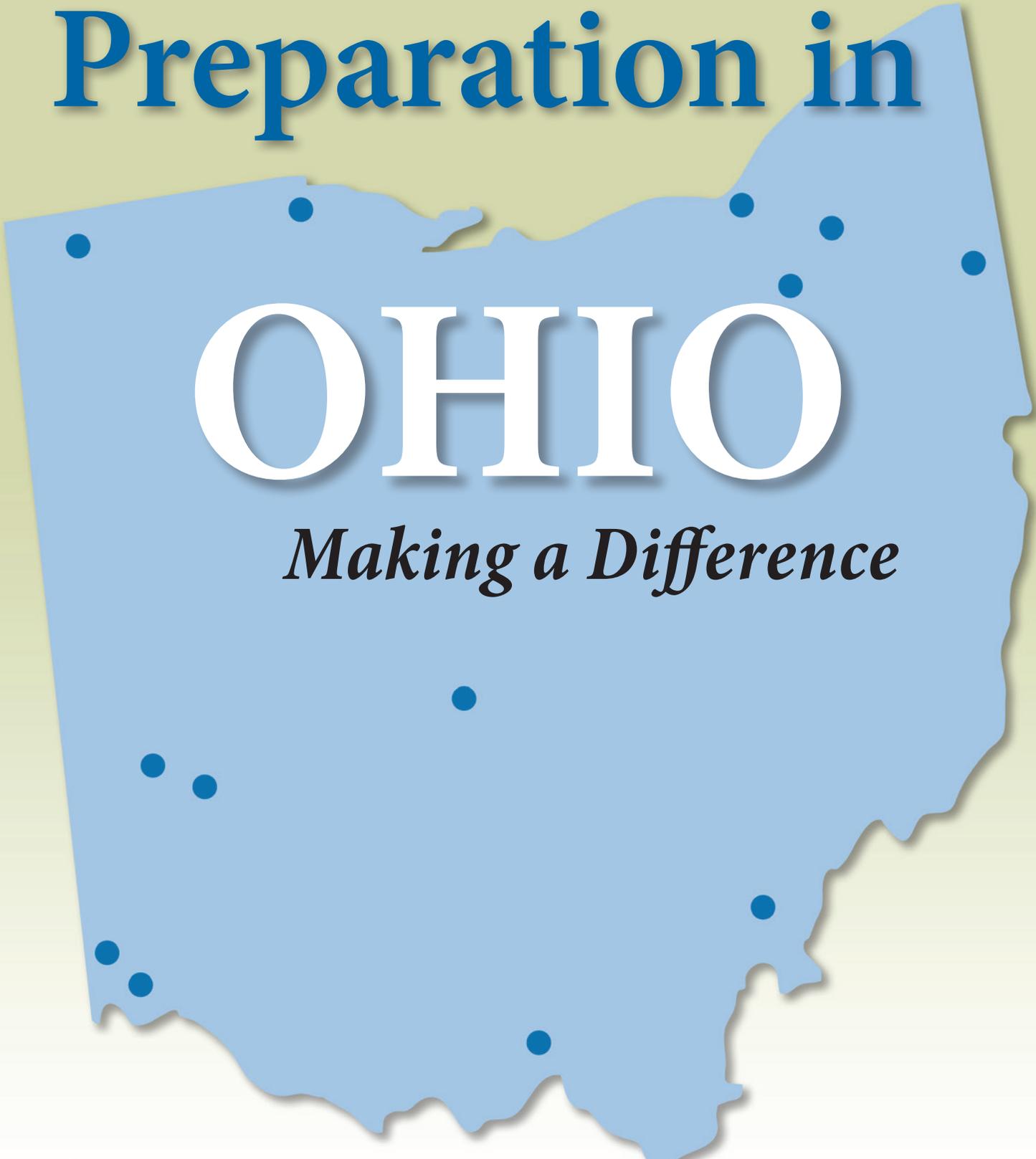


Educator Preparation in



OHIO

Making a Difference

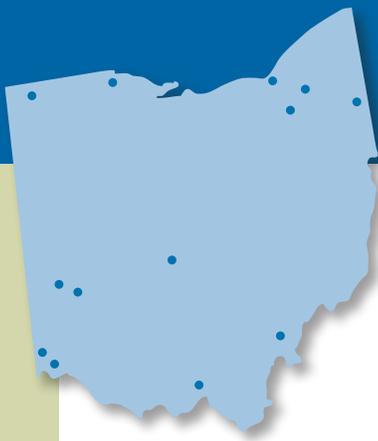
SUED State University Education Deans

Educator Preparation in OHIO

Making a Difference

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State University Education Deans SUED

The State University Education Deans (SUED) of Ohio are pleased to provide this summary report that highlights the mission; teacher candidate outcomes and measures used to evaluate them; accreditation outcomes; and selected accomplishments, awards, and unique features of each of Ohio's 13 public universities with educator preparation programs. Quality P-12 schools require quality teachers, and each of our institutions is committed to the effective preparation of quality teachers who can teach and support every child.

To ensure that all of Ohio's P-12 students have access to the best professionally prepared teachers, we embrace accountability and use multiple sources of data to guide our education preparation programs. The quality of our programs is regulated by the Ohio Board of Regents (OBR), and the graduates of our programs must meet the requirements for a professional educator license established by the Ohio Department of Education (ODE). We worked collaboratively with OBR to develop the Ohio Educator Preparation Metrics, which include such indicators of quality as licensure test results, performance on the new national Teacher Performance Assessment, and data on the value added by our teachers to the academic performance of students in their classrooms. These teacher preparation quality measurements also include partnerships with P-12 schools, placement of graduates in hard-to-staff schools, and performance surveys from employers. This data and more are reflected in the institutional snapshots included in this report as well as the Educator Preparation Performance Reports issued by OBR (www.ohiohighered.org/2013_ohio_educator_performance_reports#univ).

The educator preparation programs of the SUED institutions are diverse, meeting the unique needs and interests of the communities they serve, and are continuously improved to better prepare professionals to help our P-12 students reach their full-potential, implementing effective strategies such as co-teaching, year-long clinical experiences, and professional development school relationships. Our programs are nationally accredited. Several have been recognized in *U.S. News & World Report*. Several have been enhanced by opportunities such as Woodrow Wilson Teaching Fellowships, federal grants, and study abroad.

The SUED institutions remain committed to working collaboratively with other education stakeholders toward making a meaningful and positive difference in the quality of educator preparation in Ohio.

Charlotte M. Harris, Ed.D.
Chair, State University Education Deans

ABOUT

Bowling Green State University (BGSU), founded in 1910, enrolls more than 20,000 students, including 2,000 at the Firelands campus in Huron, Ohio. www.bgsu.edu/offices/ir/page17430.html

Students come from all 50 states and 70 other countries. The average ACT score for entering freshmen is 22.6, and the average high school GPA is 3.31. Ethnic and racial minorities make up about 20 percent of the entering fall class. BGSU employs more than 800 full-time faculty, with nearly 80 percent who hold the highest degree in their field. Overall, the student to faculty ratio is 20:1, and BGSU offers more than 200 undergraduate academic majors and programs. US News and World Report named BGSU as one of the top public universities nationwide with a strong commitment to first-year programs that lead to success.

BGSU aspires to be the premier learning community in Ohio, and one of the best in the nation. Through the interdependence of teaching, learning, scholarship and service, BGSU creates an environment grounded in intellectual discovery and guided by rational discourse and civility. BGSU serves the diverse and multicultural communities of Ohio, the United States and the world, supported by:

- an extensive portfolio of distinctive undergraduate programs, focused on master's and specialist degrees and a select number of nationally recognized doctoral programs;
- scholarly and creative endeavors of the highest order;
- academically challenging teaching, fully connected with research and public service;
- innovative academic planning that focuses on society's changing needs, student outcomes, and the appropriate integration of technology;
- and, an educational environment that develops culturally literate, self-assured, technologically sophisticated, productive citizens who are prepared to lead, to inspire and to preserve the great traditions of our democracy.

DEPARTMENTS, UNITS AND PROGRAMS

Educational Foundations, Leadership and Policy

Graduate Programs

Leadership Studies, Ed.D.

Educational Administration and Supervision, Ed. S.

Educational Administration and Supervision, M.Ed.

Cross-Cultural and International Education, M.A.

Endorsement or Certificate Programs

Online Teaching and Learning in K-12 Environments, Graduate Certificate

SCHOOL OF HUMAN MOVEMENT, SPORT AND LEISURE STUDIES

Undergraduate Teacher Licensure Programs

Physical Education Teacher Education (Collaborative Health Education licensure available through partnership with University of Toledo)

Endorsement or Certificate Programs

Adapted Physical Education, Undergraduate Endorsement

SCHOOL OF INTERVENTION SERVICES

Undergraduate Teacher Licensure Programs

Mild/Moderate (Special Education)

Moderate/Intensive (Special Education)

Deaf/Hard of Hearing (Special Education)

Graduate Teacher Licensure Programs

Assistive Technology (Special Education), M.Ed.

Autism Spectrum Disorders, M.Ed.

Mild/Moderate (Special Education), M.Ed.

Moderate/Intensive (Special Education), M.Ed.

School Counseling, M.Ed.

Endorsement or Certificate Programs

Assistive Technology, Graduate Certificate

Autism Spectrum Disorders, Graduate Certificate

Transition to Work, Graduate Endorsement

SCHOOL OF TEACHING AND LEARNING

Undergraduate Teacher Licensure Programs

Adolescence/Young Adult Education:

Prepares candidates to teach in grades 7-12 in the selected content areas of Integrated Mathematics, Integrated Social Studies, Integrated Language Arts, and Integrated Sciences. Dual Field Science and Single Field Science licenses available.

Business and Marketing Education

Inclusive Early Childhood Education:

Interdisciplinary program that prepares candidates to work with all students pre-Kindergarten through grade 3 in inclusive early childhood settings. Graduates are qualified to earn Early Childhood Education license, Early Childhood Intervention Specialist license and to apply for a Birth to age 3 Intervention Specialist certificate through the Ohio Department of Developmental Disabilities.

Middle Childhood Education:

Prepares candidates to teach in two subject areas (mathematics, social studies, language arts, science) in grades 4 through 9.

World Language Education:

Chinese, French, German, Italian, Japanese, Russian, Latin and Spanish

Graduate Programs

Business Education, M.Ed.

Classroom Technology, M.Ed.

Curriculum and Teaching, M.Ed.

Reading, M.Ed.



Endorsement or Certificate Programs

Classroom Technology, Graduate Endorsement
Early Childhood (Grades 4-5) Generalist, Undergraduate, Post-Baccalaureate and Graduate Endorsement
Middle Childhood Generalist, Undergraduate, Post-Baccalaureate and Graduate Endorsement
Reading, Graduate Certificate
Reading, Graduate Endorsement

DEPARTMENT OF HIGHER EDUCATION AND STUDENT AFFAIRS

Graduate Programs

Higher Education Administration, Ph.D.
College Student Personnel, M.A.

MISSION

College of Education and Human Development

The mission of the College of Education and Human Development is to prepare professionals influencing the development of individuals, families, communities, schools, and other societal institutions. The mission is accomplished through rigorous scholarship, innovative teaching and learning, and civic and professional engagement in a supportive learning community grounded in respect for diversity and collaboration.

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Candidates ACT/SAT scores upon entering as first time full time freshmen OR professional education component: 22.7
2. Praxis II scores/ACTFL/LTI:
2011-12 – Praxis II overall pass rates of BGSU program completers (figures not yet available for 2012-13)
 - Content Area assessments = 99.4%
 - PLT assessments = 97.2%
3. Number of candidates participating in edTPA
Fall 2012 137
Spring 2013 389
Total 526
4. Overall GPA of candidates in program upon graduation: 3.56

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. How many field/clinical hours prior to student teaching are required of candidates in the school of education?
Minimum number of field/clinical hours prior to student teaching required = 70
Maximum number of field/clinical hours prior to student teaching required = 368
2. How many weeks is the student teaching experience?
16 weeks

3. The percentage of teacher candidates in the 2011-12 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project: 98.7%

Candidate Impact on P-12 Student Performance During Student Teaching

1. The percent of candidates who completed a work portfolio or other collection of student work/culminating assessment, which provided evidence of candidates' ability to use assessment effectively: 99.6%
2. Quantitative summary of student teaching evaluations, AY 2012-13 (N=561)

Domain	Target	Acceptable	Unacceptable	Mean Score (3=high; 1=low)
Student Learning	78.9%	20.7%	0.4%	2.79
Content	72.1%	27.7%	0.2%	2.72
Assessment	66.6%	33.0%	0.4%	2.66
Plan/Deliver Effective Instruction	70.9%	28.2%	0.9%	2.70
Learning Environment	72.7%	26.8%	0.5%	2.72
Collaboration/Communication	72.9%	27.0%	0.2%	2.73
Professional Growth	77.7%	21.8%	0.5%	2.77
Professionalism	84.6%	14.8%	0.5%	2.84
Diversity	81.6%	18.2%	0.2%	2.81
Technology	78.4%	21.4%	0.2%	2.78
Collaboration	76.6%	23.4%	0.0%	2.77
Overall	75.7%	23.9%	0.4%	2.75

ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

U.S. News & World Report named Bowling Green State University's online master's degree in education program one of the Top Online Education Programs in the country.

BGSU's inclusive early childhood (IEC) program is among the first interdisciplinary programs to prepare educators for licensure in both early childhood education (Pre-K – grade 3) and early childhood special education (Pre-K – grade 3) in a single program. Graduates of this innovative program will also obtain a birth – age 3 certificate through the Ohio Department of Developmental Disabilities to work with infants and toddlers who have a disability or are at risk. Students in the IEC program gain knowledge, skills and values necessary to meet the needs of every child in inclusive settings.

The Parent-Teacher Partnership course, in which parents who have children with disabilities audit the course with BGSU students, has been adopted as a state training model for parent teacher partnerships and collaboration. Parents in the course offer insights and students in the course spend time outside the classroom with a family of a child with a disability.

In 2013, the College of Education and Human Development orchestrated a teacher job fair that brought in more than 80 school districts with nearly 195 recruiters, and hosted more than 1,350 on-site interviews.

In the 2012 Ohio Board of Regents Educator Performance Report, BGSU's teacher education programs were recognized for their high quality. The top benchmarks for the College of Education and Human Development programs included:

- program completers achieved a 96% pass rate (N=421) on all teacher licensure tests
- pre-service teacher candidates rated the quality of BGSU's teacher preparation programs above the state average on 41 of 49 measures

In 2012-13, the College of Education and Human Development offered 58 professional development sessions that served 2,972 participants, including faculty, staff, students and state and local community partners.

College of Education and Human Development alumni have held recent honors such as Milken National Educator Award, National Teacher of the Year finalist, Spirit of ADA Awardee, Ohio History Teacher of the Year and Ohio's National Distinguished Principal.

ABOUT

Central State University in Wilberforce, Ohio, is Ohio's only public historically black university. The university has a 127-year legacy of providing a college education to a diverse student body, even as it adheres to its core historical responsibility of educating young African American men and women. The institution's academic programs are offered through four colleges: the College of Education; the College of Humanities, Arts & Social Sciences; the College of Science & Engineering; and the College of Business.

A centrally located branch campus in Dayton, Ohio, (CSU-Dayton) offers a range of courses and class schedules that serve the needs of nontraditional learners wishing to complete their undergraduate degrees, pursue master's degrees in education, or take advantage of professional development opportunities.

Central State is home to the nationally renowned Central State University Choir, which has twice been nominated for a Grammy. The women's basketball team – The Lady Marauders – enjoys a national ranking and has traveled to 12 straight NAIA national tournaments. The track and field team as well as the cheerleading and dance troupes have also won championships and awards, and the Central State marching band, the Invincible Marching Marauders, have twice performed at the national Honda Battle of the Bands and been featured in the film *Dave Chappelle's Block Party*. The university's football team – The Mighty Marauders – has won several national championships and Central State's move to NCAA Division II widens the University's competitive field and provides more exposure for CSU's student athletes.

The **Central State University Institute of Urban Education** (IUE) is affiliated with the College of Education. The Institute provides university and PreK-12 faculty opportunities to conduct research, teach and hold seminars. IUE's annual National Urban Education Conference attracts large numbers of administrators, teachers and students.

