2025
Ohio Educator Preparation Provider Performance Report
Walden University

Institution Profile

(Data Source: Walden University)

Walden University is committed to expanding access to higher education and empowering the greater good. We have the bachelor's, master's, doctoral, or certificate program you need to change your life and the lives around you. We're accredited by The Higher Learning Commission, a Certified B Corporation®, and fully online with a diverse community that spans the United States and more than 160 countries. Programs include nursing, counseling, criminal justice, human services, management, psychology, education, public health, public administration, and technology.

Richard W. Riley College of Education and Human Sciences

Walden University's Richard W. Riley College of Education and Human Sciences is accredited based on the Council for the Accreditation of Educator Preparation (CAEP) Standards through June 2026. This accreditation covers specific Walden initial teacher and advanced educator preparation programs, including the BS in Elementary Education, Master of Arts in Teaching (MAT) – Special Education specialization, MS in Education – Educational Leadership and Administration specialization, and EdS in Educational Leadership and Administration.

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

2025
Ohio Educator Preparation Provider Performance Report
Walden University

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

2025
Ohio Educator Preparation Provider Performance Report
Walden University

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

Reporting period from September 1, 2024 to August 31, 2025.
(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**
N/A	N/A	N/A	N/A	N/A

2025
Ohio Educator Preparation Provider Performance Report
Walden University

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

Reporting period from September 1, 2024 to August 31, 2025.
(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**
2021	N<10	N<10	N<10	N<10
2023	N<10	N<10	N<10	N<10
2024	N<10	N<10	N<10	N<10

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Field and Clinical Experiences for Candidates at Walden University

Reporting period from September 1, 2024 to August 31, 2025.
(Data Source: Walden 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

Principal Preparation Programs

Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	36
Number of candidates who started internship	36
Number of candidates who completed internship	39
Percentage of principal candidates who satisfactorily completed internship	108.33%

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Description of Data:

Teacher Licensure Tests	
Summary Rating: N/A	
Completers Tested	**Pass Rate**
N/A	N/A

Ohio Principal Licensure Examination Pass Rates at Walden University

Reporting period from September 1, 2024 to August 31, 2025.
(Data Source: Walden 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

2025
Ohio Educator Preparation Provider Performance Report
Walden University

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

Reporting period from September 1, 2024 to August 31, 2025.

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 Walden University-Prepared Teachers

Initial Licensure Effective Years 2021, 2022, 2023, 2024		Associated Value-Added Classifications		
Employed as Teachers	**Teachers with Value-Added Data**	**Yellow**	**Green**	**Light Blue**
N/A	N/A	N/A	N/A	N/A
		N/A	N/A	N/A

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Demographic Information for Schools where Walden 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/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	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/A
N/A	N/A	N/A	N/A	N/A	N/A

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N/A	N/A	N/A	N/A	N/A
N/A	NA	N/A	N/A	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.**

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Value-Added Data for Walden University-Prepared Principals

Initial Licensure Effective Years 2021, 2022, 2023, 2024		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 Walden 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/A	N<10	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 = 12	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/A	N<10	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Principals Serving by Poverty Level by Quartiles

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

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Walden University Candidate Academic Measures

(Data Source:Walden University)
Reporting period from September 1, 2024 to August 31, 2025.

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=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
ACT English 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
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
ACT Math 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
ACT Reading 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
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=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 - 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=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
GRE Composite Score	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
GRE Quantitative Subscore	U=N/A P=N/A	U=N/A P=N/A	U=N/A P=N/A	U=N/A P=N/A	U=N/A P=N/A	U=N/A P=N/A	U=N/A P=N/A

2025
Ohio Educator Preparation Provider Performance Report
Walden University

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
GRE Verbal 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
GRE Writing 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
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=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 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=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 Reading/ Writing 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

Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Dispositional Assessment	N	N	N
EMPATHY/Omaha Interview	N	N	N
Essay	N	N	N
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	N
Myers-Briggs Type Indicator	N/A	N	N

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
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

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Principal Program Admission Requirements

