

2015

Ohio Educator Preparation Provider Performance Report

Ohio University

Institution Profile

(Data Source: Ohio University)

The Patton College prepares educators, practitioners and human service professionals. The College employs more than 100 faculty members and serves approximately 1,700 undergraduate and 930 graduate students.

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 Ohio University**

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

Description of Data:

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

Ohio's system for evaluating teachers (Ohio's Teacher Evaluation System) provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's school districts. Furthermore, it builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice. Teacher performance and student academic growth are the two key components of Ohio's evaluation system.

Limitations of the Ohio Teacher Evaluation System (OTES) Data:

1. The information in the report is for those individuals receiving their licenses with effective years of 2011, 2012, 2013, and 2014.
2. The teacher evaluation data in this report are provided by the Ohio Department of Education.
3. Due to Ohio law, results must be masked for institutions with fewer than 10 completers with OTES data.

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Ineffective	# Developing	# Skilled	# Accomplished
2011	N<10	N<10	73	47
2012	N<10	25	117	87
2013	N<10	28	134	72
2014	N<10	25	84	20

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

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

Description of Data:

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

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

The Ohio Principal Evaluation System (OPES) data reported here are limited in that the information in the report is for those individuals receiving their licenses with effective years of 2011, 2012, 2013, and 2014.

Associated Principal Evaluation Classifications				
Initial Licensure Effective Year	# Ineffective	# Developing	# Skilled	# Accomplished
2011	NA	NA	N<10	NA
2012	NA	N<10	N<10	NA
2013	NA	NA	N<10	N<10
2014	NA	NA	N<10	NA

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Field and Clinical Experiences for Candidates at Ohio University

Reporting Period from Sept 1, 2014 to Aug 31, 2015
(Data Source: Ohio 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	120
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	562
Average number of weeks required to teach full-time within the student teaching experience at the institution	16
Percentage of teacher candidates who satisfactorily completed student teaching	98.44%

Principal Preparation Programs	
Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	36
Number of candidates admitted to internship	15
Number of candidates completing internship	15
Percentage of principal candidates who satisfactorily completed internship	100%

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Ohio Educator Licensure Examination Pass Rates at Ohio University

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

Description of Data:

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

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

Teacher Licensure Tests	
Summary Rating: Effective	
Completers Tested	Pass Rate
441	90%

Ohio Principal Licensure Examination Pass Rates at Ohio University

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

Description of Data:

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

Principal Licensure Tests	
Completers Tested	Pass Rate
18	56%

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

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

Description of Data:

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

Ohio's value-added data system provides information on student academic gains. As a vital component of Ohio's accountability system, districts and educators have access to an extensive array of diagnostic data through the Education Value-Added Assessment System (EVAAS). Schools can demonstrate through value-added data that many of their students are achieving significant progress. Student growth measures also provide students and parents with evidence of the impact of their efforts. Educators and schools further use value-added data to inform instructional practices.

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with effective years of, 2011, 2012, 2013, and 2014.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on reading and mathematics achievement tests in grades 4-8.
3. For Educator Preparation Providers with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported.

Value-Added Data for Ohio University-Prepared Teachers

Initial Licensure Effective Years 2011, 2012, 2013, 2014		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
745	302	N=76 25%	N=34 11%	N=71 24%	N=36 12%	N=85 28%

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

Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Type
N=104	N=101	N=18	N=79	NA
34%	33%	6%	26%	NA

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center
N=23	N=279	NA	NA
8%	92%	NA	NA

Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N=84	N=24	N=28	N=15	N=91	N=60
28%	8%	9%	5%	30%	20%

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority
N=43	N=65	N=58	N=136
14%	22%	19%	45%

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty
N=59	N=128	N=71	N=44
20%	42%	24%	15%

* 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 Ohio University-Prepared Principals

Initial Licensure Effective Years 2011, 2012, 2013, 2014		Principals Serving by Letter Grade of Overall Building Value-Added					
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F	NR
14	13	NA	NA	N=3	N=1	N=4	N=5
		NA	NA	23%	8%	31%	38%

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

Principals Serving by School Level				
Elementary School	Middle School	Junior High School	High School	No School Type
N=4	N=3	N=1	N=5	NA
31%	23%	8%	38%	NA

