

# 2019

## Ohio Educator Preparation Provider Performance Report

### University of Toledo

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#### **Institution Profile**

(Data Source: University of Toledo)

The University of Toledo is one of 14 state universities in Ohio. We were established in 1872 and became a member of the state university system in 1967. The University of Toledo and the Medical University of Ohio merged July 2006 to form the third-largest public university operating budget in the state. The University is accredited by The Higher Learning Commission.

#### **Judith Herb College of Education**

The Judith Herb College of Education (JHCOE) is the EPP at The University of Toledo (UT). The college was founded in 1916 as the Teachers College and later became the College of Education. The first doctoral programs at UT were introduced in 1959 in Education. The College of Education was renamed the Judith Herb College of Education on May 6, 2006. Judith and Marvin Herb, two UT graduates, contributed \$15 million to fund numerous scholarships as well as educational assessment support and research initiatives. The JHCOE is accredited by the Council for the Accreditation of Educator Preparation.

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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 University of Toledo

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.

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2015	36	25	N<10	N<10
2016	12	21	N<10	N<10
2017	14	20	N<10	N<10
2018	14	20	N<10	N<10

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

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>2017</b>	N<10	N<10	N<10	N<10

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**Field and Clinical Experiences for Candidates at University of Toledo**

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

(Data Source: University of Toledo)

**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.

<b>Teacher Preparation Programs</b>	
Field/Clinical Experience Element	Requirements
Require edTPA National Scoring from candidates in teacher preparation programs at the institution	N
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	110
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	360
Average number of weeks required to teach full-time within the student teaching experience at the institution	15
Percentage of teacher candidates who satisfactorily completed student teaching	99.15%

<b>Principal Preparation Programs</b>	
Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	30
Number of candidates who started internship	3
Number of candidates who completed internship	3
Percentage of principal candidates who satisfactorily completed internship	100%

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**Ohio Educator Licensure Examination Pass Rates at University of Toledo**

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: EFFECTIVE</b>	
Completers Tested	Pass Rate
109	92%

**Ohio Principal Licensure Examination Pass Rates at University of Toledo**

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

**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
N<10	N/A

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

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 University of Toledo-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
244	87	N=16 18%	N=8 9%	N=30 34%	N=14 16%	N=19 22%

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**Demographic Information for Schools where University of Toledo-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=24	N=9	N=2	N=50	N=2
28%	10%	2%	57%	2%

**Teachers Serving by School Type**

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=9	N=76	N/A	N=1	N=1	N/A
10%	87%	N/A	1%	1%	N/A

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

A	B	C	D	F	NR
N=10	N=22	N=15	N=3	N=35	N=2
11%	25%	17%	3%	40%	2%

**Teachers Serving by Minority Enrollment by Quartiles**

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=35	N=20	N=23	N=7	N=2
40%	23%	26%	8%	2%

**Teachers Serving by Poverty Level by Quartiles**

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=22	N=25	N=22	N=16	N=2
25%	29%	25%	18%	2%

\* 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 University of Toledo-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
N<10	N<10	N/A	N<10	N<10	N/A	N<10
		N/A	N/A	N/A	N/A	N/A

**Demographic Information for Schools where University of Toledo-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<10	N/A	N/A	N/A	N<10
N/A	N/A	N/A	N/A	N/A

Principals Serving by School Type					
Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N/A	N<10	N/A	N/A	N/A	N/A
N/A	N/A	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/A	N/A	N<10	N<10	N/A
N/A	N/A	N/A	N/A	N/A	N/A

Principals Serving by Minority Enrollment by Quartiles				
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N<10	N<10	N/A	N/A	N/A
N/A	N/A	N/A	N/A	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<10	N<10	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A



