

2013
Educator Preparation Performance Report
Statewide Report

Licensure Test Scores for Individuals Completing Educator Preparation Programs

Reporting period for 9/1/2011 through 8/31/2012

(Data Source: Educational Testing Service (ETS))

Description of Data:

For the period reflected on this report, Ohio required that teacher candidates pass Praxis II® examinations by scoring at or above the state's established required score to be recommended for licensure and receive endorsements in specific fields. The reporting for Teacher Licensure Test Scores is based on Federal Title II data and therefore reflects only initial licensure for 2011-2012. Data are not provided for additional licenses that an educator earns after her/his initial license. Individual candidates often take more than one licensure examination; the number of licensure program completers reported reflects the unduplicated number of individuals taking examinations. For institutions with fewer than 10 linked teachers or principals, only the N is reported.

	Completers Tested	Completers Passed	Pass Rate
All Licensure Tests	7221	7021	97%

	Test Code	Qualifying Score	# Taking Assessment	# Passing Assessment	Ohio Passing Rate
Praxis II Assessments					
ART CONTENT KNOWLEDGE	ETS0133	157	186	180	97%
BIOLOGY AND GENERAL SCIENCE	ETS0030	560	50	50	100%
BIOLOGY CONTENT KNOWLEDGE	ETS0235	148	143	142	99%
BUSINESS ED	ETS0100	610	N<10	N<10	N<10
BUSINESS ED CONTENT KNOWLEDGE	ETS0101	148	26	26	100%
CHEM PHYSICS AND GENERAL SCIENCE	ETS0070	520	28	27	96%
CHEMISTRY CONTENT KNOWLEDGE II	ETS0245	152	51	46	90%
EARTH AND SPACE SCIENCES - CK	ETS0571	151	59	58	98%
ED OF EXCEPTIONAL STUDENTS: CORE CK	ETS0353	160	73	71	97%
EDUCATION OF YOUNG CHILDREN	ETS0021	166	1735	1700	98%
ENG LANG LIT COMP CONTENT KNOWLEDGE	ETS0041	167	432	410	95%
FAMILY AND CONSUMER SCIENCES	ETS0120	540	N<10	N<10	N<10
FAMILY AND CONSUMER SCIENCES II	ETS0121	148	19	19	100%
FRENCH CONTENT KNOWLEDGE	ETS0173	160	N<10	N<10	N<10

**2013
Educator Preparation Performance Report
Statewide Report**

	Test Code	Qualifying Score	# Taking Assessment	# Passing Assessment	Ohio Passing Rate
Praxis II Assessments					
HEALTH EDUCATION	ETS0550	480	79	79	100%
MATHEMATICS CONTENT KNOWLEDGE	ETS0061	139	316	297	94%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	ETS0049	156	448	430	96%
MIDDLE SCHOOL MATHEMATICS	ETS0069	143	562	562	100%
MIDDLE SCHOOL SCIENCE	ETS0439	144	476	457	96%
MIDDLE SCHOOL SOCIAL STUDIES	ETS0089	151	506	486	96%
MUSIC CONTENT KNOWLEDGE	ETS0113	154	289	280	97%
PHYSICAL ED CONTENT KNOWLEDGE	ETS0091	153	144	134	93%
PHYSICS CONTENT KNOWLEDGE II	ETS0265	132	27	25	93%
SE CORE KNOWLEDGE & APPLICATIONS	ETS0354	145	893	893	100%
SE KNOWLEDGE-BASED CORE PRINCIPLES	ETS0351	151	N<10	N<10	N<10
SOCIAL STUDIES CONTENT KNOWLEDGE	ETS0081	157	478	454	95%
SPANISH CONTENT KNOWLEDGE	ETS0191	160	N<10	N<10	N<10
SPECIAL ED PRESCHOOLEARLY CHILD	ETS0690	530	53	51	96%
ACTFL Assessments					
OPI Mandarin	ACT1013	6	13	12	93%
OPI Spanish	ACT1018	6	62	59	95%
WPT Chinese	ACT2002	6	13	13	100%
WPT French	ACT2005	6	N<10	N<10	N<10
WPT Spanish	ACT2015	6	60	60	100%

