

Educator Preparation in



OHIO

Making a Difference

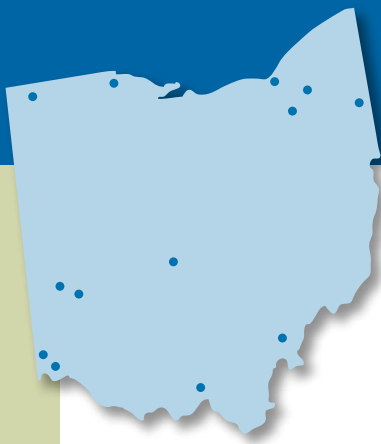
SUED State University Education Deans

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Making a Difference

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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 Board of Regents, 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.

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 3.47
- 23.32 ACT composite score
- 1118 SAT composite score
- On average between 140.02 and 336.61 field experience hours 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. 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 cohort program; innovative uses of technology such as the TeachLivE Avatar Lab; mentoring/coaching programs for underachieving P-12 learners; 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 dual-enrollment 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 Performance Report published by the Ohio Board of Regents www.ohiohighered.org/educator-accountability/2014-performance-reports. We invite you to view the report and the profiles in this booklet to see the richness and diversity of the programs preparing teachers for Ohio and beyond.

Joanne Arhar, Ed.D.
Chair, State University Education Deans

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

Endorsement or Certificate Programs

Adapted Physical Education, Undergraduate Endorsement

SCHOOL OF INTERVENTION SERVICES

Undergraduate Teacher Licensure Programs

Mild/Moderate (Special Education)

Moderate/Intensive (Special Education)

Deaf/Hard of Hearing (Special Education)

Graduate Teacher Licensure Programs

Assistive Technology (Special Education), M.Ed.

Autism Spectrum Disorders, M.Ed.

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

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

School Counseling, M.Ed.

Endorsement or Certificate Programs

Assistive Technology, Graduate Certificate

Autism Spectrum Disorders, Graduate Certificate

Transition to Work, Graduate Endorsement

SCHOOL OF TEACHING AND LEARNING

Undergraduate Teacher Licensure Programs

Adolescence/Young Adult Education:

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

Business and Marketing Education

Inclusive Early Childhood Education:

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

Middle Childhood Education:

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

World Language Education:

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

Graduate Programs

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

College of Education and Human Development

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

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Candidates ACT/SAT scores upon entering as first time full time freshmen OR professional education component: 22.9
4. Overall GPA of candidates in program upon graduation: 3.63

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. How many field/clinical hours prior to student teaching are required of candidates in the school of education?
Minimum number of field/clinical hours prior to student teaching required = 70
Maximum number of field/clinical hours prior to student teaching required = 498
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 2013-14 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: 97%

2. Quantitative summary of student teaching evaluations, AY 2013-14 (N=505)

Standard	Target	Acceptable	Unacceptable	Mean Score (3=high; 1=low)
Standard 1: Student Learning	77.8%	19.8%	2.4%	2.75
Standard 2: Content	73.3%	24%	2.8%	2.7
Standard 3: Assessment	63%	34.1%	3%	2.6
Standard 4: Plan/Deliver Effective Instruction	69.5%	27.5%	3%	2.67
Standard 5: Learning Environment	75.2%	22.6%	2.2%	2.73
Standard 6: Collaboration /Communication	68.1%	29.7%	2.2%	2.66
Standard 7: Professional Growth	73.1%	25.1%	1.8%	2.71
Disposition 1: Professionalism	82.4%	15%	2.6%	2.8
Disposition 2: Diversity	80.8%	17.6%	1.6%	2.79
Disposition 3: Technology	75.8%	22.4%	1.8%	2.74
Disposition 4: Collaboration	77.2%	20.2%	2.6%	2.75
Overall	74.2%	23.5%	2.3%	2.72

ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

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

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

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

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

In 2013-14, the College of Education and Human Development offered 58 professional development sessions that served 2,972 participants, including faculty, staff, students and state and local community partners.

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

ABOUT

Central State University 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 into a College of Education and Industrial Arts, which provided for four-year college programs. As a result, 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 is accredited by the Higher Learning Commission of the North Central Association of College and Schools, and in 2012, the University was granted 1890 Land Grant status.

Central State is Ohio's only predominantly African American public institution of higher education. The enabling 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 responsibility. Faculty members have a deep commitment to providing academic advising and mentoring to all students enrolled at the University.

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 main campus is four miles northeast of Xenia and 18 miles east of Dayton. The University also has a Dayton location.

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; teacher education programs are approved by the Ohio Department of Education and accredited by the National Council for the Accreditation of Teacher Education.

DEPARTMENTS, UNITS AND PROGRAMS

Department of Professional Education

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

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

Health, Physical Education and Recreation

- Multi-Age Health Education for grades K-12
- Multi-Age Physical Education for grades K-12

Additional Degree Programs

Recreation: Bachelor of Science Degree (non-licensure)

MISSION

The mission of the College of Education is to prepare educators who are effective in serving as active facilitators of learning for the diverse student population. The College is committed to the preparation of educators who observe students in various learning situations and, as a result, are prepared to take appropriate action to enhance the teaching-learning environment.



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:

Admission requirements for the College of Education do not mandate a minimum ACT/SAT score for entry into teacher education programs. The average ACT score for students admitted into teacher education programs is 16.

3. Number of candidates participating in edTPA:

In 2013-14, 37 candidates completed the edTPA during clinical practice. All 37 assessments were locally scored during the 2013-14 academic year.

4. Overall GPA of candidates in program upon graduation:

The average GPA for Undergraduate/Post-baccalaureate candidates completing the program in 2013-14 is 3.41.

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

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

Depending upon program major, candidates complete between 124-200 hours of field and clinical experiences prior to student teaching.

2. How many weeks is the student teaching experience?

Candidates participate in 16 consecutive weeks of clinical experience in a classroom appropriate for their respective licensure. Candidates are required to successfully complete a total of 525-600 hours of student teaching.

3. The percentage of teacher candidates in the 2013-14 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project.

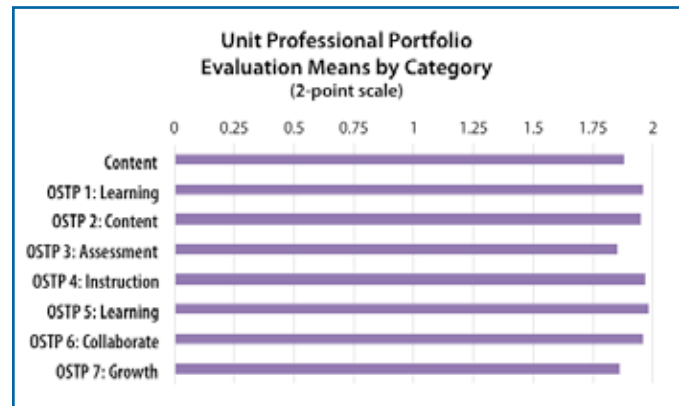
During the 2013-14 academic year, 95% of candidates successfully completed requirements for both clinical practice and capstone.

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 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 during the 2013-14 academic year, 95% successfully completed the edTPA.

2. Quantitative summary of student teaching portfolios:



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 is one of only 280 institutions across the country to be listed within the “National Universities” rankings. The rankings are 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 2014 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 has reached a 20-year high of 17,730 students, most of whom (90 percent) are from Ohio, specifically Cuyahoga County (72 percent). Graduate and law students make up 30 percent of total enrollment. Cleveland State has an older 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 one of the most diverse faculty in the state, 24% minority and 41% women. Of the University’s 511 full-time professors, 84% hold the highest degree in their field. With one of the most robust Fulbright programs in the United States, 18 faculty have received Fulbright awards within the past five years. In Fiscal Year 2012, CSU faculty received sponsored program awards totaling over \$12 million dollars. While Cleveland State is a “young” institution, it has committed itself to discovery and to becoming a research-focused university. These efforts to expand research and development activities are possible only through the drive, dedication and intellect of the University’s talented and diverse faculty and the contributions of graduate students and post-doctoral researchers.

DEPARTMENTS, UNITS AND PROGRAMS

Cleveland State is organized into nine academic units: the Monte Ahuja College of Business, the College of Education and Human Services, the Washkewicz College of Engineering, the College of Liberal Arts and Social Sciences, the School of Nursing, the College of Sciences and Health Professions, the Maxine Goodman Levin College of Urban Affairs, the College of Graduate Studies, and the Cleveland-Marshall College of Law. The **College of Education and Human Services** is comprised of four departments: 1) Curriculum and Foundations; 2) Teacher Education; 3) Counseling, Administration, Supervision and Adult Learning; and 4) Health and Human Performance. In addition, the College is home to the Campus International School, the Center for Educational Leadership, 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, please visit our web site at www.csuohio.edu/cehs/

MISSION

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

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

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

The College of Education and Human Services enrolls a sizeable population of transfer students for whom ACT or SAT scores are frequently not available. Admission requirements for the College’s teacher preparation programs do not, therefore, mandate submission of such test scores. Nevertheless, the ACT/SAT scores for first-time, full-time freshman who were admitted to Cleveland State University during the 2013-2014 academic year with the expressed intent of pursuing an undergraduate degree in education are tabled below.

