

Educator Preparation in

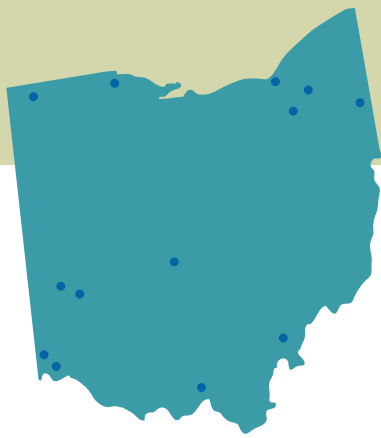
OHIO

Making a Difference

Educator Preparation in **OHIO** *Making a Difference*

CONTENTS

INTRODUCTION	3
BOWLING GREEN UNIVERSITY.....	4
CENTRAL STATE UNIVERSITY	7
CLEVELAND STATE UNIVERSITY	11
KENT STATE UNIVERSITY	16
MIAMI UNIVERSITY	19
OHIO STATE UNIVERSITY	22
OHIO UNIVERSITY	24
SHAWNEE STATE UNIVERSITY	27
UNIVERSITY OF AKRON	30
UNIVERSITY OF CINCINNATI.....	33
UNIVERSITY OF TOLEDO	35
WRIGHT STATE UNIVERSITY	40
YOUNGSTOWN STATE UNIVERSITY	43



State University Education Deans SUED

The State University Education Deans of Ohio (SUED) is an association of education deans from Ohio's thirteen public Colleges of Education. Working in collaboration with the Ohio Department of Higher Education, the Ohio Department of Education, and other educational entities, SUED's mission is to ensure that the highest quality candidates are prepared for schools, agencies, and other professional settings.

This summary report, compiled by SUED of Ohio, provides a profile of each of the state university educator preparation programs to include its mission, licensure programs, outcome measures used to determine the quality of the teacher candidates, and unique features including accomplishments and awards. The profiles demonstrate the diversity of offerings and missions as well as the overall quality of educator preparation in Ohio's State Universities.

Most recent available data for undergraduate teacher candidates show:

- 96% pass rate on all licensure tests
- Entering high school GPA of 3.39
- Graduation GPA of 3.4
- 23.9 ACT composite score
- 1199 SAT composite score
- On average between 146 hours of field experience prior to student teaching
- On average 500 hours (14 weeks) of student teaching

All of Ohio's public teacher preparation programs are accredited through NCATE/CAEP. They offer an array of diverse and innovative programs: inclusive early childhood preparation; International Baccalaureate Early Childhood preparation; the Robert Noyce Scholarship Program to attract and prepare STEM teachers; urban teacher residency programs; innovative uses of technology such as the TeachLivE™ Avatar Lab; mentoring/coaching programs for underachieving P-12 learners; strong partnerships with area schools; on-line learning offerings; professional development schools; a clinical model of teacher preparation including year-long student teaching; preparation programs for high school teachers to participate as College Credit Plus faculty; and study abroad opportunities world-wide.

The thirteen State Universities in Ohio that prepare teachers publically make data available about the quality of its programs through the Educator Preparation Performance Report published by the Ohio Board of Regents www.ohiohighered.org/educator-accountability/2015-performance-reports. We invite you to view the report and the profiles in this booklet to see the richness and diversity of the programs that prepare teachers for Ohio.

Sajit Zachariah, Ed.D.
Chair, State University Education Deans

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

IEC Program

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.

Parent-Teacher Partnership

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.

Teacher Job Fair

The College of Education and Human Development hosts a teacher job fair for more than 80 school districts with nearly 195 recruiters, and hosted more than 1,350 on-site candidate interviews.

ABOUT

Bowling Green State University (BGSU), founded in 1910, enrolls more than 19,000 students, including 2,500 at the Firelands campus in Huron, Ohio. 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 900 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* and *Business Week* 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 and Health Teacher Education

SCHOOL OF INTERVENTION SERVICES

Undergraduate Teacher Licensure Programs

Mild/Moderate (Special Education)

Moderate/Intensive (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.

Workforce Education and Development, Business and Marketing Specialization:

Program leads to licensure to teach marketing and business in high school.

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

Workforce Education and Development, 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

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: 22.9
2. Number of candidates participating in edTPA: 100%
3. Overall GPA of candidates in program upon graduation: 3.52

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 = 324
Maximum number of field/clinical hours prior to student teaching = 480
2. How many weeks is the student teaching experience?
32 weeks for Inclusive Early Education. 16 weeks for all other programs.
3. The percentage of teacher candidates in the 2014-15 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project: 98.93%

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:

Standard	Target	Acceptable	Unacceptable	Mean Score (3=high; 1=low)
Standard 1: Student Learning	74.6%	24.9%	0.5%	2.74
Standard 2: Content	71.4%	27.8%	0.9%	2.7
Standard 3: Assessment	60.5%	37.9%	1.5%	2.59
Standard 4: Plan/Deliver Effective Instruction	69.8%	28.8%	1.4%	2.68
Standard 5: Learning Environment	75.6%	23.5%	0.9%	2.75
Standard 6: Collaboration /Communication	68.1%	31.2%	0.7%	2.67
Standard 7: Professional Growth	72%	27.1%	0.9%	2.71
Disposition 1: Prepared	60.9%	36.9%	2.2%	2.59
Disposition 2: Reflective	59.9%	37.9%	2.2%	2.58
Disposition 3: Engaged	61.1%	36.9%	2.1%	2.59
Disposition 4: Professional	70.3%	27.4%	2.2%	2.68
Overall	67.7%	30.9%	1.4%	2.66

n=583 Scale: 1-3 points

ACCREDITATION OUTCOMES

Date of Last Review: October 29, 2015
All Standards Met

At the initial level, decisions about candidate performance are based on multiple assessments made at multiple transition points before program completion, during practice, and after program completion.

The unit established Student Success Team to assist candidates overcome individual issues and unit concerns, it offers candidates a large number and variety of student organizations. Particularly impressive are the Science and Math Education in ACTION and the Educators in Context and Community (ECCO) groups. Both enhance the breadth and depth of participants' field experiences. The unit also provides multiple study abroad opportunities for candidates, opportunities that offer rich field experiences. In 2013-2014, 74 candidates studied in countries to include China, Thailand, and many of the countries of western Europe.

The unit has upgraded its classrooms and constructed six state of the art Active Learning Classrooms. One of the computer labs is open to students seventy hours a week. The Instructional Technology (IT) Director and his staff are available "on call" seven days a week. During the spring semester the lab is open on Saturdays to accommodate the unit's increased number of student teachers. One of the unique characteristics of the computer lab is that it is unit controlled and staffed.

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

Although programs are involved in the collection, analysis, and use of data for improvement at the program level, the unit does not systematically analyze, evaluate, and use those data for unit improvement.

CONTINUOUS IMPROVEMENT PLANS

The process was redesigned for the collection, analysis, and use of data for unit-wide continuous improvement and results are shared at data sharing events each semester.



ABOUT

Central State University was established in 1887 by the Ohio General Assembly as the Normal and Industrial Department of Wilberforce University. In 1947, the General Assembly expanded the Department to a College of Education and Industrial Arts, which provided four-year programs. In 1947 the College began operating independently from Wilberforce University and the College continued programs in teacher education, industrial arts, and business, and added a four-year liberal arts program under the name of Wilberforce State College. In 1951, the legislature authorized a name change to Central State College. The College was granted university status in 1965, changing the name to Central State University. The University, an 1890 Land Grant institution, is accredited by the Higher Learning Commission, North Central Association of Colleges and Schools.

Central State is Ohio's only predominantly African American public institution of higher education (HBCU). The Ohio legislation of 1887, however, stipulated that the institution would be open to all persons of good moral character. The University continues to actively promote ethnic diversity in the student population, faculty, and staff as a means to enrich the learning environment. Educating African American youth for success, leadership, and service on the State, national, and global levels remains paramount to the University's core historical mission.

The University's Art Program is accredited by the National Association of Schools of Art and Design. The Music Program is accredited by the National Association of Schools of Music; the program in Manufacturing Engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology; the College of Business is accredited by the Accreditation Council for Business Schools and Programs; the educator preparation programs are accredited by the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, and approved by the Ohio Department of Higher Education.

As an 1890 Land Grant institution, the University's Mission Statement confirms a commitment to prepare students from diverse backgrounds and experiences for leadership, research, and service. The University fosters academic excellence within a nurturing environment and provides a strong foundation in the liberal art.

The University has an ongoing commitment to core values of **Service...Protocol...Civility**[®]. Students, faculty, and staff provide **Service** to the institution and communities for the greater good and, in doing so, are guided by **Protocol** and adherence to best practices to achieve desired results; University representatives actively demonstrate **Civility** with the understanding that respect for each voice is essential to a learned society. The University actively promotes honesty, hard work, caring, and excellence.

Serving more than 1500 students, the University offers 38 baccalaureate majors in 13 academic departments organized in the College of Business; College of Education; College of Humanities, Arts, and Social Sciences; and the College of Science and Engineering. Located in Wilberforce, Ohio, the campus is located 18 miles east of Dayton. The University has a satellite location in Dayton.

DEPARTMENTS, UNITS AND PROGRAMS

The Professional Education Unit at Central State University is comprised of academic divisions within the College of Education, College of Science and Engineering, and the College of Humanities, Arts, and Social Science. The Dean of the College of Education serves as Unit Head. The faculty members from the educator preparation programs serve as the Unit's core faculty and meet regularly on pertinent matters of curriculum, policy, and procedures. The Chair of the College of Education's Department of Professional Education serves as chair of the Unit's faculty group.

The Unit offers the following Educator Preparation Programs:

- Integrated Language Arts Education (Grades 7-12)
- Integrated Mathematics Education (Grades 7-12)
- Integrated Social Studies Education (Grades 7-12)
- Life Science Education (Grades 7-12)
- Physical Science Education (Grades 7-12)
- Early Childhood Education (Grades P-3)
- Intervention Specialist Education (Grades K-12)
- Middle Childhood Education (Grades 4-9)

Subject area options:

Language Arts & Reading Education
 Mathematics Education
 Science Education
 Social Studies Education

- Physical Education (Grades P-12)
- Health Education (Grades P-12)
- Visual Arts Education (Grades P-12)
- Music Education (Grades P-12)

The Professional Education Council serves as an informed advisory group and provides the opportunity for stakeholders to review, advise, revise, and offer specific suggestions on the Unit's efforts in preparing future educators. The stakeholders include community leaders; administrators and classroom

teachers from K-12 schools that serve as hosts for the programs' clinical experiences; designated Unit faculty; and University students currently enrolled in an educator preparation program. The Council is chaired by the Dean of the College of Education.

MISSION

The Mission of the University's Professional Education Unit is to prepare reflective educators who practice evidence-based instruction by advocating and demonstrating appropriate learning strategies for diverse student populations. The Unit's programs are designed to produce educators who are knowledgeable in both subject area content and professional pedagogy, and who process and demonstrate the skills and dispositions appropriate and necessary to promote the ideal that all students can learn. The pedagogical design of all educator preparation programs is based on meeting the requirements set forth in the Ohio Standards for the Teaching Profession; the content of all programs are aligned with the Ohio Standards, national standards, and informed by the professional requirements of the appropriate specialized program associations.

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Characteristics of Candidates in the Unit

<u>Gender:</u>	Female	59	(67%)
	Male	29	(33%)
<u>Race:</u>	Black	83	(94%)
	Hispanic	2	(2%)
	Multi	1	(1%)
	White	1	(1%)
	Unknown	1	(1%)

Average Age: 27

Average College GPA: 3.1 (At admission to Teacher Education)

Average Test Scores:

ACT:	16
SAT:	802

Residency:

In-state students	72%
Out-of-state students	28%

Students came from 8 states and the District of Columbia.

Ohio (63)

Out of State (25)

2. Number of candidates participating in edTPA:

In the reporting year, 42 candidates completed the edTPA during clinical practice. All 42 assessments were locally scored.

3. Overall GPA of candidates in program upon graduation:

The average GPA for Undergraduate/Post-baccalaureate candidates completing the program in the reporting year is 3.14.

Expected Outcomes for Educator Preparation Candidates

The unit's Conceptual Framework identifies outcomes for candidates in three focus areas of emphasis: Knowledge, Practice, and Professionalism.

Knowledge:

Candidates will: Master In-depth knowledge of Content, and Master pedagogical knowledge.

Practice:

Professional and Pedagogical Skills; Candidates will be able to: Apply a variety of instructional and classroom management strategies to enhance learning for all students, integrate technology as a teaching tool to enhance student learning, and use data for formative and summative assessments to inform instruction.

Professionalism:

Professional Dispositions; Candidates will demonstrate:

Commitment to professional development, self-improvement, and response professionally to constructive criticism (Life-long Learner);

Multiple strategies so that all children have opportunities to learn, and demonstrate respect for diverse beliefs and cultures (Fairness);

Exhibit collaborative and cooperative behaviors in all professional activities (Collaboration, Cooperation)

Exhibit patience, flexibility and engage in self-reflections (Self-Efficacy);

Professional behavior, including effective communications and appropriate appearance (Professional Decorum), and

Honor confidentiality and value academic integrity (Ethical and Legal Responsibilities).

