b>Teacher Insight</b>	N	N	N



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Other Criteria	
Dispositional Assessment	N
EMPATHY/Omaha Interview	N
Essay	Y
Interview	Y
Letter of Commitment	N
Letter of Recommendation	Y
Myers-Briggs Type Indicator	N
Portfolio	N
Prerequisite Courses	N
SRI Teacher Perceiver	N
Superintendent Statement of Sponsorship	N
Teacher Insight	N

# 2019 Ohio Educator Preparation Provider Performance Report Cleveland State University

## Pre-Service Teacher Survey Results

Reporting Period from Sept 1, 2018 to Aug 31, 2019

### 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 3,156 respondents completed the survey statewide for a response rate of 70 percent.

**Cleveland State University Survey Response Rate = 70.97%**

**Total Survey Responses = 132**

**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.	3.36	3.52
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.	3.11	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.23	3.39
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.24	3.48
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.26	3.44
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.48	3.67
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.26	3.47
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.27	3.51
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.37	3.57
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.	3.27	3.46
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	2.99	3.41
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.39	3.60
13	My teacher licensure program prepared me to use strategies for effective classroom management.	2.89	3.31
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.25	3.57

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<b>No.</b>	<b>Question</b>	<b>Institution Average</b>	<b>State Average</b>
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.35	3.56
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.50	3.70
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.31	3.57
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.39	3.65
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.36	3.52
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.59	3.74
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.08	3.42
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.23	3.53
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.35	3.53
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.04	3.26
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.	2.80	3.11
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	2.80	3.01
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.27	3.38
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.11	3.24
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.45	3.64
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.62	2.97
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.45	3.68
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	2.81	3.42
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.46	3.69
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.48	3.68
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.52	3.64
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.35	3.54

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No.	Question	Institution Average	State Average
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.42	3.52
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.15	3.30
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.16	3.33
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.22	3.36
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.44	3.66
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.26	3.55
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.43	3.66
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.27	3.56
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.21	3.54
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.46	3.67
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.02	3.43
48	My teacher licensure program provided opportunities to voice concerns about the program.	2.89	3.22
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.11	3.44

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

Reporting Period from Sept 1, 2018 to Aug 31, 2019

**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 399 respondents completed the survey statewide for a response rate of 12 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.	3.29	3.43
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.	2.82	3.16
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.12	3.30
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.24	3.40
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.24	3.31
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.47	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.12	3.40
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.35	3.41
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.29	3.44
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.	3.12	3.32
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.24	3.25
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.06	3.38
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.00	3.15

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<b>No.</b>	<b>Question</b>	<b>Institution Average</b>	<b>State Average</b>
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.47	3.46
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.35	3.43
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.24	3.57
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.18	3.43
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.18	3.31
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.47	3.57
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.24	3.31
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.24	3.41
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.29	3.43
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.06	3.18
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.	3.00	3.08
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.00	3.08
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.18	3.27
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.94	3.10
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.18	3.43
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.41	2.71
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.47	3.56
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	2.88	3.32
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.24	3.54
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.18	3.51
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.35	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.41	3.33

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No.	Question	Institution Average	State Average
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.24	3.33
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.06	3.18
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.24	3.22
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.24	3.25
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.24	3.55
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.12	3.47
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.35	3.54
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.18	3.45
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.06	3.43
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.24	3.57
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.12	3.40
47	My teacher licensure program provided opportunities to voice concerns about the program.	2.82	3.23
48	My teacher licensure program provided advising to facilitate progression to program completion.	3.06	3.36
49	My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.06	3.34

**2019**  
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**Principal Intern Survey Results**

Reporting Period from Sept 1, 2018 to Aug 31, 2019

**Description of Data:**

To gather information on 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 392 respondents completed the survey statewide for a response rate of 41 percent.

**Cleveland State University Survey Response Rate = 14.63%**

**Total Survey Responses = 12**

**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.	3.42	3.53
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3.42	3.53
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	3.42	3.53
4	My program prepared me to lead instruction.	3.33	3.50
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.	3.33	3.54
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	3.58	3.54
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	3.42	3.54
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.	3.50	3.56
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	3.42	3.51
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	3.42	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.	3.42	3.61
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	3.42	3.56
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	3.42	3.48
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	3.58	3.65
15	My program prepared me to share leadership with staff, students, parents, and community members.	3.58	3.66

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No.	Question	Institution Average	State Average
16	My program prepared me to establish effective working teams and developing structures for collaboration between teachers and educational support personnel.	3.50	3.64
17	My program prepared me to foster positive professional relationships among staff.	3.50	3.66
18	My program prepared me to support and advance the leadership capacity of educators.	3.50	3.63
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	3.50	3.66
20	My program prepared me to connect the school with the community through print and electronic media.	3.42	3.44
21	My program prepared me to involve parents and communities in improving student learning.	3.50	3.50
22	My program prepared me to use community resources to improve student learning.	3.42	3.46
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	3.58	3.51

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## Principal Internship Mentor Survey Results

Reporting Period from Sept 1, 2018 to Aug 31, 2019

### Description of Data:

To gather information on 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 190 respondents completed the survey statewide for a response rate of 21 percent.