Admissions Exam	N	Range	Mean
ACT Composite	85	16-32	20
SAT Verbal	18	340-560	474
SAT Math	18	310-560	452

Undergraduate admission to the College of Education and Human Services as a degree-seeking student requires that applicants have completed at least 30 semester hours of undergraduate coursework with a cumulative grade point average of 2.50 or better, to include a college-level mathematics and a college-level English composition course in which they have earned a grade of “C” or better. Post-baccalaureate students are admitted and enroll as undergraduates. They must have a baccalaureate degree with a minimum 2.50 overall grade point average. Applicants to graduate programs must have an overall grade point average of 2.75 or better if their baccalaureate degree is less than six years old; if six or more years old, a cumulative grade point average of 3.00 is required. Graduate applicants who do not have the necessary grade point average may still gain admission upon completion of 12 credits of graduate coursework at Cleveland State, including a course in educational research, with a 3.00 grade point average. If required by the program, applicants also submit an essay on a relevant topic as prescribed by program faculty. Finally, candidates at all levels must complete a satisfactory intake interview.

2. Number of candidates participating in edTPA.

In 2013-14, 178 candidates completed the edTPA at Cleveland State University. All 178 assessments were locally scored during the 2013-14 academic year.

3. Overall GPA of candidates in program upon graduation

- Undergraduate/Post-baccalaureate initial teaching licensure Mean GPA = 3.21 (N=155; minimum required GPA for program completion is 2.50 overall/2.75 professional education).
- Graduate initial teaching licensure Mean GPA = 3.26 (N=21; minimum required GPA for program completion is 3.00 overall).

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

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

On average, candidates complete 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.

Ninety-two percent of teacher candidates in the 2012-2013 academic year satisfactorily completed all clinical practice requirements, including but not limited to student teaching and a capstone project.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

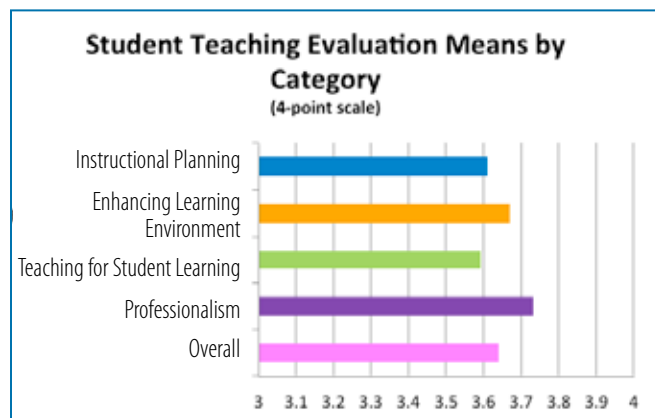
1. The percent of candidates who completed a work portfolio or other collection of student work/culminating assessment, which provided evidence of candidates’ ability to use assessment effectively

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

2. Quantitative summary of student teaching evaluations

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

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



ACCREDITATION OUTCOMES

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

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

STRENGTHS AS CITED BY ON-SITE NCATE TEAM

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

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE NCATE TEAM

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

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

PARTNERSHIP ENTITIES

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

More recently, in November of 2013, Cleveland Mayor Frank Jackson joined officials from CSU, the Cleveland Metropolitan School District, and the KeyBank Foundation to celebrate the grand opening of the MC2STEM High School on CSU's campus. 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."

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 relationships 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

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 CSU Teach model.

- **Computing Education for the 21st Century (CE21): Computing in Secondary Schools** — \$814,886

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. For more information regarding this project, please visit <http://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

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

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

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

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.

ABOUT

Kent State University (www.kent.edu/index.cfm) is located in northeast Ohio, a geographic area rich in institutional diversity. Kent State University's eight-campus system, among the largest regional systems in the country, serves both the development of a true living/learning approach at the Kent Campus and the regional needs on seven other campuses throughout Northeast Ohio. Total enrollment at all eight campuses in fall 2014 is 41,214 with 28,457 enrolled at the Kent Campus.

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

We offer educator preparation leading to licensure in Early Childhood, Middle Childhood, Integrated Language Arts, Integrated Social Studies, Integrated Mathematics, Integrated Science, and Special Education at the undergraduate and graduate level. Candidates can also study multi-age programs in Physical Education and Health Education, as well as Art, Dance, Music, World Languages, and Teaching English to Speakers of Other Languages through collaboration with our partner colleges at KSU. Programs focused on Education Administration (Principal, Superintendent), School Psychologist, School Speech Language Pathologist, School Audiologist, and School Counselor licensure are available at the graduate level. A variety of endorsements are available at the undergraduate, post-baccalaureate, and graduate level.

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.

ACCREDITATION OUTCOMES

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

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. ACT/SAT of candidates entering professional phase in 2013-2014 — ACT English: 28.2; ACT Math: 27.2; ACT Reading: 29.4; SAT Quant: 660.0; SAT Verbal: 638.6
2. Pass rate on licensure tests — 96% for fall 2012 through summer 2013
3. Cumulative graduation GPA
Undergraduate initial licensure GPA= 3.511 (2.75 minimum);
MED/MAT initial licensure GPA=3.40

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. Number of hours of field experience prior to student teaching
Average Program Minimum Hours: 135.6; Average Program Maximum Hours: 171
2. Number of weeks of student teaching — 12-16 weeks for an average of 14 weeks
3. Percentage of candidates placed in schools serving a high number of low-income and/or minority students — 100%
4. Number of Candidates participating in the edTPA — 422
5. Percentage of candidates who satisfactorily complete clinical practice requirements (student teaching) — 98.3%

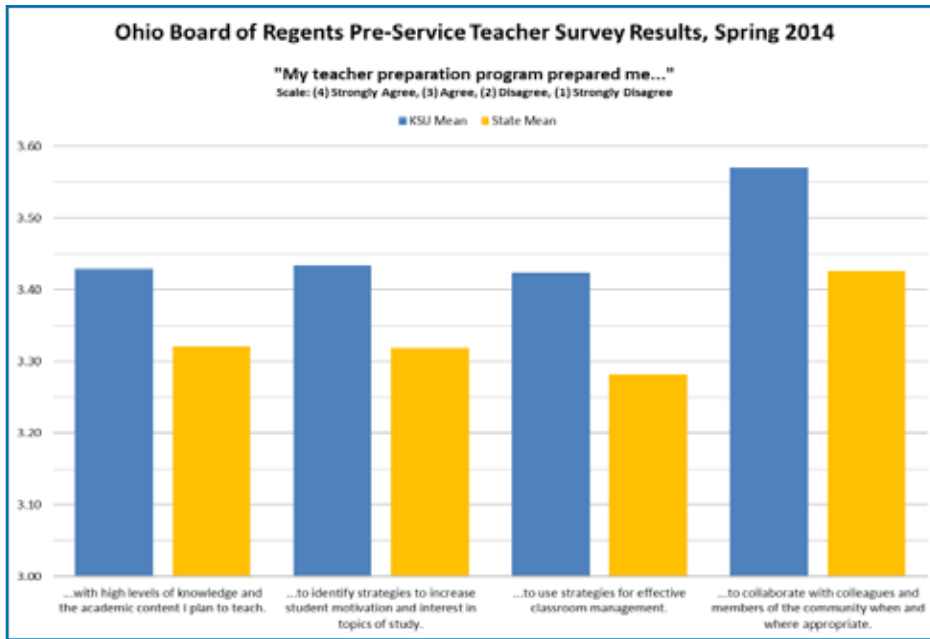
CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

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

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

INTERNATIONAL ACTIVITY

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



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

SELECT FEDERAL/U.S. DEPARTMENT OF EDUCATION GRANTS

- The Noyce Scholars Program**, a 5-year \$1 million NSF grant, to provide scholarships for ten math and science pre-service teachers with undergraduate degrees in STEM fields.
- The Use of Mobile Applications for Informal Learning in the Cuyahoga Valley National Park**, a three-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 designed as a one-year full-time experience to prepare practitioners to provide direct services to young children and their families, consult with other professionals, and apply research-based practices in the profession.
- Comparing Interventions to Improve the Well-Being of Custodial Grand families**, a four year \$2.8 million grant from NIH to compare two evidenced-based interventions regarding their ability to facilitate health promotion/risk reduction behaviors that benefit the mental health of custodial grandmothers and grandchildren.