ACCREDITATION

The College of Education at Central State is accredited by the National Council for Accreditation of Teacher Education (NCATE). The college consists of three academic departments:

Professional Education; Health, Physical Education and Recreation; and Graduate Programs. Programs within the departments are designed to prepare educators who can function effectively as empathic facilitator of learning for diverse students.

DEPARTMENTS, UNITS AND PROGRAMS

Teaching Licensure

The Bachelor of Science in Education Degree and the Post-Baccalaureate (licensure only) offer initial teacher licensure in the following areas and grade levels:

- Adolescence to Young Adult – Integrated Language Arts for grades 7-12
- Adolescence to Young Adult – Integrated Mathematics for grades 7-12
- Adolescence to Young Adult – Integrated Social Studies for grades 7-12
- Adolescence to Young Adult – Life Science for grades 7-12
- Adolescence to Young Adult – Physical Science for grades 7-12
- Early Childhood Education for grades PreK-3
- Intervention Specialist –Mild/Moderate for grades PreK-12
- Middle Childhood – Language Arts for grades 4-9
- Middle Childhood – Social Studies for grades 4-9
- Middle Childhood – Mathematics for grades 4-9
- Middle Childhood – Science for grades 4-9
- Multi-Age Health Education for grades K-12
- Multi-Age Music Education for grades K-12
- Multi-Age Physical Education for grades K-12
- Multi-Age Physical Education for grades K-12

Programs in teacher education are designed to meet the state of Ohio requirements for licensure, including Praxis II testing requirements.

Additional Degree Programs

Recreation: Bachelor of Science Degree

THE VISION

The vision of the College of Education is to prepare teachers who are effective in serving as empathic facilitators of learning to diverse students. The College of Education believes in the foundational importance of empathy in teaching. The teacher preparation unit at CSU is of the view that acts of social responsibility and altruism are rooted in actionable and compassionate empathy.



MISSION

Programs in the College of Education are undergirded and oriented by a Conceptual Framework. The theme of the Conceptual Framework is “Empathic Facilitators of Learning.” Empathy enables candidates to appreciate that the impact of psychological, cultural, social and economic factors on students and their readiness for learning is not merely academic. Candidates understand the influence of these factors, on individual students and as a collective, more in human or existential terms.

To be effective in facilitating learning for diverse learners, candidates need more than empathy. The Conceptual Framework of the College of Education has five Elements that serve as programmatic pillars in our teacher education: Knowledge; Pedagogical Skills; Dispositions; Diversity; and Critical Reflection.

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Candidates ACT/SAT scores upon entering as first time full time freshmen OR professional education component:
The average ACT score for first time freshmen is 16, with a low score of 12 and a high score of 22. The average SAT score for first time freshmen is 790, with a low score of 660 and a high score of 920.
2. Praxis II scores/ACTFL/LTI:
Two of our programs achieved a 100% pass rate on the Praxis II Content and PLT exams, however the number of students taking each exam was too few to report (≤ 10). Another program achieved a 100% pass rate on the Praxis II PLT, but again the number of students taking the exams was too few to report.
3. Number of candidates participating in edTPA: 44
4. Overall GPA of candidates in program upon graduation: 3.10

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. How many field/clinical hours prior to student teaching are required of candidates in the school of education? 124-200
2. How many weeks is the student teaching experience? 15
3. The percentage of teacher candidates in the 2012-13 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project. 88%

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

1. The percent of candidates who completed a work portfolio or other collection of student work/culminating assessment, which provided evidence of candidates' ability to use assessment effectively: 88% participated in the edTPA.
2. Quantitative summary of student teaching evaluations:
Information on scoring will be forthcoming.

ABOUT

Founded in 1964, Cleveland State University (www.csuohio.edu) is a public institution with a Carnegie Classification of a doctoral-granting research university with high research activity. In the 2014 edition of Best Colleges by *U.S. News and World Report*, Cleveland State is in Tier 2 of National Universities. Cleveland State's selection as one of America's Best Colleges underscores the University's commitment to academic excellence and scholarship. The University's 85-acre campus is located in downtown Cleveland. With more than \$500 million in new construction and building renovations, Cleveland State is developing a 21st century campus that is transforming into a residential campus. The University's longstanding involvement with Cleveland and its surrounding suburbs offers exciting opportunities for internships and service learning, providing a rich environment for engaged learning.

Due to its urban location, CSU enjoys the benefits of a highly diverse student body — racially, ethnically, and culturally. With continued growth in each of the last five years, enrollment has reached a 20-year high of 17,525 students, most of whom (91 percent) are from Ohio, specifically Cuyahoga County (73 percent). Graduate and law students make up 31 percent of total enrollment. Cleveland State has an older student body; the median age for undergraduates is 22 and 29 for graduate students. Given that many students work while managing family responsibilities, flexible academic programming and convenient class times are a priority.

Cleveland State boasts one of the most diverse faculty in the state, 24% minority and 40% women. Of the University's 520 full-time professors, 89% hold the highest degree in their field. With one of the most robust Fulbright programs in the United States, 21 faculty have received Fulbright awards within the past five years. In Fiscal Year 2012, CSU faculty received sponsored program awards totaling over \$13.8 million dollars. While Cleveland State is a "young" institution, it has committed itself to discovery and to becoming a research-focused university. These efforts to expand research and development activities are possible only through the drive, dedication and intellect of the University's talented and diverse faculty and the contributions of graduate students and post-doctoral researchers.

DEPARTMENTS, UNITS AND PROGRAMS

Cleveland State is organized into nine academic units: the Monte Ahuja College of Business, the **College of Education and Human Services**, the Washkewicz College of Engineering, the College of Liberal Arts and Social Sciences, the School of Nursing, the College of Sciences and Health Professions, the Maxine Goodman Levin College of Urban Affairs, the College of Graduate Studies, and the Cleveland-Marshall College of Law. The College of Education and Human Services is comprised of four departments: 1) Curriculum and Foundations; 2) Teacher Education; 3) Counseling, Administration, Supervision and Adult

Learning; and 4) Health and Human Performance. In addition, the College houses the Center for Urban Education, the Center for Educational Leadership, the Center for Educational Technology, the Community Learning Center for Children and Youth, the Greater Cleveland Educational Development Center, and a Confucius Institute. For more complete information regarding the College and its academic programs, please visit our web site at www.csuohio.edu/cehs/

MISSION

Our mission is to prepare professionals who reflect our commitment to educational excellence across the life-span through teaching, research, and service focused on promoting leadership, social justice, and collaboration. The College achieves its mission and observes its values by developing innovative, flexible ways to connect with its clients to deliver quality educational programs and develop partnerships that provide responsive solutions to contemporary urban needs. We are committed to demonstrating the "vitality that comes with risk" as called for in the University's mission statement.

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Candidates ACT/SAT scores upon entering as first time full time freshmen OR professional education component.

The College of Education and Human Services enrolls a sizeable population of transfer students for whom ACT or SAT scores are frequently not available. Admission requirements for the College's teacher preparation programs do not, therefore, mandate submission of such test scores. Nevertheless, the ACT/SAT scores for first-time, full-time freshman who were admitted to Cleveland State University during the 2012-2013 academic year with the expressed intent of pursuing an undergraduate degree in education are tabled below.

Admissions Exam	N	Range	Mean
ACT Composite	54	16-30	22
SAT Verbal	11	440-660	533
SAT Math	11	340-660	500

Undergraduate admission to the College of Education and Human Services as a degree-seeking student requires that applicants have completed at least 30 semester hours of undergraduate coursework with a cumulative grade point average of 2.50 or better, to include a college-level mathematics and a college-level English composition course in which they have earned a grade of "C" or better. Post-baccalaureate students are admitted and enroll as undergraduates. They must have a baccalaureate degree with a minimum 2.50 overall grade point average. Applicants to graduate programs

must have an overall grade point average of 2.75 or better if their baccalaureate degree is less than six years old; if six or more years old, a cumulative grade point average of 3.00 is required. Graduate applicants who do not have the necessary grade point average may still gain admission upon completion of 12 credits of graduate coursework at Cleveland State, including a course in educational research, with a 3.00 grade point average. If required by the program, applicants also submit an essay on a relevant topic as prescribed by program faculty. Finally, candidates at all levels must complete a satisfactory intake interview.

2. Praxis II Scores/ACTFL/LTI.

At Cleveland State, candidates are required to take, but not necessarily pass, all required qualifying exams for teacher licensure prior to student teaching. Of 257 program completers in 2011-2012, 89 percent passed all licensure tests.

3. Number of candidates participating in edTPA.

In 2012-13, 187 candidates completed the edTPA at Cleveland State University. Eighty-three (44 percent) of the 187 assessments were subjected to national scoring as part of a field test that was conducted by the Stanford Center for Assessment, Learning, and Equity. The remaining 104 assessments (56 percent) were locally scored in the spring 2013.

4. Overall GPA of candidates in program upon graduation

- Undergraduate/Post-baccalaureate initial teaching licensure GPA = 3.42 (N=169; minimum required GPA for program completion is 2.50 overall/2.75 professional education).
- Graduate initial teaching licensure GPA = 3.81 (N=76; minimum required GPA for program completion is 3.00 overall).
- Graduate advanced teaching licensure GPA = 3.88 (N=37; minimum required GPA for program completion is 3.00 overall).

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. How many field/clinical hours prior to student teaching are required of candidates in the school of education?

On average, candidates complete 280 hours of field/clinical experience prior to student teaching. These hours vary somewhat across licensure programs, but are typically comprised of one or more early field experiences of 60 hours or less and a semester-long practicum of 240 hours (four half days per week for a total of 15 weeks).

2. How many weeks is the student teaching experience?

Student teaching is 15 weeks in duration.

3. The percentage of teacher candidates in the 2011-12 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project.

Ninety-two percent of teacher candidates in the 2011-2012 academic year satisfactorily completed all clinical practice requirements, including but not limited to student teaching and a capstone project.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

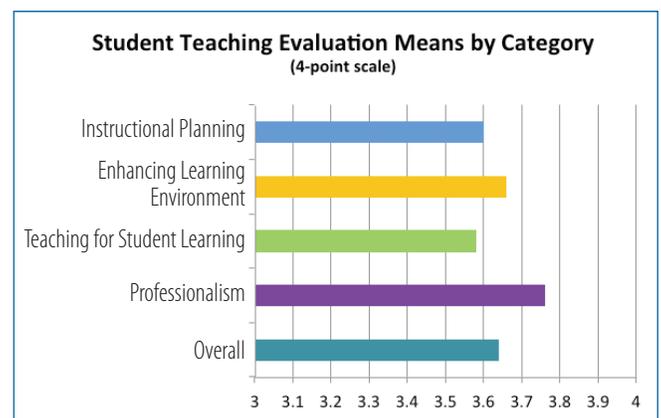
1. The percent of candidates who completed a work portfolio or other collection of student work/culminating assessment, which provided evidence of candidates' ability to use assessment effectively

All Cleveland State student teachers are required to complete the edTPA. This assessment requires the candidates to develop a comprehensive assessment plan for a "learning segment" of three to five lessons. The assessment plan includes multiple student assessments. Candidates analyze the results and reflect on the extent to which their instruction contributed to student learning.

2. Quantitative summary of student teaching evaluations

Based on repeated observations and pre/post observation conferences held throughout the term, the College's Student Teaching Field Experience Record and Evaluation Form provides a summative account of the licensure candidate's mid-term and final performance in the field. Seven- and fifteen-week evaluations are completed by the student teacher's University supervisor with feedback from the cooperating teacher. Results of these evaluations ultimately form the basis of the student's final grade for student teaching.

The evaluation form contains 22 items that focus on specific criteria that cover all aspects of the teaching experience. Candidates are evaluated on each criterion on a scale of 1 (unsatisfactory) to 4 (outstanding); a composite rating based on the same scale is also provided. The 22 items on the evaluation form are broadly grouped under four areas: 1) Instructional Planning, 2) Enhancing the Learning Environment, 3) Teaching for Student Learning, and 4) Teacher Professionalism. Mean score ratings for all four components and the composite rating are depicted in the following graph.



ACCREDITATION OUTCOMES

Last Review by the National Council for the Accreditation of Teacher Education: January 2010

Next Review to be conducted by the Council for the Accreditation of Educator Preparation: Fall 2016

STRENGTHS AS CITED BY ON-SITE NCATE TEAM

- The college demonstrates dedication to urban education at all levels. The unit has multiple collaborations with schools and local agencies and is involved in a number of initiatives that directly impact the quality of education in the region and the state.
- The college has made substantial efforts to develop and implement an assessment system with the capacity for integrating multiple sources and types of data

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE NCATE TEAM

- The unit system is not systematically or formally evaluated by its professional community.

Continuous Improvement Efforts. Since our last visit, the College substantially redesigned its portfolio process as part of the assessment system and is in the middle of a major curriculum redesign effort for undergraduate teacher licensure. Both of these efforts have involved community partners and PreK-12 teachers in the critique and design process.

PARTNERSHIP ENTITIES

The College of Education and Human Services is home to a number of specialized centers that promote research and/or provide educational services to the university community and the surrounding area, including:

- Center for Educational Leadership,
- Center for Urban Education,
- Community Learning Center for Children and Youth,
- Confucius Institute at Cleveland State University, and
- Greater Cleveland Educational Development Center

For information regarding the specific functions and activities of these centers, please visit the College's web site at www.csuohio.edu/cehs/

Also housed on the Cleveland State University campus are two public schools that were developed as a result of collaborative efforts among the College of Education and Human Services, the Cleveland Metropolitan School District, corporate, and community partners.

The Campus International School (CIS) which initially opened in the fall of 2010 currently enrolls students from kindergarten through grade 5 and will eventually become a K-12 building. CIS is designed to be a space for innovation and possibility that strives to develop inquiring, knowledgeable, lifelong learners, who have the courage to act responsibly to make the world a better place. CIS students follow the International Baccalaureate curriculum that focuses on global perspectives and foreign languages, such as Mandarin Chinese.

More recently, in November of 2013, Cleveland Mayor Frank Jackson joined officials from CSU, the Cleveland Metropolitan School District, and the KeyBank Foundation to celebrate the grand opening of the MC2STEM High School on CSU's campus. As featured in a slide panel that accompanied President Barack Obama's 2014 State of the Union address, this award-winning school specializes in science, technology, engineering and mathematics, offering its 140 juniors and seniors a state-of-the-art fabrication laboratory with the latest technology as well as "workshops with tutors from NASA, mentoring with engineers from GE Lighting, and demanding internships with local businesses."

The College's Office of Field Services (OFS) is currently in the process of renewing the Memoranda of Understanding it has with individual partner schools and the approximately 20 urban and suburban school districts that have a longstanding history of hosting our licensure candidates' field experiences. As part of the renewal process, OFS is investigating ways that we can work together with our partners to better address the needs of the children in Northeast Ohio. For instance, with investment schools' increased emphasis on meeting the needs of the whole child, we are looking to have our licensure candidates become involved with community partner agencies that provide wrap around services for PreK-12 students and their families. As regards other field-related matters, we are presently:

- Working to align our observation instruments with OTEs and resident educator program materials to facilitate and support a smoother transition from pre-service to practicing teacher.
- Experimenting with having qualifying student teachers complete year-long experiences in the same school to deepen the impact that they might have in a building.
- Engaging University supervisors in professional development activities that center on brain development, critical thinking, and co-teaching to better coach our interns and their cooperating teachers.
- Equipping a seminar room with a smart board, boogie boards, and iPads to strengthen student teachers' skills in presenting information using up-to-date technology.

Finally, it seems worth mentioning that we also have strong relationships with non-school entities such as community agencies, sport-related facilities, and area hospitals. These relationships are instrumental in supporting our programs in counseling, adult learning and development, sport management, community health education, and exercise science.

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

SELECTED FEDERAL GRANTS

National Science Foundation

- **Robert Noyce Scholarship Program** — \$899,747

Funding to support the recruitment, preparation, induction, and retention of STEM teachers.

- **MUST STEM Fellows** — \$1,199,978

Aimed at increasing the number and quality of STEM teachers in Ohio and beyond, this project merges the best elements of Cleveland State University's (CSU) existing Master's of Urban Secondary Teaching (MUST) program with the CSUTeach model.

