2024
Ohio Educator Preparation Provider Performance Report
Ohio State University

Institution Profile

(Data Source: Ohio State University)

The Ohio State University

Educator Preparation

The Ohio State University Educator Preparation Unit is made up of five colleges, six campuses and more than 50 programs that include initial licenses and professional licenses.

Report Overview

Ohio recognizes that high-quality teachers come from high-quality teacher preparation programs. To help improve the quality of educator preparation programs in Ohio, H.B. 1 of the 128th General Assembly directed the Chancellor of the Ohio Department of Higher Education to develop a system for evaluating Ohio's educator preparation programs (ORC section 3333.048).

The Metrics Report requirements were developed in collaboration with the leaders of both the public and private educator preparation programs. Approved Ohio Educator Preparation programs are required to complete the report between October 1-November 30, annually.
Components of the Educator Preparation Reports

The Ohio Department of Higher Education works with the State Board of Education, the Department of Education and Workforce, and higher education institutions to collect data on the following identified metrics for the annual reports:
• Licensure Test Pass Rates
• Ohio Teacher Evaluation System (OTES) Results of Program Graduates
• Ohio Principal Evaluation System (OPES) Results of Program Graduates
• Value-added Data (EVAAS)
• Candidate Academic Measures Considered for Program Admission
• Field/Clinical Experiences
• Pre-Service Teacher Candidate Survey Results
• Resident Educator Survey Results
• Principal Intern Survey Results
• Principal Mentor Survey Results
• Resident Educator Persistence Data
• Excellence and Innovation Initiatives
• National Accreditation

Limitations of the Report
• Principal licensure pass rate data are reported by each institution and have not undergone the rigorous verification and matching process required by Title II.

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

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: State Board 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.

Note that the data on this page is not 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 within the previous four effective years.
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**
2020	71	184	N<10	N<10
2021	29	167	13	N<10
2022	12	146	23	N<10
2023	N<10	158	33	N<10

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

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: State Board 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 within the previous four effective years.

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**
2020	10	11	N<10	N<10
2021	N<10	N<10	N<10	N<10
2022	N<10	N<10	N<10	N<10
2023	N<10	N<10	N<10	N<10

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Field and Clinical Experiences for Candidates at Ohio State University

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ohio State 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	N
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	370
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	98.63%

Principal Preparation Programs

Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	26
Number of candidates who started internship	9
Number of candidates who completed internship	9
Percentage of principal candidates who satisfactorily completed internship	100%

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Description of Data:

Teacher Licensure Tests	
Summary Rating: EFFECTIVE	
Completers Tested	**Pass Rate**
385	89%

Ohio Principal Licensure Examination Pass Rates at Ohio State University

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ohio State University)

Description of Data:
Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. Principal pass rate data is not included in the Title II reporting process, and is submitted by the Educator Preparation Providers

Principal Licensure Tests	
Completers Tested	**Pass Rate**
N<10	N/A

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

Reporting period from September 1, 2023 to August 31, 2024.

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 the previous four reporting effective years.
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 Ohio State University-Prepared Teachers

Initial Licensure Effective Years 2020, 2021, 2022, 2023		Associated Value-Added Classifications		
Employed as Teachers	**Teachers with Value-Added Data**	**Yellow**	**Green**	**Light Blue**
953	303	N=59 19%	N=202 67%	N=42 14%

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Demographic Information for Schools where Ohio State 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=121	N=90	N=9	N=81	N/A
40%	30%	3%	27%	N/A

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=7	N=294	N/A	N/A	N/A	N/A
2%	97%	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=303
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=73	N=122	N=57	N=49	N/A
24%	40%	19%	16%	N/A

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=64	N=77	N=68	N=92	N/A
21%	25%	22%	30%	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 Ohio State University-Prepared Principals

Initial Licensure Effective Years 2020, 2021, 2022, 2023		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	23	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 Ohio State 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=5	N=8	N/A	N=10	N/A
22%	35%	N/A	43%	N/A

Principals Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N/A	N=22	N=1	N/A	N/A	N/A
N/A	96%	4%	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=11	N=10	N=2	N/A	N/A
48%	43%	9%	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=7	N=4	N=6	N=6	N/A
30%	17%	26%	26%	N/A

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Ohio State University Candidate Academic Measures

(Data Source:Ohio State University)
Reporting period from September 1, 2023 to August 31, 2024.

Undergraduate Admission Requirements

EPP UG requirements are 1) application with letter of recommendation, GPA, and disposition form (with BCII/FBI checks and fingerprinting) and 2) completion of coursework. All applications are screened using unit and program rubrics/criteria. Applicants include a piece of writing with criteria established by each program/campus. Some programs interview and/or require content-specific GPA or specific grades in courses. SAT and ACT scores may be considered.