- Project CAREER: Development of an Interprofessional Demonstration to Support the Transition of Students with Traumatic Brain Injuries from Postsecondary Education to Employment**, a four year \$2.4 million grant from U.S. Department of Education designed to improve the employment success of undergraduate college and university students with traumatic brain injury.
- Early Childhood Intervention for school Psychologists and Speech Pathologists**, a five-year \$1.2 million grant from U.S. Department of Education to increase the quantity and quality of related services personnel from the disciplines of school psychology and speech pathology prepared to serve young children with disabilities and their families.

INNOVATIVE TEACHER PREPARATION RESEARCH AND PRACTICE

- A clinically-based teacher preparation program that includes year-long student teaching with co-teaching.
- Strong partnerships with local school districts to support faculty (KSU and district teachers) development in Ohio's new Learning Standards through the **Kent Education Excellence Partnership (KEEP)**.
- The **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 9 federal and private foundation projects with a 2013-2014 budget of approximately \$1.9 million.
- Since 1972, the **Kent State University Child Development Center**, a nationally recognized laboratory school, has played a central role in educating and caring for children, professionally preparing teachers, and generating research to inform practice.

ABOUT

Miami is a public university of Ohio. Approximately 15,400 undergraduates and 2,260 graduate students are enrolled at the Oxford campus. About 230 of the undergraduates attend one or two semesters at the John E. Dolibois European Campus in Differdange, Luxembourg. Two commuter campuses in the nearby cities of Hamilton and Middletown, enroll nearly 5,700 additional students.

Miami's Voice of America Learning Center in nearby West Chester, Ohio opened January 2009. Serving approximately 400 undergraduates and 200 graduate students, this multipurpose instructional facility offers graduate and undergraduate courses and programs, as well as customized training opportunities for business, industry, school districts, and government agencies.

DEPARTMENTS, UNITS AND PROGRAMS

Miami's **College of Education, Health and Society (EHS)** offers 10 programs for the initial preparation of teachers. The Department of Teacher Education offers programs in Early Childhood Education, Middle Childhood Education, and Adolescent to Young Adult Education (English language arts, mathematics, science, and social studies), and Foreign Language for the initial preparation of teachers. The Adolescent to Young Adult and Foreign Language programs are offered at both the undergraduate and graduate levels. The Department of Educational Psychology offers a program for intervention specialist—mild/moderate disabilities for the initial preparation of teachers. This program is available at the undergraduate level and as a post-baccalaureate program for teachers licensed in other areas. In addition to these programs, the School of Creative Arts offers programs in art and music education for the initial preparation of teachers. Teachers throughout the area can also pursue professional development workshops and higher degrees. For more information, visit www.miamioh.edu/ehs

MISSION

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

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Candidates ACT/SAT scores upon entering as first time freshmen OR professional education component: 24.4
2. Number of candidates participating in edTPA: 438
3. Overall GPA of candidates in program upon graduation: 3.22

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES:

1. 666-820 field/clinical hours total are required of candidates in the school of education.
2. The student teaching experience consists of 16 weeks.
3. With our new focus on co-teaching, all candidates begin to teach full-time within two weeks and continue throughout the entire semester.
4. The percentage of teacher candidates in the 2012-2013 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project was 96.5%.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

1. 100% percent of candidates completed a work portfolio or other collection of student work/culminating assessment, which provided evidence of their ability to use assessment effectively.
2. Quantitative summary of student teaching evaluations

Students at Miami are evaluated as beginning teachers by their mentor teachers on how well they meet the Ohio Standards for the Teaching Profession. This evaluation is based on the mentor teachers' observations during the student teaching experience. During the 2012-2013 academic year the average developmental score (on a 4 point scale) for each of the standards was as follows:

OSTP Standards	Standard description	Miami candidates' mean score
1	Student Learning and Development	3.19
2	Content Knowledge	3.31
3	Assessment of Student Learning	3.03
4	Instructional Practices	3.18
5	Creation of Positive Learning Environment	3.30
6	Collaboration and Communication	3.05
7	Professionalism	3.26

3. Candidate Evaluation of Field Experience

Below are selected data from the 2014 pre-service survey of student teachers completed for the Ohio Educator Preparation Performance Report. Miami University had a 91% response rate. When asked if their preparation program provided the following aspects of field and clinical experiences, student teachers responded as follows:

- Integrated field experiences that supported my development as an effective educator focused on student learning — 3.51
- Field experience in a variety of settings (urban, suburban, rural) — 3.62
- Student teaching experience(s) that supported my development as an effective educator focused on student learning — 3.67
- Cooperating teachers who supported me through observation and conferences — 3.56
- University supervisors who supported me through observation and conferences — 3.52

ACCREDITATION OUTCOMES

Date of Next Review: March 2016

STRENGTHS AS CITED BY ON-SITE TEAM

- A high number of programs received national recognition upon first submission from their professional associations.
- Collaborative work of teacher candidates to critique and reflect on each other's practice with the goal of improving their ability to improve student learning.
- Field experience and clinical practice are well sequenced and structured to assist candidates in their quest to advance their knowledge, skills, and professional dispositions related to all students.
- Exemplary practices in the preparation of prospective teachers for diversity.

English Language Learner (ELL) Infusion: The TELLs certificate (Teaching English Language Learners) is an innovative undergraduate certificate in teacher education at Miami University that provides teacher candidates in any licensure area the theoretical foundations and practical experiences necessary for PreK-12 teachers to work successfully with English Language Learners (ELLs) in the mainstream classroom. The required courses combine teacher education courses that meld field experience components with comprehensive case study assignments with an additional social justice or cultural diversity course to ensure teachers candidates obtain real-world understanding of the cultural and language development issues facing ELLs, their families and their teachers in schools.

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

AREAS FOR IMPROVEMENT (AFI) AS CITED BY ON-SITE TEAM AND CONTINUOUS IMPROVEMENT PLANS (CIP) FROM MIAMI UNIVERSITY

AFI: Teacher candidates have limited opportunities to interact with peers from diverse populations.

CIP: In response to this Area for Improvement, the School of Education, Health and Society is working on several initiatives to increase our pre-service educators' interaction with diverse peers. Ultimately, we realize that no one initiative will be sufficient for increasing interaction with diverse peers, and as such our objective is to create a network of options so that every teacher education student has the opportunity to benefit from at least one of the following initiatives:

- We are developing a series of courses (a university thematic sequence) intended to attract a more diverse population of students from across the campus to work with teacher education students on innovative educational initiatives, around community engagement, sustainability and equity.
- We are in the beginning stages of doing research on the experiences of diverse students in teacher education. The strategy is to develop a deep understanding of what they find beneficial and challenging about the culture of teacher education in particular and EHS in general, and then based on that data develop a targeted recruitment and retention plan.

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

- Miami partnered with 88 school districts for placement of students for field and student teaching experiences. This included districts across the state of Ohio as well as districts in Indiana, Illinois, Australia, Belize, Mexico and Europe.

- The Urban Teaching Cohort Program has established partnerships with the following community agencies in Cincinnati and the near West side of Cleveland:
 - Over-the-Rhine Community Housing
 - Peaselee Neighborhood Center
 - Venice on Vine
 - Contact Center
 - Cincinnati Coalition for the Homeless
 - St. John's Social Service Center
 - Our Daily Bread
 - Ohio City Incorporated

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

Teaching English Language Learners: All students in Adolescent Young Adult (AYA) programs take a course that prepares them to work with English Language Learners (ELLs) in their generalist classroom. In this course, students learn to apply effective strategies to promote language development through content area, design and implement effective instruction for language learners at various language proficiency levels, as well as create appropriate assessment instruments for language learners with different levels of second language proficiency.

Principal Preparation: Miami's educational leadership program received the Midwestern Association of Graduate Schools (MAGS) and Educational Testing Service (ETS) award for excellence and innovation in graduate education for the Dublin Partnership, a joint venture between Miami's department of education leadership and Dublin City Schools. Students collaborate with effective administrators within the Dublin schools while assuming leadership responsibilities and taking on real challenges within the district. The goal is to improve the traditional preparation of educational leaders by helping them achieve a clear understanding of what it takes to create an environment conducive to learning.

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

TeachLivE Avatar Lab: The TLE TeachLivE™ Lab has the ability to provide opportunities to develop the skills and craft of teaching in a virtual teaching environment, allowing pre-service and in-service teachers to correct errors as they master routines, experiment with new teaching ideas, and develop content area and pedagogical skills in a way that will transfer to a real classroom situation without negatively impacting the learning of real students. Created four years ago by an interdisciplinary team from the UCF College of Education and the Synthetic Reality Laboratory at the Institute for Simulation & Training, the TLE TeachLivE™ Lab has now expanded to several other universities that serve as beta sites to assist with further development of the system and the creation of a long-term research agenda. Partner universities include Clemson University, Florida State University, Miami University, Old Dominion University, Pace University, South Carolina State Upstate, the University of Kansas, the University of Western Michigan, the University of Wisconsin-Milwaukee, Utah State University, and West Virginia University.