2013
Educator Preparation Performance Report
Statewide Report

Licensure Test Scores for Individuals Completing Principal Preparation Programs

Reporting period for 9/1/2012 through 8/31/2013
(Data Source: Institutions of Higher Education)

Description of Data:

For the period reflected on this report, Ohio required that principal candidates pass the Praxis II® examination (0411) by scoring at or above the state's established required score to be recommended for licensure. The scores are self-reported by each institution for 2012-2013.

	Completers Tested	Completers Passed	Pass Rate
Principal Licensure Test	763	727	95%

**2013
Educator Preparation Performance Report
Statewide Report**

Value-Added Data for Individuals Completing Educator Preparation Programs

Reporting period for 9/1/2012 through 8/31/2013

Description of Data:

Ohio's value-added data system provides educators a more complete picture of student growth. 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). From a state perspective, value-added data provide insights into student performance. For example, schools that do not appear to be achieving at high levels as traditionally measured can demonstrate through value-added data that many of their students are achieving significant progress. It is important to recognize these gains, as schools work to support students who have chronically struggled to perform. Student growth measures also provide students and parents with evidence of the impact of their efforts.

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with effective years of, 2009, 2010, 2011, and 2012.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on reading and mathematics achievement tests in grades 4-8.
3. The number of teachers and principals (N) with associated value-added data remains small at this point. For institutions with fewer than 10 linked teachers or principals with value-added data, only the N is reported.

Teacher Preparation Programs

Teachers with Effective Licensure Dates 2009, 2010, 2011, 2012		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
6121	1196	N = 184 % = 15	N = 161 % = 13	N = 447 % = 37	N = 205 % = 17	N = 199 % = 17

**2013
Educator Preparation Performance Report
Statewide Report**

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

Characteristic						
	Elementary School	Middle School	Junior High School	High School	Ungraded	
Teachers Serving by School Level	N = 493 % = 41	N = 428 % = 36	N = 116 % = 10	N = 141 % = 12	N = 18 % = 2	
	Community School	Public School	STEM School		Educational Service Center	
Teachers Serving by School Type	N = 185 % = 16	N = 1008 % = 84	N = 2 % = <1		N = 1 % = <1	
	A	B	C	D	F	NR
Teachers Serving by Overall Letter Grade of Building Value-Added	N = 466 % = 39	N = 98 % = 8	N = 194 % = 16	N = 100 % = 8	N = 336 % = 28	N = 0 % = 0
	High Minority		Middle Minority		Low Minority	
Teachers Serving by Minority Enrollment by Tertiles	N = 344 % = 29		N = 615 % = 51		N = 237 % = 20	
	High Poverty	Medium-High Poverty	Medium-Low Poverty		Low Poverty	
Teachers Serving by Poverty Level by Quartiles	N = 304 % = 25	N = 392 % = 33	N = 269 % = 22		N = 229 % = 19	

* Due to the preliminary nature of the data and staffing at ESC/district level, certain demographic variables have not been reported for some schools.

2013
Educator Preparation Performance Report
Statewide Report

Principal Preparation Programs

Principals with Effective Licensure Dates 2009, 2010, 2011, 2012		Principals Serving by Letter Grade of Overall Building Value-Added					
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F	NR
276	274	N = 82 % = 30	N = 18 % = 7	N = 38 % = 14	N = 20 % = 7	N = 49 % = 18	N = 67 % = 24

