

2018

Ohio Educator Preparation Provider Performance Report

Wright State University

Institution Profile

(Data Source: Wright State University)

Named after the inventors of powered flight-Orville and Wilbur Wright-Wright State University continues their tradition of innovation. A rich and dynamic community of over 18,000 students, Wright State offers more than 118 undergraduate degrees and nearly 78 Ph.D., master's, and professional degrees. In addition, the Lake Campus, a branch campus located between St. Marys and Celina, Ohio, offers associate degrees plus several baccalaureate and master's programs. The main campus' state-of-the-art facilities are located in a beautiful 557-acre wooded setting 12 miles northeast of Dayton, Ohio.

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
- Survey Results of Pre-Service Teacher Candidates Enrolled in Ohio Educator Preparation Provider Programs
- Survey Results of Ohio Resident Educators Who Were Prepared by Ohio Educator Preparation Providers
- Survey Results of Ohio Principal Interns Enrolled in Ohio Educator Preparation Provider Programs
- Survey Results of Mentors Serving Principal Interns Enrolled in Ohio Educator Preparation Provider Programs
- Survey Results of Employer Perceptions of 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 Wright State University**

Reporting Period from Sept 1, 2017 to Aug 31, 2018
(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 is 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 2014, 2015, 2016, and 2017.
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
2014	58	56	N<10	N<10
2015	47	63	11	N<10
2016	29	55	14	N<10
2017	20	34	15	N<10

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

Reporting Period from Sept 1, 2017 to Aug 31, 2018
(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 2014, 2015, 2016, and 2017.

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 is 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
2014	N<10	N<10	N<10	N<10
2015	N<10	N<10	N<10	N<10
2016	N<10	N<10	N<10	N<10
2017	N<10	N<10	N<10	N<10

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Field and Clinical Experiences for Candidates at Wright State University

Reporting Period from Sept 1, 2017 to Aug 31, 2018

(Data Source: Wright 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	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	980
Average number of weeks required to teach full-time within the student teaching experience at the institution	14
Percentage of teacher candidates who satisfactorily completed student teaching	99.36%

Principal Preparation Programs	
Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	14
Number of candidates who started internship	36
Number of candidates who completed internship	31
Percentage of principal candidates who satisfactorily completed internship	86.11%

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Ohio Educator Licensure Examination Pass Rates at Wright State University

Reporting Period from Sept 1, 2016 to Aug 31, 2017
(Data Source: USDOE Title II Report)

Description of Data:

Ohio educator licensure requirements include passage of all requisite licensure examinations at the state determined cut score. The reported results reflect Title II data, and therefore represent pass rate data solely for initial licenses. Further, because the data are gathered from the Title II reports, there is a one year lag in accessing the data. Teacher licensure pass rate data are the only reported metric for which the data do not reflect the reporting year 2017-2018.

As of 2013, the Ohio Assessments for Educators replaced the Praxis subject assessments for initial licensure. Some Praxis II assessments are still being reported because recent program completers took those tests in or before 2013.

Teacher Licensure Tests	
Summary Rating: Effective	
Completers Tested	Pass Rate
153	97%

Ohio Principal Licensure Examination Pass Rates at Wright State University

Reporting Period from Sept 1, 2017 to Aug 31, 2018
(Data Source: Wright State University)

Description of Data:

Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. The 2017-2018 program completer pass rates are reported by each Ohio educator preparation provider.

Principal Licensure Tests	
Completers Tested	Pass Rate
50	96%

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

Reporting Period from Sept 1, 2017 to Aug 31, 2018

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, 2014, 2015, 2016, and 2017.
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 Wright State University-Prepared Teachers

Initial Licensure Effective Years 2014, 2015, 2016, 2017		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
433	165	N=38 23%	N=13 8%	N=51 31%	N=23 14%	N=40 24%

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**Demographic Information for Schools where Wright 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=56	N=47	N=4	N=58	N/A
34%	28%	2%	35%	N/A

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=6	N=156	N=3	N/A	N/A	N/A
4%	95%	2%	N/A	N/A	N/A

Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N=72	N=12	N=19	N=5	N=57	N/A
44%	7%	12%	3%	35%	N/A

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=24	N=55	N=36	N=50	N/A
15%	33%	22%	30%	N/A