Principals Serving by School Type			
Community School	Public School	STEM School	Educational Service Center
NA	N=13	NA	NA
NA	100%	NA	NA

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

Principals Serving by Minority Enrollment by Quartiles			
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority
N=1	N=2	N=1	N=9
8%	15%	8%	69%

Principals Serving by Poverty Level by Quartiles			
High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty
N=4	N=6	N=2	N=1
31%	46%	15%	8%

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Required Score	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
Praxis CORE Reading	U=156 P=NA G=NA	U=N<10 P=NA G=NA	U=N<10 P=NA G=NA	U=N<10 P=NA G=NA	U=N<10 P=NA G=NA	U=N<10 P=NA G=NA	U=N<10 P=NA G=NA
Praxis CORE Writing	U=162 P=NA G=NA	U=N<10 P=NA G=NA	U=N<10 P=NA G=NA	U=N<10 P=NA G=NA	U=N<10 P=NA G=NA	U=N<10 P=NA G=NA	U=N<10 P=NA G=NA
Praxis I Math	U=172 P=NA G=NA	U=39 P=NA G=NA	U=177.5 P=NA G=NA	U=81 P=NA G=NA	U=178 P=NA G=NA	U=34 P=NA G=NA	U=178.2 P=NA G=NA
Praxis I Reading	U=173 P=NA G=NA	U=39 P=NA G=NA	U=177.5 P=NA G=NA	U=81 P=NA G=NA	U=178.3 P=NA G=NA	U=34 P=NA G=NA	U=178.4 P=NA G=NA
Praxis I Writing	U=172 P=NA G=NA	U=39 P=NA G=NA	U=174.6 P=NA G=NA	U=81 P=NA G=NA	U=174.2 P=NA G=NA	U=34 P=NA G=NA	U=174.3 P=NA G=NA
Praxis II	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
SAT Composite Score	U=990 P=NA G=NA	U=13 P=NA G=NA	U=1560 P=NA G=NA	U=56 P=NA G=NA	U=1569.5 P=NA G=NA	U=14 P=NA G=NA	U=1459.3 P=NA G=NA
SAT Quantitative Subscore	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
SAT Verbal Subscore	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
SAT Writing Subscore	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA	U=NA P=NA G=NA
Other Criteria		Undergraduate		Post-Baccalaureate		Graduate	
Dispositional Assessment		N		N		N	
EMPATHY/Omaha Interview		N		N		N	
Essay		N		N		N	
High School Class Rank		NA		NA		NA	
Interview		N		N		N	
Letter of Commitment		N		N		N	
Letter of Recommendation		N		N		Y	
Myers-Briggs Type Indicator		NA		N		N	
Portfolio		N		N		N	
Prerequisite Courses		Y		N		N	
SRI Teacher Perceiver		NA		NA		N	
Superintendent Statement of Sponsorship		NA		NA		N	
Teacher Insight		N		N		N	

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Principal Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Required Score	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
GPA - Undergraduate	3	38	3.3	79	3.9	19	3.9
GRE Quantitative Subscore	150	38	148.5	19	142	79	144
GPA - High School	NA	NA	NA	NA	NA	NA	NA
SAT Composite Score	NA	NA	NA	NA	NA	NA	NA
GRE Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Reading	NA	NA	NA	NA	NA	NA	NA
Praxis II	NA	NA	NA	NA	NA	NA	NA
SAT Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Composite Score	NA	NA	NA	NA	NA	NA	NA
ACT English Subscore	NA	NA	NA	NA	NA	NA	NA
SAT Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
GRE Composite Score	NA	NA	NA	NA	NA	NA	NA
ACT Reading Subscore	NA	NA	NA	NA	NA	NA	NA
GRE Writing Subscore	NA	NA	NA	NA	NA	NA	NA
GPA - Graduate	NA	NA	NA	NA	NA	NA	NA
SAT Writing Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Math Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Math	NA	NA	NA	NA	NA	NA	NA
MAT	NA	NA	NA	NA	NA	NA	NA
Praxis I Writing	NA	NA	NA	NA	NA	NA	NA
Other Criteria							
Dispositional Assessment				N			
EMPATHY/Omaha Interview				N			
Essay				N			

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

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Pre-Service Teacher Survey Results