U.S. Department of Education

- **Institute of Education Sciences: Career Passport Program** — \$1,006,025

This program, created by university educators from various disciplines and delivered by classroom teachers and graduate assistants, is designed to prevent high school dropouts in the Cleveland Municipal School District by developing positive self-worth, self-awareness, and school engagement in Black urban youth and other at-risk minority students. Unique to the program is the inclusion of the students' and teachers' evaluations of its effectiveness, feasibility and relevance.

- **National Mathematics and Science Initiative: The Teacher Preparation Reform Consortium** — \$1,950,894

Build capacity for teaching mathematics and laboratory sciences in grades 7-12 through replication of UTeach, a nationally recognized model for science and mathematics teacher preparation that originated at the University of Texas-Austin. Owing to a streamlined curriculum, candidates can graduate in four years with a degree in science or mathematics and a teaching license. Throughout their programs, they learn to use technology effectively and to design problem-based lessons that promote critical thinking. The latest research on learning science and mathematics is emphasized.

- **Office of Special Education Programs: Special Education Pre-service Program Improvement Grant** — \$499,505

Project to enhance special education programs for K-12 students with high-incidence disabilities by assisting pre-service teachers in meeting State of Ohio criteria for highly qualified status at the elementary level and for two content areas at the secondary level.

- **Project Reach** — \$1,425,061

Five-year grant to improve support for language acquisition and content learning in all classrooms that serve Limited English Proficient students.

ABOUT

Kent State University (www.kent.edu/index.cfm) is located in northeast Ohio, a geographic area rich in institutional diversity. Kent State University's eight-campus system, among the largest regional systems in the country, serves both the development of a true living/learning approach at the Kent Campus and the regional needs on seven other campuses throughout Northeast Ohio. Total enrollment at all eight campuses in fall 2013 is 41,891 with 26,019 enrolled at the Kent Campus.

The College of Education, Health and Human Services currently offers 22 undergraduate programs, 24 graduate degrees, and 13 doctoral programs. Our graduates go on to serve as leaders in wide variety of fields, ranging from education and hospital-ity -- to recreation and sport. Educator preparation programs span five colleges and are located on five campuses: Kent, Stark, Salem, Tuscarawas, and Geauga.

PROGRAMS

Initial Licensure programs are available at both the undergraduate and graduate levels for the following areas:

- Art Education
- Career-Technical Teacher Education
- Dance Education
- Early Childhood Education
- Earth Science
- French
- German
- Integrated Language Arts
- Integrated Mathematics
- Integrated Science
- Integrated Social Studies
- Latin
- Life Science (Biology)
- Life Science (Chemistry)
- Middle Childhood Education
- Music Education
- Physical Science (Chem/Phys)
- Physical Education
- School Health Education
- Spanish
- Special Education – ASL/English Interpreting
- Special Education - Deaf Education/Hearing Impaired
- Special Education - Mild/Moderate
- Special Education - Moderate/Intensive
- Teaching English as a Second Language

Initial Licensure programs are available at the undergraduate level only for the following areas:

- American Sign Language
- Health & Physical Education
- Technology Education

Initial licensure programs are available at the graduate level only for the following areas:

- Early Childhood Intervention Specialist
- Library/Media
- School Audiologist

- School Counselor
- School Psychologist
- School Speech-Language Pathologist

Other licensure programs offered at the graduate level :

- Principal (PK-6, 4-9, 5-12)
- Superintendent

Endorsements are available in the following areas:

- Career-Based Intervention
- Computer/Technology
- Early Childhood Generalist Endorsement
- Middle Childhood Generalist Endorsement
- Prekindergarten
- Prekindergarten Special Needs
- Teaching English as a Second Language
- Transition to Work
- Reading K-12
- Teacher Leader

MISSION

The mission of our educator preparation program is to develop education professionals who are committed to providing an equitable education that addresses the needs of all learners and who approach their work with a spirit of inquiry, reflection, passion, informed judgment and creativity, and who will assume leadership for the shape of their profession and the quality of education in a rapidly changing and diverse democracy.

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. ACT/SAT of candidates entering professional phase in 2012-2013 — ACT 22.55, SAT 1030.53
2. Pass rate on licensure tests
96% for fall 2012 through summer 2013
3. Cumulative graduation GPA
Undergraduate initial licensure GPA=3.47 (2.75 minimum); MED/MAT initial licensure GPA=3.84; Advanced licensure GPA=3.83

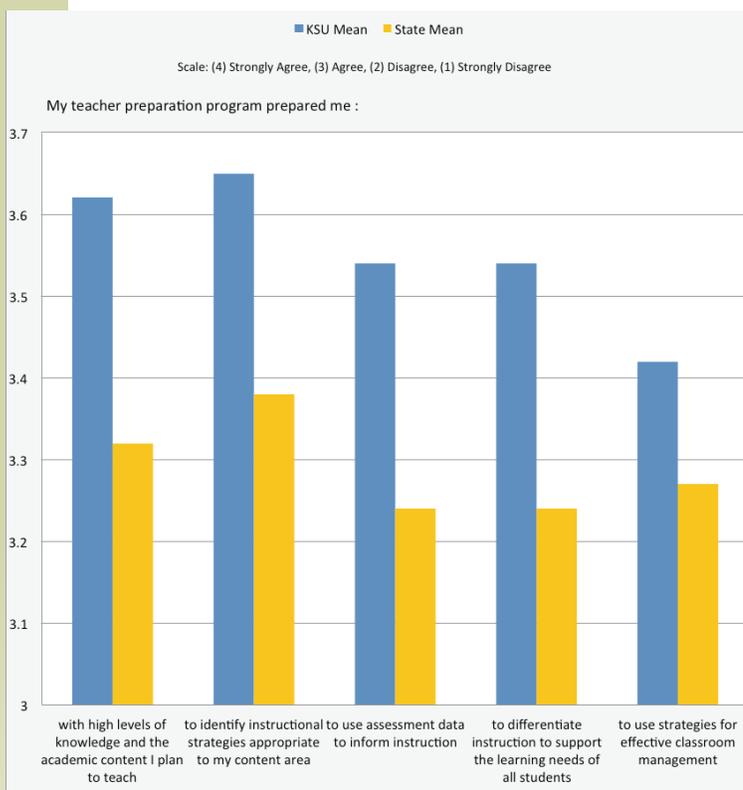
CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. Number of hours of field experience prior to student teaching
100-943 hours for an average of 170 hours
2. Number of weeks of student teaching
12-16 weeks for an average of 14 weeks
3. Percentage of candidates placed in schools serving a high number of low-income and/or minority students — 100%
4. Number of Candidates participating in the edTPA — 438
5. Percentage of candidates who satisfactorily complete clinical practice requirements (student teaching) — 98.8%

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

100% percent of candidates completed an EdTPA portfolio during student teaching providing evidence of candidates' ability to use assessment effectively. Assessment of student work provides evidence of a positive effect on P-12 student learning.

Resident Educator Survey



ACCREDITATION OUTCOMES

KSU's educator preparation unit has continuously been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1957. Most recent accreditation was in 2008.

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

INTERNATIONAL ACTIVITY

- EHHS is home to the Gerald H. Read Center for International and Intercultural Education, which hosts more than 35 international scholars each year including the International Leaders in Education Program (ILEP) sponsored by the US State Department.
- EHHS faculty and students engage in exchanges, internships, visiting lectures and research programs worldwide. More than 50% of the teacher education faculty has been active in international projects. Study abroad program in Florence, Italy.
- EHHS has exclusive rights to award graduate credit for the International Baccalaureate (IB) Organization professional development seminars worldwide.

- Beginning Spring 2015 all KSU Early Childhood undergraduates will earn the IB Certificate in Teaching and Learning and will be eligible to teach in IB World School in the US and throughout the world. KSU's program is the first in the world to achieve this recognition.

SELECT FEDERAL/U.S. DEPARTMENT OF EDUCATION GRANTS

- **The Noyce Scholars Program**, a 5-year \$1 million grant, to provide scholarships for ten math and science pre-service teachers with undergraduate degrees in STEM fields.
- **"Minding the Gap"**, a 3-year \$100,000 grant from the Ohio Department of Education's Race to the Top Program to align the curriculum of ten high schools with college level coursework in mathematics and English.
- **"Early Intervention in Natural Environments Specialization Training through Distance Learning"**, a \$1.3 million grant designed as a one-year full-time experience to prepare practitioners to provide direct services to young children and their families, consult with other professionals, and apply research-based practices in the profession.
- **"Comparing Interventions to Improve the Well-Being of Custodial Grand families"**, a four year \$2.8 million grant from NIH to compare two evidenced-based interventions regarding their ability to facilitate health promotion/risk reduction behaviors that benefit the mental health of custodial grandmothers and grandchildren.
- **"Project CAREER: Development of an Interprofessional Demonstration to Support the Transition of Students with Traumatic Brain Injuries from Postsecondary Education to Employment"**, a four year \$2.4 million grant from U.S. Department of Education designed to improve the employment success of undergraduate college and university students with traumatic brain injury.
- **"Early Childhood Intervention for school Psychologists and Speech Pathologists"**, a five-year \$1.2 million grant from U.S. Department of Education to increase the quantity and quality of related services personnel from the disciplines of school psychology and speech pathology prepared to serve young children with disabilities and their families.

INNOVATIVE TEACHER PREPARATION PRACTICE

- A clinically-based teacher preparation program that includes year-long student teaching with co-teaching.
- Strong partnerships with local school districts to support faculty (KSU and district teachers) development in Ohio's new Learning Standards through the Kent Education Excellence Partnership (KEEP).
- The KSU Center for Disability Studies is an interdisciplinary institute whose mission is to promote a full understanding of the lived experience of disability across the life span. The center is comprised of 16 federal and private foundation projects with a 2012-2013 budget of approximately \$2.7 million.
- Since 1972, the Kent State University Child Development Center, a nationally recognized laboratory school, has played a central role in educating and caring for children, professionally preparing teachers, and generating research to inform practice.

ABOUT

Miami is a public university in the Miami Valley region of Ohio established in 1809 where approximately 15,000 undergraduates and 2,500 graduate students are enrolled at the Oxford campus. Campuses in Hamilton and Middletown and a learning center in West Chester enroll nearly 5,800 additional students and over 300 students study each year at the campus in Differdange, Luxembourg. Providing a strong foundation in the traditional liberal arts and with a focus on teaching undergraduates, Miami ranks among the nation's top universities for the quality of teaching and overall student experience.

All of the teacher education licensure programs at Miami University can be completed in four years, including all of the content courses and a full semester of student teaching. Licensure programs are available in early childhood, middle childhood, foreign languages (including Chinese), adolescent mathematics, language arts, social studies, and science education.

DEPARTMENTS, UNITS AND PROGRAMS

Early Childhood Education: Prepares students for licensure to teach in pre-K – grade 3. All coursework focuses on educating the young child.

Middle Childhood Education: Prepares students for licensure to teach in two of four areas (language arts, science, mathematics, social studies) in grades 4-9. The six majors in Middle Childhood include language arts/social studies, language arts/math, language arts/science, math/science, math/social studies and science/social studies.

Adolescent to Young Adult Education: Prepares students for licensure to teach grades 7-12 in the following areas:

Integrated English Language Arts Education: Prepares students to teach writing, literature, grammar, usage, speech, media and journalism by studying literature, linguistics, writing and education methodology/pedagogy.

Integrated Mathematics Education: Prepares students to teach all areas of mathematics by studying calculus, linear algebra, geometry, abstract algebra, computers and math software, statistics and education methodology/pedagogy.

Integrated Social Studies Education: Prepares students to teach social studies by studying history, geography, economics, anthropology, sociology, political science, psychology and education methodology/pedagogy.

Foreign Language: The five majors in foreign language education prepare students to teach Chinese, French, German, Latin or Spanish. Upon completion of the program, students will earn an Ohio license to teach in grades pre-K-12.

Science Education: The seven majors in science education prepare students to teach life sciences (biology), chemistry and earth sciences in grades 7-12. Majors include physical science education (focuses on chemistry and physics); earth science education (focuses on geology and chemistry);

life science education (focuses on botany, zoology, and microbiology). Dual licensure majors are also available in earth science/life science education, earth science/chemistry education and life science/chemistry education.

Special Education: Prepares students for licensure to teach in grades K-12. Mild to moderate intervention specialists have expertise in designing and implementing educational programs and services for children and youth needing support in the general education classroom and other educational settings.

Principal Program: Prepares graduate students with at least three years of K-12 teaching experience for licensure as school building leaders. All students are accepted in cohorts – a system that allows students to create networks and engage in mutually supportive practice which reflects the department's vision of educational leadership as a collaborative process. Integral to the program is a one-year internship. Each student identifies a school principal mentor to observe and test the application of theory to a field site.

MISSION

The mission of the College of Education, Health and Society at Miami University is to prepare transformative leaders. Through excellence in teaching, scholarship, and community partnerships, the school provides dynamic and innovative programs that encourage international perspectives. Our integrated human experience prepares graduates to generate knowledge, educate, serve, and promote well-being in diverse and global settings through ethical, democratic practices.

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

- The first year candidates' ACT scores upon entrance to the professional education component of their studies at Miami is 24.2 for ECE; 24.3 for MCE.
- All programs exceed the 80% pass rate on the Praxis II content and ACTFL/OPI tests.
- All of the Miami pre-service teacher education candidates (approximately 450 this year) participate in edTPA (217 participated in the edTPA pilot last year).
- The overall GPA of candidates in educator preparation programs upon graduation is 3.46.

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES:

- Each candidate completes 16 weeks of student teaching (600 hours).
- 99.6% of teacher candidates satisfactorily completed clinical practice requirements, including (but not limited to) student teaching and a capstone project.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

- 100% percent of candidates completed a portfolio or culminating assessment, which provided evidence of candidates' ability to use assessment effectively.
- Student teachers at Miami are evaluated by their mentor teachers on how well they meet the Ohio Standards for the Teaching Profession. This evaluation is based on regular observations by the mentor teachers during the student teaching experience. During the 2011-2012 academic year the average score (on a 4 point scale) for each of the standards was as follows:

2012-13 Student Teaching Performance on OSTP Standards (4-point scale)

OSTP Standards	Standard description	Miami candidates' mean score
1	Student Learning and Development	3.76
2	Content Knowledge	3.61
3	Use of Assessment	3.61
4	Effective Instruction	3.76
5	Learning Environment	3.61
6	Collaboration and Communication	3.61
7	Professional Development	3.61

ACCREDITATION OUTCOMES

Miami University was reaccredited by NCATE in March 2009.

The following were strengths cited by the NCATE on-site team:

- A high number of programs received national recognition upon first submission from their specialized professional associations (SPAs).
- Teacher candidates engaged in collaborative activity to critique and reflect on each others' practice with the goal of improving student learning.
- Field experiences and clinical practices were well sequenced and structured to advance candidates' knowledge, skills and professional dispositions to increase the learning of all students.
- In the preparation of pre-service teachers, the Miami programs engage in exemplary practices for culturally relevant instruction.

INNOVATIVE PRACTICES

English Language Learner (ELL) Infusion: The TELLs certificate (Teaching English Language Learners) is a Miami-recognized, innovative undergraduate certificate in teacher education at Miami University that provides teacher candidates in any licensure area the theoretical foundations and practical experiences necessary for PreK-12 teachers to work successfully with English Language Learners in the mainstream classroom. The program melds field experience

components with comprehensive case study assignments. At the same time, the candidates take a social justice or cultural diversity course to a real-world understanding of the cultural and language development issues facing ELLs, their families and their teachers.

Urban Teaching Cohort: Teaching is a situated practice, and the goal of the Urban Teaching Cohort (UTC) is to produce a new kind of teacher who is both a teacher and urban scholar. In the UTC, candidates are incrementally immersed in community and school-based settings throughout their pre-service education. Each candidate is engaged in service-learning and relationship-building in the community with neighborhood residents, school personnel, students and parents. The UTC candidates come to a deep understanding of the assets of diverse communities. They learn to work with (rather than for) community members to create social change. As the culminating experience of their education, UTC candidates student teach in schools such as Cincinnati's Rothenberg Preparatory Academy and beginning fall 2013, in schools in the near West side of Cleveland. As part of the experience, they also live, work, and serve in the neighborhoods in which they teach, putting theory into practice in their professional and personal lives. This integration of cultural experiences and education is intended to create lifelong learners and engaged citizens.