Post-Baccalaureate Admission Requirements

EPP PB requirements are 1) application with letter of recommendation, GPA, and disposition form (BCII/FBI checks and fingerprinting) and 2) coursework. All applications are screened using unit and program rubrics/criteria. Applicants include a piece of writing with criteria established by each program/campus. Some programs interview and/or require content-specific GPA, portfolios or specific grades in courses. SAT, ACT and GRE scores may be considered.

Graduate Admission Requirements

EPP graduate requirements are 1) application with letter of recommendation, GPA, and disposition form (BCII/FBI checks and fingerprinting) and 2) coursework. All applications are screened using unit and program rubrics/criteria. Applicants include a piece of writing with criteria established by each program/campus. Some programs interview and/or require content-specific GPA, portfolios or specific grades in courses. SAT, ACT and GRE scores may be considered.

Description of Data:
The data in this section are the average scores of candidates on academic measures reported by the provider. If a measure is not applicable to a level of delivery (undergraduate, post-baccalaureate, graduate) the table reflects "N/A." In the "Dispositional Assessments and Other Measures" portion, if the provider did not indicate using a measure, OR if the institution does not offer a program at the designated level of delivery, the table reflects "N."

Candidates Admitted is the number admitted (for fall or spring) during the academic year.
Candidates Enrolled is the total number of candidates admitted and enrolled (including program completers) during the academic year.
Candidates Completing is the number meeting all the requirements of a state-approved teacher preparation program during the academic year.

Teacher Preparation Programs

U=Undergraduate P=Post-Baccalaureate G=Graduate

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
ACT Composite Score	U=1 P=1 G=1	U=292 P=N<10 G=37	U=24.25 P=N<10 G=27.32	U=632 P=N<10 G=23	U=23.99 P=N<10 G=26.09	U=305 P=N<10 G=20	U=24.06 P=N<10 G=26.7
ACT English Subscore	U=1 P=1 G=1	U=292 P=N<10 G=37	U=23.84 P=N<10 G=28.35	U=632 P=N<10 G=23	U=23.75 P=N<10 G=27.09	U=305 P=N<10 G=20	U=23.97 P=N<10 G=28.1
ACT Essay (Optional)	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A

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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**
ACT Math Subscore	U=1 P=1 G=1	U=292 P=N<10 G=37	U=23.7 P=N<10 G=26.22	U=632 P=N<10 G=23	U=23.52 P=N<10 G=25.39	U=305 P=N<10 G=20	U=23.68 P=N<10 G=26.45
ACT Reading Subscore	U=1 P=1 G=1	U=292 P=N<10 G=37	U=25.8 P=N<10 G=28.81	U=632 P=N<10 G=23	U=25.29 P=N<10 G=27.13	U=305 P=N<10 G=20	U=25.08 P=N<10 G=27.3
ACT Science Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GPA - Graduate	U=N/A P=N/A G= 3.00	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10
GPA - High School	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GPA - Transfer	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GPA - Undergraduate	U= 2.75 P= 2.75 G= 3.00	U=479 P=N<10 G=49	U= 3.53 P=N<10 G= 3.64	U=920 P=11 G=36	U= 3.53 P= 3.72 G= 3.67	U=393 P=N<10 G=31	U= 3.57 P=N<10 G= 3.70
GRE Composite Score	U=N/A P=260 G=260	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
GRE Quantitative Subscore	U=N/A P=130 G=130	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
GRE Verbal Subscore	U=N/A P=130 G=130	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
GRE Writing Subscore	U=N/A P=1 G=1	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
MAT	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Math	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Reading	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Writing	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Math	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Reading	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Writing	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis II	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Composite Score	U=400 P=400 G=400	U=24 P=N<10 G=12	U=1228.75 P=N<10 G=1289.17	U=48 P=N<10 G=N<10	U=1202.08 P=N<10 G=N<10	U=19 P=N<10 G=N<10	U=1220 P=N<10 G=N<10
SAT Essay, Writing (Optional)	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Math Subscore	U=200 P=200	U=24 P=N<10	U=612.92 P=N<10	U=48 P=N<10	U=606.46 P=N<10	U=19 P=N<10	U=613.16 P=N<10

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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**
	G=200	G=12	G=639.17	G=N<10	G=N<10	G=N<10	G=N<10
SAT Reading/ Writing Subscore	U=200 P=200 G=200	U=24 P=N<10 G=12	U=615.83 P=N<10 G=650.83	U=48 P=N<10 G=N<10	U=595.63 P=N<10 G=N<10	U=19 P=N<10 G=N<10	U=606.84 P=N<10 G=N<10

Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Dispositional Assessment	Y	Y	Y
EMPATHY/Omaha Interview	N	N	N
Essay	Y	Y	Y
High School Class Rank	N/A	N/A	N/A
Interview	N	N	N
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	Y	Y	Y
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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Principal Program Admission Requirements

EPP graduate requirements are 1) application with two letters of recommendation, GPA, and disposition form (BCII/FBI checks and fingerprinting) and 2) coursework. All applications are screened using rubrics/criteria. Applicants include a statement of purpose and resume/CV. Applicants must have 2+ years of prior teaching experience and an active teaching license. SAT, ACT and/or GRE scores may be considered. A letter of Superintendent Sponsorship is required for the Accelerated track.