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

Description of Data:

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

Ohio University Survey Response Rate = 76.62%

Total Survey Responses = 331

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.	3.46	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.	3.38	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.34	3.36
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.48	3.47
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.42	3.41
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	3.56	3.61
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.40	3.46
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.42	3.49
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.52	3.53
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.51	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.35	3.39
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.59	3.59
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.37	3.35
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.58	3.57
15	My teacher licensure program prepared me to understand the importance of communication	3.52	3.54

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No.	Question	Institution Average	State Average
	with families and caregivers.		
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.68	3.66
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.47	3.53
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.63	3.64
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.51	3.49
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.74	3.71
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.30	3.39
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.50	3.50
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.48	3.50
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.16	3.22
25	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.02	3.06
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	2.89	2.97
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.31	3.31
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.18	3.19
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.56	3.59
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.84	2.96
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.66	3.65
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.41	3.43
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.69	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	3.67
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.49	3.62
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.50	3.51
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.44	3.48

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No.	Question	Institution Average	State Average
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.28	3.30
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.32	3.32
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.34	3.36
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.63	3.64
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.54	3.52
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.66	3.62
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.54	3.52
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.46	3.51
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.70	3.66
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.33	3.42
48	My teacher licensure program provided opportunities to voice concerns about the program.	3.23	3.24
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.34	3.42

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

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

Description of Data:

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

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

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.69	3.47
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.40	3.29
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.43	3.32
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.57	3.40
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.43	3.35
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	3.49	3.41
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.49	3.41
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.49	3.41
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.49	3.41
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.49	3.41
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.37	3.31
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.51	3.43
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.20	3.28
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.66	3.45

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No.	Question	Institution Average	State Average
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.63	3.42
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.80	3.55
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.54	3.43
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.57	3.36
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.69	3.59
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.31	3.31
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.49	3.43
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.54	3.41
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.14	3.10
24	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.00	2.76
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.00	2.76
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.40	3.22
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.14	3.06
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.43	3.31
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.86	2.75
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.60	3.53
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	2.94	3.33
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.46	3.54
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.49	3.51
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.54	3.52
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.20	3.34
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.09	3.33
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.09	3.25

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No.	Question	Institution Average	State Average
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.09	3.26
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.17	3.27
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.66	3.55
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.63	3.47
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.71	3.53
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.63	3.43
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.51	3.42
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.74	3.60
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.46	3.34
47	My teacher licensure program provided opportunities to voice concerns about the program.	3.49	3.22
48	My teacher licensure program provided advising to facilitate progression to program completion.	3.51	3.38
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.46	3.27

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Principal Intern Survey Results

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

Description of Data:

To gather information the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation. A total of 255 respondents completed the survey statewide for a response rate of 29 percent.

Ohio University Survey Response Rate = 76.47%

Total Survey Responses = 13

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.	3.62	3.52
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3.62	3.48
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	3.54	3.51
4	My program prepared me to lead instruction.	3.69	3.49
5	My program prepared me to ensure the instructional content being taught is aligned with the academic standards (e.g. national, Common Core, state) and curriculum priorities of the school and district.	3.46	3.41
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	3.54	3.52
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	3.77	3.61
8	My program prepared me to advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	3.38	3.53
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	3.62	3.55
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	3.69	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.	3.54	3.59
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	3.54	3.56
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	3.38	3.45
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	3.69	3.63
15	My program prepared me to share leadership with staff, students, parents, and community members.	3.77	3.65
16	My program prepared me to establish effective working teams and developing structures for	3.62	3.61

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No.	Question	Institution Average	State Average
	collaboration between teachers and educational support personnel.		
17	My program prepared me to foster positive professional relationships among staff.	3.69	3.63
18	My program prepared me to support and advance the leadership capacity of educators.	3.62	3.60
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	3.69	3.67
20	My program prepared me to connect the school with the community through print and electronic media.	3.46	3.40
21	My program prepared me to involve parents and communities in improving student learning.	3.62	3.57
22	My program prepared me to use community resources to improve student learning.	3.77	3.47
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	3.46	3.51

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Principal Internship Mentor Survey Results

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

Description of Data:

To gather information the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education distributes a survey to individuals who serve as mentors to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation. A total of 63 respondents completed the survey statewide for a response rate of 21 percent.

