

2015 Ohio Educator Preparation Provider Performance Report Statewide Report

Field and Clinical Experiences for Candidates

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

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	Statewide Data
Statewide average minimum number of field/clinical hours required of candidates in the School of Education	146.22
Statewide average maximum number of field/clinical hours required of candidates in the School of Education	338.41
Statewide median number of hours required in student teaching experience	499.50
Statewide average number of weeks required in student teaching experience	14.02
Percentage of candidates satisfactorily completing their student teaching experience	97%

Principal Preparation Programs	
Field/Clinical Experience Element	Statewide Data
Statewide average (mean) number of weeks in internship	26.45
Number of candidates admitted to internship (Current Year)	943
Number of candidates completing internship (Current Year)	866
Percentage of candidates who satisfactorily completed internship	92%

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Ohio Educator Licensure Examination Pass Rates

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.

All Licensure Tests		
Completers Tested	Completers Passed	Pass Rate
5682	5325	94%

ACTFL Assessments					
Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
OPI French	1006	6	11	11	100%
OPI German	1007	6	N<10	N<10	NA
OPI Japanese	1011	6	N<10	N<10	NA
OPI Mandarin	1013	6	N<10	N<10	NA
OPI Russian	1017	6	N<10	N<10	NA
OPI Spanish	1018	6	57	50	88%
WPT Chinese	2002	6	N<10	N<10	NA
WPT French	2005	6	12	12	100%
WPT German	2006	6	N<10	N<10	NA
WPT Japanese	2010	6	N<10	N<10	NA
WPT Russian	2014	6	N<10	N<10	NA
WPT Spanish	2015	6	62	57	92%

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Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
OPIc Spanish	3002	6	N<10	N<10	NA
OPI French	3003	6	N<10	N<10	NA

Ohio Assessments for Educators (OAE)

Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
APK: Early Childhood (PK-3)	001	220	1040	988	95%
APK: Middle Childhood (4-9)	002	220	466	424	91%
APK: Adolescence to Young Adult (7-12)	003	220	709	702	99%
APK: Multi-Age (PK-12)	004	220	776	745	96%
Art	006	220	68	60	88%
Biology	007	220	18	17	94%
Business Education	008	220	N<10	N<10	NA
Chemistry	009	220	N<10	N<10	NA
Early Childhood Education	012	220	965	955	99%
Early Childhood Special Education	013	220	42	31	74%
Earth and Space Science	014	220	N<10	N<10	NA
English Language Arts	020	220	148	127	86%
Family and Consumer Sciences	022	220	N<10	N<10	NA
Integrated Science	024	220	44	43	98%
Integrated Social Studies	025	220	129	97	75%
Marketing	026	220	N<10	N<10	NA
Mathematics	027	220	98	78	80%
Middle Grades English Language Arts	028	220	158	134	85%

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Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
Middle Grades Science	029	220	179	125	70%
Middle Grades Mathematics	030	220	181	136	75%
Middle Grades Social Studies	031	220	194	111	57%
Music	032	220	170	155	91%
Physical Education	034	220	63	58	92%
Physics	035	220	N<10	N<10	NA
Special Education	043	220	443	412	93%
Special Education Specialist: Deaf/Hard of Hearing	044	220	N<10	N<10	NA
Special Education Specialist: Visually Impaired	045	220	N<10	N<10	NA
Technology Education Subtest I	046	220	N<10	N<10	NA
Technology Education Subtest II	047	220	N<10	N<10	NA
Theater	048	220	N<10	N<10	NA

Praxis II Assessments

Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
Education of Young Children	0021	166	451	446	99%
Biology and General Science	0030	560	25	24	96%
Eng Lang Lit Comp Content Knowledge	0041	167	145	141	97%
Middle School English Language Arts	0049	156	146	145	99%
Technology Education	0051	159	N<10	N<10	NA
Mathematics Content Knowledge	0061	139	122	120	98%
Middle School Mathematics	0069	143	328	321	98%
Chem Physics and General Science	0070	520	20	20	100%