AREAS FOR IMPROVEMENT AS CITED BY THE ON-SITE TEAM

- Teacher candidates at Miami have limited opportunities to interact with peers from diverse populations.

Realizing that a single prospect will be insufficient for increasing interaction with diverse peers, the College of Education, Health and Society is engaging in several initiatives including collaboration with a nearby HBCU; a thematic sequence of courses designed around social issues such as community engagement, sustainability, and equity; and developing a recruitment and retention plan based on research findings focused on understanding what students from diverse backgrounds find beneficial and challenging about the culture of teacher education in particular and EHS in general.

SCHOOLS/DISTRICTS/EDUCATION/NON-EDUCATION ENTITIES IN PARTNERSHIP

- Miami partnered with 88 school districts for placement of students for field and student teaching experiences. This included districts across the state of Ohio as well as districts in Indiana, Illinois, Australia, Belize, China, and Europe.
- The Urban Teaching Cohort Program has established partnerships with the following community agencies in Cincinnati and the near West side of Cleveland including Over-the-Rhine Community Housing, Peaselee Neighborhood Center, Venice on Vine, Contact Center, Cincinnati Coalition for the Homeless, St. John's Social Service Center, Our Daily Bread, Ohio City Incorporated.

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

U.S. News and World Report: Miami was ranked third in the country by *US News and World Report Best Colleges 2014* among public institutions of higher education in commitment to teaching behind Dartmouth and Princeton and tied with the College of William and Mary.

Presidential Award: Miami University was one of only five recipients out of 641 eligible schools in the nation to receive the Presidential Award in the 2012 President's Higher Education Community Service Honor Roll. Miami's honor recognizes service programs in the area of early childhood education. It is given by the U.S. Department of Education and the Corporation for National and Community Service (CNCS), a federal agency. The award is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement. This was the fifth year Miami has made the honor roll, and the first year to receive a Presidential Award.

TeachLive Avatar Lab: The TLE TeachLivE™ Lab provides virtual teaching opportunities for candidates to develop the skills and craft of teaching. Pre-service and in-service teachers learn to correct classroom and behavior management errors as they master routines, experiment with new teaching strategies, and develop content area and pedagogical skills in ways that will transfer to real classroom situations. Created four years ago by an interdisciplinary team from the University of Central Florida College of Education and the Synthetic Reality Laboratory at the Institute for Simulation & Training, the TLE TeachLivE™ Lab has now expanded to several other universities that serve as beta sites to assist with further development of the system and the creation of a long-term research agenda.

Digital Backpacks: To supplement the technology often found in classroom environments, Miami University created a supply of lendable digital backpacks including digital video recorders, laptops with iChat capacity, Smartpens, e-instruction student response systems and EBeam units that transform regular white boards into interactive Smartboard systems. Although initially designed to supplement classroom technology resources, teacher candidates now consider the digital backpacks to be valuable resources for any classroom curriculum, lesson design, or student project. Digital backpacks have been used locally, in the Chicago Public Schools, and in the Miami study abroad programs in Europe and Belize. Where technology is especially scarce, as in the schools served by the Urban Teaching Project and in Belize, they have been tremendous assets.

ABOUT

The Ohio State University is one of America's largest and most comprehensive higher education institutions. More than 55,000 students select from 14 colleges, 175 undergraduate majors, and 240 masters, doctoral, and professional degree programs. One of the nation's top-20 public universities, Ohio State's College of Education and Human Ecology is further recognized as top-rated for preparing educators.

In the 2013 fiscal year, research and development expenditures for the College of Education and Human Ecology totaled \$35 million. The Educator Programs have national rankings with exemplars in the top ten for the following areas: Curriculum and Instruction, Education Administration, Elementary Teacher Education, Student Counseling, and Technical/Vocational.

Ohio State University Educator Preparation Programs have a presence throughout the state on six campuses in Columbus, Lima, Mansfield, Marion, Newark, and the Agricultural Technical Institute in Wooster. Forty-seven educator preparation programs span four colleges within the university: the College of Education and Human Ecology, the College of the Arts and Sciences, the College of Food, Agriculture, and Environmental Studies, and the School of Social Work.

There are seven newly created undergraduate majors in teacher education licensures that will serve schools throughout the state. The Office of Educator Preparation recommends more than 550 candidates and interns for licensure approval each year.

MISSION

Our mission is to prepare highly effective educators who teach, lead, and serve. These highly effective educators will apply research-based practices that support academic and social development of all learners and engage in ongoing professional development.

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

In 2012, teacher education candidates entering Ohio State's professional education component had an average ACT composite score of 24.6. The 2012 State ACT average was 21.8. In the 2012-2013 academic year, all educator preparation programs had a 100% pass rate on Praxis II. Additionally, all OSU foreign language teacher candidates earned at least an intermediate high level score on the ACTFL Oral and Written Proficiency tests. Most foreign languages candidates are required to exceed the state minimum. The overall GPA of both undergraduate and graduate candidates in educator preparation programs upon graduation was 3.8 out of a 4.0 scale.

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

The initial licensure programs average 229 hours of P-12 school experiences prior to a full 13 weeks of student teaching. For the 2012-2013 year, 208 teacher candidates were nationally evaluated on the Education Teacher Performance Assessment (edTPA), and 98.2% of teacher candidates satisfactorily completed student teaching.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

Ohio State had 100% percent of candidates complete a work portfolio or other collection of student work, which provided evidence of a candidate's ability to use assessment effectively. Assessment of student work includes providing evidence of positive effects on P-12 student learning. Student learning in the P-12 schools is a priority and all candidates complete an assessment that documents the impact on P-12 student learning.

SELECTED ACCOMPLISHMENTS, AWARDS, UNIQUE FEATURES

Innovations in student teaching include a model of Co-Planning/Co-Teaching. Student teachers share and plan with a cooperating teaching. Early evidence shows that P-12 learning is greater with this model than with the student teachers alone or the cooperating teacher alone.

Interdisciplinary Centers provide research and outreach to the community. The Crane Center for Early Childhood Research and Policy conducts high quality research on child development and early education. The Ohio Resource Center serves the P12 community by identifying effective instruction and professional development resources, with a specific emphasis on online resources.

The Math Coaching Project serves districts throughout the state of Ohio by modeling and implementing research-based mathematics teaching practices.

The Reading Recovery program is a research-based short-term intervention for low-achieving first graders that has demonstrated effectiveness at improving overall student literacy performance.

The Schoenbaum Family Center acts as a laboratory school and serves a diverse local community through an infant/toddler preschool that emphasizes the development of the whole child within the community context.

Our vision is to serve as the Epicenter of Eminence for Educator Preparation (E³P)



THE OHIO STATE UNIVERSITY

ABOUT

The **Gladys W. and David H. Patton College of Education** at Ohio University has more than 100 faculty members serving more than 1,800 undergraduate and nearly 800 graduate students. The college comprises five departments: Counseling and Higher Education, Educational Studies, Human and Consumer Science Education, Recreation and Sport Pedagogy, and Teacher Education. Our faculty's expertise in research, teaching, and outreach extends internationally to four continents. We have distinguished ourselves by establishing partnerships to address social, economic, and educational issues affecting communities worldwide and impacting American students' ability to learn in our public schools.

DEPARTMENTS, UNITS AND PROGRAMS

The **Department of Counseling and Higher Education** comprises two programs: Counselor Education, whose areas of focus include clinical mental health counseling, rehabilitation counseling, school counseling, and counselor education and supervision; and Higher Education and Student Affairs, which offers graduate programs in college student personnel and higher education administration. The **Department of Human and Consumer Sciences** prepares individuals to advocate for consumer well-being through undergraduate programs in Family and Consumer Sciences Education, Retail Merchandising and Fashion Product Development, and Restaurant, Hotel, and Tourism; the department also offers a graduate program in Apparel, Textiles, and Merchandising. The **Department of Educational Studies** is composed of four distinct graduate programs: Cultural Studies in Education, Educational Administration, Educational Research and Evaluation, and Instructional Technology. Cultural Studies in Education and Instructional Technology also offer undergraduate courses. The Department of **Recreation and Sport Pedagogy** (RSP) offers two graduate programs: Coaching Education and Recreation Studies. It also has undergraduate programs in Physical Education/Teacher Education and Recreation Studies. The **Department of Teacher Education** provides a wide range of programs to support the interests of prospective and practicing professionals at the undergraduate, master's, and doctoral levels. It is also one of the few teacher preparation programs to offer an honors option in Education.

MISSION

The Gladys W. and David H. Patton College of Education provides transformative experiences that cultivate a passion for learning. We enhance our community through critical discourse to promote innovative scholarly collaboration for positive change.

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Candidates' ACT/SAT scores upon entering professional education
The minimum score required for admission to The Patton College is 21 on the ACT or 990 on the SAT. The average ACT score candidates entering professional education is 23.2, and the average SAT score is 1581.5.
2. Praxis II scores
Excluding three programs, all others have pass rates of 80% or better on Praxis II: English Language Literature and Composition Knowledge (61.5%), Earth and Space Science (60%), and Mathematics Content Knowledge (67%).
3. Number of candidates participating in edTPA
In 2012–2013, 492 teacher candidates participated in the Teacher Performance Assessment, which is now required for all candidates in the Teacher Education program.
4. Overall GPA of candidates upon graduation
The average GPA for graduates in the Teacher Education program was 3.526 for the 2012–2013 academic year.

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. Number of field/clinical hours required of candidates prior to professional internship.
Early Childhood: 840 hours
Middle Childhood: 220 hours
Adolescent-Young Adult: 200 hours
Special Education: 380 hours
Multi-Age Education/Music Education Instrumental and Choral/Physical Education/Modern Languages: MUS: 86 hours; PESS: 200 hours; ML: 112 hours
2. Number of weeks in the professional internship experience
For the 2012–2013 academic year, professional interns completed 15 weeks (600 hours) of professional internship.
3. The percentage of teacher candidates in the 2012–2013 year satisfactorily completed clinical practice requirements, including but not limited to professional internship and a capstone project.
All teacher candidates in the program must successfully complete the professional internship in teaching and assessment components of clinical practice as a requirement for graduation. The rate of completion for the 2012–2013 academic year was 98.33%.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

1. The percentage of candidates who completed a work portfolio or other collection of student work that provides evidence of candidates' ability to use assessments effectively

All teacher candidates in the program must complete an edTPA in which they document and assess student learning outcomes from their professional internship. The rate of completion for the 2012–2013 academic year was 100%.

2. Quantitative summary of student teaching evaluations

The professional internship final evaluation is assessed collaboratively by the candidate's clinical educator and cooperating teacher. On a 3-point scale (1=Unacceptable; 3=Target), the overall aggregate mean was 2.58 for internships completed in the 2012–2013 academic year.

ACCREDITATION OUTCOMES

Date of Last Review: April 18–21, 2010

STRENGTHS AS CITED BY ONSITE TEAM

Standard 2: Assessment System and Unit Evaluation: "As noted by the assessment cycle, UPEP, with representation of the unit and its partners, regularly evaluates the capacity and effectiveness of the unit assessment system. The unit assessment system is based on the proficiencies and dispositions of the conceptual core and core values, as well as professional standards (SPA standards, and state, where applicable) Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and with the follow-up surveys and Praxis III, after program completion. Each unit assessment and its respective data are reviewed annually at the AC using the unit assessment data reporting form, which specifically asks subcommittees to discuss the data's reliability and validity."

Standard 3: Field Experiences and Clinical Practice: "The unit is intentional in regards to continuous improvement as indicated by the formation of the Communications and Connections Committee. This committee is comprised of unit faculty and other stakeholders with a directive to facilitate reform and be responsive to field experience partners. After compiling information and data regarding the needs of school districts, faculty, candidates, and community, four design teams were created to address issues and concerns articulated by various stakeholders. These teams have evolved into passionate partnerships that are actively engaged in directing continuous improvement through collaboration between the unit and partner districts."

OTHER INNOVATIONS:

1. Extended Clinical Experiences

The Woodrow Wilson and the Clinical Master's are two 15-month graduate programs that require teacher candidates to spend a year with a mentor teacher. During fall semester, teacher candidates spent three full days in the classroom, and

in the spring semester, teacher candidates completed their professional internship (student teaching) in the same classroom. Coursework is completed during the summer, fall, and following summer semesters. The Senior Clinical Experience provides a similar extended opportunity for undergraduate students. During fall semester 2011, this program was initiated with 15 undergraduate and graduate secondary majors who volunteered to spend an entire year in a clinical setting, following a similar design as the graduate programs. The following year, this program was expanded to include 45 teacher candidates from secondary, middle school, and special education majors. For the academic year 2013-14, another 45 students began a yearlong experience in the schools. In this program, participants typically spend 10-15 hours per week in a school setting in the fall semester before completing their professional internship during the spring semester.

The 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 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.

2. Design Teams

The Design Teams (DT) involve university and P12 partners. While each DT has a specific focus (I- Innovative Teacher Preparation; II- School Based Innovation; III- Teacher Residency; IV- Technology; V- Health & Wellness), there is significant collaboration across the DTs with the goal of meeting the needs of schools in our region. DT I is working with DT II and III to coordinate the curricula of three mentoring workshops to provide professional development in mentoring and support for P12 teachers. These workshops will align with the Developmental Curriculum for Clinical Experiences that DT I created several years ago. DT IV is creating a series of online clinical experiences that are modeled after the Developmental Curriculum. DT IV is also making recommendations regarding the types of support that mentor teachers will need to enhance K12 online clinical experiences for teacher candidates. These recommendations will be made to DTs I-III for incorporation into the existing workshops. DT IV is also making a recommendation concerning the need for creating a specialized workshop for K12 online mentors. DT V is working on implementing health and wellness strategies into the schools.

We have had 175 teachers participate in the Mentoring Teacher Candidates Workshop and 43 participate in the Co-Teaching Workshops. Sixty-two people participated in a Mentor Quality Matters and Ohio Standards for the Teaching Profession Professional Development online module that DT-III hosted.

3. Reading Interventions

Early Childhood candidates are engaged in Professional Development School (PDS) Partnerships and participate in reading interventions designed to meet the diverse needs of students identified as at risk in terms of reading. PDS candidates work in groups with K3 students and provide valuable experience in reading instruction, assessment, and differentiation. As students are identified candidates participate in reading interventions designed to meet the diverse needs of these students. As foundational skills are mastered, the teacher candidates then use Leveled Literacy Intervention (LLI) to begin reading. During the year, PDS candidates use various assessments to monitor progress and differentiate instruction to fit the needs of the students. This intervention programming has not only provided a much needed service to the students in our region, but has also given teacher candidates additional experience teaching reading using a variety of different methods and strategies. Without Title I funding in the school, the candidates provide the school with a way to implement important intervention programming that would not otherwise occur.

In one school, 11 children were identified as at-risk for not passing the spring Ohio Achievement Assessment (OAA) and Measures of Academic Progress (MAP) testing. After a year of reading intervention, 5 of the 11 moved into proficient or advanced ranges on the OAA, 7 of the 11 moved to a higher range, 8 of 11 made a year's worth of growth for value added.

At another school, each grade level had shown a marked increase in the percentage of students' instructional reading levels as measured by LLI programming. In 2012-13, all third graders increased their instructional level by three guided reading levels. Candidates reported an increased comfort level with reading instruction and differentiation.

AREAS FOR IMPROVEMENT AS CITED BY ONSITE TEAM

The onsite team found that the program met **Standard 4: Diversity** but noted a need to improve and ensure that all candidates have field experiences or clinical practice with P-12 students from at least two ethnic/racial groups and English language learners. The college has addressed this point by expanding its Rural Urban Collaborative from a small, voluntary program into a required weeklong teaching experience in urban partner schools in addition to the usual student teaching experience in the small-town and rural school districts that surround the main campus in Athens as well as the regional campuses.

ENTITIES IN PARTNERSHIP

A signature feature of The Unit of Education is its partnership relationships. These include partnerships with local schools in Athens and surrounding counties, as coordinated by the Center for PDS Partnerships (including Early Childhood; Middle Childhood; Special Education; the CARE program for Middle Childhood, Adolescent-to-Young Adult, and Multi-Age majors; and the Teaching Fellows program); with other centers of The Patton College of Education, such as the Child Development Center (the university's laboratory school) and the Edward

Stevens Center for the Study and Development of Literacy and Language; and with regional organizations like the Coalition of Rural and Appalachian Schools (CORAS) and the Southeast Ohio Center for Excellence in Mathematics and Science (SEOCEMS). These partnerships provide significant opportunities for field experiences, professional internships, and practicums.