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

Characteristic						
	Elementary School	Middle School	Junior High School	High School	Ungraded	
Principals Serving by School Level	N = 158 % = 58	N = 37 % = 14	N = 13 % = 5	N = 65 % = 24	N = 1 % = <1	
	Community School	Public School	STEM School		Educational Service Center	
Principals Serving by School Type	N = 16 % = 6	N = 258 % = 94	N = 0 % = 0		N = 0 % = 0	
	A	B	C	D	F	NR
Principals Serving by Overall Letter Grade of School	Not available Until 2015					
	High Minority		Middle Minority		Low Minority	
Principals Serving by Minority Enrollment by Tertiles	N = 71 % = 26		N = 137 % = 50		N = 65 % = 24	
	High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty		
Principals Serving by Poverty Level by Quartiles	N = 73 % = 27	N = 72 % = 26	N = 81 % = 30	N = 48 % = 18		

2013
Educator Preparation Performance Report
Statewide Report

Candidate Academic Measures

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: Institutions of Higher Education; Statewide Weighted Mean Calculated by Board of Regents)

Description of Data:

Educator preparation programs (EPPs) reported academic measures for students completing their teacher and principal preparation programs. Academic measures reported include assessment results for the ACT®, SAT®, Praxis I®, GRE®, and MAT®, as well as high school, undergraduate, graduate, transfer grade point average, and program admission (GPA). The Ohio Board of Regents calculated statewide weighted mean values based on the EPP-reported data. For institutions with fewer than 10 linked teachers or principals, only the N is reported. Academic measures which do not apply to a specific unit or program are represented by NA.

Teacher Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
U=Undergraduate PB=Post-Baccalaureate G=Graduate							
		U/PB/G	U/PB/G	U/PB/G	U/PB/G	U/PB/G	U/PB/G
Undergraduate GPA	0.00-4.00	3993 / 608 / 1409	3.37 / 3.33 / 3.36	15003 / 1733 / 3405	3.24 / 3.42 / 3.33	3647 / 475 / 1303	3.46 / 3.5 / 3.52
High School GPA	0.00-4.00	1011 / 33 / NA	3.38 / 3.41 / NA	3421 / 63 / NA	3.37 / 3.2 / NA	837 / 13 / NA	3.4 / 3.15 / NA
Transfer GPA	0.00-4.00	593 / NA / NA	3.2 / NA / NA	1614 / NA / NA	3.24 / NA / NA	402 / NA / NA	3.3 / NA / NA
Graduate GPA	0.00-4.00	NA / NA / 117	NA / NA / 3.64	NA / NA / 199	NA / NA / 3.68	NA / NA / 108	NA / NA / 3.79
ACT Composite Score	1-36	2420 / 141 / 367	23.55 / 24.1 / 24.55	9815 / 523 / 483	22.7 / 22.81 / 24.79	2079 / 85 / 306	22.86 / 23.87 / 24.77
ACT Math Subscore	1-36	515 / 15 / 322	23.76 / 25.59 / 24.4	2464 / 60 / 322	21.72 / 23.64 / 24.4	443 / 14 / 273	23.54 / 24.26 / 24.8
ACT Reading Subscore	1-36	463 / 13 / 322	25.79 / 27.23 / 25.2	2196 / 23 / 322	23.41 / 27.78 / 25.2	388 / 11 / 273	25.96 / 26.54 / 25.7
ACT English Subscore	1-36	521 / 13 / 322	24.66 / 24.99 / 24.3	2495 / 58 / 322	22.55 / 23.81 / 24.3	443 / 12 / 273	24.22 / 25 / 24.8
SAT Composite Score	600-2400	375 / N<10 / 17	1119.71 / N<10 / 1187.6	1501 / 69 / 84	1111.88 / 1046.27 / 1164.9	414 / N<10 / 13	1119.16 / N<10 / 1141.5
SAT Quantitative Subscore	200-800	134 / N<10 / 113	557.28 / N<10 / 554.4	448 / 51 / 113	531.72 / 509.09 / 554.4	110 / 11 / 93	550.75 / 534.09 / 586.2
SAT Verbal Subscore	200-800	54 / N<10 / 113	595.59 / N<10 / 544.4	88 / N<10 / 113	607.79 / N<10 / 544.4	34 / N<10 / 93	600.29 / N<10 / 569.1
SAT Writing Subscore	2-12	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis I Reading	150-190	1161 / 95 / 11	177.28 / 178.24 / 177.89	3721 / 267 / 31	176.67 / 178.06 / 178.79	1190 / 83 / N<10	177.9 / 179.07 / N<10