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Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
Social Studies Content Knowledge	0081	157	125	123	98%
Middle School Social Studies	0089	151	149	146	98%
Physical Ed Content Knowledge	0091	153	24	24	100%
Business Ed Content Knowledge	0101	148	N<10	N<10	NA
Business Ed Content Knowledge.1	0101.1	154	N<10	N<10	NA
Music Content Knowledge	0113	154	12	11	92%
Family and Consumer Sciences II	0121	148	N<10	N<10	NA
Art Content Knowledge	0133	157	N<10	N<10	NA
Art Content Knowledge II	0134	158	24	23	96%
Biology Content Knowledge	0235	148	44	44	100%
Chemistry Content Knowledge II	0245	152	16	15	94%
Physics Content Knowledge II	0265	132	13	13	100%
Ed of Deaf and Hard of Hearing	0271	158	N<10	N<10	NA
SE Core Knowledge & Applications	0354	145	315	315	100%
English to Speakers of Other Languages II	0361	126	N<10	N<10	NA
Middle School Science	0439	144	248	246	99%
Princ Learning and Teaching Early Child	0521	166	89	89	100%
Princ Learning and Teaching K-6	0522	168	N<10	N<10	NA
Princ Learning and Teaching 5-9	0523	168	31	30	97%
Princ Learning and Teaching 7-12	0524	165	59	58	98%
Health Education	0550	480	10	10	100%
Marketing Education	0561	124	N<10	N<10	NA
Earth and Space Sciences - CK	0571	151	19	18	95%

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Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
Princ Learning and Teaching Early Child II	0621	157	429	429	100%
Princ Learning and Teaching K-6 II	0622	160	89	88	99%
Princ Learning and Teaching 5-9 II	0623	160	239	237	99%
Princ Learning and Teaching 7-12 II	0624	157	322	319	99%
Special Ed Preschool Early Child	0690	530	45	45	100%
Education Of Young Children	5021	166	496	491	99%
Eng Lang Lit Comp Content Knowledge	5041	167	69	68	99%
Middle School English Language Arts	5049	156	96	95	99%
Mathematics Content Knowledge	5061	139	57	55	96%
Social Studies Content Knowledge	5081	157	93	92	99%
Middle School Social Studies	5089	151	97	95	98%
Physical Ed Content Knowledge	5091	153	21	21	100%
Business Ed Content Knowledge.1	5101.1	154	N<10	N<10	NA
Music Content Knowledge	5113	154	92	90	98%
Art: Content Knowledge CBT	5134	158	30	27	90%
Biology Content Knowledge CBT	5235	148	28	28	100%
Chemistry Content Knowledge II CBT	5245	152	15	15	100%
Physics Content Knowledge II CBT	5265	132	N<10	N<10	NA
Library Media Specialist II CBT	5311	148	N<10	N<10	NA
Se Core Knowledge & Applications CBT	5354	145	275	275	100%
Health Education CBT	5550	480	13	13	100%
Health Education CBT	5551	127	45	45	100%
Earth And Space Sciences - CK CBT	5571	151	19	18	95%

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Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
Princ Learning And Teaching Early Child CBT	5621	157	485	480	99%
Princ Learning And Teaching K-6 CBT	5622	160	106	105	99%
Princ Learning And Teaching 5-9 CBT	5623	160	232	227	98%
Princ Learning And Teaching 7-12 CBT	5624	157	352	348	99%

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Ohio Principal Licensure Examination Pass Rates

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

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 Test		
Completers Tested	Completers Passed	Pass Rate
794	616	78%

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

Reporting Period from Sept 1, 2014 to Aug 31, 2015
(Data Source: Ohio Department of Education Approved Vendors within SAS® EVAAS® Value-Added Models)

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.