The college also participates in the Communications and Connections group, formed in 2006, which includes superintendents, teachers, faculty, staff, and other educational partners. Its mission is to establish an aligned, agile, regional system of professional learning that meets the unique educational needs of children and the broader demands of a global society. In addition, the college and its partners in the Southeast Ohio Teacher Development Collaborative (SEO-TDC) have received a series of grants from the Martha Holden Jennings Foundation to pursue innovative strategies in teacher development designed specifically to meet the needs of schools and educators in the region.

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

In 2012-2013, The Patton College of Education, in partnership with the Woodrow Wilson National Teaching Fellowship Foundation, continued work with its third cohort of Woodrow Wilson Teaching Fellows. In each year of this program, twenty fellows receive a \$30,000 stipend to complete a special intensive master's program at the college of education while student teaching in a high-need urban or rural secondary school; the program also provides guidance toward teaching certification as well as support and mentoring throughout a three-year teaching commitment. The college also won grants from the federal Department of Education to continue its long-running Upward Bound program as well as awards from the Ohio Board of Regents to support its Choose Appalachian Teaching and Improving Teacher Quality programs.

The faculty of the college also demonstrated its continued commitment to high-quality research by publishing articles and books in a variety of national peer-reviewed venues. Example publications include:

Dijkers, S., Martin, J., Coulter, B. (2012). *Mobile Media Learning: Amazing uses of Mobile Devices for Teaching and Learning*. ETC Press. Pittsburg, PN.

Franklin, T. & Thankachan, B. (2012). *Wikis in problem-based instruction: Web 2.0 software for the classroom*. In Soe, K. (ED). *Using Social Media Effectively in the Classroom: Blogs, Wikis, Twitter, and More*, NY: Routledge/Taylor & Francis.

Henning, J., Dani, D., Weade, G. (2012). The discourse and reflections of teacher candidates during an early field experience. *The New Educator*, 8, 283-307.

Jung, J. (2013). Teachers' roles in infants' play and its changing nature in a dynamic group care context. *Early Childhood Research Quarterly*, 28, 187- 198.

Trube, M. B., Prince, B. L., & Middleton, R. A. (2012). Collaborative partnerships for capacity building through professional development. In S. Miller (Ed.), *Transforming learning environments: Strategies to shape the next generation* (Advances in Educational Administration, Volume 16) (pp. 81–105). Bingley, UK: Emerald Group Publishing Limited.

SELECTED IMPACT STUDIES AND RESULTS ABOUT COLLEGE

The Gladys W. and David H. Patton College of Education (PCOE) has developed an academic dashboard display, which presents a variety of measures of program and teacher candidate quality in addition to those previously listed here. The current dashboard is reproduced below, and periodic updates, as well as other useful information about the college's teacher preparation program, can be found by clicking on College Dashboard in the left menu at www.cehs.ohio.edu/about-coe/ncate/teach_cand_quality.htm. The PCOE also displays evidence of the quality of our teacher candidates on our website. These data represent both external sources of data (data collected by an outside source) as well as internal sources of data (data we have collected). www.ohio.edu/education/about/NCATE/evidence-of-teacher-quality.cfm

ABOUT

Shawnee State University, the regional state university of Southern Ohio, is a student-focused public university offering highly personalized, affordable, and accessible education to over 4700 students, 30-40 of which are international students. Students are taught primarily by about 140 full-time faculty in small classes and another 160 part-time faculty, all with advanced and graduate degrees in the courses they teach. The faculty are dedicated to student success and the mission of teaching and learning. Presently Shawnee provides open enrollment access to over 80 bachelor and associate degree programs along with Master's degrees in Teacher Education and Occupational Therapy. The university is dedicated to the exploration of emerging technologies and ideas with a focus on applied research. Its programs in education, health and biomedicine, plastics and gaming simulation, which was named among the top 15 such programs in the country, are recognized for academic excellence. SSU's in state tuition, \$6,876 per year, is among the lowest in the state. Through articulation agreements students from Boyd, Carter, Elliott, Fleming, Greenup, Lawrence, Lewis, Mason, and Rowan counties in Kentucky also qualify for the low in-state tuition rates allowing Shawnee to provide access to higher education to its bordering neighbors.

DEPARTMENTS, UNITS AND PROGRAMS

The **Department of Teacher Education** (DTE) and the related content area departments within the College of Professional Studies are responsible for the preparation of educators at Shawnee State University. Degrees and licenses in Early Childhood Education, Middle Childhood Education, Intervention Specialist Education and degree without license to teach are offered by the DTE. Candidates for teacher licensure at the adolescent to Young Adult and Multiage Visual Arts Education receive the respective Bachelor of Arts, Bachelor of Science, or Bachelor of Fine Arts through the Arts and Sciences department and the professional education course and clinical preparation from the DTE. Teaching endorsements are offered by the DTE in Early Childhood 4/5, and Middle Childhood Generalist. Graduate programs in Curriculum and Instruction and Intervention Specialist Education are offered by the DTE. Candidates completing the master's degree with a specialization in Intervention Specialist Education may add the IS license to an existing license. The department offers the non-teaching Deaf Studies Certificate and minor programs for university students who wish to expand their knowledge of American Sign Language and deaf culture. In addition to its university level programming the Department also houses the Children's Learning Center (CLC), a

public preschool/lab school, serving children from 24 months to five years of age and providing valuable field experiences for teacher education majors.

Ten full-time faculty, two administrative personnel, two hourly personnel, and two graduate assistants comprise the Department of Teacher Education staff. The Children's Learning Center employs one director, three full-time teachers, one part-time teacher, and one hourly personnel. Education students are also employed part-time as Work Study employees.

Overall graduate and undergraduate enrollment for the DTE programs over 450 students. The department has over a 60% retention rate of prospective, undergraduate teacher candidates enrolling in the introductory education course and the number receiving Level 1 Admission to Teacher Education. Licensure completion rates averages approximately 45% of those receiving this same level of admission.

Shawnee State University has a unique student teaching partnership with South China Normal University (SCNU) and an ongoing curriculum research project. This relationship allows for SSU student teachers and recent student teachers from the University of Cincinnati to complete their clinical experience in a partner schools in China. An SSU education faculty member and a faculty member from SCNU conduct supervision of the clinical practice jointly. SCNU supervising faculty have received training in the use of the SSU evaluation forms for their supervision, the school faculty receive the same information our local cooperating teachers receive, and the experience is closely monitored via distance learning technologies as well as on-site visits during the semester.

MISSION

The education faculty and staff share a commitment to quality programs that will meet the challenges facing educators in the 21st century. To that end, a vision has been collectively constructed that SSU prepares teachers as learner-centered, inquiring professionals.

The learner-centered focus supports our belief that the effectiveness of teacher preparation should be demonstrated through the capacity outcomes of its graduates, their knowledge and ability to teach. This effectiveness can be further translated in P-12 classrooms, demonstrated by the learning outcomes of the school-age learners.

Good teaching, therefore, should be judged through the perspective of learner engaged in the process of learning. That is, an effective teacher must 1) teach for understanding – to teach in ways that help learners understand ideas and perform proficiently; and 2) teach for diversity – to teach in ways that help diverse learners find productive paths to knowledge so they also learn to live constructively together. This learner Centered notion culminates in the moral purpose of teaching, that is, the ultimate commitment of education professionals is to the welfare of all students, in their physical, moral, and intellectual growth.

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Candidates ACT/SAT scores upon entering as first time full time freshmen OR professional education component

Based on the data of 26 program completers from 2012-13, 100% used ACT for the basic competency skills examination requirement for Admission to Teacher Education. Average composite score was 23.7.

Six used the Praxis I examinations for the basic competency skills examination requirement for Admission to Teacher Education. They had an average score of 173.7 for reading, 174.8 for writing, and 176.8 for math.

2. Praxis II scores/ACTFL/LTI: For example, a sentence like "all programs with the exception of mathematics (insert percent) and social studies (insert percent) had a 100% pass rate on Praxis II.

Overall, 96% of our teacher candidates passed on Praxis II in the 2011-12 academic year.

3. Number of candidates participating in edTPA

Three (3) candidates participated in the TPA pilot project during the 2010-11 academic year and eleven (11) candidates in the academic year 2011-12. The department is currently reworking the relevant courses for full participation in the next year as mandated by state licensure requirements.

4. Overall GPA of candidates in program upon graduation

Overall GPA of candidates in program upon graduation is about 3.45

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. How many field/clinical hours prior to student teaching are required of candidates in the school of education?

Although the total hours of field and clinical practice varies among licensure programs, the range is currently from 715-957 hours in classrooms and other settings appropriate to the licensure being earned. Art Education has the fewest hours and the Early Childhood associate to Baccalaureate 2+2 program has the most field and clinical experience hours. Beginning in fall 2012, the art Education program included an additional 51 hours of field experience hours prior to student teaching for a total of 766 hours in classrooms and other appropriate settings.

2. How many weeks is the student teaching experience?

During the student teaching experience, candidates are required to complete at least 450 hours in classrooms appropriate to their licensure area(s). Middle Childhood and Multi-age licensure programs receive two, eight-week placements to ensure full-time practice in multiple areas of their license. Early Childhood Education and Adolescent to Young Adult licensure candidates complete a full semester experience in one setting. Pre-student teaching field experiences take place across grade levels, subject areas, and student types named in the license to ensure diverse experiences prior to the student teaching placement.

3. The percentage of teacher candidates in the 2011-12 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project.

In the 2011-12 academic year, 96.92% of the teacher candidates satisfactorily completed student teaching.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

1. The percent of candidates who completed a work portfolio or other collection of student work/culminating assessment, which provided evidence of candidates' ability to use assessment effectively

100%

2. Quantitative summary of student teaching evaluations

Based on clinical practice evaluations of program completers during the 2011-12 academic year, 99% of candidates scored at satisfactory or better excellent on their final evaluation.

ACCREDITATION OUTCOMES

Date of Last Review: Fall 2008.

STRENGTHS AS CITED BY ON-SITE TEAM

The Web Quest allows all candidates to create computer-based lessons that combine website development, use of power point, and creation of links to meaningful websites. In addition, all Web Quests are maintained in an online file so that graduates can access anyone's web-based lesson, thus providing an excellent resource for teachers.

The Action Research Projects completed by all candidates allow them to address meaningful issues related to teaching, such as a comparison of two reading techniques, so that when they enter their own classrooms, their choice of strategies can have a sound research basis.

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

The unit has not taken effective steps to ensure consistency of assessment results across multiple raters and evaluators. The unit does not systematically train faculty and clinical faculty in assessments, rubrics and scoring guides used by multiple evaluators.

Efforts to recruit and retain a diverse candidate population have not been successful. While the unit has a diversity recruitment and retention plan, efforts are somewhat limited and it has met with little success. Staffing responsibilities and funding implementation of an improved recruitment plan have not been determined.

Unit activities for candidates do not encourage or support the involvement of candidates from diverse populations. It was not evidenced that all candidates had educational experiences with other candidates, both male and female, socioeconomic, and ethnic/racial groups.

SELECTED ACCOMPLISHMENTS, AWARDS, UNIQUE FEATURES

Shawnee State University is an, open admissions, regional access university with a commitment to the education of first generation college students. Many services are in place to support the growth and development of students who may come to college underprepared and who need focused assistance to be successful. The university provides opportunity for success of all its students.

The Department of Teacher Education has established strong relationships with its partner districts in order to provide significant professional, clinical experiences in which candidates have the opportunity to apply the information learned in their university course work. These experiences beginning with the first education course are developmental and progressive in nature allowing all candidates the opportunity to work with a diverse student population across all grade levels and content areas named in their license.

A unique feature of the field and clinical experience program at Shawnee State University is the university's relationship with its sister institutions in China. Through this program, candidates have the opportunity to complete their clinical practice experienced in an English immersion school located in China. This exchange program has grown to include student placements from the University of Cincinnati (UC). Two UC students and two students from SSU did their student teaching in China during the Spring 2013 semester, and two UC students and one SSU students did their student teaching in China during the Fall 2013 semester.

A Summer School Initiative was launched to engage children ages 6-11 in a summer enrichment program. Twenty children participated. Using a project-based learning strategy, the core idea of the initiative was to use real-world problems to capture students' interest and provoke serious thinking. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills. Field trips included Newport Aquarium, Carter Caves, Shawnee State Forest and Nature Center, Motion Capture at SSU and Southern Ohio Museum and Cultural Center. The Children's Learning Center grossed its highest tuition income in its history in an economically depressed area of the state.

The faculty members encourage and mentor students in their research projects and seek opportunities for them to present at national conferences.

ABOUT

The University of Akron is a vibrant community within metropolitan Akron, with more than 80 buildings on 218 acres. UA offers more than 300 undergraduate and graduate programs, including many that are recognized nationally for their excellence. We have more than 29,000 students representing 46 U.S. states and 80 foreign countries. As the public research university for Northeast Ohio, The University of Akron is in the heart of a dynamic regional economy that allows us to build partnerships with business and government, thus providing our graduates with vast career opportunities.

MISSION

The University of Akron's College of Education is a community of professionals whose purpose is to provide leadership for community well-being through standard-setting programs that enhance teaching, learning, and human development; research and inquiry; and outreach. We develop ourselves and others through continuous improvement and through a commitment to these core components of professional practice and scholarship: Knowledge, Technology, Diversity, and Ethics.

VISION

The University of Akron and the College of Education will be known for its commitment to inclusive excellence. We will continue to expand access and ensure that all students achieve a quality education to meet the demands of an increasingly global and multi-national society.

Our guiding principles are:

- Commitment to student development and success
- Community engagement and service
- Shared leadership and equitable collaboration
- Inclusion
- Innovative and creative thinking
- Commitment to excellence

CONCEPTUAL FRAMEWORK

The Conceptual Framework for The University of Akron's College of Education guides the work of the college in preparing for P-12 roles individuals who are effective educational decision-makers who contribute to community well-being. The theme of our Conceptual Framework is **Educator as Decision Maker**. We further believe that our graduates must have a solid foundation in the components of professional practice:

- Knowledge
- Technology
- Diversity
- Ethics

DEPARTMENTS, UNITS AND PROGRAMS

Academic departments within the College of Education:

- Curricular & Instructional Studies
- Counseling
- Educational Foundations & Leadership

Licensure Programs

The University of Akron offers fully-accredited programs leading to Ohio Department of Education licensure in the following areas:

- Early Childhood, Middle Childhood, Secondary Education (Grades 7-12)
- Intervention Specialist (Special Education)
- Mathematics
- Language Arts
- Social Studies
- Chemistry, Earth Science, Life Science, Physics
- French, Spanish
- Drama-Theatre, Visual Arts, Music, Dance
- Physical Education and Health Education
- Speech Pathology

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Candidates ACT/SAT scores upon entering as first time full time freshmen OR professional education component

Average ACT: 23
Average SAT: 1290

2. Praxis II scores/ACTFL/LTI

Below are pass rates for 346 candidates who completed their programs during 2012-13.

Principles of Learning and Teaching	
PLT EARLY CHILD	94%
PLT K-6	87%
PLT 5-9	91%
PLT 7-12	94%

Praxis II Content Area Exams

In the 20 content area exams taken by program completers, the pass rate was 100% for 15, 95% for 1, 92% for 2, 89% for 1, and 78% for 1.

3. Number of candidates participating in TPA pilot:

During Spring 2013, 16 candidates in Early Childhood Education submitted TPA portfolios for national scoring.

4. Overall GPA of candidates in program upon graduation

Average Undergraduate GPA at Graduation: 3.508

Average Graduate GPA at Graduation: 3.86

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. How many field/clinical hours prior to student teaching are required of candidates in the school of education?

A minimum of 100 hours prior to student teaching

2. How many weeks is the student teaching experience?

16 weeks

3. The percentage of teacher candidates in the 2012-13 year satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project.

99% of our students successfully completed student teaching.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

1. The percent of candidates who completed [a work portfolio or other collection of student work/culminating assessment], which provided evidence of candidates ability to use assessments effectively

All students who successfully complete student teaching and the student teaching colloquium have completed the edTPA, a multiples-measure assessment of teaching that addresses planning, instruction, assessment and analyzing teaching.