Digital Backpacks: The Digital backpacks were initially intended to supplement weak technology in classroom environments, but now student teachers consider them as resources for classroom curriculum, lesson design, and student projects. The technologies in the backpacks include digital video recorders, laptops with iChat capacity, Smartpens, e-instruction student response systems and EBeam units that transform regular white boards into interactive Smartboard systems. Student teaching is the time to develop educational technology integration skills and the backpacks help the student teachers do just that. We have used them locally, in the Chicago Public Schools, and in our study abroad programs in Europe and Belize. They have been a huge asset in our Urban Teaching Project and likewise in Belize where advanced technology is scarce.

THE OHIO STATE UNIVERSITY

Columbus, Lima, Mansfield, Marion, & Newark, Ohio

ABOUT

The Ohio State University is one of America's largest and most comprehensive higher education institutions. It has been ranked among the Best Global Universities from a *U.S. News & World Report* survey evaluating institutions across the United States and 50 other countries. More than 64,000 students select from 15 colleges, 200 undergraduate majors, and 240 masters, doctoral, and professional degree programs. Ohio State is one of the nation's top-20 public universities, and 16th for graduate education schools. The **College of Education and Human Ecology** is further recognized as top-rated for preparing educators.

In the 2014 fiscal year, research and development expenditures in the Office of Sponsored Programs for the College of Education and Human Ecology totaled nearly \$39 million. The Educator Programs have national rankings with exemplars in the top ten for the following areas: Curriculum and Instruction, Education Administration, Elementary Teacher Education, Student Counseling, and Technical/Vocational.

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

There are seven new undergraduate majors in teacher education licensures that will serve schools throughout the state. The new undergraduate majors are Early Childhood Education, Multi-age Foreign Language, Secondary AYA Language Arts, Secondary AYA Mathematics, Secondary AYA Science, and Secondary AYA Social Studies. The Office of Educator Preparation recommends more than 550 candidates and interns for licensure and endorsement each year.

Professionally accredited licensure, endorsement, administrative, and pupil services licenses offered at Ohio State include:

Early Childhood Education: Grades PK–3
Middle Childhood Education: Grades 4–9
Adolescent to Young Adult: Grades 7–12:
Integrated Language Arts
Integrated Mathematics
Science Education
Social Studies

Special Education (Intervention Specialist):

Early Childhood Intervention Specialist
Mild/Moderate
Moderate/Intensive
Hearing Impairments
Visual Impairments

Multi-Age Licensure:

Art Education
Foreign Language Education
Health Education
Music Education
Physical Education
Teaching English to Speakers of Other Languages (TESOL)

Career Technical Licensure:

Agriscience Education
Family and Consumer Sciences
Integrated Business Education

Administrator's Licenses:

Principal
Superintendent

Pupil Services Licenses:

Orientation and Mobility Specialist
School Counselor
School Nurse
School Audiologist
School Psychologist
School Social Worker
School Speech Language Pathologist

Endorsements:

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

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 2013, teacher education candidates entering Ohio State's professional education component had an average ACT composite score of 24.7. The 2013 State ACT average was 22.7. Additionally, most Ohio State Foreign Language teacher candidates are



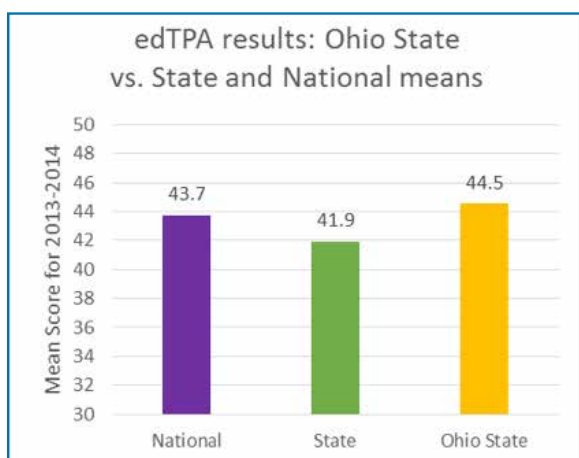
THE OHIO STATE UNIVERSITY

required to earn advanced low scores on the ACTFL Oral and Written Proficiency Tests. The overall GPA of both undergraduate and graduate candidates in educator preparation programs upon graduation was 3.68 out of a scale of 4.0.

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

The initial licensure programs average 298 hours of P-12 school experiences prior to a full 13 weeks of student teaching. For the 2013-2014 year, 354 teacher candidates were nationally evaluated on the Education Teacher Performance Assessment (edTPA), and 98% of teacher candidates satisfactorily completed student teaching.

Ohio State met or exceeded state and national averages on the 2013-2014 Educational Teacher Performance Assessment (edTPA) as shown in the chart below.



CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

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

SELECTED ACCOMPLISHMENTS AND UNIQUE FEATURES

Brosnan Co-Planning/Co-Teaching Model

The Brosnan Co-Planning/Co-Teaching (CP/CT) Model enables candidates and mentors to use a team approach, with a high emphasis on analyzing individual P-12 student learning. The Model also provides structure for candidate/mentor conversations as well as uses a variety of assessment techniques to maximize instruction. Early evidence shows that P-12 learning is greater with this model than with the student teachers alone or the cooperating teachers alone.

District cooperating teachers receive significant support for developing knowledge and skill sets for the model. This model also provides developmentally appropriate scaffolding for

pre-service teacher candidates. The Brosnan CP/CT Model model is used in our in secondary STEM settings, and has expanded to other grade bands and content areas.

The Crane Center for Early Childhood Research and Policy

The Crane Center conducts high quality research on child development and early education, including empirical research on how to improve children's learning and development in the home, the school, and the community.

The mission of the Crane Center is to stimulate research and influence practices and policies that enhance the well-being of children, particularly those experiencing risk, with respect to their cognitive, social-emotional, and physical development. The research produced informs practices used by teachers, speech-language pathologists and other practitioners.

The Math Coaching Project

Thanks to the Mathematics Coaching Program (MCP) in the School of Teaching and Learning, thousands of school children in Ohio elementary schools have improved their math skills. The Ohio State program first entered low achieving schools in Ohio starting in early 2006 to provide children with the opportunity to succeed in mathematics and to resolve academic emergency status. The MCP has achieved remarkable success in a short time.

With funding from the Ohio Department of Education, the MCP continues to improve math skills of Ohio's elementary and middle school children in low-performing schools. The Mathematics Coaching Program has coached more than 4,000 teachers in 239 schools, benefiting over 100,000 children.

The Reading Recovery Program

This is a research-based short-term intervention of one-to-one teaching for low-achieving first graders that has demonstrated effectiveness at improving overall student literacy performance. Reading Recovery students receive 30-minute lessons each school day for 12 to 20 weeks from a specially trained teacher.

The Schoenbaum Family Center

The Schoenbaum Family Center was created to meet the unique needs of every child, ranging from 6 weeks to 5 years old, as well as provide training and support for parents of young children. The Center provides exceptional learning opportunities and resources to families so that all children may enter kindergarten ready to learn and continue on successful educational trajectories.

Ohio Resource Center (ORC) Digital Learning Center

This Center improves educational opportunities for Ohio educators and students by providing access to digital content and offering services to support e-learning. ORC enhances teaching and learning by promoting standards based e-learning content and best practices in mathematics, science, English language areas, and social studies for Ohio schools and universities.

ORC develops easily accessible, peer-reviewed, high quality and effective digital resources and texts for educators. More specifically, the ORC reviews and rates all virtual course materials for K-12 in the State of Ohio and mounts them on the virtual platform serving schools state-wide. As of this date, ORC enjoys an 85% penetration in school districts in Ohio and is active in adjacent states as well.

Valid and Reliable Instruments for Educator Preparation Programs

We are using the Ohio Board of Regents Race to the Top funding to develop valid and reliable instruments for use by any Ohio-based college or university that licenses teachers. One instrument addresses essential skills and dispositions needed by a beginning teacher. It also encourages constructive discussions between the mentor, university supervisor and student teacher. Additionally, the funds will be used to develop valid and reliable instruments for particular content areas.

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

ABOUT

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

DEPARTMENTS, UNITS AND PROGRAMS

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

MISSION

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

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

1. Candidates ACT/SAT scores upon entering as first 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 1560.3.
2. Number of candidates participating in edTPA
A total of 449 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 3.50 for the 2013–2014 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; PESS: 370 hours; ML: 370 hours
2. How many weeks is the student teaching experience?
For the 2013–2014 academic year, early childhood professional interns completed 30 weeks (1200 hours) of professional internship (600 hours pre-primary and 600 hours primary)
For the 2013–2014 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 2013-14 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 2013–2014 academic year was 98.25%.

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 2013–2014 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 2013–2014 academic year. This is an increase from last year when the overall aggregate mean was 2.58.