Teacher Preparation Programs

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
10992	3496	N=707 20%	N=314 9%	N=1043 30%	N=495 14%	N=937 27%

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

Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Type
N=1069	N=1209	N=123	N=1092	N=3
31%	35%	4%	31%	<1%

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center
N=356	N=3133	N=7	NA
10%	90%	<1%	NA

Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N=952	N=162	N=338	N=168	N=1150	N=726
27%	5%	10%	5%	33%	21%

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority
N=887	N=975	N=865	N=769
25%	28%	25%	22%

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty
N=762	N=1053	N=888	N=793
22%	30%	25%	23%

* 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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Principal Preparation Programs

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
368	348	N=77 22%	N=18 5%	N=38 11%	N=23 7%	N=103 30%	N=89 26%

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

Principals Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Type
N=206	N=51	N=10	N=81	NA
59%	59%	3%	23%	NA

Principals Serving by School Type

Community School	Public School	STEM School	Educational Service Center
N=14	N=332	N=2	NA
4%	96%	<1%	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=79	N=79	N=82	N=108
23%	23%	24%	31%

Principals Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty
N=89	N=96	N=90	N=73
26%	28%	26%	21%

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Candidate Academic Measures

Reporting Period from Sept 1, 2014 to Aug 31, 2015
(Data Source: Ohio Educator Preparation Providers; Statewide Weighted Means Calculated by Ohio Department of Higher Education)

Description of Data:

The data in this section reflect provider practices in making admission decisions based on applicant performance on assessments and other indicators considered to be predictive of future academic and professional success.

In the "Academic Measures" portion of this section, if a particular measure is not applicable to a particular level of delivery (undergraduate, post-baccalaureate, graduate) the table reflects "NA".

In the "Dispositional Assessments and Other Measures" portion of this section, if the provider did not indicate using a particular measure, OR if the institution does not offer a program at the designated level of delivery, the table reflects "N".

Teacher Preparation Programs

U=Undergraduate P=Post-Baccalaureate G=Graduate

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
GPA - Undergraduate	0.00-4.00	U=4244 P=639 G=844	U=3.34 P=3.51 G=3.35	U=14014 P=1610 G=1981	U=3.29 P=3.53 G=3.13	U=3468 P=575 G=776	U=3.46 P=3.58 G=3.48
GPA - High School	0.00-4.00	U=506 P=NA G=NA	U=3.4 P=NA G=NA	U=1297 P=NA G=NA	U=3.38 P=NA G=NA	U=221 P=NA G=NA	U=3.5 P=NA G=NA
GPA - Transfer	0.00-4.00	U=261 P=NA G=NA	U=3.37 P=NA G=NA	U=1081 P=NA G=NA	U=3.28 P=NA G=NA	U=259 P=NA G=NA	U=3.46 P=NA G=NA
GPA - Graduate	0.00-4.00	U=NA P=NA G=151	U=NA P=NA G=3.7	U=NA P=NA G=342	U=NA P=NA G=3.77	U=NA P=NA G=122	U=NA P=NA G=3.87
ACT Composite Score	1-36	U=1988 P=88 G=94	U=23.9 P=24.64 G=26.24	U=7218 P=425 G=155	U=23.1 P=23.04 G=25.66	U=1671 P=90 G=108	U=24.11 P=24.17 G=25.93
ACT Math Subscore	1-36	U=785 P=16 G=73	U=24.55 P=25.69 G=26.3	U=2323 P=41 G=115	U=23.45 P=25.02 G=25.9	U=715 P=24 G=94	U=23.91 P=25.79 G=26.1
ACT Reading Subscore	1-36	U=750 P=10 G=73	U=26.14 P=28.6 G=28	U=2123 P=23 G=115	U=25.17 P=29.3 G=27.5	U=696 P=21 G=94	U=24.87 P=28.05 G=27.5
ACT English Subscore	1-36	U=769 P=11 G=73	U=25.52 P=24.82 G=27.4	U=2391 P=37 G=115	U=24.17 P=25.9 G=26.9	U=733 P=21 G=94	U=23.96 P=26.67 G=26.9
SAT Composite Score	600-2400	U=417 P=N<10 G=32	U=1199.7 P=N<10 G=1799.34	U=1084 P=21 G=62	U=1318.28 P=1167 G=1682.88	U=305 P=N<10 G=47	U=1169.91 P=N<10 G=1720.64
SAT Quantitative Subscore	200-800	U=224 P=N<10 G=30	U=565.84 P=N<10 G=623	U=714 P=41 G=57	U=544.47 P=540.07 G=585.1	U=199 P=N<10 G=45	U=568.93 P=N<10 G=589.1
SAT Verbal Subscore	200-800	U=219 P=NA G=30	U=571.97 P=NA G=611.7	U=644 P=25 G=57	U=543.6 P=521.6 G=575.3	U=177 P=N<10 G=45	U=569.62 P=N<10 G=583
SAT Writing Subscore	2-12	U=87 P=N<10 G=30	U=569.13 P=N<10 G=611.7	U=267 P=26 G=57	U=517.9 P=542.11 G=568.7	U=75 P=N<10 G=45	U=559.62 P=N<10 G=575.8