2. Quantitative summary of student teaching evaluations

Below is a summary of faculty evaluations of 367 candidates' performance during student teaching.

DOMAIN	MEAN (3=HIGH, 1=LOW)
Planning and Preparation	2.93
Classroom Environment	2.95
Instruction	2.91
Professional Responsibilities	2.91

3. Candidate evaluation of field experience

Below is a summary of 112 candidates' evaluation of their field experiences.

My teacher licensure program provided ...	MEAN 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
Field experiences that supported my development as an effective educator focused on student learning.	3.20
Field experiences in a variety of settings (urban, suburban, and rural).	3.11
Opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.15
Opportunities to work with diverse teachers.	3.01

Below is a summary of 112 candidates' evaluation of their student teaching.

My teacher preparation program provided ...	MEAN 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
Student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.40
Cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.42
University supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.36

ACCREDITATION OUTCOMES

Date of Last Review: October 17-21, 2009

STRENGTHS AS CITED BY ON-SITE TEAM

1. The unit regularly examines the validity and utility of the data produced through assessments and makes modification to keep abreast of changes in professional standards. Our faculty has made substantial efforts to ensure that the assessments are fair, accurate, consistent, and free of bias. The unit makes changes based on data and systematically and regularly studies the effects of these changes to assure that programs are strengthened without adverse consequences. Data is continuously shared with candidates, faculty, adjunct faculty, and other stakeholders.
2. One of the overarching strengths of the unit is its faculty. This is a composite of their qualifications; their modeling best practices; their involvement in scholarship and research; their work with the candidates; inculcation of the unit conceptual framework throughout the program; their collaboration with those in the field; and the unit's rigorous systematic faculty performance retention, tenure, promotion, (RTP) and merit review system. Faculty in the unit maintain a high level of professional expertise and experiences in school settings and are meaningfully engaged in related scholarship. Interviews with area school leaders indicated the faculty from the unit are highly respected and recognized as competent in their field. Interviews with candidates indicated that candidates were pleased with the professional education faculty; the content knowledge base of the faculty, and the experiences they bring to the classroom. Syllabi, SPA reports, and candidates confirmed that the faculty incorporate technology, sensitivity to diverse student populations, and the value of using multiple assessments in their teaching and evaluating the data to improve student learning.

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

No areas for improvement were cited by the on-site team.

SCHOOLS/DISTRICTS/EDUCATION/NON-EDUCATION ENTITIES IN PARTNERSHIP

The College of Education at The University of Akron maintains long-standing partnerships with educational, counseling, and sport-related facilities in Northeast Ohio and beyond. These partnerships allow us to offer high-quality, innovative classroom experiences for our students. Partnerships include:

- Akron Public Schools/National Inventor's Hall of Fame STEM Middle and High Schools
- Choose Ohio First Scholarship Program: STEM
- University Park Alliance
- Collaborative partnerships with local school districts: Wadsworth, Stow-Munroe Falls, Coventry and Springfield
- Out of area student teaching placements which include Ohio districts a distance from campus, out of state, and out of country (including Department of Defense schools)
- Professional development school partnerships at Allen Elementary in Canton City Schools and the National Inventor's Hall of Fame STEM Middle and High Schools in Akron
- Woodrow Wilson Ohio Teaching Fellowship partner districts: Akron Public Schools and Canton City Schools. WW also partners with Upward Bound for a portion of the program

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

Woodrow Wilson Ohio Teaching Fellowship – Final Cohort Being Recruited

The University of Akron's College of Education is one of only seven universities in the state of Ohio to offer the Woodrow Wilson Ohio Teaching Fellowship. The WW program offers rigorous content and pedagogical preparation, extensive clinical experiences in the classroom, and ongoing mentoring to prepare math and science teachers to work in high-need Ohio secondary schools. UA is currently seeking recruits for the fourth and final cohort of this prestigious fellowship.

The Woodrow Wilson Ohio Teaching Fellowship seeks to attract talented, committed individuals with backgrounds in the STEM fields—science, technology, engineering, and mathematics—into teaching in high-need Ohio secondary schools.

Professional Education Community Formed Around the Third Grade Reading Guarantee

The Center for Literacy at The University of Akron, the Summit Education Initiative and Summit County school districts have formed the **Summit Council for Reading Readiness**. The purpose of the Council is to support policy change in Ohio and excellence in teaching through a cycle of professional development, action research, and dissemination for pre-K through grade 3 educators to address the needs of early reading.

The Council membership will bring together researchers, classroom teachers, intervention specialists and administrators from the respective partner schools and agencies to jointly study

reading problems, legislation and other issues in an effort to develop a comprehensive system of support for students in Grades preK-3. Through a monthly forum, members will seek to help pre-K through grade 3 teachers investigate and implement research-based instruction to address the needs of early reading. This council is made possible through a grant from the Martha Holden Jennings Foundation.

National Board for Professional Certified Teachers Affirm Excellence in the Classroom

UA is one of only two institutions in the state to offer National Board Certified Teacher Training. We offer support cohorts for tenured teachers seeking National Board certification or renewal of certification. In November, two graduates of the College of Education earned this credential - the highest available to American educators.

National Board Certification is achieved through a rigorous, performance-based assessment of a teacher's pedagogical skills and content knowledge. The certification takes one to three years to complete.

AT&T Donation to UA Will Help Keep 'America's Unseen Kids' in School

The University of Akron's College of Education was selected to receive a \$25,000 contribution from AT&T to support a program designed to reduce the number of high school dropouts. The program, known as "America's Unseen Kids: The University of Akron/Barberton Teacher Education Collaboration Project," allows pre-service teachers in the College of Education to work one-on-one with academically challenged students for a full semester.

College of Education classes are embedded in Barberton High School, the second most financially strapped school district in the state to be named "Excellent," to make a difference in the lives of academically challenged high school students. College of Education pre-service teachers work directly with the Barberton students for the entire semester. This type of mentoring, the professors say, is a step toward helping to shape and reform education as we know it.

ABOUT

The University of Cincinnati (www.uc.edu) was founded in 1819 as Cincinnati College and the Medical College of Ohio. In 1870, the City of Cincinnati established the University of Cincinnati, which later absorbed the institutions. In 1968, the University of Cincinnati became a “municipally-sponsored, state-affiliated” institution, entering a transitional period culminating on July 1, 1977 when the University became one of Ohio’s state universities. Today, the University of Cincinnati is classified as a Research University (Very High Research Activity) by the Carnegie Commission and is ranked as one of America’s top 25 public research universities by the National Science Foundation. U.S. News has ranked UC in the Top Tier of America’s Best Colleges and listed the university as one of 15 “up and coming” universities. The Chronicle of Higher Education calls UC a “research heavyweight.” Forbes Magazine named UC one of the world’s most beautiful campuses. UC is the only public institution in Ohio named a “green university” by Princeton Review. The University of Cincinnati has a long history of self-study, and appears on the First Annual List of NCATE Accredited Institutions, July 5, 1954.

DEPARTMENTS, UNITS AND PROGRAMS

The University of Cincinnati is a large, public, urban state institution, the second largest of fourteen comprehensive universities in the University System of Ohio. The institution is the largest employer in the Cincinnati region. The **School of Education** manages the accreditation process for the Unit. The two other colleges that prepare educators include music educators in the College-Conservatory of Music (accredited by the National Association of Schools of Music and art educators in the College of Design, Architecture, Art, and Planning by the National Association of Schools of Art and Design. The University Council for Educator Preparation (UCEP) coordinates educator preparation at the University of Cincinnati. UCEP supports and monitors (a) accountability, (b) efforts oriented to state and national standards, licensure, certification, accreditation, and “report cards”; (c) implementation of “exchange of services agreements” negotiated with school districts; and (d) advocacy for educator preparation at the University, state, and national levels.

The College of Education, Criminal Justice, and Human Services is comprised of four schools; two of these schools, the School of Education and the School of Human Services, offer educator preparation programs. The initial programs offered in the School of Education (SOE) are: Pre-kindergarten Associate; Early Childhood Education Prek-3; Middle Childhood Education Grades 4-9; Adolescent/Young Adult Licensure in Science, Mathematics, Social Studies, and English Language Arts grades 7-12; and Special Education K-12 for students with mild/moderate and moderate/intense educational needs. Programs for other school professionals in the School of Education are: Early Childhood birth to five, Building Level Leadership, and District

Level Leadership. Programs for other school personnel in the School of Human Services include: School Psychology (EdS and PhD), and School Counselor (accredited by the Council for the Accreditation of Counseling and Related Programs). Advanced programs in the School of Education include state approved endorsements (Gifted, Teaching English to Speakers of Other Languages, Reading, Teacher Leader, Early Childhood Generalist Grades 4-5, and Middle Childhood Generalist). The three advanced programs are: special education licensure for currently licensed teachers, special education, and curriculum and instruction.

MISSION

The mission of our Transformation Initiative Educator Preparation Programs is to “*improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student.*”

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Candidates ACT/SAT scores upon entering as first time full time freshmen OR professional education component — mean 23.425
2. Praxis II scores/ACTFL/LTI
All programs with the exception of mathematics (88%) and middle content (93%) had a 100% pass rate on Praxis II. Overall pass rate is 98%; 100% pass rate on Professional Knowledge with the exception of The Middle Childhood Professional Knowledge of Learning and Teaching (89%).
3. Number of candidates participating in edTPA — 257
4. Overall GPA of candidates in program upon graduation — mean 3.3375

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. How many field/clinical hours prior to student teaching are required of candidates in the school of education? — 100
2. How many weeks is the student teaching experience? — 16
3. The percentage of teacher candidates in the 2011-12 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project. — 100%

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

1. The percent of candidates who completed a work portfolio or other collection of student work/culminating assessment, which provided evidence of candidates’ ability to use assessment effectively — 100%

2. Quantitative summary of student teaching evaluations

93% of the candidates completing the edTPA were at or above the nationally recommended cut off.

ACCREDITATION OUTCOMES

Date of Last Review: 11/4/2012

Accreditation Decision: 4/12/2013

STRENGTHS AS CITED BY ON-SITE TEAM

From page 5 of the OnSite report:

"This is a strong unit that clearly continues to meet NCATE standards. The unit is located in an ideal setting for a cohesive transformation initiative focused on urban education."

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

The Onsite Team identified no areas for improvement.

Initiative: Woodrow Wilson Ohio Teaching Fellows Program

Purpose: The preparation and retention of highly qualified secondary mathematics and science teachers to work in urban and other high needs schools.

Goal: The preparation and retention of 60 secondary science and mathematics teachers

Number of Participants: 32

Strategy:

1. Accelerated one year licensure program and master's degree
2. Full year of clinical experience in the same urban partnership school with scaffolded teaching responsibilities
3. Ongoing mentoring and leadership development for the first three years of teaching .

Summer courses in engineering and design taken with in-service teachers and taught by disciplinary faculty

Demonstration of Impact: Twenty-four (24) licensed teachers teaching in high needs schools, including 12 in Cincinnati Public Schools. Six (6) fellows in training. Six (6) fellows have participated in state or national conference presentations.

External Recognition: Funded by the Woodrow Wilson Foundation and the State of Ohio Programs: CEEMS (Cincinnati Engineering Enhanced Mathematics and Science Program funded by NSF) & Freshman Challenge.

Initiative: Preparing Teachers for Urban Schools Initiative

Purpose: Preparing teachers who have skills and dispositions consistent with those of effective urban teachers

Goal: 100% of initial early childhood, middle childhood, secondary education, and special education students participate in urban field experiences in high needs schools

Number of Participants: 219

Strategy: The concerted effort of establishing dispositions

consistent with those of effective urban teachers has had impact: (a) we are committed to placing 100% of initial early childhood, middle childhood, secondary education, and special education students in urban placements; (b) candidates whose dispositions are inconsistent with effective urban teachers are provided detailed plans; approximately half successfully complete the plans, with the other half opting out of teacher preparation; (c) the "diversity course" approach was replaced by a vertically aligned series of experiences with formative repeated measures from first year to graduation; and (d) partnerships with two nearby high needs schools triggered mutually beneficial activities, ranging from fulfilling essential roles (such as home-coming chaperones) to tutoring students.

Demonstration of Impact: 96% of initial early childhood, middle childhood, secondary education, and special education students participate in diverse experiences.

Initiative: UC's Comprehensive PhysTEC Project

Purpose: Increase the quantity and quality of physics teachers licensed through the University of Cincinnati

Goal: To recruit, provide support, and prepare undergraduates to complete a secondary physics teaching license and to become a national model of teacher preparation and best teaching practices.

Number of Participants: 12

Strategy: Increase UC's number of physics teacher graduates in the field to five or more per year, both during and beyond the length of the grant, through specialized recruitment strategies and programming which includes the development of a learning assistant program. --Improve the quality of physics instruction, including the development of new physics courses, to provide models of best teaching practices for future teachers. --Create a community of local high school physics and physical science teachers that can work with the university in providing early field experiences for UC students and mentoring for recent teacher graduates.

Demonstration of Impact: Pilot project at this point; future data will track number of students enrolling in learning assistant program, a licensure, or completing a license

External Recognition: National recognition from American Physical Society (APS) and American Association of Physics Teachers (AAPT) - see www.phystec.org as UC is now one of the national grant funded PhysTEC sites

SCHOOLS/DISTRICTS/EDUCATION/NON-EDUCATION ENTITIES IN PARTNERSHIP

During the past year the UC teacher preparation programs partnered with 44 Greater Cincinnati Schools Districts to provide 832 practicum and internship placements.

ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

The first transformation initiative institution and one of four national institutions accredited by CAEP.

ABOUT

The University of Toledo (UT) is one of 13 state universities in Ohio that offers professional education programs. Since its modest beginnings 142 years ago, this open-enrollment institution has grown and matured, with many major milestones marking its evolution from a small, locally-supported college to a coeducational, state-assisted Carnegie Doctoral-Research Extensive metropolitan institution. The 2006 merger with the Medical University of Ohio further enhanced the University's status as the third-largest public university operating budget in the state offering more than 230 undergraduate, graduate, and professional programs in 13 colleges, including nationally ranked programs in business, engineering, law, counselor education and occupational therapy.

The professional education unit consists of three departments (Curriculum and Instruction; Early Childhood, Physical, and Special Education; and Educational Foundations and Leadership) and extends to professional education programs in the College of Communication & the Arts.

MISSION

The mission of the **Judith Herb College of Education** is to prepare educators, instructional leaders, and scholars who are capable of constructing and sustaining effective learning environments through the development and practice of innovative educational theories and pedagogical approaches. A natural extension of this mission on our open-enrollment campus is to have an impact on student learning in both the P-12 and higher education settings.

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Candidates' ACT/SAT scores upon entering as first time freshmen OR professional education component for 2012-2013 academic year
22.0 mean ACT score

PRAXIS II Content	% Passed
AYA Language Arts	100%
AYA Social Studies	92%
AYA Science	100%
AYA Mathematics	100%
Middle Childhood	97%
Early Childhood	98%
Special Education	100%
Multi Age Art Education	100%
Multi Age Music Education	100%
Multi Age Physical Education	100%
Multi Age Health Education	100%
Multi Age Foreign Language Education	100%
PRAXIS II Principles of Teaching and Learning	
Early Childhood	98%
Grade K-6	96%
Grades 5-9	100%
Grades 7-12	100%
3. Participants in edTPA	241
4. Overall GPA of candidates in program upon graduation	3.57 (4.0 point scale)

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. Number of field/clinical hours prior to student teaching required of candidates in the school of education — 280 hours
2. Length of Student Teaching Experience — 15 weeks
3. Percentage of teacher candidates in 2012-13 who satisfactorily completed clinical practice requirements — 100%

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

1. The percentage of candidates who completed a work portfolio or other collection of student work/culminating assessment, which provided evidence of candidates' ability to use assessment effectively — 100%
2. Quantitative summary of student teaching evaluations
See Self-Reported Readiness to Teach chart (*on following page*)



**JUDITH HERB COLLEGE of EDUCATION,
HEALTH SCIENCE AND HUMAN SERVICE**
THE UNIVERSITY OF TOLEDO

3. Self-Reported Readiness to Teach

	Pre-Student Teaching		Post-Student Teaching	
	Not Prepared	Prepared	Not Prepared	Prepared
Teach in content/licensure area	8.2%	91.8%	3.2%	96.8%
Use academic content standards	7.7%	92.3%	5.5%	94.5%
Prepare daily lessons and unit plans	7.1%	92.9%	3.2%	96.8%
Use assessment strategies	12.6%	87.4%	8.6%	91.4%
Differentiate instruction	13.7%	86.3%	10%	90%
Integrate technology in lesson planning and delivery	12%	88%	8.2%	91.8%
Implement classroom management strategies	17.5%	82.5%	10.9%	89.1%
Positively impact student learning	4.3%	95.7%	2.3%	97.7%
Communicate with parents and families	21.7%	78.3%	12.3%	87.7%
Model teacher professionalism	1.6%	98.4%	.9%	99.1%

Cohort of 241 student teachers; pre-student teaching response rate = 73%; post-student teaching response rate = 87%

ACCREDITATION OUTCOMES

Date of Last Review: Spring 2010

Date of Next Review: Spring 2016

STRENGTHS AS CITED BY ON-SITE TEAM

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

The need to provide stronger evidence that: 1) other school professional candidates have the abilities to facilitate student learning; 2) candidates in advanced programs can effectively demonstrate the pedagogical content knowledge and professional dispositions; 3) all advanced programs systematically analyze data for program improvement; 4) and the unit systematically collaborates with the professional community to design, implement, and evaluate the unit assessment system.