2013
Educator Preparation Performance Report
Statewide Report

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
U=Undergraduate PB=Post-Baccalaureate G=Graduate							
		U/PB/G	U/PB/G	U/PB/G	U/PB/G	U/PB/G	U/PB/G
Praxis I Math	150-190	1896 / 96 / 10	178.63 / 176.63 / 177.02	4983 / 312 / 35	178.47 / 175.64 / 178.43	1444 / 92 / N<10	178.46 / 177.96 / N<10
Praxis I Writing	150-190	1852 / 100 / 16	175.28 / 174.92 / 174.89	4717 / 315 / 29	174.94 / 176.05 / 175.3	1433 / 96 / N<10	175.34 / 176.23 / N<10
Praxis II	100-990	NA / 34 / 60	NA / 169 / 178.75	NA / 72 / 92	NA / 169 / 173.89	NA / 50 / 70	NA / 169 / 175.43
GRE Composite Score	0-346	NA / NA / 37	NA / NA / 299	NA / NA / 73	NA / NA / 290	NA / NA / 35	NA / NA / 290.8
GRE Verbal Subscore	130-170	NA / 82 / 490	NA / 148.19 / 147.83	NA / 195 / 894	NA / 147.15 / 147.91	NA / 77 / 423	NA / 147.99 / 149.8
GRE Quantitative Subscore	130-170	NA / 50 / 339	NA / 140.66 / 147.82	NA / 127 / 428	NA / 142.06 / 147.45	NA / 28 / 326	NA / 141.79 / 147.91
GRE Writing Subscore	0-6	NA / 80 / 364	NA / 3.61 / 3.95	NA / 152 / 466	NA / 3.67 / 3.93	NA / 71 / 336	NA / 3.88 / 3.96
MAT	200-600	NA / 46 / 223	NA / 400.07 / 400.48	NA / 81 / 566	NA / 417.97 / 403.4	NA / 57 / 190	NA / 407.26 / 406.98

2013
Educator Preparation Performance Report
Statewide Report

Principal Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
Undergraduate GPA	0.00-4.00	362	3.27	724	3.3	223	3.41
High School GPA	0.00-4.00	NA	NA	NA	NA	NA	NA
Transfer GPA	0.00-4.00	NA	NA	NA	NA	NA	NA
Graduate GPA	0.00-4.00	446	3.81	928	3.82	334	3.84
ACT Composite Score	1-36	13	25.5	13	25.5	N<10	N<10
ACT Math Subscore	1-36	13	25.5	13	25.5	N<10	N<10
ACT Reading Subscore	1-36	N<10	N<10	N<10	N<10	N<10	N<10
ACT English Subscore	1-36	13	24.3	13	24.3	N<10	N<10
SAT Composite Score	600-2400	NA	NA	NA	NA	NA	NA
SAT Quantitative Subscore	200-800	NA	NA	NA	NA	NA	NA
SAT Verbal Subscore	200-800	NA	NA	NA	NA	NA	NA
SAT Writing Subscore	2-12	NA	NA	NA	NA	NA	NA
Praxis I Reading	150-190	NA	NA	NA	NA	NA	NA
Praxis I Math	150-190	NA	NA	NA	NA	NA	NA
Praxis I Writing	150-190	NA	NA	NA	NA	NA	NA
Praxis II	100-990	NA	NA	NA	NA	NA	NA
GRE Composite Score	0-346	NA	NA	NA	NA	NA	NA
GRE Verbal Subscore	130-170	112	147.72	221	148.35	85	148.98
GRE Quantitative Subscore	130-170	54	146.63	91	144.41	33	143.93
GRE Writing Subscore	0-6	15	4.65	17	4.46	N<10	N<10
MAT	200-600	65	400.97	141	386.68	53	414.98