Bachelor’s (for MSED)/Master's (for EdS) or higher in discipline or field related to the program. Min cumulative GPA of 2.5 (for MSED)/3.0 (for EdS) on transcript; verified proficiency in English (non-US applicants); at least 1 year teaching experience; valid state issued teaching license or certificate; signed acknowledgement of background check, fingerprinting, immunization, & TB guidelines; contact info for two persons, professional or academic, qualified to comment on applicant qualification

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	2.50	37	3.18	44	3.59	N<10	N<10
GPA - High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GPA - Graduate	3.00	20	3.66	29	3.71	N<10	N<10
ACT Composite Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Math Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT Reading Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACT English Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Composite Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Math Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT Reading/ Writing Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Verbal Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Quantitative Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Writing Subscore	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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

2025
Ohio Educator Preparation Provider Performance Report
Walden University

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

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Pre-Service Teacher Survey Results

Reporting period from September 1, 2024 to August 31, 2025.

Description of Data:
To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio candidates receive an invitation to complete the survey during their professional internship (student teaching). The results of this survey are reflected here.

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

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N/A	3.53
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	N/A	3.36
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N/A	3.43
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N/A	3.54
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N/A	3.46
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	N/A	3.67
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N/A	3.52
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N/A	3.58
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N/A	3.59
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	N/A	3.52
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N/A	3.47
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N/A	3.62
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N/A	3.31
14	My teacher licensure program prepared me to communicate clearly and effectively.	N/A	3.59

2025
Ohio Educator Preparation Provider Performance Report
Walden University

No.	Question	Institution Average	State Average
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N/A	3.55
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N/A	3.70
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N/A	3.63
18	My teacher licensure program prepared me to communicate high expectations for all students.	N/A	3.65
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N/A	3.57
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N/A	3.77
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N/A	3.55
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N/A	3.56
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N/A	3.60
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	N/A	3.24
25	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	N/A	3.21
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N/A	3.23
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N/A	3.46
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N/A	3.36
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	N/A	3.67
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	N/A	3.11
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N/A	3.73
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N/A	3.56
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N/A	3.74
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N/A	3.73
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N/A	3.69
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N/A	3.63

2025
Ohio Educator Preparation Provider Performance Report
Walden University

No.	Question	Institution Average	State Average
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N/A	3.60
38	My teacher licensure program provided opportunities to work with diverse teachers.	N/A	3.43
39	My teacher licensure program provided opportunities to interact with diverse faculty.	N/A	3.46
40	My teacher licensure program provided opportunities to work and study with diverse peers.	N/A	3.49
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N/A	3.68
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N/A	3.62
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N/A	3.70
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N/A	3.63
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N/A	3.67
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N/A	3.70
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N/A	3.56
48	My teacher licensure program provided opportunities to voice concerns about the program.	N/A	3.35
49	My teacher licensure program provided advising to facilitate progression to program completion.	N/A	3.54

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Statewide Survey of Ohio Resident Educators' Reflections on their Educator Preparation Program

Reporting period from September 1, 2024 to August 31, 2025.

Description of Data:
To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio Resident Educators who completed their preparation in Ohio receive an invitation to complete the survey in the fall semester as they enter Year 2 of the Resident Educator program.

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

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N/A	3.34
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	N/A	3.00
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N/A	3.13
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N/A	3.23
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N/A	3.13
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	N/A	3.46
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N/A	3.25
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N/A	3.35
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N/A	3.29
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	N/A	3.16
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N/A	3.06
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N/A	3.26
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N/A	2.91
14	My teacher licensure program prepared me to communicate clearly and effectively.	N/A	3.36

2025
Ohio Educator Preparation Provider Performance Report
Walden University

No.	Question	Institution Average	State Average
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N/A	3.26
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N/A	3.52
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N/A	3.42
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N/A	3.27
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N/A	3.53
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N/A	3.25
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N/A	3.24
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N/A	3.33
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	N/A	3.11
24	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	N/A	3.14
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N/A	3.14
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N/A	3.29
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N/A	3.10
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	N/A	3.44
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	N/A	2.73
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N/A	3.41
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N/A	3.20
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N/A	3.46
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N/A	3.46
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N/A	3.35
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N/A	3.27
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N/A	3.28