Evaluation of Outcomes

Candidates' mastery of the content is progressively monitored and assessed at different points in the program's delivery process. The focus point of Knowledge presented in the Conceptual Framework stipulates that all candidates will master the content knowledge as specified in the program of study. Each program, then, identifies how the content knowledge to be mastered will be delivered throughout the delivery of the program (e.g., designation of courses, assignments/activities within the designated courses, clinical experiences). Program key assessments are identified to assess candidates' progression of mastery at various intervals of program delivery. The progressive approach to assessment allows for candidates' level of mastery to be classified as unacceptable or acceptable, and remedial intervention can be instituted as may be appropriate. The culminating key assessment of candidates' mastery of content knowledge is the content portion of the State's licensure examination, the Ohio Assessment of Educators (OAE). Candidates must demonstrate content mastery on the Exam before approval to enroll in student teaching is granted. Following the successful completion of the OAE, candidates must demonstrate content mastery during the student teacher experience.

The process for the development of and outcomes from key assessments is progressive and follows procedural elements as presented:

- 1) program content and outcomes are aligned with professional, state, and national standards,
- 2) various modes of delivery (courses, fieldwork, assignments, etc.) of the content knowledge are utilized,
- 3) key assessments are used to assess at different intervals of program delivery the candidates' progression at mastering content knowledge throughout the program delivery,
- 4) candidates' mastery of content knowledge is comprehensively assessed by the candidates' successful completion of the State's licensure test, and
- 5) candidates demonstrate application of content mastery through required activities during the student teaching clinical experience.

The syllabus for each content course includes an identification of the program content knowledge to be delivered and identifies the program's key assessment(s) to be used to monitor the candidates' progression toward content knowledge mastery.

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

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

Prior to student teaching, candidates complete up to 200 hours of field and clinical experiences through enrollment in various content and pedagogical courses.

2. How many weeks is the student teaching experience?

Candidates complete 16 consecutive weeks of student teaching in a classroom setting appropriate to meeting the requirements for the respective licensure area.

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

During the reporting academic year, 100% of candidates enrolled successfully completed the requirements for both clinical practice and capstone.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

As part of Unit - school partnerships, the Candidates' impact on student learning has been carefully reviewed for all clinical experiences. The Unit, in consultation with the partner school Cox Elementary School, adopted the Northwest Evaluation Association's Measures of Academic Progress (MAP) that allows candidates to demonstrate valid and reliable evidence regarding their ability to design instruction and facilitate and evidence student learning. Candidates track students' academic growth in the areas of mathematics and reading. Students are assessed in mathematics and reading at the beginning of the semester (September) to establish a benchmark score. From September to mid-December, candidates provide instructional

intervention. A second assessment is administered during the month of December to determine students' progress relative to the benchmark score obtained in September. The process through the application of MAP provides informative data pertaining to student academic progress in the two content areas, and essential information on what the student is ready to learn.

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:

The Teacher Work Sample is an important approach to demonstrating candidates' impact on student learning. The holistic approach to assessing the candidates' performance level is designed to evaluate the candidate's impact on student learning. Candidates' mastery in identifying learning goals, instructional design, analyzing student learning, and reflection through Teacher Work Sample format are strategies designed to help all students learn. With a mean score of 1.82 (2.0 scale), Early Childhood and Intervention Specialist candidates from the Spring Semester of 2015, demonstrated mastery of the Teacher Work Sample strategies designed to help students learn. Candidates, through the Teacher Work Sample, design instructional strategies that build on each student's strengths, needs, and prior experiences.

By applying the pre-post-test approach through edTPA, the majority of Early Childhood Education candidates scored at levels 4 and 5 on the category of Analysis of Children's Learning. Previously, candidates implementing the edTPA approach during Fall Semester of 2014, the majority of the Early Childhood Education candidates scored at acceptable level of level 3 and above on the category of Analysis of Children Learning. All Central State University candidates are required to complete the edTPA during student teaching. The edTPA is a multi-faceted instrument designed to assess the candidate's ability to prepare 3-5 learning segments in which they demonstrate: planning for instruction, delivery of instruction, and assessment of student learning outcomes. Candidates are to analyze data with the intent of informing their instruction. Of all candidates for the reporting year, 91% successfully completed the edTPA.

2. Quantitative summary of student teaching evaluations:

Students completing student teaching during the reporting year scored as follows on the Mid-Term and Final evaluations:

Fall Mid-Term 2014 : **2.67** Fall Final 2014: **2.79** (Scale 3-1)
Spring Mid-Term 2015: **2.55** Spring Final 2015: **3.18** (Scale 4-0)

(The scoring rubric was revised between the fall and spring terms, going from a scale of 3-1 in the fall to a scale of 4-0 in the spring.)

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

The Educator Preparation Unit has a formal partnership with the Xenia Community School District.

The mission of the Partnership is:

To apply the combined expertise and professionalism of the two partners to the preparation of future educators by developing a programmatic process that includes the study of pedagogical theories integrated with supervised classroom clinical experiences.

In addition to expected program outcomes, the anticipated outcomes of the Partnership are:

To produce educators who have a broad understanding of the pedagogical theories that undergird the teaching profession; produce educators who, through clinical experiences, understand and appreciate the practical application of pedagogical theories represented by a sound professional belief system; to establish a cadre of potential teachers for future employment with the District; to develop strong professional relationship between the College of Education and the "home" school district.

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.
- **Computing Education for the 21st Century (CE21): Computing in Secondary Schools — \$100,000**
 Computing in Secondary Schools (CISS) is a CS10K project designed to provide computer science education professional development to high school teachers throughout the State of Ohio.

U.S. Department of Education

- **Institute of Education Sciences: Making My Future Work: Career Passport Program — \$1,006,025**
 Making My Future Work, a college and career readiness program designed to prevent high school dropouts, was piloted across nine different high schools to over 800 students. After a fourth and final year of revisions and research activities the curricular manual, accompanied by a training and orientation video, has been completed. An informational website where visitors can download the manual is under development. The following link provides more information about this exciting project: clevelandstate.tumblr.com/post/102535984032/dr-justin-perry-of-csu-makes-future-work-for
- **National Mathematics and Science Initiative: The Teacher Preparation Reform Consortium — \$1,950,894**
 This project aims to 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 most current 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. This grant has been ongoing over the last 5 years and will culminate in June of 2016.

U.S. Department of Transportation

- **Transportation Management Pathways: Max S. Hayes Transportation Career Pathway — \$408,195**

Building upon existing partnerships among CSU, the Cleveland Metropolitan School District, and the ACE Mentor Affiliate Program, the goals of this project are to broaden secondary students' understanding of careers in transportation, reduce stereotypes about transportation careers, and increase the number of minority and female students considering post-secondary education and careers in transportation related fields.

U.S. Department of Transportation

- **Critical Social Analysis among Marginalized Youth — \$48,262**

The study seeks to answer the questions, how do marginalized youth explain particular societal issues, and what factors compel them to give some explanations over others, including one's political identification? This project will advance our understanding of marginalized youths' critical social analysis, including how this concept can be measured, and it will inform educational interventions that seek to promote youths' civic engagement.

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. Cleveland State has been ranked among the best colleges and universities in the nation in two separate higher-education surveys as conducted by U.S. News & World Report and Forbes. For its 2015 Best Colleges report, U.S. News & World Report assessed nearly 1,600 four-year colleges and universities. CSU was one of only 280 institutions across the country to be listed within the "National Universities" rankings. The rankings were based on several factors, including retention and graduation rates, student selectivity, faculty resources, and assessments by academic peers and high school guidance counselors. CSU is

also ranked among the 650 colleges and universities in Forbes' America's Top Colleges 2015 report, released in July.

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 maintained its 20-year high for the 2014-2015 academic year with 17,345 students. Most of our students (89%) are from Ohio, specifically Cuyahoga County (64%) however, this trend is shifting to include our increased student population to represent more diversity including within our state, across the country as well as internationally. This is evidenced by the fact that 2,165 (12%) of our current student enrollment represents students with Non Ohio Resident and Non Resident Alien status. We believe these trends are due to the many innovations across campus and within the University, which is resulting in our beginning to attract an increased amount of students from outside of our immediate region. Graduate and law students make up 30% of total enrollment. Cleveland State has a non-traditional aged student body; the median age for undergraduates is 22 and 28 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 well above the state average for the most diverse faculty in the state, 24% minority and 42% women. Of the University's 525 full-time professors, 90% hold the highest degree in their field, with the College of Education proud to report that 98% of our faculty holds this distinction. 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 2014, CSU faculty received sponsored program awards totaling over \$12.9 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 which include: 1) Curriculum and Foundations; 2) Teacher Education; 3) Counseling, Administration, Supervision and Adult Learning; and 4) Health and Human Performance. In addition, the College is home to the Center for Educational Leadership, and the Center for Excellence and Innovation in Education, the Center for Urban Education, the Community Learning Center for Children and Youth, and the STEMM Center. For more complete information regarding the College and its academic programs and centers, please visit our website: 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 leadership, social justice, and partnerships in addressing contemporary urban needs. Our core values demonstrate the close relationship of the college and university mission:

- **Academic Excellence** — As an academic community, we create and disseminate knowledge through teaching, research, and service that reflects the highest standards of educational excellence; serve as an intellectual community of learner-scholars; and value academic freedom, shared decision-making, inquiry, and integrity.
- **Community/Collaboration** — We value a collaborative culture within the College of Education and Human Services that fosters: communities of learner-scholars; relationships with diverse populations; and partnerships with the urban community.
- **Integrity** — We promote integrity through our commitment to improving the lives of others; expectation of honest, truthful, and ethical teaching, learning, research, and professional practice; and consideration of people's feelings and needs in what we do.
- **Rigorous Intellectual Exchange** — We foster and encourage ourselves and our constituents to create new knowledge and research; exercise reflective beliefs and practices; model ethical behaviors; and promote critical thinking.
- **Leadership** — We strive to use our leadership and expertise to take risks; act as a catalyst for innovative change; and work to make a difference.
- **Passion** — We value our commitment to improving the quality of life in our community through actions that reflect equity, diversity, and social justice; and demonstrate respect and passion for the human condition.

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 urban solutions. We are committed to demonstrate the "vitality that comes with risk" called for in the university mission.

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 has traditionally enrolled a sizeable population of transfer students for whom ACT or SAT scores are frequently not available. During the 2014-2015 Academic Year, the Admission requirements for the College's Teacher Preparation programs did not, therefore, mandate submission of such test scores. However, this will be changing as the College, as of October 1st 2015, has new Admission standards in place, which will now require the submission of such scores.

The accompanying data table uses the cohort of Cleveland State candidates who met the criteria for acceptance into a licensure program in the college during the 2014-2015 Academic year. The data show academic qualifications in the form of GPA and ACT and SAT composite scores at the point of admission during the 2014-2015 academic year. The data on candidates' test scores is incomplete because during the 2014-2015 academic year Cleveland State did not require standardized test scores for university admission for transfer students. Transfer students make up a large percentage of Cleveland State students, particularly students in the EPP and Human Services, where many candidates come from early childhood programs at the local community college.

	N	Range	Mean
Entrance GPA	335	0.00-4.00	3.24
ACT Composite	138	1-36	20.86
SAT Composite	20	800-2400	951

Admission Requirements prior to October 1st 2015

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.

Admission requirements after October 1st 2015

In Fall 2015, the College of Education implemented a new set of requirements for candidates at all levels to be admitted into a program leading to licensure. These admission requirements raise the minimum GPA for acceptance into a licensure program for Undergraduates from a 2.5 to a 2.75 and remain constant for Graduate students at 3.0. Additionally, the new standards require candidates to demonstrate competency in Reading, Writing and Math with submission of a national standardized test score report verifying that the candidate scored at the 50th percentile or higher. Undergraduate and graduate candidates are permitted to submit ACT, SAT, or Praxis CORE scores taken in the past six years. In addition, graduate students may opt to submit GRE or MAT scores. Additionally, students will need to demonstrate a B- or better in College Level English and Math coursework.

2. Number of candidates participating in edTPA.

In 2014-2015 (178) candidates completed the edTPA at Cleveland State University. All 178 assessments were locally scored during the 2014-2015 academic year.

3. Overall GPA of candidates in program upon graduation

Average grade point average for all program completers including those at the Undergraduate, Post Baccalaureate and Graduate levels is: 3.30

- Undergraduate Mean GPA = 3.13
- Post-baccalaureate Initial Teaching Licensure Mean GPA = 3.42
- Graduate Initial Teaching Licensure Mean GPA = 3.78

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 300 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 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?

Programs leading to adolescent/young adult licensure in integrated mathematics and integrated science require 12 weeks of student teaching experience. Student teaching in all other programs is 15 weeks in duration.

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% percent of teacher candidates in the 2014-2015 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

100% of all Cleveland State student teachers are required to and completed the edTPA during the 2014-2015 academic year. 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

All of the College's initial licensure programs require that candidates complete a 12 to 16-week student teaching experience. Based on repeated observations and pre/post observation conferences held throughout the term, the Intern Field Experience Record and Evaluation Form provides a summative account of each individual candidate's performance in the field. The intern's University supervisor conducts midterm and final evaluations with feedback from the mentor or cooperating teacher. Results of these evaluations are then used, in part, to determine the candidate's final grade for student teaching.