**2013
Educator Preparation Performance Report
Statewide Report**

Field and Clinical Experiences for Candidates

Reporting period for 9/1/2012 through 8/31/2013
(Data Source: Statewide Data Calculated by Ohio Board of Regents Based on Institution Level Data
Reported by Institutions of Higher Education)

Description of Data:

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

Teacher Preparation Programs

Field/Clinical Experience Element	Statewide Data
Statewide average minimum number of field/clinical hours required of candidates in the School of Education	156.90
Statewide average maximum number of field/clinical hours required of candidates in the School of Education	374.65
Statewide median number of hours required in student teaching experience	733.50
Statewide average number of weeks required in student teaching experience	14.07
Percentage of candidates satisfactorily completing their student teaching experience	98%

Principal Preparation Programs

Field/Clinical Experience Element	Statewide Data
Statewide average (mean) number of weeks in internship	27.59
Number of candidates admitted to internship (Current Year)	820
Number of candidates completing internship (Current Year)	748
Percentage of candidates who satisfactorily completed internship	91%

2013
Educator Preparation Performance Report
Statewide Report

Teacher Pre-Service Survey Results

Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Board of Regents and a committee of representatives from Ohio institutions of higher education collaborated to develop a survey of Ohio's Pre-Service Teachers as a special research project. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. A total of 3570 respondents completed the survey statewide for a response rate of 81 Percent.

No.	Question	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.49
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.39
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.40
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.44
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.47
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.52
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.	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.35
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.51
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.33
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.50

2013
Educator Preparation Performance Report
Statewide Report

No.	Question	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.44
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.45
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.57
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.41
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.63
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.33
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.42
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.43
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.15
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.	3.01
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	2.94
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.24
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.12
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.43
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.97
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.54
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.30
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.59
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.58

2013
Educator Preparation Performance Report
Statewide Report

No.	Question	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.56
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.43
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.40
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.25
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.26
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.30
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.57
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.46
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.54
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.44
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.42
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.60
47	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	3.32
48	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.18
49	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.33

2013
Educator Preparation Performance Report
Statewide Report

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

Reporting period for 9/1/2012 through 8/31/2013

Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Board of Regents and a committee of representatives from Ohio institutions of higher education collaborated to develop a survey of Ohio's Resident Educators as a special research project. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation.

No.	Question	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.40
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.	3.21
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.32
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.38
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.28
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	3.24
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.24
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.24
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.24
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.	3.24
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.23
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.36

2013
Educator Preparation Performance Report
Statewide Report

No.	Question	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.27
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.40
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.39
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.56
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.29
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.28
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.55
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.23
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.36
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.31
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	2.97
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.	2.40
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	2.40
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.07
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.93
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	2.98
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.61
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.58
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.31

2013
Educator Preparation Performance Report
Statewide Report

No.	Question	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.58
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.53
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.29
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.27
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.17
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.16
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.24
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.49
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.37
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.47
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.31
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.25
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.56
46	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	3.30
47	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.12
48	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.29
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.17

2013
Educator Preparation Performance Report
Statewide Report

Teacher Residency Program

Reporting period for 9/1/2012 through 8/31/2013
(Data Source: Ohio Department of Education)

Description of Data:

The Resident Educator Program in Ohio is a broad system of support that encompasses a robust four-year teacher development system designed to improve teacher retention and increase student learning. Data are reported for those entering the Resident Educator Program in SY2011-2012 and SY2012-2013. Non-completion does not imply dismissal, but rather may be due to multiple factors.

Percent of Newly Hired Teachers Completing the State Residency Program

Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
Entering	Completing		Entering	Completing		Entering	Completing		Enterin g	Completing	
5459	5264	96%	3165	3099	98%						