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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
<b>GPA - Undergraduate</b>	U= 2.70 P=N/A G= 2.70	U=120 P=N/A G=20	U= 3.45 P=N/A G= 3.42	U=229 P=N/A G=42	U= 3.43 P=N/A G= 3.35	U=89 P=N/A G=28	U= 3.46 P=N/A G= 3.30
<b>GRE Composite Score</b>	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
<b>GRE Quantitative Subscore</b>	U=N/A P=N/A G=153	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10
<b>GRE Verbal Subscore</b>	U=N/A P=N/A G=151	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10
<b>GRE Writing Subscore</b>	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
<b>MAT</b>	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
<b>Praxis CORE Math</b>	U=156 P=N/A G=156	U=46 P=N/A G=N<10	U=159.78 P=N/A G=N<10	U=145 P=N/A G=N<10	U=167.2 P=N/A G=N<10	U=86 P=N/A G=N<10	U=171 P=N/A G=N<10
<b>Praxis CORE Reading</b>	U=156 P=N/A G=156	U=40 P=N/A G=N<10	U=176.2 P=N/A G=N<10	U=140 P=N/A G=N<10	U=179.36 P=N/A G=N<10	U=87 P=N/A G=N<10	U=181.79 P=N/A G=N<10
<b>Praxis CORE Writing</b>	U=162 P=N/A G=N/A	U=27 P=N/A G=N/A	U=167.62 P=N/A G=N/A	U=123 P=N/A G=N/A	U=168.82 P=N/A G=N/A	U=87 P=N/A G=N/A	U=168.95 P=N/A G=N/A
<b>Praxis I Math</b>	U=172 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A
<b>Praxis I Reading</b>	U=172 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A
<b>Praxis I Writing</b>	U=172 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A	U=N<10 P=N/A G=N/A
<b>Praxis II</b>	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
<b>SAT Composite Score</b>	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
<b>SAT Quantitative Subscore</b>	U=532 P=N/A G=532	U=N<10 P=N/A G=N<10	U=N<10 P=N/A G=N<10	U=N<10 P=N/A G=N<10	U=N<10 P=N/A G=N<10	U=N<10 P=N/A G=N<10	U=N<10 P=N/A G=N<10
<b>SAT Verbal Subscore</b>	U=543 P=N/A G=543	U=N<10 P=N/A G=N<10	U=N<10 P=N/A G=N<10	U=N<10 P=N/A G=N<10	U=N<10 P=N/A G=N<10	U=N<10 P=N/A G=N<10	U=N<10 P=N/A G=N<10
<b>SAT Writing Subscore</b>	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
<b>Other Criteria</b>		<b>Undergraduate</b>		<b>Post-Baccalaureate</b>		<b>Graduate</b>	
<b>Dispositional Assessment</b>		N		N		N	
<b>EMPATHY/Omaha Interview</b>		N		N		N	
<b>Essay</b>		N		N		Y	
<b>High School Class Rank</b>		N/A		N/A		N/A	
<b>Interview</b>		N		N		Y	

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<b>Other Criteria</b>	<b>Undergraduate</b>	<b>Post-Baccalaureate</b>	<b>Graduate</b>
<b>Letter of Commitment</b>	N	N	N
<b>Letter of Recommendation</b>	N	N	Y
<b>Myers-Briggs Type Indicator</b>	N/A	N	N
<b>OAE Content Assessment</b>	N/A	N/A	Y
<b>Portfolio</b>	N	N	N
<b>Prerequisite Courses</b>	Y	N	Y
<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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**Principal Program Admission Requirements**

Please see above requirements.

**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
GPA - Undergraduate	2.70	N<10	N<10	N<10	N<10	N<10	N<10
Praxis I Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GPA - High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Quantitative Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT English Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Verbal Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis II	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Composite Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Composite Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Math Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
MAT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Quantitative Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GPA - Graduate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Composite Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Verbal Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Writing Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Writing Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Reading Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Other Criteria</b>							
<b>Dispositional Assessment</b>				N			
<b>EMPATHY/Omaha Interview</b>				N			

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Other Criteria	
Essay	Y
Interview	N
Letter of Commitment	Y
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

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## 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.

**University of Toledo Survey Response Rate = 31.93%**

**Total Survey Responses = 38**

**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.	3.47	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.	3.32	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.26	3.39
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.42	3.48
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.45	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.	3.63	3.67
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.47	3.47
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.53	3.51
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.55	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.	3.39	3.46
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.45	3.41
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.61	3.60
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.47	3.31
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.68	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.	3.61	3.56
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.74	3.70
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.53	3.57
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.68	3.65
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.63	3.52
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.79	3.74
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.42	3.42
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.53	3.53
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.58	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).	3.34	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.	3.34	3.11
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.11	3.01
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.37	3.38
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.32	3.24
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.68	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.	3.26	2.97
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.76	3.68
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.34	3.42
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.76	3.69
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.66	3.68
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.79	3.64
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.61	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.	3.68	3.52
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.50	3.30
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.47	3.33
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.50	3.36
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.71	3.66
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.58	3.55
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.68	3.66
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.63	3.56
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.53	3.54
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.76	3.67
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.34	3.43
48	My teacher licensure program provided opportunities to voice concerns about the program.	3.18	3.22
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.37	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.	N<10	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.	N<10	3.16
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.30
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	3.31
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	N<10	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.40
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	3.44
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.	N<10	3.32
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.25
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.38
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	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.	N<10	3.46
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.43
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.57
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	3.31
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.57
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	3.41
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	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).	N<10	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.	N<10	3.08
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	3.08
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.27
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	3.10
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	N<10	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.	N<10	2.71
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.56
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.32
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	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.33