ACCREDITATION OUTCOMES

Date of Last Review: November 16-18, 2014

We are currently awaiting the Board of Examiners' Report.

ENTITIES IN PARTNERSHIP

A signature feature of The Unit of Education is its partnership relationships. These include partnerships with local schools in Athens and surrounding counties, as coordinated by the Center for PDS Partnerships (including Early Childhood; Middle Childhood; Special Education; the CARE program for Middle Childhood, Adolescent-to-Young Adult, and Multi-Age majors; and the Teaching Fellows program); with other centers of The Patton College of Education, such as the Child Development Center (the university's laboratory school) and the Edward Stevens Center for the Study and Development of Literacy and Language; and with regional organizations like the Coalition of Rural and Appalachian Schools (CORAS) and the Southeast Ohio Center for Excellence in Mathematics and Science (SEOCEMS). These partnerships provide significant opportunities for field experiences, professional internships, and practicums.

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

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

The Patton College of Education's Center for Professional Development School Partnerships along with Athens City Schools was presented the Award for Exemplary Professional Development School Achievement by the National Association for Professional Development Schools (NAPDS).

The Patton College of Education's Instructional Technology program received the 2014 International Association for K12 Online Learning's iNACOL Innovator Award for Innovative Research in Blended and Online Learning

SELECTED IMPACT STUDIES AND RESULTS ABOUT COLLEGE

First-Year Retention <i>Percent of freshmen who return for second year</i>	
2012-13	83%
2011-12	84%
2010-11	84%
2009-10	83%

Student Diversity – College <i>Percent of college-wide minorities</i>	
2013-14	15%
2012-13	13%
2011-12	12%
2010-11	12%

Student Diversity – Graduate <i>Percent of college-wide minorities</i>	
2013-14	23%
2012-13	21%
2011-12	21%
2010-11	21%

Student Diversity – Undergraduate <i>Percent of college-wide minorities</i>	
2013-14	10%
2012-13	9%
2011-12	8%
2010-11	8%

Employment & Economic Impact: \$9,964,823

Minimum economic impact within Ohio generated by pre-service teachers (2013-14)

93% (2010-11) — Percent of The Patton College of Education students who graduated and are employed in the education - advanced degrees.

82% (2010-11) — Percent of The Patton College of Education students who graduated and are employed in education - undergraduates

5% (2010-11) — Percent of The Patton College of Education students who graduated and returned to school.

40,000 — Number of The Patton College of Education alumni worldwide (2012-13)

28,000 — Number of The Patton College of Education alumni in Ohio (2012-13)

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 4300 students, 40 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, \$7,366 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. Teaching endorsements are offered by the Department in Reading, Early Childhood Grades 4-5, and Middle Childhood Generalist. A non-teaching Deaf Studies Certificate and 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.

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 children from infant to five years of age and providing valuable field experiences for teacher education majors. The Children's Learning Center will be expanding its operation to include infants and toddlers in the 2014-15 academic year.

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

Overall graduate and undergraduate enrollment for the Department programs is 375. 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.

In addition to Shawnee State University's more traditional partnership agreements with international institutions through the University's Center for International Programs and Activities (CIPA), the Department of Teacher Education also has a unique student teaching partnership with sister institutions in China and, most recently, Vietnam. This relationship allows for Shawnee State University student teachers to complete their clinical experience in cooperation with these partner schools. The University now collaborates with other institutions in Ohio to facilitate the placement and supervision for these international clinical teaching experiences. Supervision of the clinical practice is conducted jointly by a Shawnee State University education faculty member and a faculty member from the partner university. Partner institution faculty receive training in the use of the Shawnee State University evaluation forms for their supervision, the school faculty receive the same information our local cooperating teachers receive, and the experience is closely monitored via distance learning technologies as well as on-site visits during the semester.

MISSION

The education faculty and staff share a commitment to quality programs that will meet the challenges facing educators in the 21st century. To that end, a vision has been collectively constructed that SSU prepares 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 48 program completers from 2013-14; 100% used ACT for the basic competency skills examination requirement for Admission to Teacher Education. Average composite score was 22.

2. Number of candidates participating in edTPA

Students in Student Teaching Seminar worked with the process of edTPA during the 2013-14

3. Overall GPA of candidates in program upon graduation

Overall GPA of candidates in program upon graduation — 3.54

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. Beginning in fall 2012, the art Education program included an additional 51 hours of field experience hours prior to student teaching for a total of 766 hours in classrooms and other appropriate settings.

2. How many weeks is the student teaching experience?

During the 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 2013-14 year who satisfactorily completed clinical practice requirements,

including but not limited to student teaching and a capstone project.

Forty-eight (48) 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

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%

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. The final action of the Unit Accreditation Board based on this review and the rejoinder of the University is still pending. 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 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, UNIQUE FEATURES

Shawnee State University is the regional University of 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 districts in order to provide significant professional, clinical experiences in which candidates have the opportunity to apply the information learned in their university course work. These experiences 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 many grade levels and content areas named in their licensure area.

The Department has recently joined other Ohio institutions in the piloting of the Clinical Model for Educator Preparation. In this model, much like a medical model for preparation, candidates complete a full academic year in a school. This allows the candidates 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 professional, clinical practice experience.

A unique feature of the field and clinical experience program at Shawnee State University is the university's relationship with its sister institutions in China and, more recently, Vietnam. Through this program, candidates have the opportunity to complete their clinical practice experience in an English immersion school located in one of the countries in which our sister institution is located. This exchange program has grown to include student placements from other Ohio universities.

In addition to the clinical teaching experience opportunities provided at Shawnee State University, earlier experiences in the educator preparation programs also provide our candidates with unique opportunities. Our Intervention Specialist Education program candidates were selected to be the only institution of higher education to be involved in the planning and implementation of "White Cane Day" at the Louisville Zoo. The Louisville Zoo is the only zoo in the country with this program that provides an opportunity for children who are blind or who have low vision to visit the zoo with a guide. Educator candidates, under the supervision of a University faculty member were able to serve as the guides for these children. This guided program enabled the children to experience the zoo's animal collection and learn more about them through direct interaction. The Intervention Specialist Education program also received a grant to support the participation in a program that provided the opportunity for the educator candidates to assist children who are on the Autism Spectrum to attend Great Wolf Lodge Water Park near Cincinnati, Ohio. Working with classroom teachers, Occupational Therapists, and other school staff, the University educator candidates got to help plan the day's activities for the students that included ordering their own food and eating at a fast food restaurant in addition to experiencing the water park activities. Both of these experiences provided opportunities for the educator candidates to interact with students in a real world setting and gave them additional experience planning to better meet the learning needs of individuals with exceptionalities.

The faculty are also committed to modeling and engaging students in opportunities for professional development and networking. The faculty in the educator preparation programs work to provide opportunities for candidates to attend national, state, and regional conferences. Many students have their research projects selected for presentation at these conferences. During the 2013-14 Academic Year, educator candidates attended the National Science Teachers' Association conference, the Ohio Middle Level Educators' conference, and regional conferences. Faculty also take the opportunity to provide professional development opportunities for area teachers. Over the summer months, faculty from the Department of Teacher Education joined other educational experts to provide professional development for regional teachers in areas such as science, technology, special education, and assessment. In addition to learning updated skills, these teachers were able to take advantage of graduate credit to be used for licensure renewal.

The collaboration of the Education faculty and the educators from our partner districts, 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 the work to have a positive impact on student learning.

ABOUT

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

MISSION

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

VISION

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

Our guiding principles are:

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

CONCEPTUAL FRAMEWORK

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

- Knowledge
- Technology
- Diversity
- Ethics

DEPARTMENTS, UNITS AND PROGRAMS

Academic departments within the College of Education:

- Curricular & Instructional Studies
- Educational Foundations & Leadership

Licensure Programs

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

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

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
Average ACT: 23
Average SAT: 1290
2. Number of candidates participating in TPA:
All student teachers in the college participate in edTPA.
4. Overall GPA of candidates in program upon graduation — 3.65

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. How many field/clinical hours prior to student teaching are required of candidates in the school of education?
A minimum of 100 field placement hours are required prior to student teaching.
2. How many weeks is the student teaching experience?
All student teaching experiences are 16 weeks.
3. The percentage of teacher candidates in the 2012-13 year satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project.
97% of our students successfully completed student teaching.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

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

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

2. Quantitative summary of student teaching evaluations

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

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

3. Candidate evaluation of field experience

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

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

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

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

ACCREDITATION OUTCOMES

Date of Last Review: October 17-21, 2009

STRENGTHS AS CITED BY ON-SITE TEAM

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

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

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

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

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

- Akron Public Schools/National Inventor's Hall of Fame STEM Middle and High Schools
- Choose Ohio First Scholarship Program: STEM
- University Park Alliance
- Collaborative partnerships with local school districts: Wadsworth, Stow-Munroe Falls, Coventry and Springfield
- Out of area student teaching placements which include Ohio districts a distance from campus, out of state, and out of country (including Department of Defense schools)

- Professional development school partnerships at Allen Elementary in Canton City Schools and the National Inventor's Hall of Fame STEM Middle and High Schools in Akron
- Woodrow Wilson Ohio Teaching Fellowship partner districts: Akron Public Schools and Canton City Schools. WW also partners with Upward Bound for a portion of the program

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

Our College has a very successful Center for Literacy. Dr. Lisa Lenhart has obtained over 4 million dollars in grants that have assisted in furthering the cause of Literacy.