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=31	N=43	N=46	N=45	N/A
19%	26%	28%	27%	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 Wright State University-Prepared Principals

Initial Licensure Effective Years 2014, 2015, 2016, 2017		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<10 N/A	N<10 N/A	N<10 N/A	N/A N/A	N<10 N/A

Demographic Information for Schools where Wright 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<10	N/A	N/A	N<10	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<10	N<10	N/A	N<10	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/A	N<10	N<10	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/A	N<10	N<10	N<10	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
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
GRE Quantitative Subscore	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	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	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
GRE Writing Subscore	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
MAT	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
Praxis CORE Math	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
Praxis CORE Reading	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
Praxis CORE Writing	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
Praxis I Math	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
Praxis I Reading	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
Praxis I Writing	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
Praxis II	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
SAT Composite Score	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
SAT Quantitative Subscore	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
SAT Verbal Subscore	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
SAT Writing Subscore	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
Other Criteria	Undergraduate		Post-Baccalaureate		Graduate		
Dispositional Assessment	Y		N		Y		
EMPATHY/Omaha Interview	N		N		N		
Essay	Y		N		Y		
High School Class Rank	N/A		N/A		N/A		
Interview	Y		N		Y		
Letter of Commitment	N		N		N		
Letter of Recommendation	Y		N		Y		

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Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Myers-Briggs Type Indicator	N/A	N	N
OAE Content Assessment	N/A	N/A	Y
Portfolio	Y	N	N
Prerequisite Courses	Y	N	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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Other Criteria	
Dispositional Assessment	Y
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

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Pre-Service Teacher Survey Results

Reporting Period from Sept 1, 2017 to Aug 31, 2018

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. A total of 3,451 respondents completed the survey statewide for a response rate of 74 percent.

Wright State University Survey Response Rate = 82.8%

Total Survey Responses = 130

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.	3.53	3.50
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.	3.35	3.32
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.47	3.34
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.52	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.48	3.41
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.70	3.64
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.49	3.46
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.55	3.48
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.62	3.53
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.	3.49	3.44
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.52	3.37
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.60	3.59
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.55	3.31
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.68	3.54

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No.	Question	Institution Average	State Average
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.67	3.55
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.75	3.67
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.65	3.54
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.71	3.62
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.56	3.51
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.77	3.73
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.49	3.42
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.58	3.51
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.57	3.52
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.29	3.23
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.	3.16	3.08
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.09	3.00
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.35	3.35
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.25	3.21
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.68	3.59
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	3.00	2.93
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.69	3.67
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.66	3.42
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.70	3.68
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.63	3.65
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.71	3.62
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.66	3.52

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No.	Question	Institution Average	State Average
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.59	3.50
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.42	3.26
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.46	3.31
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.50	3.34
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.67	3.63
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.59	3.51
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.68	3.63
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.54	3.53
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.62	3.54
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.60	3.63
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.40	3.42
48	My teacher licensure program provided opportunities to voice concerns about the program.	3.38	3.20
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.47	3.41

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

Reporting Period from Sept 1, 2017 to Aug 31, 2018

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. A total of 305 respondents completed the survey statewide for a response rate of eight percent.

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.	3.64	3.48
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.	3.21	3.18
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.43	3.32
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.36	3.37
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.14	3.32
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.79	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.50	3.40
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.29	3.41
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.57	3.47
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.	3.14	3.28
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.43	3.24
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.57	3.43
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.21	3.06

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No.	Question	Institution Average	State Average
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.36	3.46
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.21	3.41
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.43	3.58
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.43	3.42
18	My teacher licensure program prepared me prepared me to understand students' diverse cultures, language skills, and experiences.	3.43	3.34
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.50	3.59
20	My teacher licensure program prepared me prepared me to use technology to enhance teaching and student learning.	3.36	3.28
21	My teacher licensure program prepared me prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.21	3.41
22	My teacher licensure program prepared me collected evidence of my performance on multiple measures to monitor my progress.	3.21	3.36
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.14	3.14
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.	3.21	3.03
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.21	3.03
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.14	3.24
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.07	3.11
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.64	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.	2.57	2.73
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.36	3.55
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.07	3.30
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.36	3.53
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.29	3.51
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.36	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	2.93	3.31