CONTINUOUS IMPROVEMENT PLANS

The following changes have occurred as a result of the On-Site Team feedback

The Educational Leadership (district) licensure program completed curricular revisions that focused on further separation between licensure and non-licensure preparation, increased research requirements from 9 to 12 credit hours, and reduced

master's program length to 30 credit hours. Assessments were revised and implemented in the electronic assessment system.

SCHOOLS/DISTRICTS IN PARTNERSHIP LEADERS

Dr. Amy Allen worked collaboratively with Toledo Public Schools and other Lucas County agencies in preparing and submitting a proposal to secure a \$12 million grant for Head Start services for the county. Dr. Allen was appointed by Toledo Public Schools as the lead collaborator of this endeavor. She was responsible for ensuring that the grant was a collaborative effort, and for ensuring that the proposal included plans for high quality services for young children and their families.

Dr. Lisa A. Kovach is Bullying Prevention Community Liaison for Healthy Lucas County, a partnership between ProMedica, UTMC, and Mercy Health Partners. She serves as a school violence prevention/intervention consultant for Oregon City Schools and Washington Local Schools. Dr. Kovach is the content specialist for Preventing Bullying = Creating Safety Initiative, which is an ongoing partnership between WGTE, UTMC, ProMedica, and Mercy Health Partners (see www.preventingbullying.org). Additionally, she is a UT campus safety trainer on a grant through the Department of Justice.

Dr. Ruslan Slutsky was invited to Gan Yeladim Preschool in Toledo, Ohio to help the parents embrace and better understand the play-based curriculum that the school was implementing. Parents were struggling in understanding how such a curriculum was preparing their children for school. The presentation helped parents grasp the power of play and the potential for learning it offers their children.

Under the supervision of **Dr. Lynne Hamer**, The Padua Center's Padua Possibilities Alternative-to-Suspension Program serves students in grades K-5 from six schools. These students, who would otherwise be suspended and often unsupervised from their schools for 1-5 days, receive academic support from UT teacher education candidates. The candidates work with these elementary students by

assisting the students with school work provided by their classroom teachers. The goal of the program is to offer an experience that fosters K-5 students' improved academic, social, and emotional abilities to thrive in regular school settings. The UT candidates learn about the importance of collaborative efforts like Padua Possibilities, which brings together the Padua Center, supported by St. Martin de Porres Catholic Parish, and Toledo Public Schools.

Launch into Literacy with the UT Rockets integrates university learning, transforming a literacy assessment class into an on-site laboratory. UT teacher candidates assess and diagnose a struggling reader in Dorr Elementary School and Penta County Vocational School to develop an intervention plan under the supervision of university professor, **Ms. Susan Parks**. The professor and teacher candidates meet for the first hour of class at the school and learn how to administer literacy assessments. They develop an individualized program for at-risk readers. The second hour involves the UT students working with a struggling reader while the professor is coaching/observing. Students debrief and receive feedback in the third hour. The program creates a quality learning environment where teacher candidates learn to be effective teachers of reading.

For the past 7 years, **Dr. Patricia Devlin** has been involved in a partnership with Lucas County Board of Developmental Disabilities. This partnership involves a two week summer camp focusing on career exploration and acquisition of employability skills for secondary students with disabilities in local school districts. Graduate students studying to be intervention specialists participate in this two-week experience giving them a hands-on learning opportunity in transition planning for students with disabilities.

Practices that Support Teaching Fractions examines the classroom practices associated with the effective teaching of fraction algorithms. **Dr. Debra Johanning** is identifying key elements of teaching practices that support fraction operation algorithmic thinking and informs our understanding of how informal or intuitive fraction reasoning leads to more formal and sophisticated forms of rational number knowledge. An educational goal of this work is to help the mathematics education and research community understand the challenges for teachers in this area. A second educational goal that extends beyond funding of this project is the creation of products/materials that can be disseminated on a larger scale and support teachers to develop an efficacious practice in a domain that has proven to be challenging. The overarching goal is to document the practice of exemplary teachers and develop a model for classroom teachers to improve their practice.

Drs. Gregory Stone, Svetlana Beltyukova and Christine Fox received a three-year, \$485,000 grant with the City of Toledo. The grant is titled the UT-Toledo Safety Forces Collaboration. The professors will develop job analysis tools and civil service exams for entry level firefighters and police officers.

UT@TPS provides GED and college classes in an affordable, community-based, family friendly environment. Classes are taught in a Toledo Public school by full time UT instructors and Penta Career Center instructors, using curricula that are consistent with on-campus classes. The course schedule follows the TPS calendar and falls within the TPS school day. Free college math and literacy classes increase success rates for college students; college students participate in community service in K-8 classrooms and other settings;

off-campus location makes tuition affordable with Pell grant only - no loans.

The goal is to positively affect K-12 students' academic and social success by supporting their parents and other influential elders.

Dr. Edward Cancio serves on the Board of the Autism Model School. He assists the school with selecting curriculum (reading, written language, math, and social skills), provides staff development (data-based decision making), and consults with them when they struggle with students who have challenging behaviors.

Dr. Patricia Devlin is involved in a partnership with Ohio State University as a recipient of a federal grant whose charge is to develop, test, and refine a statewide model that delivers inclusive postsecondary options for students with intellectual disabilities (ID). The UT non-degree program "Toledo Transition (T2)" has improved the quality of life for a number of individuals with ID and has also given students in JHCOE preparing to be special education teachers the opportunity to assess, support, and interact with this population on a campus setting.

Dr. Lynne Hamer is the Co-Director with Sr. Virginia Welsch of The Padua Alliance. The Padua Alliance focuses on engagement and self-growth through facilitating access to educational opportunities. It provides opportunities for future professionals in service professions (education, counseling, social work) to learn how to be actively engaged in communities and thus to experience self-growth, both personally and professionally. It supports neighborhood residents to access high-quality, community-centered educational opportunities conducive to self-growth through being actively engaged in communities.

ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

Dr. Celia Regimbal was presented the 2013 Meritorious Service Award from the Midwest District of the American Association of Health, Physical Education, Recreation and Dance. The Meritorious Service Award recognizes an individual who has demonstrated distinguished service to health, physical education, recreation, dance, and/or sport. Recipients are persons of personal integrity who exemplify the spirit of devoted service to the profession.

Dr. Ruslan Slutsky, Ms. Lori DeShetler and Ms. Mindy Slutsky presented at the National Association for the Education of Young Children in Washington, D.C. a paper titled, "Is pretend play still the norm? How technology is changing how children play." The presentation focused on data that were collected from parents on their children's play habits. The study tracked the amount of time children play with technology, outdoors and with non-technology toys during the preschool years (ages 3-5). The data show that preschool children were as likely to play with technology as non-technology toys. Technology play is as prevalent with preschool children as it is with elementary school kids and outdoor play was the least utilized form of play with children ages 3-5. The research project from which this presentation was created was collaboration between a professor, a doctoral student, and a Master's student.

Mr. Ronald Davis was the keynote speaker for the Florida Association for the Education of Young Children state conference in Orlando. He spoke on the topic of "Staying Positive During Negative Times" considering the stress and transitions staff experience when

dealing with young children and their families. He also presented a workshop to Florida State Directors of Childcare Centers on "Effective Communication with Families- the power of what we say!"

Dr. Celia Regimbal with student teachers Tessa Allard, Erica Lipstraw, and Daniel Okoroafo and methods students Aaron Nelson and Ethan Kagy presented Apples from Apps to TV at the Ohio Association for Health, Physical Education, Recreation and Dance annual convention. Using the technology the students, representing elementary, middle, and high school, presented ways in which they had used Apple TV and iPads to assist in their planning, teaching, and assessment in physical education. The intention of the program was to explore some of the many apps available that promote learning and productivity in the physical education class and to do a live demonstration of Apple TV.

Dr. Ruslan Slutsky has served for the past two years as a Board Member of the Ohio Association for the Education of Young Children (OAEYC). OAEYC is the state affiliate to the National Association for the Education of Young Children. OAEYC sponsors the largest state conference for early childhood educators, works to promote connections between higher education faculty, and coordinates services and resources to educators and children across the state.

SELECTED IMPACT STUDIES AND RESULTS ABOUT COLLEGE

The **Licensure and Master's Program (LAMP)** at The University of Toledo is a one-year, graduate, preservice program designed to meet the needs of already degreed adult learners and is a comprehensive graduate program. LAMP is a highly competitive and rigorous program where interns serve a one-year internship with a mentor teacher in a classroom setting while completing the required coursework on The University of Toledo's campus. This work is responsive to the current political climate in teacher education and has been described by the Woodrow Wilson Foundation as a transformative model. As of August 2013, 90% of the 2012-2013 LAMP graduates were employed as full-time teachers, of which 30% were offered positions prior to graduation.

NURTURES (Networking Urban Resources with Teachers and University to enRich Early Childhood Science) is a \$10 million dollar National Science Foundation Math/Science Targeted Partnership (**Dr. Charlene Czerniak**, PI) for grades preschool through 3 (PK-3) in the Toledo, Ohio area. The University of Toledo's (UT) Judith Herb College of Education and the College of Engineering, in collaboration with partners from Toledo Public Schools, nursery school and daycare centers, and informal science organizations such as Imagination Station and Toledo Zoo, have a shared vision and goal to transform the way in which PK-3 science is taught through the development and implementation of a complementary science education learning model that combines inquiry and learning, formal and informal education, teachers and parents, schools and the community, in a comprehensive effort to improve science subject interest and science achievement. Primary objectives include: increased student interest and achievement in science, increased PK-3 teacher's knowledge of science pedagogy and science standards, increased parent involvement in in-school and out-of-school educational activities, a replicable complementary science

education learning model, and increased state, district and school policies supporting PK-3 science education and parent involvement. This 5-year project includes summer institutes, academic year support for teachers, and parent support. University faculty, master PK-3 teachers, and informal science educators developed a summer institute to provide professional development in challenging inquiry-based, age appropriate science instruction integrated with reading and math and professional development and practice in engaging families in formal and informal education. Teacher participants create their own lessons that include family learning activities. Formal and family science learning is augmented by seven annual community science events hosted by the informal science partners and linked to the TPS science curriculum and Ohio Content Standards. The project provides science education professional development to 495 PK-3 teachers and their principals or directors working in at least 50 community-based early care and education programs, and 300 K-3 classrooms. Student outreach is estimated at over 11,000 students. We offer family science learning opportunities to approximately 10,000 families over the course of the project.

The **Project SEARCH** classroom was established by **Dr. Patricia Devlin** in the Judith Herb College of Education in partnership with Penta Career Center. The cornerstone of the one school-year internship is immersion in a large business or organization where students with moderate disabilities learn employability and job skills while participating in a variety of intensive work internships on both Main and Health Science campuses at UT. In the 2012-2013 year 90% of the students (T = 12) participating in this classroom graduated with competitive employment, which is a notable accomplishment and highly recognized for a Project SEARCH program. Additionally, this classroom has served as a student teaching site for various UT students preparing to be special education teachers for this population of students.

ABOUT

Wright State University helps dreams take flight. Named after the inventors of powered flight—Orville and Wilbur Wright—the university carries on the tradition of innovation. And with more than 118 undergraduate degrees and nearly 78 Ph.D., master's, and professional degrees, the sky's the limit.

The beautiful 557-acre wooded main campus features state-of-the-art facilities, a 60-acre biological preserve, some of the newest, most modern student housing anywhere, and more than 190 student clubs and organizations.

In addition, the Wright State University-Lake Campus, a branch campus located between St. Mary's and Celina, Ohio, offers associate and pre-baccalaureate degrees, and several baccalaureate and master's degree programs.

Wright State University (WSU) is entering its fifth decade of service to the region, the state, and the nation and takes pride in the foundation it has laid as an institution and the difference it has made in the lives of current and former students. Whether it is preparing students to take their place in an ever-changing world, conducting research that can improve lives, or partnering with local communities and businesses, Wright State University is making an impact, both locally and globally.

COLLEGE OF EDUCATION AND HUMAN SERVICES

The College of Education and Human Services assumes responsibility for one of the university's primary functions: preparing teachers, educational leaders, and professionals in health, education, and human services. Many programs within the college lead to licensure by the Ohio Department of Education. The departments of Leadership Studies in Education and Organizations, Teacher Education, Human Services, and Kinesiology and Health prepare licensed and non-licensed leaders for public and private schools, industry, hospitals, sports medicine clinics, and community agencies. These leaders include public school teachers, principals, curriculum supervisors, central office administrative specialists, athletic trainers, school guidance counselors, organizational leaders, personnel counselors, rehabilitation service providers, sign language interpreters, community and mental health counselors, and student affairs in higher education practitioners.

The Bachelor of Science in Education degree and the Bachelor of Science degree with majors in sign language interpreting, rehabilitation services, organizational leadership, and athletic training are offered. The college also offers programs leading to the Master of Arts, Master of Education, Master of Rehabilitation Counseling, Master of Science, Educational Specialist, and Doctor of Education degrees.

Throughout its history, the college has maintained a close working relationship with the public schools and community agencies in the region. Frequent involvement of the College of Education and Human Services faculty in the schools and

agencies of the area, and the advice and planning assistance of public school and agency personnel, serve to improve the college's programs, the programs of community schools, and services of community agencies.

ACCREDITATIONS

The College of Education and Human Services meets the standards of, and has been approved by, the Ohio Board of Regents and is a member of the American Association of Colleges for Teacher Education. The National Council for Accreditation of Teacher Education (NCATE) accredits the college's programs that prepare teachers and other personnel for P-12 schools. The college's community counseling, community mental health counseling, and school counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Rehabilitation Counseling programs carry the Council on Rehabilitation Education (CORE) accreditation. The undergraduate rehabilitation services program is listed in the Registry of Undergraduate Rehabilitation Programs. The Commission on Accreditation of Athletic Training Education (CAATE) accredits the athletic training program. The college's sport science program recently earned accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

MISSION

The mission of the College of Education and Human Services is to prepare professionals to meet the educational, leadership, and human services needs of a diverse, democratic society. Teacher Candidate Outcomes and Measures Used to Evaluate Outcomes

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

In 2012-2013, the overall mean score on the SAT for incoming new CEHS students was 951.1. The overall mean score on the ACT for incoming new CEHS students was 20.6. The overall mean ACT composite score for students admitted to education majors was 21.5.

The most current Title II pass rate (2011-2012) indicates an overall Praxis II pass rate of 96% for initial completers.

WSU is a lead institution for Ohio in the implementation of the national Teacher Performance Assessment (edTPA) initiative. During 2012-2013, more than 200 edTPA portfolios were completed in twelve content areas.

The overall GPA of candidates in the program upon graduation was 3.27.

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

At WSU, teacher candidates experience mentorship from classroom teachers and direct supervision by experienced educators through the Office of Partnerships and Field Experiences (OPFE) in their Phase I, II and III field experiences. Although Ohio requires 100 clock hours prior to student teaching for initial licensure, the number of clock hours required at WSU varies from program to program, with the vast majority well exceeding the required minimum.