Dr. Gary Holliday has been given the Honor to work with the educational training of Saudi Arabians in business and industry. He has taken trips and built many educational bridges between our global connections.

Woodrow Wilson Ohio Teaching Fellowship – Final Cohort Being Recruited

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

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

Professional Education Community Formed Around the Third Grade Reading Guarantee

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

National Board for Professional Certified Teachers Affirm Excellence in the Classroom

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

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

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

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

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

ABOUT

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

DEPARTMENTS, UNITS AND PROGRAMS

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

The College of Education, Criminal Justice, and Human Services is comprised of four schools; two of these schools, the School of Education and the School of Human Services, offer educator preparation programs. The initial programs offered in the School of Education (SOE) are: Pre-kindergarten Associate; Early Childhood Education Prek-3; Middle Childhood Education Grades 4-9; Adolescent/Young Adult Licensure in Science, Mathematics, Social Studies, and English/Language Arts grades 7-12; 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-24.95/SAT-1137.9
2. Number of candidates participating in edTPA — 224
3. Overall GPA of candidates in program upon graduation — 3.43

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1. How many field/clinical hours prior to student teaching are required of candidates in the school of education? — 30
2. How many weeks is the student teaching experience? — 17.55
3. The percentage of teacher candidates in the 2013-14 year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project. — 98.26%

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."

INITIATIVE: Woodrow Wilson Ohio Teaching Fellows Program

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

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

NUMBER OF PARTICIPANTS: 32

STRATEGY:

1. Accelerated one year licensure program and master's degree
2. Full year of clinical experience in the same urban partnership school with scaffolded teaching responsibilities
3. Ongoing mentoring and leadership development for the first three years of teaching. Summer courses in engineering and design taken with in-service teachers and taught by disciplinary faculty

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

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

INITIATIVE: Preparing Teachers for Urban Schools Initiative

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

GOAL: 100% of initial early childhood, middle childhood, secondary education, and special education students participate in URBAN FIELD EXPERIENCES IN HIGH NEEDS SCHOOLS

NUMBER OF PARTICIPANTS: 219

STRATEGY: The concerted effort of establishing dispositions consistent with those of effective urban teachers has had impact: (a) 100% of initial early childhood, middle childhood, secondary education, and special education students participate in urban field experiences in high needs schools; (b) candidates whose dispositions are inconsistent with effective urban teachers are provided detailed plans; approximately half successfully complete the plans, with the other half opting out of teacher preparation; (c) the "diversity course" approach was replaced by a vertically aligned series of experiences with

formative repeated measures from first year to graduation; and (d) partnerships with two nearby high needs schools triggered mutually beneficial activities, ranging from fulfilling essential roles (such as homecoming chaperones) to tutoring students.

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

INITIATIVE: UC's Comprehensive PhysTEC Project

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

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

NUMBER OF PARTICIPANTS: 12

STRATEGY:

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

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

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

INITIATIVE: New Teacher Professional Development Seminars

PURPOSE: To provide on-going support to new teachers (years 1-3) working in high needs schools to enhance their professional and pedagogical knowledge.

GOAL:

1. Design a series of eight 90 minute PD seminars for new teachers
2. Conduct PD seminars for recent graduates from the UC secondary education program to enhance their confidence and ability to work in high needs schools.
3. Create a web-supported teacher development site to expand access to PD seminars to students outside of the immediate area.

NUMBER OF PARTICIPANTS: Ten faculty and teacher PD developers; To date we have had 68 different new teachers

participate in the 6 seminars conducted thus far.

DESCRIPTION: We are working in collaboration with Hughes STEM innovation lab to develop and deliver the PD.

1. Seminar topic identification
2. Selection of expert teacher or teacher educators to lead seminars
3. Recruitment of new teachers
4. Hosting and implementing seminars

DATA TO DEMONSTRATE IMPACT: 68 new teacher participants in the 6 seminars conducted thus far, observations of teacher using modeling based instruction in their classrooms.

ASSOCIATED PROGRAMS: Woodrow Wilson Ohio Teaching Fellowship program, Hughes STEM Innovation Lab

TITLE: Design-based Information Technology Learning Experiences (DITLE)

PURPOSE: This program is funded through the National Science Foundation and works with partner high schools to offer an on-campus Information Communication Technologies (ICT) summer program for high school students and pre-service secondary education teachers. The grant provides scholarship funds for 50 high school 10th and 11th graders from 5 Cincinnati Public Schools and funds to support school-based ICT clubs hosted at 5 partner schools. The pre-service teachers who participate in the program will increase their knowledge of ICT practices, careers and courses so they can integrate this into their instruction.

GOAL: To prepare STEM teachers so they can support ICT instruction as part of their content teaching and high school students interested in and prepared for university courses. To increase the number and diversity of students interested in and prepared for college and careers in ICT.

NUMBER OF PARTICIPANTS: 10 pre-service teachers/year for 3 years for a total of 30; 50 high school students/year for 3 years for a total of 150 students.

DESCRIPTION:

1. Summer institute for high school students and pre-service teachers with instruction and hands-on experience in ICT.
2. Development and implementation of ICT clubs at partner schools
3. Mentorships from ICT students, faculty and industry experts.
4. Potential internship and dual credit courses for a select group of highly motivated high school students.

DATA TO DEMONSTRATE IMPACT: Currently in start-up phase

EXTERNAL RECOGNITION: Noyce Scholars program, funded by NSF

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

The Onsite Team identified no areas for improvement.

SCHOOLS/DISTRICTS/EDUCATION/NON-EDUCATION 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.

ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

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

ABOUT

The University of Toledo (UT) is one of 13 state universities in Ohio that offers professional education programs. Since its modest beginnings 140 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 16 colleges, including nationally ranked programs in business, engineering, law, counselor education and occupational therapy.

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

MISSION

The mission of the **Judith Herb College of Education** is to prepare educators, instructional leaders, and scholars who are capable of constructing and sustaining effective learning environments through the development and practice of innovative educational theories and pedagogical approaches. A natural extension of this mission on our open-enrollment campus is to have 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 2013-2014 academic year — 22.40 mean ACT score
2. Participants in edTPA — 240
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 2013-14 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 on following page.

ACCREDITATION OUTCOMES

Date of Last Review: Spring 2010

Date of Next Review: Spring 2016

STRENGTHS AS CITED BY ON-SITE TEAM

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

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

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

CONTINUOUS IMPROVEMENT PLANS

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

The Educational Leadership (district) licensure program completed curricular revisions that focused on further separation between licensure and non-licensure preparation, increased



3. Self-Reported Readiness to Teach

	Pre-Student Teaching		Post-Student Teaching	
	Not Prepared	Prepared	Not Prepared	Prepared
Teach in content/licensure area	.8%	99.2%	.4%	99.6%
Use academic content standards	2.0%	98.0%	.4%	99.6%
Engage students	0%	100%	.4%	99.6%
Prepare daily lessons and unit plans	1.6%	98.4%	.9%	99.1%
Use assessments	9.0%	90.2%	2.7%	97.3%
Differentiate instruction	9.0%	91.0%	2.7%	97.3%
Analyze and modify teaching	7.4%	92.2%	4.0%	96.0%
Integrate technology in lesson planning and delivery	5.7%	94.3%	2.2%	97.3%
Establish classroom operations	1.2%	98.0%	1.3%	98.7%
Implement classroom management strategies	6.6%	93.4%	3.1%	96.9%
Positively impact student learning	.4%	99.6%	.4%	99.6%
Communicate with parents and families	9.0%	91.0%	4.0%	96.0%
Collaborate with faculty and staff	2.0%	98.0%	1.3%	97.8%
Work with students with limited English Proficiency	25.8%	74.2%	17.9%	82.1%
Work with students in high poverty settings	6.1%	93.9%	4.0%	95.5%
Be knowledgeable about educational support resources	15.6%	84.0%	6.3%	93.3%
Be knowledgeable about school governance	10.7%	89.3%	7.1%	92.9%
Be knowledgeable about data-driven decision making	9.8%	90.2%	2.7%	96.9%
Be a good example of the teaching profession	0%	100%	.4%	99.6%

Cohort of 244 student teachers; pre-student teaching response rate = 100%; post-student teaching response rate = 91.8%

research requirements from 9 to 12 credit hours, and a reduced master's program length to 30 credit hours. Assessments were revised and implemented in the electronic assessment system.