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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.	N<10	3.33
37	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.18
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.22
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.25
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	3.54
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.45
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.43
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.57
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.40
47	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	3.23
48	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	3.36
49	My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N<10	3.34

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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.

**University of Toledo Survey Response Rate = 50%**

**Total Survey Responses = 1**

**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.	N<10	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.	N<10	3.53
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	N<10	3.53
4	My program prepared me to lead instruction.	N<10	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.	N<10	3.54
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	N<10	3.54
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	N<10	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.	N<10	3.56
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	N<10	3.51
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	N<10	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.	N<10	3.61
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	N<10	3.56
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	N<10	3.48
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	N<10	3.65
15	My program prepared me to share leadership with staff, students, parents, and community members.	N<10	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.	N<10	3.64
17	My program prepared me to foster positive professional relationships among staff.	N<10	3.66
18	My program prepared me to support and advance the leadership capacity of educators.	N<10	3.63
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	N<10	3.66
20	My program prepared me to connect the school with the community through print and electronic media.	N<10	3.44
21	My program prepared me to involve parents and communities in improving student learning.	N<10	3.50
22	My program prepared me to use community resources to improve student learning.	N<10	3.46
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	N<10	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.

**University of Toledo Survey Response Rate = 100%**

**Total Survey Responses = 2**

**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.	N<10	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.	N<10	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.	N<10	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.	N<10	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.	N<10	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.	N<10	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.	N<10	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.	N<10	3.40
9	The principal preparation program prepared the school leader candidate to understand supporting staff in planning and implementing research-based professional development.	N<10	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.	N<10	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.	N<10	3.47
12	The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning.	N<10	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.	N<10	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.	N<10	3.38
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	N<10	3.36
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	N<10	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.	N<10	3.38
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	N<10	2.73
19	I participated in and/or accessed the provided mentor training and/or materials.	N<10	2.91
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	N<10	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>	16-Oct
<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: University of Toledo)

#### 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>	EdCamp Event
<b>Purpose:</b>	To provide a unique, peer-led approach, designed to empower educators to explore educational interests.
<b>Goal:</b>	To provide an event where teachers and administrators from our partner districts, alumni, current students and faculty can come together to explore educational topics that are of interest.
<b>Number of Participants:</b>	60
<b>Strategy:</b>	This event occurred in Spring of 2019 and involved current students and faculty, alumni, and teachers and administrators from our partner schools. This event was a professional development opportunity where educators were encouraged to share best practices, challenges and passions, in order to enhance their professional learning. EdCamp topics and sessions were not predetermined, but were develop by the interests and needs of the stakeholders in attendance. This event allowed us to involve stakeholders, especially teachers in our partner schools, to be involved in our continuous improvement efforts by providing feedback to inform our programs and professional development.
<b>Demonstration of Impact:</b>	The survey results from the event indicated that 95% of those in attendance felt they learned a lot from the sessions they attended and 96% said they liked the peer-led format of EdCamp. When asked if participants were interested in returning for EdCamp the following year, 100% indicated they would consider returning. There was a lot of positive comments about the format, content and collaborative nature of the event.
<b>Initiative:</b>	Brady Partnership
<b>Purpose:</b>	The purpose of this study is to better understand what mechanisms and practices help to prepare highly qualified urban early childhood educators who will support the learning of diverse students.
<b>Goal:</b>	The goal is to develop a preparation program that will allow pre-service teachers to develop key skills and dispositions to make them successful educators and to remain in the field and teaching in schools where there is a great deal of need for highly qualified teachers.
<b>Number of Participants:</b>	70
<b>Strategy:</b>	This study will examine the impacts of an urban-focused early childhood teacher preparation program that utilizes urban practicum placements, pre-service teacher community service and cooperating teacher professional development and family/community learning supports on children's learning experiences and the likelihood of pre-service teachers to remain in teaching in urban settings following this training experience. Specifically, this study will follow six cohorts of pre-service teacher educators as they move through our specialized urban track within our existing program. We will be studying their experiences and work with cooperating teachers, children and families to better understand what skills and dispositions, and training opportunities build the needed skills to keep them successful and in urban settings. Cooperating teachers who are involved in this program will receive yearly professional development on culturally responsive pedagogy. Students in the program complete 20 volunteer hours in an afterschool programs, which is an additional program requirements. Upon program completion, students will receive a certificate and letters of support for future teaching positions.
<b>Demonstration of Impact:</b>	The 2018-2019 year was the first official year of the project and data will be available next year. Classroom level data will be collected at the participating elementary school sites. UT students implement lesson plans each semester. UT students' focus group data will be collected. These are

