

2022

Ohio Educator Preparation Provider Performance Report Baldwin Wallace University

Institution Profile

(Data Source: Baldwin Wallace University)

Baldwin Wallace University is a private, liberal arts-based university located in Berea, Ohio, offering bachelor's and master's degrees along with an array of professional programs. Founded in 1845, the university enrolls some 4,000 students on a 125-acre, residential campus with access to Cleveland, Ohio and its many career opportunities just 20 minutes away.

Department of Education

The Department of Education at Baldwin Wallace University offers 15 teacher education programs that lead to initial Ohio licensure. Graduate programs and licensure in School Leadership, Mild/Moderate Educational Needs, and graduate endorsement programs with specializations in Literacy and Educational Technology are also offered.

Report Overview

The Ohio Department of Higher Education gathers data annually from multiple sources to report the following performance metrics in the Educator Preparation Provider Performance Reports:

- Ohio Teacher Evaluation System Results for Ohio Teachers Prepared by an Ohio Educator Preparation Provider
- Ohio Principal Evaluation System Results for for Ohio Principals Prepared by an Ohio Educator Preparation Provider
- Field and Clinical Experiences Required by Ohio Educator Preparation Provider Candidates
- Licensure Test Results for Ohio Educator Preparation Provider Program Completers
- Value-added Data for K-12 Students Taught by Ohio Teachers Prepared by an Ohio Educator Preparation Provider
- Demographic Information for Schools in Which Ohio Educator Preparation Provider-Prepared Teachers with Value-Added Data Serve
- Academic Measures Used to Inform Admissions Decisions at Ohio Educator Preparation Provider Programs
- Ohio Educator Preparation Provider National Accreditation Status
- Persistence in the Ohio Resident Educator Program of Teachers Who Were Prepared by Ohio Educator Preparation Providers
- Ohio Educator Preparation Provider Excellence and Innovation Initiatives

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**Ohio Teacher Evaluation System (OTES) Results for Ohio Teachers Prepared
by an Ohio Educator Preparation Provider at Baldwin Wallace University**

Reporting period from September 1, 2021 to August 31, 2022.
(Data Source: Ohio Department of Education)

Description of Data:

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

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results are actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

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

1. The information in the report is for those individuals receiving their licenses with effective years of 2018, 2019, 2020 and 2021.
2. The teacher evaluation data in this report are provided by the Ohio Department of Education.
3. Due to ORC 3333.041(B), annual results must be masked for institutions with fewer than 10 completers with OTES data.

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2018	N<10	12	N<10	N<10
2019	N<10	N<10	N<10	N<10
2020	N<10	14	N<10	N<10
2021	N<10	N<10	N<10	N<10

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

Reporting period from September 1, 2021 to August 31, 2022.
(Data Source: Ohio Department of Education)

Description of Data:

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

The Ohio Principal Evaluation System (OPES) data reported here are limited in that the information in the report is for those individuals receiving their licenses with effective years of 2017, 2018, 2019 and 2020.

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results are actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

Associated Principal Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2018	N<10	N<10	N<10	N<10
2019	N<10	N<10	N<10	N<10
2020	N<10	N<10	N<10	N<10
2021	N<10	N<10	N<10	N<10

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Field and Clinical Experiences for Candidates at Baldwin Wallace University

Reporting period from September 1, 2021 to August 31, 2022.

(Data Source: Baldwin Wallace University)

Description of Data:

Ohio requires that educator candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include early and ongoing field-based opportunities and the culminating pre-service clinical experience commonly referred to as "student teaching." The specific requirements beyond the requisite statewide minimums for these placements vary by institution and by program. The information below is calculated based on data reported by Ohio Educator Preparation Providers.