The form used for conducting student teaching evaluations was purposely based on the Pathwise Classroom Observation System that ETS designed to promote the professional development of entry-level teachers thereby adding content validity to the instrument, which aims to cover all aspects of the teaching experience. More specifically, the 22 items that comprise the Student Teaching Field Experience Record and Evaluation Form are broadly grouped under the following four domains: Domain A, Organizing Content Knowledge for Student Learning (5 items); Domain B, Creating an Environment for Student Learning (5 items); Domain C, Teaching for Student Learning (7 items); and Domain D, Teacher Professionalism (5 items). Candidates are evaluated on each criterion on a scale of 0 (unsatisfactory) to 3 (outstanding); wherein, a score of two is deemed to demonstrate proficiency - the targeted outcome.

Mean score ratings (in aggregate for the last 3 years including 2014-2015) for all four components and the composite rating are depicted in graph on the following page.

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

- Its professional community does not evaluate the unit system, systematically or formally. The College is making strides for multiple types of evaluation of this type including opportunities for various stakeholder groups to provide feedback. We have recently instituted a mechanism for interviewing employers of our recent graduates through phone and face-to-face interviews. Additionally, we have convened an Advisory Board for our Office of Field Services charged to provide valuable feedback and insight for that office's director and staff in an effort to proactively address needs and suggestions of our school/community based partners related to field placements (both pre and in-service).
- **Continuous Improvement Efforts.** Since our last visit, the College substantially redesigned its portfolio process as part of the assessment system and is in the process of launching a major curriculum redesign effort (CREATE) for undergraduate teacher licensure which significantly increases the amount of time that our interns will work in school based settings while also providing opportunities for field experiences much earlier in the academic program. Aligned with our curriculum redesign effort has also been an increased rigor in admission standards for our teaching licensure programs (both undergraduate and graduate), which went into effect October 1st, 2015. Finally, we are currently in the process of developing and transitioning to a centralized data base system for our College to streamline all College data processes and needs.

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 the:

- Center for Educational Leadership,
- Center for Excellence and Innovation in Education,
- Center for Urban Education,
- Community Learning Center for Children and Youth, and
- STEM 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, as well as corporate, and community partners.

The Campus International School (CIS) which initially opened in the fall of 2010 currently enrolls students from kindergarten

through grade 6 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. In 2014, the Campus International School received "IB World School" accreditation from The International Baccalaureate Organization

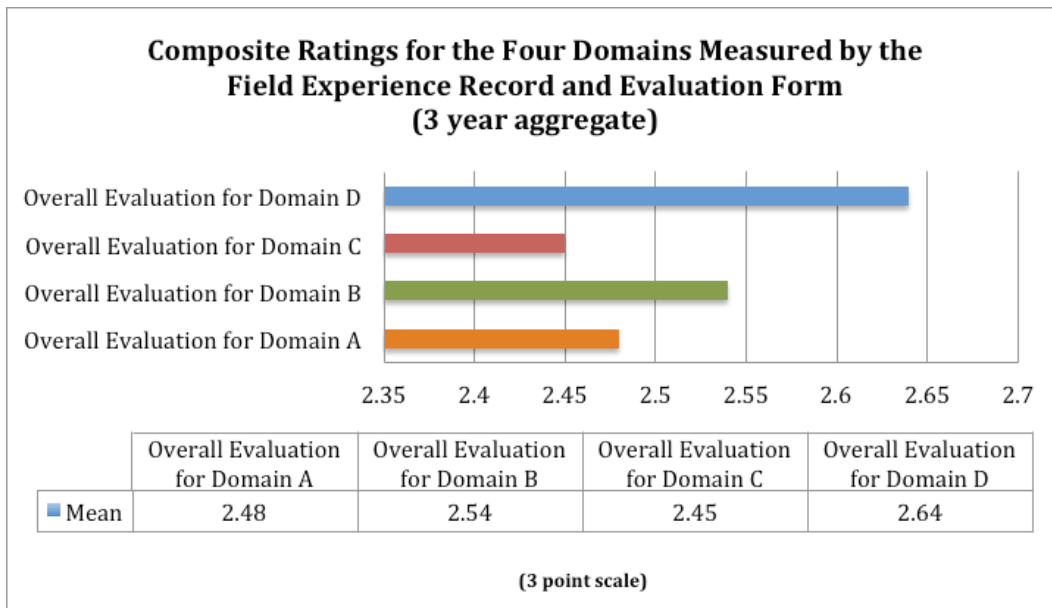
In November of 2013, Cleveland Mayor Frank Jackson joined officials from CSU, the Cleveland Metropolitan School District, and the KeyBank Foundation to celebrate the grand opening of the **MC²STEM High School** on CSU's campus. This award-winning school specializes in science, technology, engineering 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."

Please visit these school websites for additional highlights showcasing their important work:

www.csuohio.edu/cehs/mc2stem-high-school
www.mc2stemhighschool.org

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



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.
- Beginning Spring 2015 all KSU Early Childhood undergraduates earn the **IB Certificate in Teaching and Learning** and will be eligible to teach in IB World Schools in the US and anywhere in the world. KSU's program is the first in the world to achieve this recognition.
- EHHS has **exclusive rights to award graduate credit** for the International Baccalaureate (IB) Organization professional development seminars worldwide.

SELECT FEDERAL/U.S. DEPARTMENT OF EDUCATION GRANTS

- **The Noyce Scholars Program:** a 5-year \$1 million NSF grant, to provide scholarships and extracurricular educational supports for ten math and science pre-service teachers with undergraduate degrees in STEM fields.
- **Innovations in development: The use of mobile applications for informal learning in the Cuyahoga Valley National Park:** a 3-year \$952,000 grant from the NSF to develop and study a mobile application to provide park visitors with an immersive, informal learning experience
- **Early Intervention in Natural Environments Specialization Training through Distance Learning:** a \$1.3 million grant from the U.S. Department of Education 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 4-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.
- **Early Childhood Intervention for School Psychologists and Speech Pathologists:** a 5-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.

ABOUT

Kent State University (www.kent.edu) 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 2015 is 41,005 with 28,981 enrolled at the Kent Campus.

DEPARTMENTS, UNITS AND PROGRAMS

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 a wide variety of fields, ranging from education and hospitality -- to recreation and sport. Educator preparation programs span five colleges and are located on five campuses: Kent, Geauga, Salem, Stark, and Tuscarawas.

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. Candidates ACT/SAT scores upon entering as first time full time freshmen OR professional education component –
ACT English: 28.4; ACT Math: 26.5; ACT Reading: 28.9
2. Number of candidates participating in edTPA – 100% of candidates
3. Overall GPA of candidates in program upon graduation –
3.44 (Undergraduate students); 3.27 (Graduate students)

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. How many field/clinical hours prior to student teaching are required of candidates in the school of education?
– Average of 180 hours of field experience, 445 hours of clinical experience
2. How many weeks is the student teaching experience?
– Average of 14.9 weeks; varies by program (a minimum of 13 weeks with many at 16 weeks or more)
3. The percentage of teacher candidates in the 2014-2015 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project. – 97.9%

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

1. 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.
2. Quantitative summary of student teaching evaluations
In the Fall 2014-Spring 2015 undergraduate graduating cohort, 99.5% of candidates met expectations for utilizing clear, correct, and effective written and spoken language (OSTP 6.1), 99.2% of candidates met expectations for modeling respect for students' diverse cultures, language skills and experiences (OSTP 1.4), 98.9% of candidates met expectations for creating learning situations in which students work independently, collaboratively and/or as a whole class (OSTP 5.4). For both OSTP 2.3 and 4.7 (knowledge and utilization of Ohio College and Career Ready Standards and school/district curriculum goals; effective resource utilization, including technology, to enhance student learning), 98.6% of students met the standard. Considering the performance of undergraduate candidates on individual Ohio Standards for the Teaching Profession-based elements within our student teaching evaluation, the standard was met on average 96.5% of the time.

ACCREDITATION OUTCOMES

Last Review November 8-10, 2015; final decision and report pending (renewal of accreditation is expected based on preliminary feedback)

STRENGTHS AS CITED BY ON-SITE NCATE TEAM

- Final decision and report pending (renewal of accreditation is expected based on preliminary feedback); unable to share at this time.
- 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 Kent State University 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 8 federal and private foundation projects with a 2015-2016 budget of approximately \$1.7 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.

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

Final decision and report pending (renewal of accreditation is expected based on preliminary feedback); unable to share at this time.

PARTNERSHIP ENTITIES

Kent State University programs and individual faculty are engaged in partnership work, formally and informally with a number of districts and service center entities. One such example is the College Today program, a partnership with the Akron Public Schools (specifically with Ellet High School and Firestone High School). This partnership focuses on helping students on the cusp make the transition from high school to college by helping them become effective readers, writers, and mathematicians and, generally more "college ready". This program was awarded the Great Lakes College Ready Grant totaling \$480,000 which will be used during both the 2015-2016 and 2016-2017 school years. Evidence of success will come in part by raising ACT scores and enabling students to score well on the CLEP test to secure college credit. Pre-service teachers in the Kent State Adolescent to Young Adult Education (ADED) program are involved in the project, providing small group, one-on-one and co-teaching assistance onsite at Firestone and Ellet High Schools.

SELECTED IMPACT STUDIES AND RESULTS ABOUT COLLEGE

See chart on following page.

Selected Results from Ohio Pre-Service Teacher Survey

In 2014-2015 administration, KSU average item response exceeded that of state mean on all items

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

Count of Responses/Prompt	AY 12-13	AY 13-14	AY 14-15	AY 14-15
	KSU MEAN	KSU MEAN	KSU MEAN	STATE MEAN
(5) My teacher preparation program prepared me to understand the importance of linking interdisciplinary experiences.	396	315	333	4055
(11) My teacher preparation program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.46	3.51	3.59	3.41
(12) My teacher preparation program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.45	3.47	3.61	3.39
(12) My teacher preparation program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.62	3.60	3.71	3.59
(16) My teacher preparation program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.72	3.70	3.73	3.66
(33) My teacher preparation program provided me with student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.61	3.69	3.76	3.69
(39) My teacher preparation program provided me with opportunities to interact with diverse faculty.	3.30	3.33	3.54	3.32
(40) My teacher preparation program provided me with opportunities to work and study with diverse peers.	3.39	3.32	3.54	3.36
(41) Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.67	3.68	3.79	3.64
(42) Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.57	3.57	3.70	3.52
(48) Overall, my teacher licensure program provided opportunities to voice concerns about the program.	3.23	3.30	3.49	3.24

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

- In 2015-16, Miami's teacher education programs set aside **\$448,000 in scholarships for new students** (28 scholarships at \$4000/year for 4 years each).
- In recognition of the important contribution that Ohio's PreK-12 educators provide to the citizens of our state, Miami University offers a scholarship that significantly lowers the cost of professional development and/or earning a graduate degree. **The Teacher Education Access at Miami (TEAM) scholarship** is an example of Miami's commitment to partnering with Ohio's PreK-12 educators. For 2014-15, Miami awarded TEAM scholarships to 397 students for a total of \$1,005,473.
- **Miami is one of the nation's leaders in awarding TEACH grants.** Over the past five years, Miami has awarded \$9,735,334.00 to 2,654 students. Each recipient receives up to \$4,000 toward completion of coursework leading to a career in teaching.
- **100%** of Miami University school psychology graduates are currently employed serving students in the state of Ohio.
- Miami has funded **scholarships** for 20 first year students of color; implemented a high school **mentoring program**, funded faculty projects related to teaching students from diverse backgrounds, **tutoring programs** and books in local schools for children learning to read; and funded **training opportunities** for our faculty members in culturally responsive instruction.
- Miami and Middletown administrators are planning **expanded partnerships** that will include increased work with struggling learners, more onsite professional development opportunities for Middletown teachers and enhanced utilization of resources to better meet the needs of the entire community.

ABOUT

Nationally recognized as one of the most outstanding undergraduate institutions, Miami University is a public university located in Oxford, Ohio. With a student body of 16,000, Miami effectively combines a wide range of strong academic programs with faculty who love to teach and the personal attention ordinarily found only at much small institutions.

Our focus on personal attention is enhanced through the study in selected disciplines by graduate students, who along with undergraduates, participate with faculty in significant

research and scholarship activities. Miami also offers vibrant residential and community-based programs involving students in life-enhancing activities that build leadership and develop citizenship, character, and lifelong friendships.

Along with an impressive number of opportunities to gain practical, hands-on experience, Miami is distinguished by a faculty who love to teach and mentor students. In fact, in a new ranking in America's Best Colleges, Miami was recognized by U.S. News & World Report for its strong commitment to undergraduate teaching. We believe that this commitment to teaching is demonstrated in our record of exceptional retention and graduation rates, which remain some of the highest in NCAA Division I schools.