SCHOOLS/DISTRICTS IN PARTNERSHIP LEADERS

The U.S. Department of Education's Office of Special Education Program has funded the **Partner Project. Drs. Laurie Dinnebeil, William McInerney, and Lyn Hale**, Partner Project staff members, have worked with three community colleges in Ohio (Terra Community College, Tri-C Community College, and Stark State Technical College) since 2012 to enhance the degree to which early childhood educators are prepared to work with young children who have disabilities and their families. This work has included program and course-specific enhancements. Preliminary data suggest that community college faculty who participated in the Partner Project have gained valuable knowledge on topics related to early childhood inclusion that they share with their pre-service teachers. School supervisors and administrators throughout Ohio have the option to improve their early childhood special education programs with the help of a University of Toledo program funded by a five-year \$1.25 million grant from the U.S. Department of Education.

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 2014. The PD focused 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 that will be attended by approximately 500 PK-3 teachers from the Toledo, Ohio public school district by the completion of the project in Fall 2016. To date, the NURTURES research team has presented 14 conference papers and has two manuscripts under review.

Project LEA, or Leading Educators in Advancing Inclusive Early Education, addresses the knowledge and skills of supervisors of teachers who work with young children with special needs. The focus of the grant is assisting supervisors in helping early childhood special education teachers become more effective while improving the quality of early childhood special education programs. **Drs. Edward Cancio, Laurie Dinnebeil, William McInerney, and Lyn**

Hale direct and coordinate Project LEA. The grant is funding a two-year online graduate level program for four cohorts of 8-10 supervisors during the five-year span of the grant. Participants will earn an education specialist degree from The University of Toledo.

Launch into Literacy with the UT Rockets integrates university learning, transforming a literacy assessment class into an on-site laboratory. UT teacher candidates assess and diagnose a struggling reader at Dorr Elementary to develop an intervention plan under the supervision of university instructor, **Ms. Susan Parks**. The instructor and teacher candidates meet for the first hour of class at the school and learn how to administer literacy assessments. They develop an individualized program for at-risk readers. The second hour involves the UT students working with a struggling reader while the professor is coaching/observing. Students debrief and receive feedback in the third hour. In 2013-14, 43 students in grades kindergarten through third grade participated in the program. 93% of these children showed growth from their fall reading pre-test to spring post-test scores. At the beginning of the program, none of the 12 participating third graders passed the Fall OAA in Reading. Near the end of the program, 92% of these third graders passed the Spring OAA in Reading.

Mr. Ron Davis presented a full day workshop on Advanced Behavior Strategies sponsored by Rehab Dynamics and Lucas County Board of Developmental Disabilities. The audience consisted of early intervention specialists, occupational and physical therapists, speech pathologists, school psychologists, parents, and teachers. The training provided insights and strategies for those working with children who present challenging behaviors that go beyond behavior modification.

Dr. Ruslan Slutsky is collaborating with the Toledo Museum of Art on a research project focusing on toddlers' ability to use tier 2 vocabulary after exposure to specific art works.

He also has served for the past three years as a Board Member of the Ohio Association for the Education of Young Children (OAEYC).

Teaching Practices that Support Fraction-Based Algorithmic Thinking is an NSF research and development grant awarded to **Dr. Debra Johanning** to examine classroom practices associated with effective teaching of fraction operation algorithms and develop professional development materials that can be disseminated on a larger scale to support teachers to develop an efficacious practice in a mathematical domain that has proven to be challenging. The centerpiece of these professional development materials are video case collections that illustrate ways teachers can engage students in problem situations from which computational algorithms for fraction operations can emerge from student reasoning. Dr. Johanning is currently piloting the professional development materials with twelve teachers in five Toledo-area school districts and working with them to understand how the materials are impacting their mathematical teaching practice.

Dr. Tim Brakel has been elected to a third term on the Board of Education for Bedford Public Schools. He also serves as Vice-President on the Monroe County Association of Boards of Education.

ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

The Master of Education and Science (MES) in biology is an 18-month, online, graduate program that prepares licensed AYA life science teachers as dual enrollment instructors. The program includes a cohesive set of 18 semester hours in biology side-by-side with the study of how students learn. Graduates are qualified to teach Ohio TAG and OTM college courses in life science at their high school for The University of Toledo. This program prepares teachers who can help schools meet Ohio dual enrollment course requirements.

Dr. Susanna Hapgood and doctoral candidate Kasumi Yamazaki have been investigating teacher candidates' beliefs and comfort levels with working with English Language Learners. In an additional study, they are examining the effectiveness of an innovative web-simulation-based curriculum for learning Japanese.

Academic Community of Educators at The University of Toledo (ACE at UT) is an online collaborative environment to support students, alumni, faculty, and school partners in working together across courses and beyond graduation. This academic environment is designed to facilitate ongoing professional groups for learning so that faculty can mentor students across programs and extend learning for practicing professionals. In this initial year, ACE has about 100 participants and is being used to support LAMP interns and recent graduates during their first year of teaching. By adopting ACE, The University of Toledo is joining a community of elite institutions who are on the leading edge of open access environments.

Dr. David Guip, Professor of Art, was presented the Outstanding Teacher Award from The University of Toledo. He was also awarded the 2014 Outstanding Higher Education Faculty Member in Art Education by the Ohio Art Education Association.

Dr. Svetlana Beltyukova and Dr. Christine Fox are collaborating with researchers from the National Center for Research on Europe (NCRE) at the University of Canterbury, NZ. They received an award from NATO for the 2-year research project, "**NATO Global Perceptions – Views from Asia-Pacific region.**" Drs. Beltyukova and Fox will serve as co-directors and research design and analysis experts on the project and collaborate with researchers from New Zealand and Estonia. They will design research methodology and train researchers from Australia, China, Japan, Mongolia, New Zealand, and South Korea on the analysis of perceptions data, namely perceptions of NATO as a cooperative security actor in media and elite discourses. This project contributes to the sustainability of the Peace Education Initiative in the Department of Educational Foundations and Leadership as well as allows for exploration of professional partnerships at the international level.

SELECTED IMPACT STUDIES AND RESULTS ABOUT COLLEGE

The **Licensure and Master's Program (LAMP)** at The University of Toledo is a one-year, graduate, pre-service program designed to meet the needs of already degreed adult learners and is a comprehensive graduate program. LAMP is a highly competitive and rigorous program where interns serve a one-year internship with a mentor teacher in a classroom setting while completing the required coursework on The University of Toledo's campus. This work is

responsive to the current political climate in teacher education and has been described by the Woodrow Wilson Foundation as a transformative model. LAMP was awarded the 2014 Outstanding Field Experience Program by the Ohio Association of Teacher Educators. For the second year in a row, as of August, 90% of the recent LAMP graduates were employed as full-time teachers.

The LEADERS team led by **Dr. Charlene Czerniak** examined 5th graders at 15 schools which had roughly equal numbers of students who did and did not have teachers who had been trained by LEADERS. Of those, the students of LEADERS-trained teachers had higher OAA science scores, on average, than students of non-LEADERS trained teachers at nine of those schools (four were statistically significant). In addition, in the pool of students who had attended TPS schools from 5th to 8th grade between 2010 and 2014, seven schools contained comparable numbers of students who had had a LEADERS-trained teacher for science for 0, 1, or 2 years of that period. At all seven of those schools, having a LEADERS-trained teacher for 1 or 2 years resulted in a higher average OAA science score than not having a LEADERS-trained teacher.

The LAMP Mentoring Program is a university-based mentoring program designed as a continuation of the Licensure and Master's Program (LAMP) for first, second, and third year teachers. The mentoring program is a carefully designed curriculum that is built on the principles of integrating theory and practice. The program addresses what teachers need to learn and know in their beginning years of practice, in particular, the knowledge teachers generate in practice that is required to enhance student learning. This program uniquely takes on the challenge of connecting pre-service education to continued learning for beginning teachers.

ABOUT

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

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

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

Wright State University (WSU) is 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 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 2013-2014, the overall mean ACT composite score for students admitted to undergraduate education majors was 24.4 and the overall GPA was 3.39. The overall mean GPA for students admitted to graduate education majors was 3.44.

WSU was a lead institution for Ohio in the implementation of the national Teacher Performance Assessment (edTPA) initiative. During 2013-2014, nearly 200 edTPA portfolios were completed in fifteen 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 2013-2014, more than 98% of those who began the formal portion of a teacher education program satisfactorily completed clinical practice requirements.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

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

All programs require candidates to complete the comprehensive teacher performance assessment (edTPA), in which each candidate must plan instruction, teach a lesson, and demonstrate his/her impact on student learning for the selected lesson(s). In addition to the robust edTPA portfolio assessment, 100% of teacher candidates are evaluated on the competencies outlined in the seven Ohio Standards for the Teaching Profession, which emphasize student learning. Moreover, all candidates are evaluated on the content knowledge competencies and pedagogical content knowledge competencies for their specific teaching field as prescribed in the national specialized professional associations and the state of Ohio standards for each license type and teaching field. These assessments assure that candidates not only know the content of their field but also how to teach it effectively.