**Cleveland State University Survey Response Rate = 15.38%**

**Total Survey Responses = 12**

**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.	3.42	3.42
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.	3.36	3.41
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.	3.56	3.40
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.	3.36	3.45
5	The principal preparation program prepared the school leader candidate to understand ensuring effective instructional practices that meet the needs of all students at high levels of learning.	3.36	3.45
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.	3.25	3.45
7	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of data by self and staff.	3.50	3.49
8	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of research by self and staff.	3.50	3.40
9	The principal preparation program prepared the school leader candidate to understand supporting staff in planning and implementing research-based professional development.	3.44	3.44
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.	3.33	3.49
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.	3.42	3.47
12	The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning.	3.44	3.43

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No.	Question	Institution Average	State Average
13	The principal preparation program prepared the school leader candidate to understand upholding and modeling professional ethics; local, state, and national policies; and, legal codes of conduct.	3.33	3.53
14	The principal preparation program prepared the school leader candidate to understand connecting the school with the community through print and electronic media.	3.55	3.38
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	3.45	3.36
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	3.40	3.34
17	The principal preparation program prepared the school leader candidate to understand establishing expectations for using culturally responsive practices that acknowledge and value diversity.	3.22	3.38
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	2.33	2.73
19	I participated in and/or accessed the provided mentor training and/or materials.	3.00	2.91
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	2.00	2.18

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**National Accreditation Status**

Reporting Period from Sept 1, 2018 to Aug 31, 2019  
(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 Council for Accreditation of Educator Preparation (CAEP). Accreditation is a mechanism to ensure the quality of an institution and its programs. The accreditation of an institution and/or program helps employers evaluate the professional preparation of job applicants.

<b>Accrediting Agency</b>	CAEP
<b>Date of Last Review</b>	17-Apr
<b>Accreditation Status</b>	Accredited



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### Excellence and Innovation Initiatives

Reporting Period from Sept 1, 2018 to Aug 31, 2019  
(Data Source: Cleveland State 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

<b>Initiative:</b>	Partnership with CMSD Schools on CSU Campus
<b>Purpose:</b>	To cultivate a mutually beneficial partnership between CSU and CMSD schools to strengthen research, teacher preparation, and student learning.
<b>Goal:</b>	To support collaborative research activities, foster high-quality placements for teacher preparation candidates, and to provide meaningful professional development for K-12 teachers.
<b>Number of Participants:</b>	100
<b>Strategy:</b>	CSU hosts two CMSD schools on its campus: Campus International School (CIS) and MC2STEM. Both schools are designed to be spaces for innovation in teaching, high-quality placements for teacher candidates, and sites for educational research. CIS follows the International Baccalaureate curriculum. MC2STEM specializes in science, technology, engineering and mathematics. Collaborative activities include the placement of over 50 interns and field experience students each academic year in both schools, some of whom are Cleveland Teaching Fellows. Collaborative research projects between the CSU Center for Urban Education and the schools are common. CSU faculty partner with K-12 faculty at both schools to engage in action research projects that are presented annually at a forum on the CSU campus. The CSU STEMM Education Center partners with the schools to provide professional development.
<b>Demonstration of Impact:</b>	The impact of this initiative continues to be measured by the number of K-12 and higher education participants engaging in the partnership, the amount of research funding, and presentations and publications emerging from the partnership.
<b>External Recognition:</b>	In 2014, the CIS achieved "IB World School" accreditation from The International Baccalaureate Organization. 2016 Council of Great City Schools Shirley Schwartz Urban Education Impact Award for our partnership with the Cleveland Metropolitan School District.
<b>Programs:</b>	Cleveland Teaching Fellows are regularly placed in the two schools for their field work.
<b>Initiative:</b>	ODE Human Capital Strategy Grants
<b>Purpose:</b>	To develop a pipeline to recruit and support a more diverse pool of teachers to work in area schools.
<b>Goal:</b>	To increase the number of teacher candidates and program completers from underrepresented districts and demographic groups.
<b>Strategy:</b>	CSU received 4 Human Capital Strategy Grants, totalling over \$150,000 in support from ODE, to work with area districts on recruiting and retaining a more diverse teaching population. Districts include Maple Heights, Cleveland Heights, Warrensville Heights, Parma, Euclid and Cleveland schools. Activities include support for area teacher academies, pairing CSU teacher candidates with K-12 students interested in teaching, parent seminars on financial aid, paid internships for teacher candidates, recruitment of career changers into the teaching profession, establishment of pipelines for paraprofessionals to earn teaching licenses, and mentoring support for teachers of color.
<b>Demonstration of Impact:</b>	CSU will continue to monitor the number of prospective teachers being served by these grants, the number of people earning teaching licenses and accepting employment in districts around the region, and the demographics of the admitted pool of candidates over the next few years.
<b>Programs:</b>	Educators Rising, Masters of Urban Secondary Teaching, Maple Heights Teacher Academy