DEPARTMENTS, UNITS AND PROGRAMS

Department of Educational Leadership (EDL)

EDL offers Master's degrees in School Leadership, Transformative Education, and Student Affairs in Higher Education, and Ph.D. degrees in Student Affairs in Higher Education, Educational Leadership, and an Interdisciplinary Ph.D. EDL also offers an Ed.D. in Educational Leadership, licensure programs in school principalship and superintendency and collaborates with school districts and Educational Service Centers to provide graduate programs for educators which are based in problems of practice, and in district or regional goals.

EDL also offers an array of undergraduate courses including a thematic sequence (a series of related courses that focuses on a theme or subject in a developmental way) in Critical Youth Studies, and a minor in Community-Based Leadership. EDL partners with an array of campus offices and programs to offer courses designed to maximize the potential for student co-curricular learning: courses like EDL 100: Career Development and EDL 290: The Nature of Group Leadership help students of any major develop knowledge and experience.

Department of Educational Psychology (EDP)

EDP's programs of study in Educational Psychology, School Psychology, Special Education, and Instructional Design and Technology provide an integrated perspective on psychological and educational issues, exceptionality/disability studies, and technological issues in learning and instructional design. EDP's undergraduate major in special education leads to a Bachelor of Science Degree in Education with an initial four-year educator license as an intervention specialist in mild-moderate special needs. The license allows graduates to teach in kindergarten through 12th grade.

EDP offers six master's level programs, including a program combining course work from the Bachelor of Science in Family Studies with the terminal Masters of Education in Educational Psychology and the Special Education Online Hybrid (SEOH) graduate program for practicing educators and persons wanting to transition into the field of education.

EDP offers two minors—special education and educational technology. The Special Education Minor includes courses in behavior management, career and life span education, assessment and overview of exceptionalities. The minor in educational technology is designed for students who are interested in the design and integration of technology/media for teaching and learning in both K12 and non-K12 environments. This minor is also designed for students interested in instructional design for industry, higher education, government and other non-K12 programs.

Department of Family Studies & Social Work (FSW)

FSW offers two undergraduate degrees - a Bachelor of Science in Family Studies and a Bachelor of Science in Social Work - that lead to careers in family life education, social work, and human services. Working with diverse populations is stressed in both programs as are opportunities for fieldwork and community service. FSW also offers a graduate program leading to a Master of Arts in Social Work. This is a joint degree program shared by both the Miami University and Wright State University Social Work Programs.

Department of Kinesiology & Health (KNH)

KNH offers five undergraduate majors. Four majors lead to a Bachelor of Science in Kinesiology and Health. They include public health, kinesiology, nutrition, and sport leadership and management. The athletic training major leads to a Bachelor of Science in Athletic Training. KNH offers three graduate degrees: Master of Science in Sport Leadership and Management; Master of Science in Kinesiology and Health; and Master of Science in Health Promotion.

Department of Teacher Education (EDT)

EDT offers undergraduate programs in Early Childhood Education, Middle Childhood Education, and Adolescent to Young Adult which lead to teaching licenses in grades PK-3, grades 4-9, and grades 7-12, respectively. Every graduate from Miami's Adolescent Young Adult (AYA) programs completes at least one course in teaching English Language Learners. EDT foreign language programs in Chinese, French, German, Latin, and Spanish enable graduates to teach at any PK-12 grade level.

Through the **TLE TeachLive™ Avatar Lab** Miami teacher candidates have opportunities to develop their teaching skills and craft in a virtual teaching environment. Candidates engage with the TeachLive avatars as they master routines, experiment with new teaching ideas, and develop content area and pedagogical skills in ways that will transfer to real classroom situations.

EDT graduate programs are geared towards aspiring teachers as well as working classroom teachers. Individuals with bachelor's degrees can obtain a Master of Arts in Teaching (M.A.T.) degree with a teaching license for grades 7-12. Those with teaching licenses can pursue a Master of Education (M.Ed.) degree in Literacy and Language or in our collaborative program in Transformative Education. We also offer graduate endorsements in Reading, Early Childhood Generalist, and Middle Childhood Generalist.

Graduates of our programs are highly sought-after to teach in schools in Ohio and across the country, and have been recognized for their distinguished innovation and leadership in curriculum, instruction, and student engagement. Our alumni's stellar accomplishments in 2015 include winning the following awards: Educator of the Year, Schneider Family Book, Teacher Excellence, Distinguished Alumna, Channel 5's Teacher of the Week, ISTE Making IT Happen, Ohio Outstanding Technology Using Teacher of the Year, OUTstanding Teacher: Rising Star from Five Rivers MetroParks, and STEM Education School-based Collaboration.

MISSION

The mission of the College of Education, Health and Society is to prepare future and current teachers who design and implement culturally relevant curriculum and pedagogy. Empowered by a critical and substantive understanding of research, these teachers are positioned to confront social injustices, apply global perspectives, and actively participate in democratic society.

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Our average ACT score for candidates entering teacher education is 25.1.
2. Miami has approximately 425 candidates participate in the edTPA annually.
3. The overall GPA of candidates in Miami's teacher education programs upon graduation is 3.44 for undergraduates and 3.85 for graduate students.

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. The number of required field and clinical hours prior to student teaching varies by program and averages 250 hours; student teachers complete at least 600 hours in the classroom.
2. Every student teaching experience is a full 16 weeks.
3. Ninety-seven percent of teacher candidates in the 2014-2015 year satisfactorily completed clinical practice requirements.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

1. One hundred percent of Miami's educator preparation candidates completed a teaching portfolio with a culminating assessment that included collecting data, data analysis and data-informed instruction.
2. As indicated by the tables on the following page, Miami candidates demonstrate competencies in teaching skills during student teaching. These competencies markedly improve from midterm to final on a 1-4 scale.

Aggregate Student Teaching Data Spring 2015			
Criterion	Midterm (n=165)	Final (n=149)	Change
Instructional Planning	2.80	3.17	.37*
Instruction and Assessment	2.78	3.13	.35*
Professionalism	2.76	3.06	.30*

*indicates statistically significant improvement

Aggregate Student Teaching Data Fall 2015			
Criterion	Midterm (n=150)	Final (n=143)	Change
Instructional Planning	2.79	3.21	.42*
Instruction and Assessment	2.78	3.20	.42*
Professionalism	2.75	3.14	.39*

*indicates statistically significant improvement

ACCREDITATION OUTCOMES

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

Our next accreditation visit is March 2016. Our self-study has been submitted and reviewed. We are in the process of submitting additional evidence and await our spring on-site visit. Based on the initial response from CAEP on our self-study, our areas for improvement (AFIs) from the last visit which related to candidate and faculty diversity, have been removed.

PARTNERSHIP ENTITIES

Our approach to partnerships mirrors our mission and is based on the scholarship of teaching and learning, empowerment practice, and social justice. We believe in collaborative arrangements that benefit our students, schools, and communities.

We serve our local community through deep, holistic partnerships as well as statewide partnerships from Columbus City Schools to our Urban Teaching Cohort program in the Cleveland Municipal School District and surrounding community; these include:

Butler County

Butler County Educational Services Center
Hamilton & Middletown City Schools
Lakota & Talawanda School Districts
Oxford Literacy Team
Oxford Seniors

Hamilton County

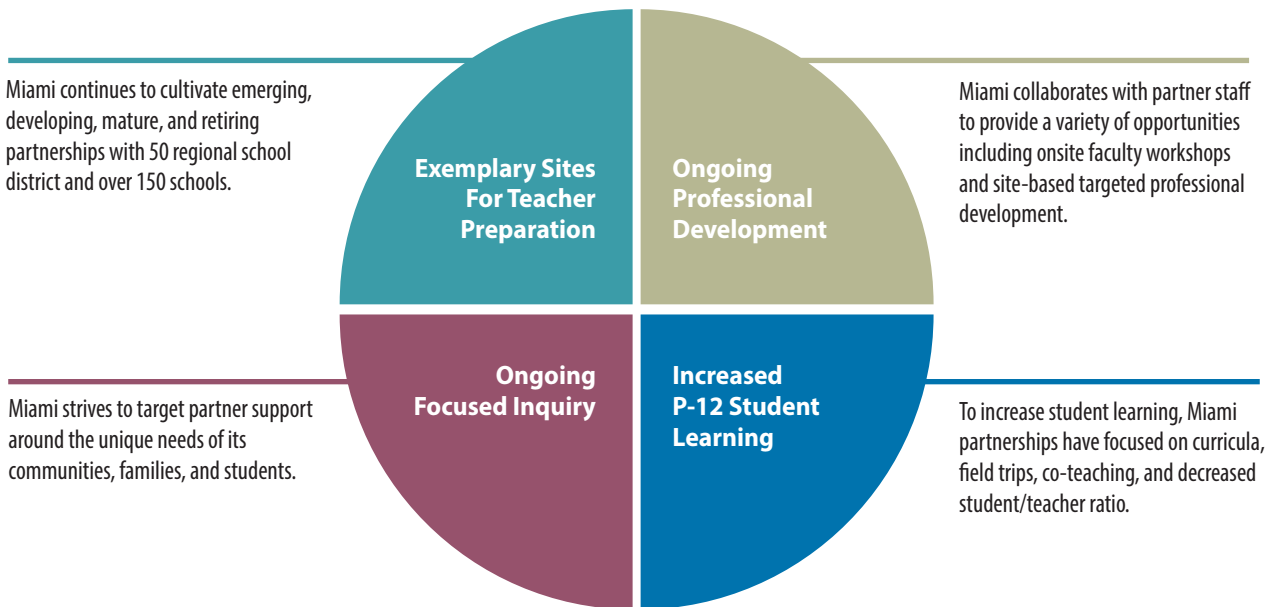
Children's Home of Cincinnati
Cincinnati Children's Hospital and Medical Center
Deer Park & Sycamore Community Schools
Douglass Elementary
Rothenberg Preparatory Academy

Preble County

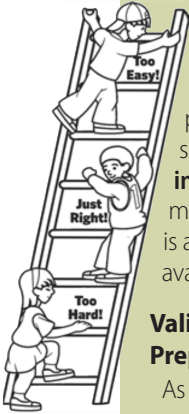
Eaton City Schools

Warren County

Warren County Educational Services Center



SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES



Read it Again Pre-K

Laura Justice, Distinguished Professor of Teaching and Learning, created the Read it Again Pre-K storybook program to enhance the early reading skills of preschoolers. The use of 15 storybooks and lesson plans **improve preschoolers' literacy abilities** similar to more intensive and expensive curricula. The curriculum is available for free download, and a mobile app will be available in 2017.

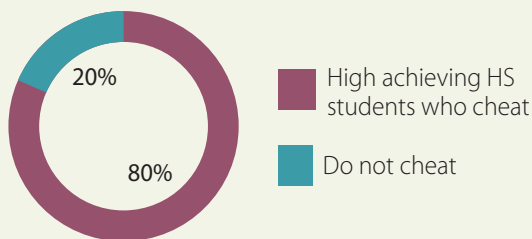
Valid and Reliable Instruments for Educator Preparation Programs

As part of our land grant mission, Dean Cheryl Achterberg is supporting the development and implementation of a **valid and reliable** student teaching instrument with 27 Ohio-based colleges and universities. This instrument will be freely available for all educator preparation programs, may be used for accreditation purposes, and program improvement.

Research on Student Cheating

Eric Anderman, professor of educational psychology at Ohio State, shows that while the rates of cheating are high, cheating is less likely when the goal is "personal mastery" of material, not grades or test scores. His studies found that students learn better and remember material longer if the focus is on the learning.

Cheating in High School



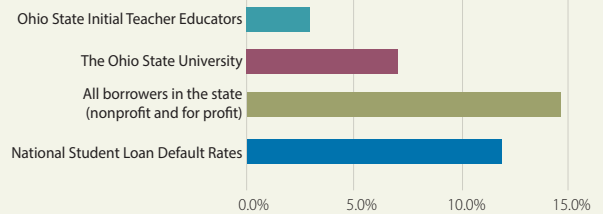
Educator Preparation Module 1

To address Ohio-specific requirements for educator preparation programs, the Ohio State Office of Educator Preparation created a self-paced online module for preservice teachers. As part of our mission to serve the state, this technology-rich module has been shared with 20 other Ohio teacher education institutions.

Student Loan Default Rates

Completers of educator preparation programs at Ohio State **have lower loan default rates than national rates** and even lower rates than other Ohio State students.

Student Loan Default Rates Ohio State Educators vs. National*



*Cohort of 2011, three-year rate

Star House for Homeless Youth

Star House was founded by Natasha Slesnick, professor, College of Education and Human Ecology and is the nation's only research-based drop-in center. It provides meals, showers, washing machines, career counseling, medical room (staffed by Nationwide Children's Hospital), trauma therapy and counseling.

A new facility opened in 2015, thanks to the help of U.S. Rep. Cheryl Grossman, Sen. Jim Hughes, Columbus City Council, EHE-Ohio State, and numerous donors.

ABOUT

The Ohio State University, founded in 1870, has been **ranked among the Best Global Universities** in a U.S. News & World Report survey. With over 65,000 students, it is currently ranked 16th among the nation's best public universities, according to U.S. News & World Report's 2015 edition of "America's Best Colleges."