Teacher Preparation Programs

Field/Clinical Experience Element	Requirements
Require edTPA National Scoring from candidates in teacher preparation programs at the institution	Y
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	100
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	520
Average number of weeks required to teach full-time within the student teaching experience at the institution	15
Percentage of teacher candidates who satisfactorily completed student teaching	94.34%

Principal Preparation Programs

Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	56
Number of candidates who started internship	13
Number of candidates who completed internship	12
Percentage of principal candidates who satisfactorily completed internship	92.31%

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Description of Data:

Teacher Licensure Tests	
Summary Rating: EFFECTIVE	
Completers Tested	Pass Rate
98	93%

Ohio Principal Licensure Examination Pass Rates at Baldwin Wallace University

Reporting period from September 1, 2021 to August 31, 2022.
(Data Source: Baldwin Wallace University)

Description of Data:

Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. The 2019-2020 program completer pass rates are reported by each Ohio educator preparation provider.

Principal Licensure Tests	
Completers Tested	Pass Rate
15	80%

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

Reporting period from September 1, 2021 to August 31, 2022.

Description of Data:

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

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with effective years of 2017, 2018, 2019 and 2020.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on Elementary and Middle School Tests (Grades 4-8) and End-of-Course Tests for high school credit.
3. For Educator Preparation Providers with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported.

Value-Added Data for Baldwin Wallace University-Prepared Teachers

Initial Licensure Effective Years 2018, 2019, 2020, 2021		Associated Value-Added Classifications		
Employed as Teachers	Teachers with Value-Added Data	Yellow	Green	Light Blue
145	42	N=7 17%	N=26 62%	N=9 21%

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**Demographic Information for Schools where Baldwin Wallace
University-Prepared Teachers with Value-Added Data Serve**

Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Level
N=16	N=13	N/A	N=13	N/A
38%	31%	N/A	31%	N/A

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=4	N=38	N/A	N/A	N/A	N/A
10%	90%	N/A	N/A	N/A	N/A

Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N/A	N/A	N/A	N/A	N/A	N=42
N/A	N/A	N/A	N/A	N/A	100%

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=10	N=9	N=18	N=5	N/A
24%	21%	43%	12%	N/A

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=8	N=8	N=9	N=17	N/A
19%	19%	21%	40%	N/A

* Due to the preliminary nature of the data and staffing at ESC/district level, certain demographic variables have not been reported for some schools.

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Value-Added Data for Baldwin Wallace University-Prepared Principals

Initial Licensure Effective Years 2018, 2019, 2020, 2021		Principals Serving by Letter Grade of Overall Building Value-Added				
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F
N<10	N<10	N/A	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A	N/A

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

Principals Serving by School Level				
Elementary School	Middle School	Junior High School	High School	No School Level
N<10	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Principals Serving by School Type					
Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N<10	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

Principals Serving by Overall Letter Grade of School					
A	B	C	D	F	NR
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

Principals Serving by Minority Enrollment by Quartiles				
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N<10	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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Principals Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N<10	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Essay	N	N	N
High School Class Rank	N/A	N/A	N/A
Interview	N	N	Y
Letter of Commitment	N	N	N
Letter of Recommendation	N	N	Y
Myers-Briggs Type Indicator	N/A	N	N
OAE Content Assessment	N/A	N/A	N
Portfolio	N	N	N
Prerequisite Courses	N	N	N
SRI Teacher Perceiver	N/A	N/A	N
Superintendent Statement of Sponsorship	N/A	N/A	N
Teacher Insight	N	N	N

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Required Score	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
SAT Essay, Writing (Optional)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other Criteria							
Dispositional Assessment				N			
EMPATHY/Omaha Interview				N			
Essay				N			
Interview				Y			
Letter of Commitment				N			
Letter of Recommendation				Y			
Myers-Briggs Type Indicator				N			
Portfolio				N			
Prerequisite Courses				N			
SRI Teacher Perceiver				N			
Superintendent Statement of Sponsorship				N			
Teacher Insight				N			

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National Accreditation Status

Reporting period from September 1, 2021 to August 31, 2022.
(Data Source: Ohio Department of Higher Education)

Description of Data:

All educator preparation programs (EPPs) in Ohio are required to be accredited by either the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or their successor agency, the Council for Accreditation of Educator Preparation (CAEP). Accreditation is a mechanism to ensure the quality of an institution and its programs. The accreditation of an institution and/or program helps employers evaluate the professional preparation of job applicants.