Principal Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
GPA - Undergraduate	3.00	31	3.38	31	3.40	10	3.29
GPA - High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GPA - Graduate	3.00	20	3.71	12	3.70	N<10	N<10
ACT Composite Score	1	12	24.75	14	24	N<10	N<10
ACT Math Subscore	1	12	23.17	14	23	N<10	N<10
ACT Reading Subscore	1	12	25.08	14	22.93	N<10	N<10
ACT English Subscore	1	12	24.58	14	23.64	N<10	N<10
SAT Composite Score	400	N<10	N<10	N<10	N<10	N<10	N<10
SAT Math Subscore	200	N<10	N<10	N<10	N<10	N<10	N<10
SAT Reading/ Writing Subscore	200	N<10	N<10	N<10	N<10	N<10	N<10
Praxis I Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Praxis II	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Composite Score	260	N<10	N<10	N<10	N<10	N<10	N<10
GRE Verbal Subscore	130	N<10	N<10	N<10	N<10	N<10	N<10
GRE Quantitative Subscore	130	N<10	N<10	N<10	N<10	N<10	N<10
GRE Writing Subscore	1	N<10	N<10	N<10	N<10	N<10	N<10
MAT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Science Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Essay (Optional)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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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	Y
Interview	N
Letter of Commitment	Y
Letter of Recommendation	Y
Myers-Briggs Type Indicator	N
Portfolio	N
Prerequisite Courses	Y
SRI Teacher Perceiver	N
Superintendent Statement of Sponsorship	Y
Teacher Insight	N

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National Accreditation Status

Reporting period from September 1, 2023 to August 31, 2024.
(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 Association for Advancing Quality in Educator Preparation (AAQEP) or 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	Spring 2019
Accreditation Status	Accredited

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Teacher Residency Program

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ohio State University)

Description of Data:
The Ohio Resident Educator (RE) Program is a comprehensive, two-year initiative to assist beginning teachers with mentoring and professional development as they start their education careers. Requirements of the program include successful completion of two years of locally determined mentoring activities as well as the Resident Educator Summative Assessment (RESA), and it results in eligibility for professional licensure. The RE Program is designed to improve teacher retention, enhance teacher quality, and result in improved student achievement. Prior to the 2023-2024 school year the RE Program was a four-year initiative.

Data from this table capture a year-to-year snapshot of the persistence of Ohio Educator Preparation Provider graduates through the program. Corrections to prior year reporting may be captured in the current year's reporting. Data used to create this "snapshot" table are sourced not only from the current year's resident educator completion data results, but also prior year results because a Resident Educator may fail to complete all the program year requirements within the same academic year.

Some of the scenarios addressed in the design of the table are as follows:

1. A normal scenario, where a student is reported each year and is listed as completed. In this case, we include them in only the Entering/Persisting counts for the current year.

2. A scenario where a student is reported as entering one year, but not as completed, but then reported the following year as completing the previous year and current year. In this case, we include them in the Persisting count for the previous year, but not the Entering count. We also include them in the Entering and Persisting counts for the current year.

3. A scenario where a student is not reported for one year, but reported with records for the previous year and the current year the following year (both as completed). In this scenario, we include them in both the Entering and Persisting counts for both years.

4. A scenario involving a registration fluke where a student completes Year 1 of the RE program with an issued RE license, but not an effective or valid license until the following school year. For example, a teacher has all the qualifications for a full license, but completed Year 1 under a sub-license (in which the work is counted) and Year 2 under a RE license.