The College of Education and Human Ecology (EHE) had research and development expenditures in FY 2015 totaling \$48 million. Additionally, EHE is recognized as **top-rated for preparing educators** (eighth among curriculum and instruction programs) and is among the top graduate education programs in the United States for prospective doctoral students, according to the 2016 U.S. News & World Report guide. EHE graduate specialty programs are among the **most highly regarded nationwide**, as shown in the chart (*see next page*.)

Ohio State Educator Preparation Programs have a presence throughout the state: Columbus, Lima, Mansfield, Marion, Newark and Wooster. A total of 557 individuals were prepared in **forty-one educator preparation programs**.

NATIONAL RANKING OF SPECIALTY PROGRAMS	
Program	Ranking
Vocational & Technical Education	2nd
Elementary Education	7th
Counseling & Personnel Services	7th
Curriculum & Instruction	8th
Secondary Education	10th
Administration & Supervision	11th
Education & Psychology	12th
Education Policy	18th
Higher Education Administration	18th
Special Education	18th

DEPARTMENTS, UNITS AND PROGRAMS

To support schools, we offer these programs:

Initial Teacher Licenses are offered in: Early Childhood Education, Middle Childhood Education, Adolescent to Young Adult, Special Education, Intervention Specialist, Multi-Age Licensure.

Pupil Services Licenses: Orientation and Mobility Specialist; School Counselor; School Audiologist; School Psychologist; School Social Worker; and School Speech Language Pathologist.

Administrator's Licenses: Principal and Superintendent.

Endorsements: Career-Based Intervention; Computer/Technology; Early Childhood Generalist; Middle Childhood Generalist; P-6 Mathematics Specialist; Pre-Kindergarten Special Needs; Reading Endorsement; Teacher Leader; and Teaching English to Speakers of Other Languages (TESOL).

The Office of Educator Preparation recommended 557 candidates and interns for licensure approval in 2014-15.

MISSION

Our mission is to prepare **highly effective educators** who teach, lead, and serve. These 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

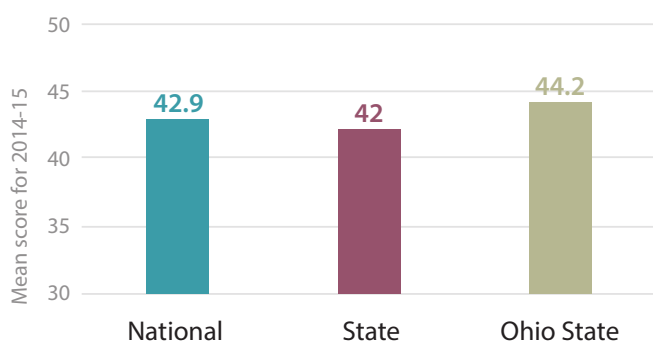
In 2014, teacher education candidates entering Ohio State's professional education programs had an average ACT composite score of 26.1, whereas the 2014 state ACT average was 22.0. The overall GPA of both undergraduate and graduate candidates in educator preparation programs upon graduation was 3.70 on a 4.0 scale.

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

Our teacher candidates average 298 hours of P-12 school experiences in more than 2,900 settings prior to a full 13 weeks of student teaching. In the 2014-2015 academic year, 480 students entered clinical practice, and 98.9 percent of our students successfully completed student teaching.

For the 2014-2015 year, 377 teacher candidates were nationally evaluated on the Education Teacher Performance Assessment (edTPA). Our candidates' mean edTPA score exceeded both state and national means.

edTPA Results: Ohio State vs. State and National Means



CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

All Ohio State candidates complete a work portfolio or other collection of student work, which provides evidence of a candidate's ability to use assessment effectively. Student learning in the P-12 schools is a priority, and all candidates complete an assessment that documents their impact on P-12 student learning.

ACCREDITATION OUTCOMES

Accreditation Visit a Success

Reaccreditation for all of The Ohio State University Educator Preparation Programs was approved in October of 2015. The visit occurred in April of 2015, and more than 244 individuals (students, alumni, faculty, staff, instructors, supervisors, and P-12 partners) were interviewed by the BOE Team.

The chair of the accreditation team commented, "Ohio State has the best students and alumni we have ever seen. They were articulate and candid. We have seen many quality programs across the nation and your students stood out."

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

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

- **The 2015 Ohio High School Principal of the year** is a doctoral student and former principal preparation program student of The Gladys W. and David H. Patton College of Education at Ohio University. Jeff Fisher is the high school principal of Chillicothe City Schools in Ross County.
- **Dr. Stephanie Starcher, Superintendent of Fort Frye Local Schools, was named Outstanding Administrator of Southeastern Ohio Superintendents** by the Southeastern Ohio region of the Ohio School Boards Association. Dr. Starcher is a doctoral graduate of The Gladys W. and David H. Patton College of Education at Ohio University.
- **The Instructional Technology program** at The Gladys W. and David H. Patton College of Education at Ohio University received the 2014 iNACOL Innovator Award for Innovative Research in Blended and Online Learning. During the annual membership meeting, Dr. Laura Hibbard, Dr. Teresa Franklin, Dr. Seann Dikkers, Dr. Tian Luo, Dr. David Moore and Dr. John Henning were recognized by iNACOL.
- **Ohio University's Patton College of Education's Center for Professional Development School Partnerships and Athens City Schools received the Spirit of the PDS Award.** This prestigious national honor recognizes "Leadership in, and significant contributions to, the building and sustaining of Professional Development Schools (PDS) and consistent support for, and participation in, the annual NAPDS Conference." The award recognized the contributions of countless faculty, administrators, and teacher candidates within The Patton College, as well as the P-12 public school students they positively impact each day. The Patton College is partnered closely with six different school districts spanning three counties in Southeastern Ohio.

ABOUT

The Gladys W. and David H. Patton College of Education at Ohio University has more than 100 faculty members serving more than 2,400 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 as first time full time freshmen OR professional education component

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 22.9, and the average SAT score is 1594.9.

2. Number of candidates participating in edTPA

A total of 368 candidates (100% of teacher candidates)

participated in the edTPA.

3. Overall GPA of candidates in program upon graduation

The average GPA for graduates in the Teacher Education program was 3.54 for the 2014–2015 academic year.

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

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

Early Childhood: 562 hours

Middle Childhood: 455 hours

Adolescent-Young Adult: 370 hours

Special Education: 540 hours

Multi-Age Education/Music Education Instrumental and Choral/Physical Education/Modern Languages: MUS: 370 hours; PETE: 370 hours; ML: 370 hours

2. How many weeks is the student teaching experience?

For the 2014–2015 academic year, early childhood professional interns completed 30 weeks (1200 hours) of professional internship (600 hours pre-primary and 600 hours primary)

For the 2014–2015 academic year, professional interns in all other program areas completed 15 weeks (600 hours) of professional internship

3. The percentage of teacher candidates in the 2014-15 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching 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 2014–2015 academic year was 98.44%.

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 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 2014–2015 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 2.66 for internships completed in the 2014–2015 academic year.

ACCREDITATION OUTCOMES

Date of Last Review: November 16-18, 2014

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 IMPACT STUDIES AND RESULTS ABOUT COLLEGE

First-Year Retention	
<i>Percent of freshmen who return for second year</i>	
2014-2015	83%
2013-2014	79%
2012-2013	83%
2011-2012	84%
2010-2011	84%

Student Diversity – Undergraduate + Graduate	
<i>Percent of college-wide minorities</i>	
2014-2015	15.6%
2013-2014	14.6%
2012-2013	13.2%
2011-2012	12.4%
2010-2011	12.0%

Student Diversity – Graduate <i>Percent of college-wide minorities</i>	
2014-2015	27.7%
2013-2014	22.8%
2012-2013	21.2%
2011-2012	20.9%
2010-2011	20.7%

Student Diversity – Undergraduate <i>Percent of college-wide minorities</i>	
2014-2015	10.0%
2013-2014	9.9%
2012-2013	8.8%
2011-2012	8.2%
2010-2011	8.3%

Percentage of PCOE students who graduated and are employed in education:

Graduate: 93% Undergraduate: 82%

5% of PCOE undergraduate students who graduated have returned to school for an advanced degree.

Minimum economic impact generated by pre-service teachers (2014-2015): \$7,004,833

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

- Shawnee State University is a regional university in Southern Ohio. In addition to the strong academic programs that the institution offers, we also take great pride in our commitment to the education of **first generation college students** and those students who need additional support in order to be successful in their chosen fields. The university provides a great deal of opportunity for success of all its students.
- **The Department of Teacher Education is a selective admissions program** at the University and maintains high admission standards for all of its professional education programs. In addition to high academic standards, candidates must demonstrate competency in the classrooms through hundreds of hours of professional field and clinical experiences.
- The Department of Teacher Education has established **strong relationships with its partner school districts** in order to provide quality professional, clinical experiences in which candidates have the opportunity to apply the information learned in their university course work. These experiences begin with the first education course and are developmental and progressive in nature, allowing all candidates the opportunity to work with a diverse student population across grade levels and content areas expected in their licensure area.
- **The Department collaborates with other Ohio institutions and school partners** practicing the Clinical Model for Educator Preparation. In this model, candidates complete a full academic year in a school to develop a more complete and thorough understanding of the professional role of the teacher. The curriculum of their professional program is more thoroughly integrated with this clinical practice experience. The Clinical Model has proven to be an asset to area schools and has resulted in 97% job attainment by the participating graduates in 2015.
- Prior to the year-long clinical teaching experience, candidates are also provided with **unique opportunities of field experiences**. Our Intervention Specialist (IS) Education program candidates were selected to participate in the "White Can Day" at the Louisville Zoo to work as guides with children who are blind or have low vision. Through a grant support and for the past several years, the IS candidates continue to participate in an outreach program to assist children who are on the Autism Spectrum in engaging in a variety of activities at the Great Wolf Lodge Water Park near Cincinnati, Ohio. Those unique arrangements allowed for the educator candidates to

interact with students in real world settings and gave them additional experience planning to better meet the learning needs of individuals with exceptionalities.

- The faculty model and engage teacher candidates in opportunities for professional development and networking. The faculty initiate opportunities for candidates to attend professional conferences. Many candidates have their research projects selected for presentation at these conferences. During the 2014-15 academic year, educator candidates attended a variety of national, regional, and state conferences. **Faculty engage in providing professional development opportunities for area teachers over the summer months.** Their workshop topics cover the areas such as science, technology, special education, and assessment. In addition, the faculty actively pursue external funds to expand learning opportunities for candidates. In 2015, faculty were awarded two Ohio Dean's Compact grants to develop a new dual licensure program and course modules for teaching students with low incidence special needs.
- **The collaboration of the Education faculty and the educators from our partner universities, schools, and agencies are a strength of Shawnee State University's Educator Preparation Programs.** Through these collaborations, candidates have the opportunity to experience foreign educational systems; network with professionals at the national, state, regional, and local levels; and to apply theory to practice as they work to have a positive impact on student learning.

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 nearly 4,320 students, 42 of which are international students. These students are taught by 300 full and part-time faculty who 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, Occupational Therapy, and Mathematics.

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, \$7,364.16 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** in the College of Professional Studies and the related content area departments within the College of Arts and Sciences 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 Educational Studies are offered by the Department. A non-teaching Deaf Studies minor program is offered by the Department for those who wish to expand their knowledge of American Sign Language and deaf culture.

Candidates for teacher licensure at the adolescent to Young Adult level and the Multiage level for Visual Arts Education receive the respective Bachelor of Arts, Bachelor of Science, or Bachelor of Fine Arts through the College of Arts and Sciences. The Department of Teacher Education is responsible for the professional education course instruction and clinical preparation.

Graduate programs in Curriculum and Instruction, and Intervention Specialist Education are offered by the Department. Candidates completing the master's degree with a specialization in Intervention Specialist Education may add the Intervention Specialist license to an existing license. The Leadership Endorsement is also an option for candidates.

In addition to its university level programming, the Department also is the home department to the Children's Learning Center (CLC), a public preschool/lab school, serving 6 week old infants to children five years of age while providing valuable field experiences for Early Childhood teacher education majors.

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

Overall graduate and undergraduate enrollment for the DTE programs is 424. The department has a 61% retention rate of prospective, undergraduate teacher candidates enrolling in the introductory education course and the number receiving Level 1 Admission to Teacher Education

MISSION

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

The notion of learner-centered supports a 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 54 program completers from 2014-15; 64% used ACT for the basic competency skills examination requirement for Admission to Teacher Education. Average composite score was 23.
2. Number of candidates participating in edTPA
Students in Student Teaching Seminar worked with the process of edTPA during the 2014-15.
3. Overall GPA of candidates in program upon graduation
Overall GPA of candidates in program upon graduation — 3.52.

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 Education program has the most field and clinical experience hours.
2. How many weeks is the student teaching experience?
During the clinical practice (student teaching) experience, candidates are required to complete at least 15 weeks and 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 2014-15 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project.