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<b>Initiative:</b>	Financial Support for Teacher Candidates
<b>Purpose:</b>	To reduce the financial burden of completing an intensive clinically-based teacher preparation program
<b>Goal:</b>	To provide financial support for select teacher candidates, especially diverse candidates pursuing high-needs teaching areas
<b>Strategy:</b>	Teaching Fellows are selected jointly by a committee of CMSD and CSU representatives. Fellows engage in a year-long paid practicum and student teaching field experience in an early, middle or secondary classroom within the Cleveland Metropolitan School District. Fellows are encouraged to create deeper partnerships by spending increased time in their buildings. Fellows participate in professional development opportunities and may be considered for hire, in the subsequent school year, since all Fellows are guaranteed an initial interview with district personnel. Graduate students in the Master of Urban Secondary Teaching (MUST) have the opportunity to be qualified as a substitute teacher to earn money at the schools where they are placed to make up for lost income for career changers pursuing a teaching degree.
<b>Demonstration of Impact:</b>	CSU continues to monitor the number of candidates from the Fellows program who accept positions in CMSD and will track their retention and performance evaluations as they complete the Ohio Resident Educator program.
<b>External Recognition:</b>	Both models have been presented at local conferences (OCTEO) and national conferences (Great City Schools).
<b>Programs:</b>	Cleveland Teaching Fellows; Master of Urban Secondary Teaching Teach, Earn and Learn

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**Principal Preparation Programs**

<b>Initiative:</b>	ODE Principal Preparation Grant
<b>Purpose:</b>	To upgrade Principal Preparation in Ohio and align it to the new Ohio Principal Standards
<b>Strategy:</b>	The Center for Educational Leadership (CEL) established 3 targeted priorities which were: 1) Establish a Center for Educational Leadership Advisory Board with representatives from local school districts; 2) Align its Inspired Leaders Principal Licensure Program with the new Ohio Standards for School Leaders; and 3) Develop an Urban Principal Endorsement Program. The Advisory Board has been established and meets regularly with CSU faculty to discuss principal preparation. The Inspired Leaders Principal Licensure Program was updated based on Advisory Board feedback. This alignment work continues to shape our Educational Leadership master's program and post-master's licensure programs.
<b>Demonstration of Impact:</b>	All courses in the Inspired Leaders Principal Preparation program and key assessments have been fully aligned to the new Ohio Principal Standards and the NELP standards.

<b>Initiative:</b>	Urban Principal Endorsement Program
<b>Purpose:</b>	To offer a competency based Urban Principal Endorsement Program tailored to district needs
<b>Goal:</b>	To recruit cohorts for this program among our urban partners, including Sandusky, Cleveland, Akron, and Canton.
<b>Strategy:</b>	In 2018, motivated by the prospect of providing its leadership candidates a new venue to cultivate leadership competencies in urban settings, CSU developed and received approval for the only competency based Urban Principal Endorsement Program in the state. The program focuses on the five leadership standards. Participants engage in five seminars over a 5-month period, interspersed with leadership activities in their home district, to demonstrate competency in the five standards.
<b>Demonstration of Impact:</b>	Candidate performance will be assessed by their principal/supervisor, seminar facilitator, and an expert on Urban School Leadership. As a new program, impact will be measured by the number of completers for our first cohort, anticipated to begin in Spring 2020.
<b>External Recognition:</b>	The Urban Principal Endorsement Program is the only program currently approved in Ohio.

<b>Initiative:</b>	Institute for Premier Leadership
<b>Purpose:</b>	Leadership development and training opportunities for rising educational leaders in CMSD
<b>Strategy:</b>	The Center for Educational Leadership delivers an intellectually rigorous and customized leadership professional development experience for aspiring and practicing administrators in the Cleveland Metropolitan School District. The Institute for Premier Leadership embraces the concept of learning about leadership across sectors as a means to build better understanding and skill development. Aspiring leaders are provided the opportunity to engage with experts across sectors of various community leaders on managing change, transforming school culture, using data effectively and building leadership capacity. Institute participants become self-aware leaders who practice reflection and deep consideration of their work and their challenges.
<b>Demonstration of Impact:</b>	The Center tracks Institute graduates who have successfully moved forward along their leadership pathways and created a powerful network characterized by innovative thinking, enhanced leadership skills, and expanded meaningful relationships with community partners.