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
Praxis I Reading	150-190	U=669 P=18 G=N<10	U=178.16 P=179.61 G=N<10	U=1747 P=119 G=14	U=177.82 P=178.72 G=179.21	U=747 P=51 G=N<10	U=177.75 P=178.99 G=N<10
Praxis I Math	150-190	U=715 P=23 G=N<10	U=178.21 P=178.78 G=N<10	U=1916 P=128 G=17	U=178.34 P=178.01 G=156.18	U=819 P=51 G=N<10	U=179.2 P=178.9 G=N<10
Praxis I Writing	150-190	U=676 P=22 G=N<10	U=175.8 P=175.04 G=N<10	U=1799 P=133 G=15	U=175.16 P=175.38 G=151.53	U=769 P=56 G=N<10	U=175.28 P=176.08 G=N<10
Praxis II	100-990	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
GRE Composite Score	0-346	U=NA P=N<10 G=153	U=NA P=N<10 G=299.48	U=NA P=N<10 G=206	U=NA P=N<10 G=299.33	U=NA P=N<10 G=103	U=NA P=N<10 G=304.11
GRE Verbal Subscore	130-170	U=NA P=N<10 G=89	U=NA P=N<10 G=151.2	U=NA P=15 G=172	U=NA P=154.14 G=150.81	U=NA P=10 G=84	U=NA P=153.66 G=151.26
GRE Quantitative Subscore	130-170	U=NA P=N<10 G=89	U=NA P=N<10 G=149.13	U=NA P=14 G=172	U=NA P=151.15 G=147.49	U=NA P=N<10 G=84	U=NA P=N<10 G=149.39
GRE Writing Subscore	0-6	U=NA P=N<10 G=79	U=NA P=N<10 G=3.82	U=NA P=14 G=133	U=NA P=4.39 G=3.71	U=NA P=N<10 G=77	U=NA P=N<10 G=3.88
MAT	200-600	U=NA P=NA G=120	U=NA P=NA G=404.09	U=NA P=NA G=254	U=NA P=NA G=399.22	U=NA P=NA G=63	U=NA P=NA G=413.13
Praxis CORE Reading	100-200	U=430 P=34 G=N<10	U=177.42 P=181.51 G=N<10	U=667 P=53 G=N<10	U=178.06 P=182.6 G=N<10	U=152 P=N<10 G=N<10	U=169.61 P=N<10 G=N<10
Praxis CORE Math	100-200	U=432 P=30 G=16	U=166.44 P=170.54 G=166.9	U=684 P=60 G=16	U=167.7 P=166.63 G=168.02	U=151 P=12 G=N<10	U=157.62 P=173.58 G=N<10
Praxis CORE Writing	100-200	U=424 P=35 G=N<10	U=168.79 P=170.12 G=N<10	U=677 P=62 G=N<10	U=170.26 P=172.56 G=N<10	U=152 P=14 G=N<10	U=165.85 P=172.56 G=N<10