Ohio EPP Program Completers Persisting in the State Resident Educator Program who were Prepared at Ohio State University

Initial Licensure Effective Year	Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
2020	1	N/A	%	7	N/A	%	N/A	N/A	N/A	N/A	N/A	N/A
2021	7	N/A	%	9	N/A	%	3	N/A	%	1	N/A	%

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	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
2022	9	1	11.1%	35	N/A	%	1	N/A	%	N/A	N/A	N/A
2023	33	N/A	%	218	N/A	%	N/A	N/A	N/A	N/A	N/A	N/A

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Excellence and Innovation Initiatives

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ohio State 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:	OSU Urban & Rural Tutoring Partnership
Purpose:	Under ODE Partnership for Student Success grant, math/reading tutoring programs are managed by faculty in Columbus and Newark serving local school sites.
Goal:	Provide high-dosage tutoring which prioritizes 1-on-1 tutoring or small group ratios 3/week in person or virtually aligned to the needs of the school/district. Develop authentic, mutually beneficial partnerships
Number of Participants:	150
Strategy:	Using a collaborative model, OSU-Columbus, and OSU-Newark train in two different literacy tutoring experiences and provide services to schools based on their needs. Between the two programs, up to 120 students will be served per year. The OSU-Columbus program, Small Group Comprehensive Literacy Intervention (SGCLI) and the Newark program (Structured Literacy Intervention. Summative and formative assessment data will inform programmatic decisions. In partnership with local schools, in-person tutoring will be provided 3x/week for 50 minutes – 1 hour each session totaling 50 hours of tutoring for each student. Tutors are trained and made up of education teacher candidates. All data will be shared with ODE as part of the requirements to participate in state evaluation activities.
Demonstration of Impact:	Columbus Sustainability: Lead intends to use this grant project to facilitate and support bridge building opportunities between OSU pre-service students and schools in greater Columbus. We will seek additional resources and work with schools to ensure that tutoring opportunities continue to exist. OSU Columbus has a long-standing history of collaborating with local schools in joint efforts to support student learning. Newark Sustainability: Lead intends to use this as an opportunity to develop training modules to be used with school districts who want to train teachers in the Structured Literacy Approach. With the assistance of the GA, tutor training modules will be developed to provide support for project tutors, and then revised and finalized for use after the program.
External Recognition:	Ohio Department of Education
Programs:	Small Group Comprehensive Literacy Intervention, Structured Literacy Intervention, open to all teacher education candidates (pre-service)

Initiative:	Weiler Family Teacher Education Fund Scholars
Purpose:	To address a number of factors that have impeded successful completion of teacher licensure programs, specifically for historically underrepresented students.
Goal:	The goal was to decrease financial barriers for historically underrepresented students and draft programming options and resources to support the scholars.
Number of Participants:	10
Strategy:	This fund provides one or more renewable scholarships to students who are enrolled in the teacher education program in the College of Education and Human Ecology and demonstrate high financial need. Preference shall be given to first-generation college students who add diversity to the College and/or who actively contribute to nurturing a more diverse and inclusive community within the College. In addition to the fund, the scholars will receive tailored programming and small-group/individual mentoring with the Director of RMRDSJ.
Demonstration of Impact:	Awarding these scholars eliminated or significantly reduced student loans for several recipients. For the parenting students, each has stated that receiving this scholarship has reduced their worries around how to finish school and care for their children.
External Recognition:	None at this time

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Programs: Open to all teacher education licensure programs at all campuses. Recipients are in the following programs: Math Education, Physical education, English Language Arts Education, Special Education, Primary Education, Middle Childhood Education, and TESOL Education.

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Principal Preparation Programs

Initiative:	Relevant Clinical Field Experiences
Purpose:	To engage in a continual improvement process of the required 216-hour clinical field experience embedded in the principal licensure program.
Goal:	To engage in a continual improvement process of the required 216-hour clinical field experience embedded in the principal licensure program.
Number of Participants:	45
Strategy:	1. Continued participation in a professional learning community comprised of 12 university principal preparation programs throughout the United States to engage in conversations about best practices in clinical field experiences. 2. Continued work with recent principal licensure graduates to capture their experiences in (and impact of) the clinical field experience. 3. Reconvene the principal advisory council at the conclusion of the 2024-2025 academic year to discuss feedback from the new changes to the clinical field experience. This discussion could inform further updates to the clinical field experience model.
Demonstration of Impact:	Impact will be measured by taking information learned from the above three strategies and applying updates to the clinical field experience syllabi (ESEADM 6189) for the 2025-2026 academic year.
External Recognition:	Not at this time.

Initiative:	Syllabi Alignment with Mission, Vision & Values
Purpose:	To use the updated principal licensure program mission, vision, and values to establish a through-line throughout course syllabi.
Goal:	To enrich the student experience and provide consistency throughout the program.
Number of Participants:	10
Strategy:	1. Faculty representatives will meet with a consultant to establish a process for using the updated principal licensure program mission, vision, and values to update course syllabi. 2. The consultant will work with individual faculty to update course syllabi. 3. Upon conclusion of syllabi updates, faculty will meet to demonstrate how a connection has been developed from the mission, vision, and values throughout each course.
Demonstration of Impact:	Impact will be measured by updated course syllabi and a map that demonstrates the program through-line.
External Recognition:	Not at this time.