Accrediting Agency	CAEP
Date of Last Review	August 2021
Accreditation Status	Accredited

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Excellence and Innovation Initiatives

Reporting period from September 1, 2021 to August 31, 2022.
(Data Source: Baldwin Wallace University)

Description of Data:

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

Teacher Preparation Programs

Initiative:	MAED in Science and Math Teaching Initiatives
Purpose:	To attract working adults into high-need teacher fields including science, mathematics, and special education.
Goal:	To recruit at least 5 new admits into the MAED in Science/Mathematics Teaching programs in AY 2022-23
Number of Participants:	4
Strategy:	BW has secured funds through the Addressing Educator Shortages in Ohio Grant and Choose Ohio First Grant to support working adults who already hold a degree in science, mathematics, or a related field, earn their MAEd and initial teaching license in AYA (grades 7-12) Life Science, Chemistry, or Mathematics. Candidates will complete a one-year accelerated online program with a full internship and Clinical Practice (student teaching) model. This program first became available at BW in 2018, but beginning in academic year 2022-23, this will be a fully online program that will support candidates across the state and beyond work in these high-need teaching areas.
Demonstration of Impact:	To date, the program has produced 12 graduates and 9/12 (75%) are currently employed as educators in Ohio. BW is hopeful that the financial incentives and online flexibility will increase enrollment in these programs.
External Recognition:	Choose Ohio First Grant and Addressing Educator Shortages in Ohio Grant (tuition assistance funds)
Programs:	GR-Level: AYA Chemistry, AYA Life Science, AYA Mathematics

Initiative:	New Dual Primary (PK-5) Program Offered at BW
Purpose:	To provide licensure opportunities and improved preparation for P-5 Teachers and P-5 Intervention Specialists.
Goal:	To recruit at least 10 new admits into the program in academic year 2022-23
Number of Participants:	10
Strategy:	The new Dual Primary (PK-5) program at BW was approved by ODHE in the summer of 2022 and incoming freshman in academic year 2022-23 have the option to complete this dual-license program. Upon completion of the program and required licensure exams, candidates will be eligible to apply for both a Primary (P-5) license and a Primary Intervention Specialist (P-5) license. Completers of this program will have the knowledge, skills, and dispositions to work as P-5 gen ed teachers as well as P-5 intervention specialists and be best prepared to work with all learners.
Demonstration of Impact:	The program is just starting at BW in academic year 2022-23. Program impact data will become available after the first iteration of completers.
Programs:	This will replace the Primary (P-5) stand-alone program at BW.

Initiative:	Mild to Moderate Intervention Specialist (online)
Purpose:	To attract working adults into high-need teacher fields including science, mathematics, and special education.
Goal:	To recruit at least 5 new admits into the Online Teacher Academy - Mild to Moderate Intervention Specialist (K-12) program

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Number of Participants:	0
Strategy:	BW has secured funds through the Addressing Educator Shortages in Ohio Grant to support working adults who already hold a bachelors degree earn their MAEd and initial teaching license in Mild to Moderate Intervention (K-12). Candidates will complete a two-year accelerated online program with a full internship and Clinical Practice (student teaching) model. This program will start in May 2023.
Demonstration of Impact:	This program is expected to start in May 2023 and the first group of completers are expected to finish their program in 2-years.
External Recognition:	Addressing Educator Shortages in Ohio Grant (tuition assistance funds)
Programs:	GR-Level (initial licensure) - Mild to Moderate Intervention Specialist (K-12)