2025
Ohio Educator Preparation Provider Performance Report
Walden University

No.	Question	Institution Average	State Average
37	My teacher licensure program provided opportunities to work with diverse teachers.	N/A	3.13
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N/A	3.13
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N/A	3.19
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N/A	3.51
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N/A	3.39
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N/A	3.49
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N/A	3.41
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N/A	3.43
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N/A	3.53
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N/A	3.34
47	My teacher licensure program provided opportunities to voice concerns about the program.	N/A	3.04
48	My teacher licensure program provided advising to facilitate progression to program completion.	N/A	3.27
49	My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N/A	3.25

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Principal Intern Survey Results

Reporting period from September 1, 2024 to August 31, 2025.

Description of Data:
To gather information on the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation.

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

No.	Question	Institution Average	State Average
1	My program prepared me to lead and facilitate continuous improvement efforts within a school building setting.	N<10	3.59
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	N<10	3.53
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	N<10	3.53
4	My program prepared me to lead instruction.	N<10	3.48
5	My program prepared me to ensure the instructional content being taught is aligned with the academic standards (e.g. national, Common Core, state) and curriculum priorities of the school and district.	N<10	3.50
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	N<10	3.54
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	N<10	3.56
8	My program prepared me to advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	N<10	3.56
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	N<10	3.49
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	N<10	3.51
11	My program prepared me to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning.	N<10	3.56
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	N<10	3.55
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	N<10	3.50
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	N<10	3.64
15	My program prepared me to share leadership with staff, students, parents, and community members.	N<10	3.58

2025
Ohio Educator Preparation Provider Performance Report
Walden University

No.	Question	Institution Average	State Average
16	My program prepared me to establish effective working teams and developing structures for collaboration between teachers and educational support personnel.	N<10	3.54
17	My program prepared me to foster positive professional relationships among staff.	N<10	3.60
18	My program prepared me to support and advance the leadership capacity of educators.	N<10	3.56
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	N<10	3.61
20	My program prepared me to connect the school with the community through print and electronic media.	N<10	3.48
21	My program prepared me to involve parents and communities in improving student learning.	N<10	3.53
22	My program prepared me to use community resources to improve student learning.	N<10	3.50
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	N<10	3.58

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Principal Internship Mentor Survey Results

Reporting period from September 1, 2024 to August 31, 2025.

Description of Data:
To gather information on the quality of preparation provided by educator preparation programs, the Ohio Department of Higher Education distributes a survey to individuals who serve as mentors to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation.

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

No.	Question	Institution Average	State Average
1	The principal preparation program prepared the school leader candidate to understand leading and facilitating continuous improvement efforts within a school building setting.	N<10	3.30
2	The principal preparation program prepared the school leader candidate to understand leading the process of setting, monitoring, and achieving specific and challenging goals for all students and staff.	N<10	3.37
3	The principal preparation program prepared the school leader candidate to understand anticipating, monitoring, and responding to educational developments affecting the school and its environment.	N<10	3.34
4	The principal preparation program prepared the school leader candidate to understand ensuring the instructional content being taught is aligned with the academic standards (i.e., national, Common Core, state) and curriculum priorities of the school and district.	N<10	3.40
5	The principal preparation program prepared the school leader candidate to understand ensuring effective instructional practices that meet the needs of all students at high levels of learning.	N<10	3.40
6	The principal preparation program prepared the school leader candidate to understand advocating for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	N<10	3.38
7	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of data by self and staff.	N<10	3.38
8	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of research by self and staff.	N<10	3.35
9	The principal preparation program prepared the school leader candidate to understand supporting staff in planning and implementing research-based professional development.	N<10	3.30
10	The principal preparation program prepared the school leader candidate to understand establishing and maintaining procedures and practices supporting staff and students with a safe environment conducive to learning.	N<10	3.35
11	The principal preparation program prepared the school leader candidate to understand establishing and maintaining a nurturing school environment addressing the physical and mental health needs of all.	N<10	3.38
12	The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning.	N<10	3.32