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Principal Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
GPA - Undergraduate	0.00-4.00	468	3.32	980	3.45	278	3.47
GPA - High School	0.00-4.00	NA	NA	NA	NA	NA	NA
GPA - Transfer	0.00-4.00	NA	NA	NA	NA	NA	NA
GPA - Graduate	0.00-4.00	320	3.7	818	3.83	324	3.85
ACT Composite Score	1-36	N<10	N<10	N<10	N<10	N<10	N<10
ACT Math Subscore	1-36	N<10	N<10	N<10	N<10	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	N<10	N<10	N<10	N<10	N<10	N<10
SAT Composite Score	600-2400	N<10	N<10	N<10	N<10	N<10	N<10
SAT Quantitative Subscore	200-800	N<10	N<10	N<10	N<10	N<10	N<10
SAT Verbal Subscore	200-800	N<10	N<10	N<10	N<10	N<10	N<10
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	N<10	N<10	N<10	N<10	N<10	N<10
GRE Verbal Subscore	130-170	N<10	N<10	13	146.42	N<10	N<10
GRE Quantitative Subscore	130-170	48	148.12	32	142.28	87	143.95
GRE Writing Subscore	0-6	N<10	N<10	10	3.98	N<10	N<10
MAT	200-600	31	403	94	412	19	415
Praxis CORE Reading	100-200	NA	NA	NA	NA	NA	NA
Praxis CORE Math	100-200	NA	NA	NA	NA	NA	NA
Praxis CORE Writing	100-200	NA	NA	NA	NA	NA	NA

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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.

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

No.	Question	State Average	Standard Deviation
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.49	0.57
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	0.66
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.36	0.69
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.47	0.63
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.41	0.65
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.	3.61	0.59
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.46	0.65
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.49	0.62
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.53	0.59
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	0.70
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.39	0.66
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.59	0.56
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.35	0.75
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.57	0.59
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.54	0.63
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.66	0.54

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No.	Question	State Average	Standard Deviation
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.53	0.63
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.64	0.55
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.49	0.63
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.71	0.49
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.39	0.72
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.50	0.64
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.50	0.64
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.22	0.79
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.	3.06	0.82
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	2.97	0.88
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.31	0.75
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.19	0.80
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.59	0.61
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.96	0.86
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.65	0.58
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.43	0.78
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.69	0.56
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.67	0.59
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.62	0.65
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.51	0.65
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.48	0.64
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.30	0.75
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.32	0.74

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No.	Question	State Average	Standard Deviation
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.36	0.73
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.64	0.56
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.52	0.65
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.62	0.57
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.52	0.64
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.51	0.65
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.66	0.56
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.42	0.72
48	My teacher licensure program provided opportunities to voice concerns about the program.	3.24	0.86
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.42	0.74

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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

(Data Source: Ohio Department of Higher Education administered survey of Ohio Resident Educators)

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	State Average	Standard Deviation
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.47	0.59
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.	3.29	0.65
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.32	0.72
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.40	0.68
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.35	0.66
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.	3.41	0.72
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.41	0.72
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.41	0.72
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.41	0.72
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.	3.41	0.72
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.31	0.67
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.43	0.63
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.28	0.76
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.45	0.62
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.42	0.66

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No.	Question	State Average	Standard Deviation
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.55	0.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.43	0.66
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.36	0.68
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.59	0.57
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.31	0.70
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.43	0.64
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.41	0.66
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.10	0.81
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.	2.76	0.97
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	2.76	0.97
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.22	0.76
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.06	0.83
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.31	0.76
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.75	0.90
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.53	0.63
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.33	0.81
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.54	0.66
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.51	0.69
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.52	0.67
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.34	0.70
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.33	0.70
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.25	0.74
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.26	0.73

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No.	Question	State Average	Standard Deviation
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.27	0.72
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.55	0.60
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.47	0.64
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.53	0.60
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.43	0.67
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.42	0.68
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.60	0.57
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.34	0.68
47	My teacher licensure program provided opportunities to voice concerns about the program.	3.22	0.80
48	My teacher licensure program provided advising to facilitate progression to program completion.	3.38	0.67
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.27	0.76

2015 Ohio Educator Preparation Provider Performance Report Statewide Report

Principal Intern Survey Results

Reporting Period from Sept 1, 2014 to Aug 31, 2015
Results of Ohio Department of Higher Education Survey of Ohio Principal Interns

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.