Fifty-three (53) candidates admitted to the student teaching experience completed the experience within the time frame of the semester.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

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%

ACCREDITATION OUTCOMES

Date of Last Review: Fall 2014

STRENGTHS AS CITED BY ON-SITE TEAM

As a result of the Fall 2014 NCATE/CAEP Board of Examiners' review, Shawnee State University was determined to have met all six standards required for accreditation. While the University received some areas for improvement, the evaluators noted several strengths of the educator preparation unit:

- The unit has achieved full national program approvals by each of the respective Specialized Professional Associations.
- Extremely high pass rates on licensure examinations.
- Cooperating teachers' consistently gave positive evaluations of student teachers as well prepared and knowledgeable in their respective disciplines.
- Collaboration of faculty in the Department of Teacher Education and in the College of Arts and Sciences. Content area departments work closely together to ensure that their programs and assessments are aligned with professional standards.
- Decisions about candidate performance are made based on multiple assessments in initial and advanced programs.

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

- Community Connectors - Making At-Risk High School Students Visible and College Ready through Strong Community Mentorship Project.** The LeBron James Family Foundation College of Education was awarded a competitive state grant. This highly innovative and collaborative model for mentorship will greatly assist our community's most at-risk youth. This project builds on the past scholarship-based practices of our faculty to extend mentorship to these highly vulnerable youth. We are supplying student mentors (96-total over three years) to help in mentoring at-risk 10th graders. Also, university faculty delivers on-site instruction in order to supervise the quality of this mentorship project. Our nationally acclaimed H.K. Barker Center for Economic Education also is collaborating with Raymond James Financial to provide resources and strategies to adult mentors and community teachers on the topics of goal setting/attainment, personal finance, and career exploration.
- Naming UA's College of Education.** The University of Akron and The LeBron James Family Foundation (LJFF) entered into an exciting partnership by renaming UA's College of Education as The LeBron James Family Foundation College of Education. This renaming was done to symbolize our commitment to education, and LeBron James' commitment to his promise, his kids, the American Dream, and our hometown of Akron. As a result, UA has extended scholarship opportunities to his IPROMISE kids. COE faculty is working with the Foundation to identify the best measures of success for students to find ways to help them even more. In addition, our faculty will recruit and train our students to become mentors for these kids.
- Woodrow Wilson Ohio Teaching Fellowship.** The LeBron James Family Foundation College of Education at The University of Akron is proud to be a partner with the Woodrow Wilson National Fellowship Foundation to offer the Woodrow Wilson Ohio Teaching Fellowship. The Fellowship program 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. Eligible applicants include current undergraduates, recent college graduates, midcareer professionals, and retirees who have majored in, or had careers in, STEM fields.
- Mapping early literacy and technology initiatives.** The Center for Literacy and the Center for Child Development have been featured in a new tool that maps Early Literacy and Technology Initiatives around the United States. Faculty members from The LeBron James Family Foundation College of Education have been working with UA's Center for Child Development staff to integrate touchscreen devices and e-books into the early literacy curriculum.
- FIRST Lego League.** The FIRST Lego League (FLL), collaboration between The LeBron James Family Foundation College of Education and the College of Engineering, annually attracts more than 800 middle school students and parents from the surrounding communities. FLL is a program for children ages 9 to 14. This competition challenges participants to build LEGO-based robots that complete tasks on thematic playing surfaces. Participants also research and present innovative solutions to current, real-world issues. FLL provides an important outlet for students in this age range to explore design and the relevance of technology in a fun, hands-on way. This makes STEM career paths, such as engineering and technology, more attractive.
- National Science Foundation Innovative Technology Experiences for Students and Teachers (ITEST) Program.** The LeBron James Family Foundation College of Education and the College of Engineering, through a grant from the National Science Foundation, are working together to bring integrated STEM programming to Akron Public Schools' (APS) classrooms with the help of the Soap Box Derby. The College is partnering with the All-American Soap Box Derby and APS to formally design, integrate, and evaluate the impact of curriculum around the Soap Box Derby Mini-Cars that includes the use of computer-aided design (CAD) software, virtual and physical wind tunnel testing, and 3D printers. Faculty will develop curriculum that integrates engineering design concepts and skills in the existing 8th grade science curriculum and provide professional development for teachers implementing the curriculum.
- Active Alumni.** An active and working Alumni Board shows evidence of the strong bonds that tie our graduates to the College's past and its future. With 35,847 alumni to date, The LeBron James Family Foundation College of Education has the second largest alumni group of the University of Akron.
- U.S. News & World Report .** US News and World Report ranked The LeBron James Family Foundation College of Education as one of the top 200 in the nation, making it among the top-ranked programs in Ohio.
- Centers.** The LeBron James Family Foundation College of Education is the home of a number of specialized Centers which provide educational services to the university community and the surrounding area, including:

 - Center for Literacy
 - Center for Child Development
 - H. K. Barker Center for Economic Education
 - Ohio STEM Learning Network – Akron Hub

• **Partnerships.** The LeBron James Family Foundation College of Education at The University of Akron maintains long-standing partnerships. These partnerships allow us to offer high-quality, innovative classroom experiences for our students. These partnerships include:

- LeBron James Family Foundation
- Akron Public Schools/National Inventor's Hall of Fame STEM Middle School
- Choose Ohio First Scholarship Program: STEM
- Summit Education Initiative (SEI)

ABOUT

The University of Akron (UA), Ohio's Polytechnic University, is the region's most influential public research university, contributing to the resurgence of the local economy, providing a workforce highly trained in diverse disciplines, and known for an innovative approach to higher education.

UA brings together diverse disciplines in ways that provide students with life-long skills, internships and co-ops, opportunities for academic research, study abroad, on-campus student employment and service projects designed for diverse groups of learners, including full-time, part-time and online students, veterans, and adults returning to the classroom. The University of Akron is a vibrant community within metropolitan Akron, with more than 80 buildings on 218 acres. With nearly 26,000 students and more than 300 associate, bachelor's, master's, doctorate and law degree programs, UA offers career-focused and experiential learning that defines the polytechnic approach to education. As a public research university in 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.

DEPARTMENTS, UNITS AND PROGRAMS

Academic departments within the College of Education:

- Curricular & Instructional Studies

The mission of the Department of Curricular & Instructional Studies is to use interdisciplinary, holistic and inclusive pedagogical methods that promote academic excellence for our students and engender influential research for all educators. To that end, we actively collaborate with schools and communities in the preparation of professional educators who can work effectively in varied learning environments, including urban, suburban, and rural settings in an increasingly interdependent world. Ultimately, our goal is to develop and support 21st century professional educators who continually reflect on and improve their own instructional practices through critical thinking, knowledge of best practices including research-based and standards-based instruction, and a deep commitment to the education of all learners.

- Educational Foundations & Leadership

The mission of the Department of Educational Foundations and Leadership is to prepare individuals to assume leadership at all levels of educational institutions. In so doing, we cultivate scholar/practitioners, ethical leaders, effective decision makers, and creative problem solvers. Our faculty boasts a broad range of K-12 and higher education administration, instructional technology, and assessment and evaluation backgrounds. They are highly regarded in research circles, innovative in their instruction, and enthusiastic about their role in preparing future educational leaders.

Licensure Programs

The LeBron James Family Foundation College of Education offers fully-accredited programs leading to Ohio Department of Education licensure in the following areas:

- Early Childhood
- Early Childhood Intervention Specialist
- Pre-Kindergarten
- Middle Childhood
- Secondary Education (Grades 7-12)
- Special Education – Mild/Moderate; Moderate/Intensive
- Integrated Mathematics
- Language Arts
- Social Studies
- Chemistry, Earth Science, Life Science, Physics
- Family and Consumer Science
- Drama-Theatre, Visual Arts, Music, Dance
- Physical Education
- Speech Pathology
- School Counseling

MISSION

The University of Akron's **LeBron James Family Foundation 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 LeBron James Family Foundation 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

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: 1,087

2. Number of candidates participating in edTPA:

Spring 2015: 172

Fall 2015: 136

3. Overall GPA of candidates in program upon graduation — 3.607

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 total of 100 hours prior to student teaching.

2. How many weeks is the student teaching experience?

All students are in their placements full time for the entire 12 or 16 week experience.

3. The percentage of teacher candidates in the 2014-15 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project.

In the fall 2015 semester, 100% of the teacher candidates completed the clinical practice requirements and 98% of teacher candidates completed the clinical practice requirements in spring 2014.

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 2014-15 academic year, 100% of the student teacher candidates provided evidence of their ability to effectively use assessments.

2. Quantitative summary of student teaching evaluations

On a 3-point scale, 140 student teachers' overall average on 21 individual measures of field experience and student teaching was 2.7.

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

- The University of Cincinnati is a **national grant-funded PhysTEC site**. The comprehensive PhysTEC project aims to **increase the quantity and quality of physics teachers** licensed through the University of Cincinnati, and to become a **national model of teacher preparation and best teaching practices**.
- **Urban Schools Initiative:** UC aims to prepare teachers who have **skills and dispositions** consistent with those of **effective urban teachers**. To date, **100%** of initial early childhood, middle childhood, secondary education, and special education students **participate in urban field experiences in high needs schools**.
- **Design-based Information Technology Learning Experiences (DITLE):** One of the goals of this **Noyce Scholars** program funded through the **National Science Foundation** is to prepare **STEM teachers** so they can support **Information Communication Technologies (ICT)** as part of their content teaching. This work is done primarily through a **summer institute for high school students and pre-service secondary education teachers**. The grant provides **scholarship funds** for 60 high school students from **6 Greater Cincinnati Area Public Schools** and funds to support school-based ICT clubs hosted at 6 partner schools. The pre-service teachers who participate in the program increase their knowledge of ICT practices, careers and courses so they can integrate this into their instruction.
- The first **transformation initiative institution** and **one of the first institutions accredited** by the **Council for the Accreditation of Educator Preparation nationally**.
- **USA Today** named the **University of Cincinnati's Early Childhood Education Program one of the top five in the nation**.
- The University of Cincinnati is in the **top 100 graduate programs in education** as well as in the **top 30 offering an online master's in education** program, according to **U.S. News & World Report** rankings.

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; Special Education K-12 for students with mild/moderate and moderate/intensive 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 — ACT-24/SAT-1097
2. Number of candidates participating in edTPA — 172
3. Overall GPA of candidates in program upon graduation — 3.46

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. How many field/clinical hours prior to student teaching are required of candidates in the school of education? — 187 (average)
2. How many weeks is the student teaching experience? — 16.5 (average)
3. The percentage of teacher candidates in the 2014-2015 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project. 97.66%

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
75% 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.

ENTITIES IN PARTNERSHIP

During the past year the UC teacher preparation programs partnered with 44 Greater Cincinnati School Districts to provide 950 practicum and internship placements.



SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

- **Dr. Victoria Stewart** is the Executive Editor of the *Ohio Social Studies Review (OSSR)*, a biannual publication supported by the *Ohio Council for the Social Studies*. This work is a collaborative effort across the state representing a variety of K-16 institutions. The spring 2016 is a special issue focusing on how teachers address race across the social studies disciplines.
- **Dr. Svetlana Beltyukova** was awarded Article of the Year Award by the Physician Assistant Education Association for an article she co-authored (Graham, K., & Beltyukova, S.(2015). Development and initial validation of a measure of intention to stay in academia for physician assistant faculty. *Journal of Physician Assistant Education*, 26(1), 10-18). Dr. Beltyukova is also working on the International Research Project sponsored by the European Commission, Research Design and Analysis Consultant — Crisis, conflict and critical diplomacy: EU perceptions in Ukraine and Israel/Palestine. This is a global collaborative research project involving researchers from Belgium, Germany, Israel, New Zealand, UK, Ukraine, and the USA.
- **Dr. Dale Snauwaert** organized the International Institute on Peace Education at The University of Toledo in July 2015. He also was invited by the University of Cambridge Peace and Education Research Group (UK) to present the Plenary Address, Exploring the Basic Elements of Justice as the Ethical Core of Peace Education, in September 2015. Dr. Snauwaert published multiple books this year: Al-Daraweesh, Fuad and Snauwaert, Dale T., *Human Rights Education beyond Universalism and Relativism: a Relational Hermeneutic for Global Justice* (New York: Palgrave MacMillan, 2015); Reardon, Betty A. and Snauwaert, Dale T. (editors), *Betty A. Reardon: A pioneer in education for peace and human rights*, SpringerBriefs on Pioneers in Science and Practice No. 26 (Cham – Heidelberg – New York – Dordrecht – London: Springer-Verlag, 2015); and Reardon, Betty A. and Snauwaert, Dale T. (editors), *Betty A. Reardon: Key texts in gender and peace*, SpringerBriefs on Pioneers in Science and Practice No. 27 (Cham – Heidelberg – New York – Dordrecht – London: Springer-Verlag, 2015).
- **Dr. Edward Janak** continues forwarding his research on philanthropic funding in the U.S. West among a variety of avenues. In 2015 his co-authored article, "Problematizing Philanthropy: How a Historical Study of the General Education Board in the US West Puts the 'Social' in Race and Region as Social Constructs" (DOI:10.1080/13613324.2015.1110343), was published in *Race, Ethnicity and Education*, and he presented "What Do You Mean It's Not There?": Texas, the GEB, and Null History" at the History of Education Society Meeting. These are in addition to his 2014 presentations on the topic at the American Educational Studies Association, History of Education Society, and Popular Culture Association.
- **Dr. Lisa Pescara-Kovach** received the Northwest Ohio 2015 Champion for Children Award from the National Exchange Club. The award honors individuals who have dedicated time, resources and energy to protecting children in the community and have demonstrated that protecting children is a top priority. Pescara-Kovach has presented on the topic of bullying-related suicides and homicides as well as causes and consequences of bullying at the regional, state, national and international levels, and is the author of *School Shootings and Suicides: Why We Must Stop the Bullies*. She recently had an article accepted for publication by eHearsay Journal titled "Parenting: The Frontline in Bullying Prevention" and her approach to targeted violence prevention, intervention, active response, and postvention will be published in the International Bullying Prevention Association's 2016 winter newsletter.
- **Dr. Laurie Dinnebeil** provided the keynote address at the Reboot 2015 conference sponsored by the Ohio Association of County Boards. Approximately 450 early intervention providers attended the event. Dr. Dinnebeil also continues to serve as the Editor in Chief to the *Journal of Early Intervention (JEI)*.
- **Dr. Randy Vesely** and doctoral candidate Jacob Akin published "Service Learning for At-Risk Student Populations: The Contextual Dynamism of Implementation," in the *Journal of Multicultural Learning and Teaching*. The article explores research, issues, and perspectives on educating children from multicultural backgrounds with disabilities, in the urban school environment. In February 2016, the National Education Finance Association will present Dr. Vesely with the Distinguished Research & Practice Fellow Award. This lifetime award is extended to individuals who have gained national visibility by their exemplary research and/or practice in the field of public education finance both on the elementary and secondary level as well as in higher education.
- **Drs. Svetlana Beltyukova and Christine Fox** were awarded an International Research Grant: "NATO Global Perceptions - Views from Asia-Pacific Region." This project was funded in September 2014 by NATO Science for Peace and Security Programme. Drs. Beltyukova and Fox are co-directors responsible for designing research methodology and training young researchers from five different countries (Australia, Japan, Mongolia, New Zealand, and South Korea) on the