2025
Ohio Educator Preparation Provider Performance Report
Walden University

No.	Question	Institution Average	State Average
13	The principal preparation program prepared the school leader candidate to understand upholding and modeling professional ethics; local, state, and national policies; and, legal codes of conduct.	N<10	3.44
14	The principal preparation program prepared the school leader candidate to understand connecting the school with the community through print and electronic media.	N<10	3.34
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	N<10	3.30
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	N<10	3.32
17	The principal preparation program prepared the school leader candidate to understand establishing expectations for using culturally responsive practices that acknowledge and value diversity.	N<10	3.37
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	N<10	2.73
19	I participated in and/or accessed the provided mentor training and/or materials.	N<10	
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	N<10	2.18

2025
Ohio Educator Preparation Provider Performance Report
Walden University

National Accreditation Status

Reporting period from September 1, 2024 to August 31, 2025.
(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

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Teacher Residency Program

Reporting period from September 1, 2024 to August 31, 2025.
(Data Source: Walden 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 Walden University

Initial Licensure Effective Year	Residency Year 1	Residency Year 2	Residency Year 3	Residency Year 4

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Excellence and Innovation Initiatives

Reporting period from September 1, 2024 to August 31, 2025.
(Data Source: Walden 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.

2025
Ohio Educator Preparation Provider Performance Report
Walden University

Principal Preparation Programs

Initiative:	Peer Mentor Program
Purpose:	The Peer Mentor Program is designed to provide personalized support to students seeking additional guidance on their academic journey.
Goal:	To connect individual students who are seeking additional support with students/alumni who have demonstrated success in the program for one-on-one mentoring.
Number of Participants:	9
Strategy:	This program provides an opportunity for students to connect with experienced peers, alumni or students who are nearing program completion, to provide support and encouragement throughout the academic journey. Invitations are sent to potential mentors who then complete a brief questionnaire, ensuring the right match between mentor and mentee based on academic and career interests. Once paired, both parties agree on goals and communication preferences, fostering a productive mentoring relationship. Mentors receive ongoing support to ensure their success, and participants are encouraged to provide feedback throughout the program to enhance its effectiveness. With the motto “Each One Teach One,” this program empowers students to share their skills and knowledge, creating a supportive community of learners and contributing to the overall success of our students.
Demonstration of Impact:	Faculty leaders informally gather feedback from participants to provide insights into the impact of this program on student outcomes and satisfaction. Questions about this initiative, including an open-ended request for comments, have been added to the end-of-program survey. The program plans to compare outcomes of this initiative (i.e., GPA, retention) for analysis of participants/non-participants’ success and satisfaction.
External Recognition:	N/A

Initiative:	The Principal’s Corner
Purpose:	The Principal's Corner is a dynamic online platform designed to support aspiring school leaders by fostering leadership skills, collaboration, and personal growth within a learning community.
Goal:	To connect future principals with experienced leaders, program alumni, and peers, providing a unique opportunity to exchange insights, share experiences, and build meaningful networks.
Number of Participants:	138
Strategy:	Through workshops, mentorship, round table discussions, and collaborative projects, participants gain practical knowledge, enhance problem-solving abilities, and strengthen their confidence in navigating real-world challenges faced by school administrators. The Principal's Corner cultivates a supportive community, empowering students to develop the skills necessary for effective educational leadership. Participants include principal mentors, students, instructors, and alumni.
Demonstration of Impact:	Faculty leaders informally gather feedback from participants to provide insights into the impact of this program on student outcomes and satisfaction. Questions about this initiative, including an open-ended request for comments, have been added to the end-of-program survey. The program plans to compare outcomes of this initiative (i.e., GPA, retention) for analysis of participants/non-participants’ success and satisfaction.
External Recognition:	N/A