In our Early and Middle Childhood, as well as Adolescent to Young Adult and Multi-age Programs, teacher candidates seeking their initial teaching license participate in a **Year-Long Internship**, consisting of two 14-15 week semesters. During the first semester (intensive field experience), they work closely with the cooperating teacher and students for 2 1/2-3 days a week. During the second semester (student teaching experience), they work with the cooperating teacher and students all day, every day in the classroom and are involved in many of the other professional responsibilities of the typical teacher. The student teacher assumes complete responsibility for the preparation of lessons for about 10 weeks.

Having already completed student teaching at a previous time, those seeking an endorsement on a current Ohio teaching license spend 8+ weeks, all day every day, in their placements.

WSU promotes co-teaching as a model for student teaching experiences. One of our goals is to increase the teacher-student ratio in the classroom to assist more students in learning. We often describe the move from Phase II (intensive field experiences) to Phase III (student teaching) as the cooperating teacher and student teacher changing roles.

In 2012-2013, more than 98% of those who began the formal portion of a teacher education program satisfactorily completed clinical practice requirements.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

Wright State University employs a variety of assessments to document and inform each teacher candidate's progress during student teaching. Teacher candidates are observed and assessed at regular intervals throughout the semester by both the cooperating teacher and the university supervisor and are provided with written feedback following each assessment. Assessments measure the degree to which teacher candidates demonstrate the knowledge, skills, dispositions, and competencies—including candidate's impact on P-12 student performance—as outlined in state and national standards.

All programs require candidates to complete the comprehensive teacher performance assessment (edTPA), in which each candidate must plan instruction, teach a lesson, and demonstrate his/her impact on student learning for the selected lesson(s). In addition to the robust edTPA portfolio assessment, 100% of teacher candidates are evaluated on the competencies outlined in the seven Ohio Standards for the Teaching

Profession, which emphasize student learning. Moreover, all candidates are evaluated on the content knowledge competencies and pedagogical content knowledge competencies for their specific teaching field as prescribed in the national specialized professional associations and the state of Ohio standards for each license type and teaching field. These assessments assure that candidates not only know the content of their field but also how to teach it effectively.

Data from the administration of edTPA in Spring 2012 and Fall 2012 indicate that WSU candidates perform better than the state average on engaging students in learning (WSU=2.90; OH=2.80), developing students' academic language and content learning (WSU=2.80; OH=2.75), and planning assessments to monitor and support (WSU=2.95; OH=2.90) and perform slightly lower than the state average on using assessment to inform instruction (WSU=2.45; OH=2.70) and using feedback to guide further learning (WSU=2.45; OH=2.60).

The Ohio Standards for the Teaching Profession assessment in 2012-2013 revealed that 93% of candidates were evaluated as being ready for residency (meeting or exceeding expectations). Candidates identified as needing additional development were provided additional coaching and support.

ACCREDITATION OUTCOMES

Date of Last Review: WSU is one of 21 out of 51 teacher preparation institutions in the state of Ohio accredited by the National Council for the Accreditation of Teacher Education (NCATE), having successfully completed a continuing NCATE on-site review on November 1-5, 2008.

STRENGTHS AS CITED BY ON-SITE TEAM

There were several areas that were met at the target (top rating) level of the standards on which the College of Education and Human Services (CEHS) was measured. They included the knowledge, skills, and student learning for other school professionals, the unit leadership and authority, and the unit facilities and resources (including technology). The Board of Examiners (BOE) also noted strengths in the following areas at the conclusion of the review: partnerships developed in accordance with the mission of the National Network for Educational Renewal (NNER), the very successful response of NCATE's Specialized Professional Associations to the unit's program reviews, all having achieved national recognition without conditions, which speaks to both the success of the programs and the ability to gather assessment data that illustrates the power of those programs; the regular and systematic collaboration of unit faculty with P-12 practitioners and faculty in other college and university units; and evidence of effective unit leadership that coordinates all the teacher education programs.

ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

Committed to the National Network for Educational Renewal's mission to promote the simultaneous renewal of educator preparation and P-12 student learning, WSU maintains mutually beneficial partnerships with nine local school districts and Professional Development School relationships with five partnership schools, engaging in ongoing collaboration in the design, development, and evaluation of teacher preparation programs and professional development activities. Particularly noteworthy:

1. Each year CEHS selects a "hybrid educator"—an exemplary practicing educator from a partnership district to serve as a visiting faculty member in the college for one year;
2. Eleven WSU faculty, who deeply understand both content and pedagogy, hold joint appointments between the CEHS and the College of Liberal Arts or the College of Science and Mathematics;
3. Faculty teaching language arts, math, and science content courses, which are specifically designed for teacher candidates, model the relevant pedagogical content knowledge;
4. The Middle Childhood Education and Adolescent to Young Adult Education initial licensure programs are offered at the graduate level to allow for the development of more depth in, as well as the integration of, teacher candidates' content knowledge, pedagogical knowledge, and pedagogical content knowledge;
5. CEHS encourages/facilitates co-teaching for teacher candidates and cooperating teachers during student teaching, and for college faculty and K-12 teachers in methods courses;
6. CEHS provides mini-grants to faculty working with partnership schools on projects beneficial to both research activities and K-12 student learning;
7. WSU works collaboratively with community, education, and business/industry/research partners in the development and operation of the Dayton Regional STEM School, a dynamic teaching and learning community that serves as an applied learning and research laboratory to improve student outcomes and candidate preparation and to develop the Dayton region's talent base; and
8. The College's online master's in education degree program was ranked #31 in the nation and second in the state in U.S. News & World Report's 2014 Best Online Education Programs.

ABOUT

Youngstown State University, an open enrollment, urban research university, emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world.

DEPARTMENTS

The **Beeghly College of Education** is organized into three departments:

- Department of Teacher Education
- Department of Counseling, Special Education and School Psychology
- Department of Educational Foundations, Research, Technology and Leadership

PROGRAMS

The Beeghly College of Education prepares teachers in the following licensure areas:

- Early Childhood
- Middle Childhood
- Intervention Specialist (MM)
- Adolescent to Young Adult (Life Science, Integrated Sciences, Integrated Social Studies, Integrated Mathematics, Integrated Language Arts)
- Multi-Age (Music, Visual Arts, Physical Education, Health, Italian, French, Spanish)
- Career and Technical (Family and Consumer Science).

The College offers an array of master's programs in the following areas:

- Counseling
- Educational Administration
- Special Education
- Teacher Education

The College also offers the following:

- a doctorate degree in Educational Leadership
- Educational Specialist degree in School Psychology
- Endorsements in Reading, Literacy Specialist, Computer Technology, Early Childhood, Middle Childhood, and Teacher Leader.

MISSION

The Beeghly College of Education serves northeast Ohio, western Pennsylvania and beyond as a premier provider of programs that prepare teachers, counselors, educational administrators and practitioners, as well as providing developmental education programs to the YSU community. Within our conceptual framework, Reflection in Action, the College educates reflective practitioners and leaders who are committed to empowering those whom they serve.

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Candidates ACT/SAT scores upon entering as first time full time freshmen OR professional education component
Candidates who graduated in the 2012-2013 academic year had an average ACT score of 21 upon entering the university.
2. Our Title II Institutional Pass Rate on Praxis II and ACTFL teacher licensure tests for all program completers in 2012-2013 is 98%.
3. Number of candidates participating in TPA
During the 2012-2013 academic year, all student teachers completed the Teacher Performance Assessment. TPAs were submitted in the 2012-2013 TPA Field Test. In addition, program faculty scored all spring 2013 assessments for purposes of program improvement.
4. Overall GPA of 2012-2013 candidates in program upon graduation

Program	N	Mean
Adolescent Young Adult	42	3.44
Career & Technical	1	3.10
Early Childhood	39	3.48
Intervention Specialist	33	3.39
Middle Childhood	35	3.44
Multi-Age	47	3.46
<i>Total</i>	197	3.39

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. How many field/clinical hours total are required of candidates in the school of education?

Programs	Total Field Hours
Adolescent/Young Adult	152
Early Childhood	412
Family & Consumer Science	177
Foreign Language	152
Middle Childhood	264
Music	121
Health	152
Physical Education	147
Intervention Specialist (MM)	392
Visual Arts	115

2. How many weeks is the student teaching experience?
All candidates student teach for the full 16 week semester.

3. The percentage of teacher candidates in the 2012-13 year satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project.

In the fall 2012 semester, 88% of the teacher candidates completed the clinical practice requirements and 91% of the teacher candidates completed the clinical practice requirements in spring 2013.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

1. The percent of candidates who completed [a work portfolio or other collection of student work/culminating assessment], which provided evidence of candidates ability to use assessments effectively

During the 2012-2013 academic year, 99% of the student teacher candidates provided evidence of their ability to effectively use assessments.

2. Quantitative summary of student teaching evaluations

During the 2012-13 academic year, student teacher candidates . . .	Percentage
were recommended for licensure by both the cooperating teacher and university supervisor;	89.5%
scored above the satisfactory level on the student teaching final assessment;	89.5%
scored above the satisfactory level for professional performance and development;	98%
scored above the satisfactory level in demonstrating the belief all students can learn;	100%
scored above the satisfactory level on creating learning environments that promoted high levels of learning and achievement for all students;	99%
Scored above the satisfactory level on creating fairness in the classroom.	100%

During the 2012-2013 academic year, 178 candidates completed student teaching. Candidates are evaluated using the Ohio Standards for the Teaching Profession with a 1-4 rating, 4 being the highest. The average performance of these candidates on the OSTP Standards is indicated in the following chart.

Ohio Standards for the Teaching Profession	Mean
Standard 1: Students	3.59
Standard 2: Content	3.56
Standard 3: Assessment	3.36
Standard 4: Instruction	3.56
Standard 5: Learning Environment	3.72
Standard 6: Collaboration and Communication	3.46
Standard 7: Professional Responsibility and Growth	3.75

POST-GRADUATION MEASURES

YSU graduates achieved outstanding success in the Resident Educator Program which monitors performance of new teachers in their early years of employment. The 2013 Educator Preparation Performance Report indicates that 174 of 182 new teachers successfully completed their first year of residency, while 98% of those in their second year successfully completed program requirements.

ACCREDITATION OUTCOMES

Date of Last Review: The Beeghly College of Education successfully completed an accreditation review by the National Council for Accreditation of Teacher Education (NCATE) in spring 2010. The on-site team determined that the College met all six NCATE standards.

STRENGTHS AS CITED BY ON-SITE TEAM

- Data from internal and external assessments indicate that candidates are well prepared in all content areas and exhibit strong pedagogical content knowledge and skills.
- The College has developed a strong Assessment and Evaluation System and utilizes data for continuous program improvement.
- Candidates are placed in field and clinical experiences that provide interaction with diverse student populations.

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

Recruitment and Retention of Diverse Candidates

- The College continues to recruit and retain diverse candidates for its programs. During the 2012-13 academic year, the College initiated a Boot Camp program. The mission of the BCOE Boot Camp is to build a learning community for students of color within the College, support them in their aspiration to high levels of academic achievement, and equip them with the survival skills and resources needed to become successful in the teaching profession.

Schools/Districts/Education/Non-Education Entities in Partnership

- Partnerships with Liberty Local Schools, Campbell City Schools, Austintown Local Schools, and Youngstown City Schools facilitate the placement of our teacher candidates in Early and Middle Childhood and Adolescent Young Adult teacher licensure programs in the completion of year-long experiences. Under the agreements, our candidates are placed for a pre-clinical experience in these sites and remain for the following student teaching semester. This year-long placement provides a richer classroom experience that enables our teacher candidates to begin and end the year with their students, thereby preparing them for their first year in the classroom. Conversations have been initiated with other districts to expand year-long placements.

ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

- Youngstown State University students have an opportunity to study abroad by traveling to South Africa with Project Learning Around the World (PLATW). Guided by a faculty mentor, they visit schools and communities, bring donations of school and sports equipment, and participate in a variety of cultural experiences aimed at building global knowledge and understanding how geography, culture, and social structure influence learning. Three groups of YSU students have participated in this unique study abroad opportunity.
- The School Psychology program hosted the School Psychology Program Low-Incidence Disability Summer Institute with Dr. Peter Gerhardt. School Psychology professionals from the community received 5.5 continuing education credits, and the new 2013 cohort of school psychology candidates was introduced at the event.
- During summer 2013, the Department of Counseling, Special Education, & School Psychology hosted Soo Kyung Lee, doctoral student from the University of Korea. Soo Kyung Lee conducted research at YSU as part of her dissertation entitled, *Korean Cross-Culture Kids: Socio-cultural Psychological Adjustment Factors*.
- In response to recommendations from area superintendents, our superintendent licensure courses were revised and offered in a hybrid format with our first cohort beginning in summer 2012.
- Our Department of Teacher Education offers the Early Childhood Generalist Endorsement fully online. This endorsement enables candidates holding the P-3 Early Childhood license to teach all subjects in grades four and five.
- YSU STEM Explore, a collaboration between the Beeghly College of Education and the STEM College, brought 50 middle-school students from diverse backgrounds to campus for a one-week summer program designed to investigate and promote STEM careers. Under the direction of YSU professors, seven recent graduates guided the students in explorations in mathematics and science aligned to the new Ohio standards. These graduates also implemented co-teaching strategies to enhance student learning.
- The College represents YSU in the Eastern Ohio P-16 Partnership for Education, a collaborative that promotes integration of educational and social services from birth through college and career.
- The College works closely with the Youngstown Early College High School (YEC), a unit of the Youngstown City Schools located on the YSU campus. Recognized by U.S. News and World Report as one of the premier high schools in the nation, YEC provides dual credit opportunities for first-generation students. Of the 2013 graduating class, 7 students (15%) earned YSU associate degrees, while 28 students (60%) completed 45 or more semester hours of college-level coursework.
- In conjunction with the YSU Center for Autistic Studies and the Rich Center for Autism, the College is sponsoring Transition Opportunities in Postsecondary Settings (TOPS), a program that integrates young adults with intellectual disabilities among typical peers. Funded by the U.S. Department of Education, this pilot program is housed in the College and will provide opportunities for YSU teacher candidates to work with youth with severe disabilities.
- The College is deeply involved in teacher professional development. Reading endorsement cohorts have been co-sponsored with three Educational Service Centers in the region, and professional development in reading is being offered in a number of local school districts. In addition, educational administration faculty members work closely with regional leaders to identify updates to YSU administrative licensure programs, identify promising future leadership, and optimize clinical placements for candidates.
- Student teacher candidates participated in sessions designed to build their knowledge of social and emotional learning competencies as well as their ability to incorporate strategies that establish a community of learners within a positive classroom environment. Topics included resilience, bullying, civility, managing emotions, and decision-making.
- The Department of Educational Foundations, Research, Technology, and Leadership partners with advisory boards comprised of leadership executives from Trumbull and Mahoning County to merge cutting edge leadership research with leadership practice within the context of their respective learning communities. For 2012, 100% of YSU students who sat for the principal licensure exams passed.
- Several candidates for the Doctor of Education degree in Educational Leadership have presented research papers at state, regional, and national conferences.
- The Community Counseling Clinic, staffed and managed by the College, provides YSU counseling graduate students with a quality, supervised counselor-training experience, and is dedicated to providing affordable counseling services to members of the greater Youngstown community.
- YSU partners with Kent State, the University of Akron, and Cleveland State University for the annual spring Educational Research Exchange Conference, which helps graduate students learn professional norms by presenting their research in a supportive setting. YSU is hosting this conference in 2014.
- The Youngstown Student Education Association received the YSU Constellation award for their annual Read Across America event. This prestigious award recognizes an outstanding university-wide event sponsored by a registered YSU student organization. Programs winning this award are distinguished by their inclusion of the university community and contribution to the quality of student life.

IMPACT STUDIES AND RESULTS ABOUT COLLEGE

As evidenced in the 2013 Educator Preparation Performance Report issued by the Ohio Board of Regents, YSU graduates serve in some of the highest-needs schools, with 76% teaching in high or middle minority schools, and 70% in schools with high or medium-high poverty. In these challenging settings, 70% of YSU-prepared teachers scored in the average range, meeting achievement targets for value-added ratings, and 9% significantly exceeded achievement targets.