Ohio University Survey Response Rate = 31.25%

Total Survey Responses = 5

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	3.24
2	The principal preparation program prepared the school leader candidate to understand leading the process of setting, monitoring, and achieving specific and challenging goals for all students and staff.	N<10	3.35
3	The principal preparation program prepared the school leader candidate to understand anticipating, monitoring, and responding to educational developments affecting the school and its environment.	N<10	3.29
4	The principal preparation program prepared the school leader candidate to understand ensuring the instructional content being taught is aligned with the academic standards (i.e., national, Common Core, state) and curriculum priorities of the school and district.	N<10	3.23
5	The principal preparation program prepared the school leader candidate to understandEnsuring effective instructional practices that meet the needs of all students at high levels of learning.	N<10	3.23
6	The principal preparation program prepared the school leader candidate to understand advocating for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	N<10	3.35
7	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of data by self and staff.	N<10	3.35
8	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of research by self and staff.	N<10	3.31
9	The principal preparation program prepared the school leader candidate to understand supporting staff in planning and implementing research-based professional development.	N<10	3.27
10	The principal preparation program prepared the school leader candidate to understand establishing and maintaining procedures and practices supporting staff and students with a safe environment conducive to learning.	N<10	3.37
11	The principal preparation program prepared the school leader candidate to understand establishing and maintaining a nurturing school environment addressing the physical and mental health needs of all.	N<10	3.37
12	The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning.	N<10	3.30
13	The principal preparation program prepared the school leader candidate to understand	N<10	3.49

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No.	Question	Institution Average	State Average
	upholding and modeling professional ethics; local, state, and national policies; and, legal codes of conduct.		
14	The principal preparation program prepared the school leader candidate to understand connecting the school with the community through print and electronic media.	N<10	3.29
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	N<10	3.32
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	N<10	3.30
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	3.34
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	N<10	2.51
19	I participated in and/or accessed the provided mentor training and/or materials.	N<10	2.84
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	N<10	2.13

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National Accreditation Status

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

Description of Data:

All educator preparation programs (EPPs) in Ohio are required to be accredited by either the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or their successor agency, the 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.

Accrediting Agency	NCATE
Date of Last Review	November 2014
Accreditation Status	Accredited

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Excellence and Innovation Initiatives

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

Description of Data:

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

Teacher Preparation Programs

Initiative:	Consortium for Overseas Student Teaching (COST)
Purpose:	To expand clinical experiences for teacher candidates in overseas classrooms for an entire semester.
Goal:	This program seeks to help teacher candidates enhance their intercultural competence by exposing them to a wide range of diversity and an increased sense of confidence, self-efficacy and a greater sense of how to integrate a global perspective into their profession as a teacher.
Number of Participants:	87
Strategy:	COST offers a highly personalized experience abroad. Candidates receive predeparture support and mentorship from the COST Coordinator in the Patton College of Education at OHIO. Upon placement, candidates are assigned an overseas coordinator who assists with in-country logistics. In addition, participants work with an on-site mentor teacher who serves as a model, coach and evaluator in the school setting. When possible, candidates participating in COST live with a host family, gaining an opportunity to become fully immersed in the host culture. All candidates gain firsthand knowledge and experience with professional peers, students and their families in another culture. COST is a consortium of 15 colleges and universities in the United States. COST locations include Australia, China, Costa Rica, Ecuador, France, Germany, Greece, Ireland, Mexico, The Netherlands, New Zealand, Puerto Rico, South Africa, Spain and Taiwan.
Demonstration of Impact:	A survey of 40 pre-service teachers who participated in COST between 1995 and 2012 found that overseas student teachers promotes their professional and personal growth as well as enhances their global awareness. To help COST participants become better global citizens in a constantly changing and increasingly diverse world, each teacher candidate in a unique international setting, and based on Crèvecoeur's question, "What is an American?" reflects on what it means to be American in a foreign country and what it is that characterizes national identity based on observations about lifestyle, economic inequality, diversity, politics, religion, patriotism and perspectives on national identity.
External Recognition:	Doppen, F.H., & An, J. (2014). Student teaching abroad: Enhancing global awareness. <i>International Education</i> 43(2), 59-75. Doppen, F.H. (2010). Overseas student teaching and national identity: Why go somewhere you feel completely comfortable? <i>Journal of International Social Studies</i> , 1(1), 3-19.
Programs:	Early Childhood, Middle Childhood, Adolescent to Young Adult, Special Education
Initiative:	Yearlong Clinical Experiences
Purpose:	The purpose is to provide teacher candidates with a yearlong clinical experience in a single school usually with one mentor teacher.
Goal:	The goal of the program is to increase student learning in schools.
Number of Participants:	92
Strategy:	The Master's Clinical is 15-month graduate program that requires teacher candidates to complete a yearlong Internship with a same mentor teacher. During the Fall semester teacher candidates complete two full days in the classroom as part of their Clinical Internship. During the spring semester, teacher candidates complete their full-time Professional Internship (student teaching) in the same classroom with the same mentor teacher. Coursework is completed during Summer, Fall, and Spring semester. The Senior Clinical Experiences includes a similar yearlong internship for undergraduate students. During Fall semester, teacher candidates typically spend 10-15 hours per week to complete the Clinical Internship, while they complete their full time Professional Internship during Spring semester, likewise in the same classroom with the same mentor teacher.
Demonstration of Impact:	Evidence supporting yearlong clinical experiences comes from an interview study of 10 pre-service teachers, who were interviewed seven times during the yearlong experience. They described their