The Ohio Standards for the Teaching Profession assessment in 2013-2014 revealed that 95% of candidates were evaluated as being ready for residency (meeting or exceeding expectations). Candidates identified as needing additional development were provided additional coaching and support.

ACCREDITATION OUTCOMES

Date of Last Review: WSU is one of 21 out of 51 teacher preparation institutions in the state of Ohio accredited by the National Council for the Accreditation of Teacher Education (NCATE), having successfully completed a continuing NCATE on-site review on November 1-5, 2008. The next on-site review is scheduled for November 15-17, 2015.

STRENGTHS AS CITED BY ON-SITE TEAM

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

ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

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

1. Each year CEHS selects a "hybrid educator"—an exemplary practicing educator from a partnership district to serve as a visiting faculty member in the college for one year;
2. Eleven WSU faculty, who deeply understand both content and pedagogy, hold joint appointments between the CEHS and the College of Liberal Arts or the College of Science and Mathematics;
3. Faculty teaching language arts, math, and science content courses, which are specifically designed for teacher candidates, model the relevant pedagogical content knowledge;

4. The Middle Childhood Education and Adolescent to Young Adult Education initial licensure programs are offered at the graduate level to allow for the development of more depth in, as well as the integration of, teacher candidates' content knowledge, pedagogical knowledge, and pedagogical content knowledge;
5. CEHS encourages/facilitates co-teaching for teacher candidates and cooperating teachers during student teaching, and for college faculty and K-12 teachers in methods courses;
6. CEHS provides mini-grants to faculty working with partnership schools on projects beneficial to both research activities and K-12 student learning;
7. WSU works collaboratively with community, education, and business/industry/research partners in the development and operation of the Dayton Regional STEM School, a dynamic teaching and learning community that serves as an applied learning and research laboratory to improve student outcomes and candidate preparation and to develop the Dayton region's talent base; and
8. The College's online master's in education degree program was ranked #31 in the nation and second in the state in *U.S. News & World Report's 2014 Best Online Education Programs*.

ABOUT

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

DEPARTMENTS

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

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

PROGRAMS

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

- Early Childhood
- Middle Childhood
- Intervention Specialist (MM)

and is organized into three departments:

- Adolescent Young Adult (Life Science, Integrated Sciences, Integrated Social Studies, Integrated Mathematics, Integrated Language Arts)
- Multi-Age (Music, Visual Arts, Physical Education, Health, Italian, French, Spanish)
- Career and Technical (Family and Consumer Science)

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

- Counseling
- Educational Administration
- Special Education
- Teacher Education

The College also offers the following:

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

MISSION

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

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES

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

Candidates who graduated in the 2013-2014 academic year had an average ACT score of 21 upon entering the university.

2. Number of candidates participating in edTPA

During the 2013-2014 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
F13	74	45.70	3.0
S14	113	48.28	3.19

3. Overall GPA of 2013-2014 candidates in program upon graduation

Program	N	Mean
Adolescent Young Adult	45	3.51
Early Childhood	59	3.43
Intervention Specialist	48	3.40
Middle Childhood	33	3.39
Multi-Age	25	3.53
<i>Total</i>	206	3.44

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

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

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

2. How many weeks is the student teaching experience?

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

3. The percentage of teacher candidates in the 2013-14 year that satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project.

In the fall 2013 semester, 95% of the teacher candidates completed the clinical practice requirements and 97% of the 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 2013-2014 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 2013-2014 academic year, 181 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	3.45/4
Standard 2: Content	Competent	3.36/4
Standard 3: Assessment	Competent	3.19/4
Standard 4: Instruction	Competent	3.39/4
Standard 5: Learning Environment	Competent	3.41/4
Standard 6: Collaboration and Communication	Competent	3.28/4
Standard 7: Professional Responsibility and Growth	Competent	3.59/4

During the 2013-14 academic year, student teacher candidates . . .	Percentage
were recommended for licensure by both the cooperating teacher and university supervisor;	96%
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;	97%
scored above satisfactory on creating learning environments that promoted high levels of learning and achievement for all students;	96%
scored above satisfactory on creating fairness in the classroom.	98%

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 2013 Educator Preparation Performance Report indicates that 174 of 182 new teachers successfully completed their first year of residency, while 98% of those in their second year successfully completed program requirements.

ACCREDITATION OUTCOMES

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

STRENGTHS AS CITED BY ON-SITE TEAM

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

AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

Recruitment and Retention of Diverse Candidates

- The College continues to recruit and retain diverse candidates for its programs. During the 2013-14 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.

ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

- Youngstown State University students have an opportunity to study abroad by traveling to South Africa with Project Learning Around the World (PLATW). Guided by a faculty mentor, they visit schools and communities, bring donations of school and sports equipment, and participate in a variety of cultural experiences aimed at building global knowledge and understanding how geography, culture, and social structure influence learning. Four groups of YSU students have participated in this unique study abroad opportunity.
- 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.
- In conjunction with Youngstown City Schools, the College hosted Stand Up Speak Out, an innovative leadership conference for middle school students. Twelve teacher candidates were trained by the Quaglia Institute for Student Aspirations and co-facilitated the conference breakout sessions on team building, speaking and listening, and clarifying values.
- In response to recommendations from area superintendents, our superintendent licensure courses were revised and offered in a hybrid format with our first cohort beginning in summer 2012.
- Our Department of Teacher Education offers the Early Childhood Generalist Endorsement fully online. This endorsement enables candidates holding the P-3 Early Childhood license to teach all subjects in grades four and five.
- YSU STEM Explore, a collaboration between the Beeghly College of Education and the STEM College, brought 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.
- The College represents YSU in the Eastern Ohio P-16 Partnership for Education, a collaborative that promotes integration of educational and social services from birth through college and career.
- The College works closely with the Youngstown Early College High School (YEC), a unit of the Youngstown City Schools located on the YSU campus. Recognized by U.S. News and World Report as one of the premier high schools in the nation, YEC provides dual credit opportunities for first-generation students.
- In conjunction with the YSU Center for Autistic Studies and the Rich Center for Autism, the College is sponsoring Transition Opportunities in Postsecondary Settings (TOPS), a program that integrates young adults with intellectual disabilities among typical peers. Funded by the U.S. Department of Education, this pilot program is housed in the College and will provide opportunities for YSU teacher candidates to work with youth with severe disabilities.
- The College is deeply involved in teacher professional development. Reading endorsement cohorts are co-sponsored with three Educational Service Centers in the region, and professional development in reading is being offered in a number of local school districts along with other workshops in curriculum instruction, assessment, and technology. In addition, educational administration faculty members work closely with regional leaders to identify updates to YSU administrative licensure programs, identify promising future leadership, and optimize clinical placements for candidates.
- Student teacher candidates participated in sessions designed to build their knowledge of social and emotional learning competencies as well as their ability to incorporate strategies that establish a community of learners within a positive classroom environment. Topics included resilience, bullying, civility, managing emotions, and decision-making.
- 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.
- The Department of Educational Foundations, Research, Technology, and Leadership partners with advisory boards comprised of leadership executives from Trumbull and Mahoning County to merge cutting edge leadership research with leadership practice within the context of their respective learning communities. For 2014, 100% of YSU students who sat for the principal licensure exams passed.
- Several candidates for the Doctor of Education degree in Educational Leadership have presented research papers at state, regional, and national conferences.
- The Community Counseling Clinic, staffed and managed by the College, provides YSU counseling graduate students with a quality, supervised counselor-training experience, and is dedicated to providing affordable counseling services to members of the greater Youngstown community.
- YSU partners with Kent State, the University of Akron, and Cleveland State University for the annual spring Educational Research Exchange Conference, which helps graduate students learn professional norms by presenting their research in a supportive setting. YSU hosted this conference in 2014.
- The YSU Counseling Program received the 2014 North Central Association for Counselor Education and Supervision (NCACES) Innovative Counseling Program Award. The North Central region includes Counseling Programs in 13 states: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, & Wisconsin. The award honors an outstanding counseling program that is unique and innovative as demonstrated through our advocacy initiatives, co-curricular experience, connection to our diverse community, community counseling clinic, student and faculty accomplishments, and perspective of alumni and field supervisors.
- The YSU Counseling Program Honor Society, Eta Chapter of Chi Sigma Iota, received the 2013-14 Outstanding Chapter Individual Program Award. This national award recognizes an outstanding chapter that provides community service and professional development. The award was presented at the American Counseling Association conference in Hawaii.