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

No.	Question	State Average	Standard Deviation
1	My program prepared me to lead and facilitate continuous improvement efforts within a school building setting.	3.52	0.51
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3.48	0.52
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	3.51	0.51
4	My program prepared me to lead instruction.	3.49	0.54
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.	3.41	0.59
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	3.52	0.54
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	3.61	0.51
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.	3.53	0.55
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	3.55	0.52
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	3.56	0.52
11	My program prepared me to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning.	3.59	0.50
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	3.56	0.51
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	3.45	0.58
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	3.63	0.51
15	My program prepared me to share leadership with staff, students, parents, and community members.	3.65	0.48
16	My program prepared me to establish effective working teams and developing structures for collaboration between teachers and educational support personnel.	3.61	0.50
17	My program prepared me to foster positive professional relationships among staff.	3.63	0.49

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No.	Question	State Average	Standard Deviation
18	My program prepared me to support and advance the leadership capacity of educators.	3.60	0.50
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	3.67	0.49
20	My program prepared me to connect the school with the community through print and electronic media.	3.40	0.62
21	My program prepared me to involve parents and communities in improving student learning.	3.57	0.51
22	My program prepared me to use community resources to improve student learning.	3.47	0.59
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	3.51	0.57

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Principal Internship Mentor Survey Results

Reporting Period from Sept 1, 2014 to Aug 31, 2015
Results from Ohio Department of Education Survey of Individuals Mentoring Ohio Principal Interns

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.

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

No.	Question	State Average	Standard Deviation
1	The principal preparation program prepared the school leader candidate to understand leading and facilitating continuous improvement efforts within a school building setting.	3.24	0.56
2	The principal preparation program prepared the school leader candidate to understand leading the process of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3.35	0.60
3	The principal preparation program prepared the school leader candidate to understand anticipating, monitoring, and responding to educational developments affecting the school and its environment.	3.29	0.58
4	The principal preparation program prepared the school leader candidate to understand ensuring the instructional content being taught is aligned with the academic standards (i.e., national, Common Core, state) and curriculum priorities of the school and district.	3.23	0.62
5	The principal preparation program prepared the school leader candidate to understand ensuring effective instructional practices that meet the needs of all students at high levels of learning.	3.23	0.62
6	The principal preparation program prepared the school leader candidate to understand advocating for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	3.35	0.51
7	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of data by self and staff.	3.35	0.52
8	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of research by self and staff.	3.31	0.62
9	The principal preparation program prepared the school leader candidate to understand supporting staff in planning and implementing research-based professional development.	3.27	0.52
10	The principal preparation program prepared the school leader candidate to understand establishing and maintaining procedures and practices supporting staff and students with a safe environment conducive to learning.	3.37	0.55
11	The principal preparation program prepared the school leader candidate to understand establishing and maintaining a nurturing school environment addressing the physical and mental health needs of all.	3.37	0.52
12	The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning.	3.30	0.54
13	The principal preparation program prepared the school leader candidate to understand upholding and modeling professional ethics; local, state, and national policies; and, legal codes of conduct.	3.49	0.56
14	The principal preparation program prepared the school leader candidate to understand	3.29	0.50

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No.	Question	State Average	Standard Deviation
	connecting the school with the community through print and electronic media.		
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	3.32	0.60
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	3.30	0.60
17	The principal preparation program prepared the school leader candidate to understand establishing expectations for using culturally responsive practices that acknowledge and value diversity.	3.34	0.54
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	2.51	0.50
19	I participated in and/or accessed the provided mentor training and/or materials.	2.84	0.37
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	2.13	0.34