analysis of perceptions data (namely, perceptions of the NATO as a cooperative security actor in media and elite discourses).

- **Dr. Kate Delaney** and two co-authors at the University of Wisconsin-Madison were recently awarded the 2014 Journal of Early Childhood Teacher Education's (JECTE) Distinguished Article of the Year for their paper "Fostering Culturally and Developmentally Responsive Teaching Through Improvisational Practice."

ABOUT

The University of Toledo (UT) is one of 13 state universities in Ohio that offers professional education programs. Since its modest beginnings 143 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 15 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 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 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 2014-2015 academic year — 22.69 mean ACT score
2. Participants in edTPA — 147
3. Overall GPA of candidates in program upon graduation — 3.59 (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 — 240 hours
2. Length of Student Teaching Experience — 15 weeks
3. Percentage of teacher candidates in 2014-15 who satisfactorily completed clinical practice requirements — 98%

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 table at end of chapter.

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

Appropriate course-based disposition assessments and/or field-based or clinical disposition assessments have been implemented across the advanced programs. And, the Educational Administration program, both Building level and District level, has systematically analyzed data to improve its programs. All courses, projects, and internship expectations have been revised to be in alignment with ELCC SPA

expectations. The programs also fully implemented assessments in the electronic assessment system.

SCHOOLS/DISTRICTS IN PARTNERSHIP LEADERS

Dr. Kate Delaney is collaborating with Toledo Public Schools on a project to support high quality instructional practices in Head Start and Title 1 preschool classrooms. These instructional practices include concept development, the use of open-ended questioning and child-directed inquiry, and feedback loops to encourage rich and meaningful sustained interactions between teachers and children.

Dr. Ed Cancio developed a partnership with Toledo Public Schools to improve the services they provide to students with Emotional and Behavioral Disorders (EBD) in their separate facility schools. He travels to Westfield Achievement and Robinson Elementary Annex each week and attends the schools' administrative meetings. Dr. Cancio provides technical support to the EBD teachers (e.g., improving motivation systems, classroom behavior management skills, and curriculum). He also observes teachers in their classrooms to offer suggestions for further development of behavior management skills.

Through a grant funded by the Ohio Department of Education, **Dr. Dawn Sandt** redesigned an existing course in the Intervention Specialist teacher licensure program. The course focused on parent-teacher partnerships and was co-designed and co-taught by parents. This unique instructional approach facilitated the active involvement of stakeholders of our K-12 educational system in the training of our teacher candidates. The purpose of this work was to facilitate the development of pre-service teacher and parent knowledge, skills, and attitudes regarding parent-teacher partnerships. Additionally, this course prepared pre-service teachers and parents to build strong partnerships for the overall purpose of improving K-12 student outcomes.

Online decision-making simulations designed by **Dr. Nancy Staub**, Associate Professor in Educational Administration at The University of Toledo, and Dr. Marlena Bravender, Baker College, provided the framework for a year-long professional development program for novice principals in Port Huron, Michigan. The model allowed participants to engage in rich discussion among peers by analyzing school scenarios and determining how to solve the problems presented in the scenario. Year-two of the project is underway.

Nationally, in addition to serving as a reviewer for multiple organizations, **Dr. Edward Janak** is an Area Chair for the Popular Culture Association/American Culture Association and serves on the Book Award Committee for the History of Education Society. Locally, he is a Member of the Board of Trustees of the Ohio Council of Community Schools and serves on their Performance and Accountability Committee.

Dr. Victoria Stewart is collaborating with faculty from the UT Geography and Planning Department as co-PI on a project supported in part by a National Science Foundation ITEST grant (NSF Award No.: 1433574), *the Advancing Geospatial Thinking and Technologies in Grades 9-12: Citizen Mapping, Community Engagement, and Career Preparation in STEM* (AGTT). Over the course of a two week summer workshop, high school students attending Scott High School in Toledo, Ohio, were introduced to recent

advances in geospatial technology, its uses and applications, especially as it relates to understanding their community and their role as citizens.

Dr. Stewart also represents UT on the Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP) research consortium. The group, led by Ohio State University, is working on the development of unit-wide evaluation instruments, a pedagogy and dispositions evaluation, used during student teaching. This work is being conducted in part to meet the Council for Accreditation of Educator Preparation (CAEP) requirements for instruments to address (a) validity and reliability, (b) relevance, (c) verifiability, (d) representativeness, (e) cumulateness, (f) fairness, (g) stakeholder interest, (h) benchmarks, (i) vulnerability to manipulation, and (j) actionability (Ewell, 2013).

Dr. Lisa Pescara-Kovach is working under a U.S. Department of Justice Education, Communication, Assessment, Intervention and Protection Plan grant that is geared toward enabling colleges and universities with knowledge and resources to prevent and respond to emerging and chronic crime problems. Through this grant, she is a trainer for the Campus Violence Prevention and Protection and K-12 Behavioral Threat Assessment programs. Additionally, Dr. Pescara-Kovach is the co-chair of The University of Toledo's Anti-Bullying Task Force. She serves on the Oregon City Schools Health and Safety Committee; Advisory Board of the Lucas County Suicide Prevention Coalition; and is a workplace bullying, suicide, and threat assessment trainer for ProMedica Health Systems. Dr. Pescara-Kovach is the Ohio Director of Bully Police USA; Fostering Healthy Communities Bullying Prevention Liaison; and content expert on the Hospital Council of Northwest Ohio BRAVE (Bullying and Related Acts of Violence Education) campaign.

Drs. Laurie Dinnebeil and Bill McInerney recently provided two days of technical assistance to the Rhode Island Department of Education (RIDE). RIDE is interested in adopting Dinnebeil and McInerney's model of itinerant early childhood special education service delivery across the state. This model promotes the use of collaborative consultation as a vehicle for supporting the inclusion of young children with disabilities in community-based early childhood programs.

In other collaborative efforts, Dr. Dinnebeil and her colleague, Dr. Virginia Buysse of the University of North Carolina at Chapel Hill, completed a literature review on the coaching and consultation literature as part of contracted work with Noah's Ark, an early intervention provider in Queensland, Australia. Results from the literature review are being used to shape the future of early childhood intervention services provided to young children with special needs living in Australia.

Dr. Christine Fox is P.I. on the UT-Toledo Safety Forces Collaboration, along with **Drs. Svetlana Beltyukova and Gregory Stone**. This was Year 2 of a 3-year grant, totaling \$475,845. The grant involves developing, administering, scoring, and reporting the Fire and Police examinations.

Dr. Lynne Hamer leads "Community Conversations for School Success," biweekly meetings at the Kent Branch of the Toledo-Lucas County Public Library in collaboration with the UT Sociology/Anthropology Department. The purpose is "to bring together citizens and students, K-12 school administrators & teachers, and

university faculty and students to pool our knowledge about what is needed for ALL people to succeed in K-12 & university." Its mission is (1) "to establish shared, inclusive space for dialogue as community members concerned about education"; (2) "to inform ourselves and others about practice and research that help ensure opportunity for optimal and equitable education experiences for all students, P-12 and university"; (3) "to build cultural competence towards contributing to increasing graduation rates and teacher retention rates"; and (4) "to nourish and support the varied actions in which participants are involved outside of the CCSS."

Dr. Judy Lambert is partnering with Toledo Public Schools on a 2014 Ohio Board of Regents Improving Teacher Quality grant, Ohio New Learning Standards in Math and Science through a Technology Lens in NW Ohio. The purpose of the grant is to provide Toledo Public School teachers in grades 5-9 with professional development in math, science, and technology. The goals are to increase teachers' math and science content knowledge of physics related to force and motion, skill and comfort with using technology, ability to plan and teach integrated lessons, and to increase students' understanding of physics concepts. Teachers attend after-school and summer workshops and participate in online discussions throughout the school year to critically reflect on their learning and to share successes and challenges of teaching integrated lesson plans with their colleagues.

SELECTED IMPACT STUDIES AND RESULTS ABOUT COLLEGE

Drs. Charlene Czerniak, Scott Molitor, Joan Kaderavek, and Susanna Haggood, along with the entire NURTURES staff, trained 150 Toledo Public Schools early childhood and urban preschool teachers in a two-week professional development (PD) institute during the summer of 2015. To date, the NURTURES project has trained 350 educators over the course of the project. The PD focuses on training teachers to implement science inquiry aligned with the *Next Generation Science Standards* and *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* (NRC, 2012). The PD is offered as one component of the NURTURES project. This is a grant to improve PK-3 science outcomes using the complementary education model (Harvard Family Research Project 2008). A substantial focus of the NURTURES math-science project is to improve science instruction in PK-3 classrooms through two-week summer PD institutes, academic year coaching, and monthly follow up PD. To date, the NURTURES research team has presented 19 conference papers, has 2 manuscripts published in peer-reviewed journals, and 2 articles currently under review.

In addition to the teacher training, NURTURES held six community events that were planned in coordination with the curriculum occurring within the classroom. Students and families of 148 participating classrooms received individual invitations to each event. Event flyers were also distributed to 19 local public library locations and community resource partners, and ads were placed in print publications geared towards targeted demographics. We continue to expand methods to increase minority attendance at these events. For example, flyers were also distributed through a pastoral association for dissemination to members of urban churches, in an attempt to increase attendance from targeted demographics.

Bus tokens were distributed to families in need of transportation to events to eliminate potential transportation barriers. In total, community event programming reached 327 families and 1134 people during this reporting period and cumulatively, 793 families and 2917 people since the grant's beginning. Attendance between this year and the previous year increased by 23%.

Dr. Lynne Hamer is leading a college initiative to address the nationwide shortage of teachers of color with lived urban experience. A collaboration with Toledo Public Schools (TPS), "Teach Toledo," will recruit Toledo Central City residents and others who specifically want to learn to teach effectively in urban schools. The program is a 2+2 design: candidates will initially work toward an Associate of Arts degree, with a focus on urban education. At least half of the coursework will be on-site at TPS's Jones Leadership Academy. After earning their Associate's, candidates will continue coursework in Education to earn a Bachelor's degree and become licensed teachers. The initiative design is based on the UT@TPS program (https://www.utoledo.edu/call/ut_tps.html) established with a JHCOE Dean's Innovation Grant in 2011.