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experience as contributing substantially to their development as teachers. They also expressed appreciation for the opportunity and noted the increase in confidence their time in a clinical setting brought. The teacher candidates also described how they evolved in their perceptions, emotions, behavior, and cognition. One of their primary goals was to achieve a stable and predictable view of the classroom. Their conception of themselves as a successful teacher was dependent on their own perceptions and the students and colleagues' affirmation of their ability to function well in the classroom.

External Recognition:

Sickel, A., & Henning, J.E. (2014, March). Preservice teacher development: Experiential learning in clinical settings. Paper to be presented at the annual meeting of the American Association of Colleges of Teacher Education. Indianapolis, IN.

Programs:

Teacher licensure areas are offered at the graduate level in Middle Childhood, Adolescent-to-Young-Adult, and Special Education.

Initiative: Rural Urban Collaborative (RUC)

Purpose:

To provide clinical experiences for teacher candidates in urban schools.

Goal:

To provide teacher candidates an opportunity to participate in a clinical experience with students from racially/ethnically diverse and ELL students.

Number of Participants:

402

Strategy:

The Rural Urban Collaborative seeks to prepare teacher candidates for the ever-changing landscape of teaching and schools as well as help develop a deeper awareness of how to examine, understand, and assess a variety of cultural experiences and issues based on gender, race, social class, and geographic locale. In addition, the Collaborative seeks to help candidates acquire meaningful critical thinking skills through cultural immersion and critical classroom dialogue based on a solid foundation of cultural knowledge. All undergraduate teacher education candidates participate in the Rural Urban Collaborative (RUC) as part of the EDTE 2020 Field Experience in Education course. Candidates participate in a symposium featuring guest speakers, learning activities, and opportunities to hear from teachers and principals from both rural and urban schools. RUC candidates also complete three papers that require them to identify the school's diversity and relate it to their own experiences and reflect on ethnic identity and preventing bias, interview the teacher or a student in the RUC classroom, and reflect on the overall experience as it relates to the candidate becoming a better teacher.

Demonstration of Impact:

Based on survey data over the past two years, 63% of the candidates (269 candidates responded) rated the diversity and ELL speakers at the Symposium as being "effective" or "very effective." Additionally, RUC students were surveyed in 2012 and 2014 (a total of 34 and 48 responses, respectively) about their urban placement experience. Sixty five percent of candidates reported that their assigned school had "very different" demographics than from their own personal experiences. Additionally, 62% of the candidates reported that this would be the first time they were a minority in a school. According to the 2012 survey, 82% of the candidates reported that they were now much or somewhat more likely to teach in an urban school after they graduate.

External Recognition:

Martin, K., Rutherford, M., Stauffer, M. (2012). The rural urban collaborative: Developing understandings of culture and teaching. *Ohio Social Studies Review*, 48, 10-19.

Programs:

All undergraduate initial teacher licensure programs.

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