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conducted monthly during the academic school year. UT students will also participate in initial and end of year focus groups, as well as follow up surveys post-graduation. TPS classroom teachers will be asked to complete the Classroom Competency Rating Scale of their students at the site most convenient to them and return these to research personnel. Family surveys will be sent home via child's folder by our UT students. These surveys will also be made available at the twice yearly Community Events.

<b>Initiative:</b>	Teach Toledo
<b>Purpose:</b>	Teach Toledo supports the development of diverse educators committed to representing local and national urban communities.
<b>Goal:</b>	Teach Toledo is an initiative to recruit local students to pursue the Associate of Arts Degree with a focus on Urban Education in a community-based, supportive environment that involves them in P-12 classroom experience from day one of their program.
<b>Number of Participants:</b>	17
<b>Strategy:</b>	The Teach Toledo program is in its second cohort. The program will provide aspiring teachers with opportunities to: (a) work in an urban school building in order to have extensive experience interacting with the children, families, and communities in urban settings, (b) interact with peers from diverse ethnic and socioeconomic backgrounds, (c) understand the culture and history of racially and ethnically diverse U.S. populations, via University of Toledo Associate of Arts degree general education core requirements, and (d) become part of a community of practice in which novices and experts work together, combining learning with action. Teach Toledo students who attend full-time in Fall and Spring semesters will earn their Associate degree in approximately 2 ½ years. They can then continue in a regular, on-campus degree program for their Bachelor's degree, with most of the classes from the first two years "counting" toward this more advanced degree and preparing students to apply for State of Ohio teaching licensure.
<b>Demonstration of Impact:</b>	The first cohort of Teach Toledo began in Fall 2017 and the cohort graduated 8 students in Spring 2019. A new cohort began in Fall 2019 with 9 students. Teach Toledo is based on the premise that it is more efficient and effective to educate persons with lived urban experience to be highly-skilled teachers, than it is to educate persons without lived urban experience to teach effectively in urban settings. Research on effective urban education strongly recommends taking a contextualized approach to teacher education. This means that teachers need to learn to teach for the context—the neighborhood, the community, the institutional structures—in which they intend to teach.

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**Principal Preparation Programs**

<b>Initiative:</b>	Principal Licensure Certificate
<b>Purpose:</b>	To allow those with master's degrees and teaching experience to gain a principal license without going through an entire second degree program.
<b>Goal:</b>	To produce licensed K-12 administrators.
<b>Number of Participants:</b>	0
<b>Strategy:</b>	We realized there was a need to add this certificate program because many potential students already had a master's degree and wanted to meet the licensure requirements.. The certificate is for those with master's degrees and teaching experience to gain a principal license without going through an entire second degree program.This program is 21 credit hours and includes a 120 hour field experience. Students who complete the Graduate Certificate are Educational Leaders who have the ability to: #Apply leadership skills in the development, implementation, and evaluation of programs and people in real life school settings #Effectively manage an organization's operations and resources in a way that promotes a safe, efficient, and effective learning environment #Create a school culture that promotes student learning and professional growth #Demonstrate application of school law, ethics,and policy to ensure equity for all children within a school community #Analyze multiple forms of school data in order to lead school improvement efforts In 2018-2019 the certificate was developed, so there was no enrollment. It was offered in Fall 2019.
<b>Demonstration of Impact:</b>	N/A
<b>External Recognition:</b>	N/A