Job Placement Rates (2014-15 Completers)

Number of Completers	148
Completers Tracked	112 (75.7%)
Completers teaching in Ohio public schools in field prepared	64 (57.1%)
Completers teaching in Ohio public schools in field other than prepared	0 (0.0%)
Completers teaching in Ohio public schools in unidentified field	10 (8.9%)
Completers teaching in private or out-of-state schools	32 (28.6%)
Completers not teaching	6 (5.4%)

Self-Reported Readiness to Teach

	Pre-Student Teaching		Post-Student Teaching	
	Not Prepared	Prepared	Not Prepared	Prepared
Teach in content/licensure area	3.3%	96.7%	0.0%	100%
Use academic content standards	0.7%	99.3%	0.0%	100%
Engage students	0.7%	99.3%	0.0%	100%
Prepare daily lessons and unit plans	5.4%	94.7%	0.7%	99.3%
Use assessments	*9.3%	*90.0%	0.7%	99.3%
Differentiate instruction	7.3%	92.7%	2.1%	97.9%
Modify teaching using assessment data	10.0%	90.0%	0.7%	99.3%
Integrate technology in lesson planning and delivery	7.3%	92.7%	2.1%	97.9%
Establish classroom operations	2.0%	98.0%	0.0%	100%
Implement classroom management strategies	10.7%	89.3%	1.4%	98.6%
Positively impact student learning	1.3%	98.7%	0.0%	100%
Communicate with parents and families	14.7%	85.3%	4.1%	95.9%
Collaborate with faculty and staff	5.3%	94.7%	0.7%	99.3%
Work with students with limited English Proficiency	28%	72%	19.3%	80.7%
Work with students in high poverty settings	10.7%	89.3%	4.1%	95.9%
Be knowledgeable about educational support resources	16.7%	83.3%	6.2%	93.3%
Be knowledgeable about school governance	12.7%	87.3%	8.3%	91.7%
Be knowledgeable about data-driven decision making	**10.7%	**88.0%	6.2%	93.8%
Be a good example of the teaching profession	0.7%	99.3%	0.7%	99.3%

Cohort of 150 student teachers; pre-student teaching response rate = 100%; post-student teaching response rate = 99.3%

*One candidate did not respond to this item

**Two candidates did not respond to this item

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

Wright State University's College of Education and Human Services (CEHS) is committed to the National Network for Educational Renewal's mission to promote the simultaneous renewal of educator preparation and P-12 student learning. The College's **mutually beneficial partnerships with ten school districts and Professional Development School relationships with eight partnership schools** allow for ongoing collaboration in the design, development, and evaluation of teacher preparation programs and professional development activities. Particularly noteworthy:

1. The College's online master's in education degree program was ranked first in the state and #17 in the nation in U.S. News & World Report's 2015 Best Online Education Programs;
2. The National Network for Educational Renewal selected Wright State University's College of Education and Human Services and the Dayton Boys Preparatory Academy partnership as its 2015 Richard W. Clark Partner School Award winner; in recognition of the College's commitment to developing and sustaining partner schools that provide quality access to knowledge to all students;
3. The graduate level initial licensure programs in Middle Childhood Education and Adolescent to Young Adult Education allow for the development of more depth in, as well as the integration of, teacher candidates' content knowledge, pedagogical knowledge, and pedagogical content knowledge;
4. CEHS provides grant support to faculty working with partnership schools on projects beneficial to both research activities and K-12 student learning;
5. CEHS 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;
6. Faculty teaching language arts, math, and science model how to teach the content area in content courses specifically designed for teacher candidates; and
7. Eleven WSU faculty, with advanced understanding in both content and pedagogy, hold joint appointments between the CEHS and the College of Liberal Arts or the College of Science and Mathematics.

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 regional 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 in 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 counselors, organizational leaders, personnel counselors, rehabilitation counselors and direct 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 early childhood education; health and physical education; career, technical, and adult education; sign language interpreting; rehabilitation services; organizational leadership; public health; sports science; 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 clinical 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

CANDIDATE CHARACTERISTICS AND OUTCOMES

In 2014-2015, the overall mean ACT composite score for students admitted to undergraduate education majors was 24 and the overall GPA was 3.36. The overall mean GPA for students admitted to graduate education majors was 3.46.

WSU was a lead institution for Ohio in the implementation of the national Teacher Performance Assessment (edTPA) initiative. During 2014-2015, nearly 146 edTPA portfolios were completed in sixteen content areas.

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 2014-2015, more than 97% 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.

The Ohio Standards for the Teaching Profession assessment in 2014-2015 revealed that 94% 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

WSU is accredited by the National Council for the Accreditation of Teacher Education (NCATE), having successfully completed a continuing NCATE on-site review on November 15-17, 2015.

STRENGTHS AS CITED BY ON-SITE TEAM

The NCATE Board of Examiners noted several strengths in relation to the standards, including: the unit's comprehensiveness in assessment practices; the unit's commitment to ensuring that Wright State candidates have authentic field experiences; the full year student teaching experience that allows candidates to interact with teachers, families of students, and administrators about their practice for an entire year; the unit's substantial investment in continuous improvement, modeling best practices in teaching, and actively engaging in dialogues with P-12 practitioners to improve teaching, candidate learning, and the preparation of educators.

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

Although the NCATE Board of Examiners (BOE) found evidence during the visit that candidates complete their field experiences with P-12 students from diverse groups, the team

recommended that a formal system be established to track candidate experiences with P-12 students from each diverse group. The BOE also recommended that the unit improve the diversity of its enrollment in educator preparation programs.

PARTNERSHIP ENTITIES

One of the most notable collaborations with the professional world of practice in P-12 schools is the university's Professional Development Schools (PDS) model, which focuses on the preparation of new teachers, faculty development, inquiry directed at the improvement of practice, and enhanced student achievement. The unit currently has PDS agreements with eight area schools, including the Dayton Boys Preparatory Academy, Dayton Regional STEM School, Eastmont Elementary School, Horace Mann Elementary School, Louise Troy Elementary School, Milton-Union Exempted Village Schools, Morton Middle School, and Westbrooke Village Elementary School.

WSU also has partnership memoranda of understanding with ten local educational agencies, including Bellbrook Sugarcreek City Schools, Dayton City Schools, the Dayton Regional STEM School, Fairborn City Schools, Huber Heights City Schools, Milton-Union Exempt Village Schools, Ripley Union Lewis Huntington School District, Trotwood-Madison City Schools, Troy City Schools, and West Carrollton City Schools.

In addition to the Professional Development Schools, the college has recently expanded its efforts with community organizations through the Professional Development Community (PDC). Current PDC members are the City of Dayton's Mediation Services, Calumet Center, NorthView, Spire Arts, Girl Scouts of Ohio, and Daybreak.

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

- YSU Turnaround Principals Leadership Academy:** The Educational Administration program, with funding from the Ohio Department of Education, is partnering with Youngstown City Schools to provide a Leadership Academy for 40 current administrators and a cohort of aspiring leaders during the 2015-16 school year. The Leadership Academy will deliver an intellectually rigorous and specialized professional development experience to school principals and aspiring leaders. Focused on the challenges of urban education, the Academy employs a cohort model to guide participants in the study of school culture, achievement, and organizational change and provide a forum for analyzing the effects of district and building initiatives. The culminating experience for the participants will be a job-embedded and immediately relevant leadership project designed to strengthen current leadership practices, support purposeful engagement with school stakeholders, and contribute to the district's turnaround and revitalization.
- Aspiring Leaders Partnerships:** After conducting focus groups with program graduates currently leading high performing buildings and collaborating with ESC officials in Trumbull and Mahoning Counties, the BCOE launched the Aspiring Leaders Program, an accelerated, off-campus, cohort-based preparation program designed to ensure a pool of highly qualified candidates ready to assume building leadership roles. The program increased the admissions requirements; adopted a cohort model to promote collaboration and networking within and across districts; moved delivery to the sites of the ESC partners, and infused clinical activities across this entire 24-month masters + principalship program. Advisory Committees composed of superintendents and principals provide continuing oversight, curriculum recommendations, and referral of new applicants. The program has graduated 29 administrative candidates as of December 2015. Preliminary data point to the positive benefits of this new model and closer and more formal partnerships with ESCs and the community of practice.
- YSU Ed.D. Leadership Program Forges Collaborative Partnership with ESC of Cuyahoga County:** 15 building and district leaders have enrolled in the first doctoral cohort offered by YSU in collaboration with the Cuyahoga County ESC. This practitioner-focused terminal degree program blends practice with learning and leadership theory, enabling the doctoral candidates to apply new knowledge in their current leadership roles.
- Penguin Assistants for Student Success (Project PASS):** With support of an ODE grant, YSU teacher candidates are working one-on-one with second- and third-graders in the Youngstown City Schools to raise reading achievement levels and passage rates on tests linked to the Third Grade Reading Guarantee. Since January 2015, YSU teacher candidates have provided over 20,000 hours of individualized literacy tutoring sessions and services to approximately 300 Youngstown City School students. Teacher candidates report that their own classroom learning is enhanced by this opportunity to apply the principles of reading instruction in elementary school classrooms.
- Ohio Deans Compact Grant:** The Teacher Education and Special Education faculty have been awarded a \$225,000 grant from the Ohio Deans Compact on Exceptional Children to develop a dual licensure program in Early Childhood/Early Childhood Intervention Specialist with TESOL (Teaching English to Speakers of Other Languages) Endorsement. This newly integrated program will ensure that BCOE teacher candidates are better equipped to teach all children in their classrooms, including those with special needs and/or English language learners. The program, expected to commence in August 2016, will cultivate an inclusive strategy and train candidates on research-based instructional skills that engage diverse learners.
- Study Abroad:** 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. Five groups of YSU students have participated in this unique study abroad opportunity.
- Counseling Honors:** The YSU Counseling Program received the 2015 Association for Counselor Education & Supervision (ACES) Outstanding Program Award. This national recognition reflects the overall excellence of our faculty, staff, students, and alumni. Students in the program have earned additional national recognition from Chi Sigma Iota, the counseling honor society, which selected YSU students to receive the Outstanding Entry Level Student Award and the Leadership Fellow Award in 2015.
- Freedom School:** The College collaborated with Tabernacle Baptist Church in sponsoring the Freedom School, a summer experience for children emphasizing literacy, citizenship, and civil rights. Four teacher candidates were trained and immersed in this six-week long program that supports students' education and overall health.
- ECE Generalist Endorsement:** 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, STEM Explore brought 30 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.
- **TOPS:** 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 BCOE candidates to work with youth with severe disabilities.
- **Peer Tutors:** YSU Peer Tutors for the Reading and Study Skills Center participate in a training program and evaluation process that enables them to receive the International Tutor Training Program Certification from the College Reading and Learning Association. Approximately one-third of these Peer Tutors are candidates in teacher education programs.
- **Conference Presentations:** Candidates for the Doctor of Education degree in Educational Leadership regularly present research papers at state, regional, and national conferences.
- **Community Counseling Clinic:** Staffed and managed by the College, the Community Counseling Clinic 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.

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), (MI)
- 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, 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, 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, school psychologists, 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 2014-2015 academic year had an average ACT score of 21.02 upon entering the university.

2. Number of candidates participating in edTPA

During the 2014-2015 academic year, all student teachers completed the Teacher Performance Assessment and had their TPA scored by Pearson.

Semester	N	Average Total Score	Average Rubric Score
F14	68	47.03	3.13
S15	112	46.96	3.13

3. Overall GPA of 2014-2015 candidates in program upon graduation

Program	N	Mean
Adolescent Young Adult	43	3.45
Early Childhood	62	3.48
Intervention Specialist	32	3.41
Middle Childhood	27	3.36
Career/Technical	2	3.44
Multi-Age	24	3.57
<i>Total</i>	190	3.44

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

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

Field hours currently (Fall 2015) required of candidates prior to student teaching:

Programs	Total Field Hours
Adolescent/Young Adult	155
Early Childhood	552
Foreign Language	155
Middle Childhood	370
Music	123
Health	273
Physical Education	275
Intervention Specialist (MM)	549
Visual Arts	108

2. How many weeks is the student teaching experience?

All candidates are involved in the student teaching experience for the full 16 week semester.

3. The percentage of teacher candidates in the 2014-15 year that satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project.

In the fall 2014 semester, 93% of the teacher candidates completed the clinical practice requirements and 94% of the teacher candidates completed the clinical practice requirements in spring 2015.

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 2014-2015 academic year, 94% of the student teacher candidates provided evidence of their ability to effectively use assessments.

2. Quantitative summary of student teaching evaluations

During the 2014-2015 academic year, 174 candidates completed student teaching. Candidates are evaluated on the Ohio Standards for the Teaching Profession and are rated Unsatisfactory, Satisfactory, Competent and Skilled. The candidates' average performance on the OSTP Standards is indicated in the following chart.

Ohio Standards for the Teaching Profession	Rating	Mean
Standard 1: Students	Competent	3.37/4
Standard 2: Content	Competent	3.36/4
Standard 3: Assessment	Competent	3.08/4
Standard 4: Instruction	Competent	3.33/4
Standard 5: Learning Environment	Competent	3.62/4
Standard 6: Collaboration and Communication	Competent	3.19/4
Standard 7: Professional Responsibility and Growth	Competent	3.59/4

During the 2014-15 academic year, student teacher candidates . . .	Percentage
were recommended for licensure by both the cooperating teacher and university supervisor;	94%
scored above satisfactory on the student teaching final assessment;	89%
scored above satisfactory for professional performance and development;	96%
scored above satisfactory in demonstrating the belief all students can learn;	96%
scored above satisfactory on creating learning environments that promoted high levels of learning and achievement for all students;	91%
scored above satisfactory on creating fairness in the classroom.	96%

POST-GRADUATION MEASURES

FOLLOW-UP POST-GRADUATION

YSU graduates achieved outstanding success in the Resident Educator Program which monitors performance of new teachers in their early years of employment. The 2014 Educator Preparation Performance Report indicates that 153 of 153 (100%) new teachers successfully completed their first year of residency; 96 of 97 (99%) completed Residency Year 2; and 27 out of 27 (100%) completed Residency Year 3.

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 2014-15 academic year, the College continued its 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.

SUED State University Education Deans