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No.	Question	Institution Average	State Average
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.07	3.38
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.14	3.18
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.07	3.22
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.36	3.29
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.64	3.55
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.57	3.46
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.64	3.55
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.43	3.41
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.71	3.40
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.43	3.59
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.21	3.33
47	My teacher licensure program provided opportunities to voice concerns about the program.	3.00	3.13
48	My teacher licensure program provided advising to facilitate progression to program completion.	3.14	3.31
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.43	3.27

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Principal Intern Survey Results

Reporting Period from Sept 1, 2017 to Aug 31, 2018

Description of Data:

To gather information 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. A total of 450 respondents completed the survey statewide for a response rate of 44 percent.

Wright State University Survey Response Rate = 25%

Total Survey Responses = 9

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	3.55
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	3.54
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	3.47
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	3.48
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	N<10	3.50
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	3.57
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	N<10	3.50
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	3.57
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	N<10	3.49
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	N<10	3.44
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	N<10	3.60
15	My program prepared me to share leadership with staff, students, parents, and community members.	N<10	3.64

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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	3.59
17	My program prepared me to foster positive professional relationships among staff.	N<10	3.64
18	My program prepared me to support and advance the leadership capacity of educators.	N<10	3.59
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	N<10	3.64
20	My program prepared me to connect the school with the community through print and electronic media.	N<10	3.42
21	My program prepared me to involve parents and communities in improving student learning.	N<10	3.50
22	My program prepared me to use community resources to improve student learning.	N<10	3.45
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	N<10	3.50

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Principal Internship Mentor Survey Results

Reporting Period from Sept 1, 2017 to Aug 31, 2018

Description of Data:

To gather information the quality of preparation provided by their 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. A total of 174 respondents completed the survey statewide for a response rate of 19 percent.

Wright State University Survey Response Rate = 15.15%

Total Survey Responses = 5

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	3.33
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	3.33
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	3.32
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	3.39
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	3.39
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	3.39
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	3.46
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	3.33
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	3.45
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	3.45
12	The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning.	N<10	3.39

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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	3.53
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	3.30
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	N<10	3.35
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	N<10	3.28
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	3.33
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	N<10	2.74
19	I participated in and/or accessed the provided mentor training and/or materials.	N<10	2.88
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	N<10	2.14

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Employer Perceptions of Ohio EPP Programs Survey Results

Reporting Period from Sept 1, 2017 to Aug 31, 2018

(Data Source: Ohio Department of Higher Education administered survey of Employers of Ohio Educators)

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 employers of Ohio educators. Questions on the survey are aligned with Ohio's Learning Standards, Ohio licensure requirements, and elements of national accreditation. A total of 141 respondents completed the survey statewide.

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

No.	Question	Institution Average	State Average
1	The institution prepares its graduates to understand student learning and development.	3.16	3.39
2	The institution prepares its graduates to respect the diversity of the students they teach.	3.26	3.43
3	The institution prepares its graduates to know and understand the content area for which they have instructional responsibility.	3.26	3.45
4	The institution prepares its graduates to understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	3.16	3.35
5	The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate.	3.16	3.22
6	The institution prepares its graduates to analyze data to monitor student progress and learning.	3.00	3.12
7	The institution prepares its graduates to use data to plan, differentiate, and modify instruction.	3.11	3.13
8	The institution prepares its graduates to align their instructional goals and activities with school and district priorities.	3.05	3.23
9	The institution prepares its graduates to differentiate instruction to support the learning needs of all students.	3.05	3.20
10	The institution prepares its graduates to treat students fairly and establish an environment that is respectful, supportive, and caring.	3.26	3.47
11	The institution prepares its graduates to maintain an environment that is conducive to learning for all students.	3.26	3.42
12	The institution prepares its graduates to communicate clearly and effectively.	3.21	3.38
13	The institution prepares its graduates to collaborate effectively with other teachers, administrators, and district staff.	3.37	3.38
14	The institution prepares its graduates to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.21	3.45
15	The institution prepares its graduates to assume responsibility for professional growth.	3.21	3.34

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National Accreditation Status

Reporting Period from Sept 1, 2017 to Aug 31, 2018
(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	NCATE
Date of Last Review	May 2016
Accreditation Status	Accredited

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Excellence and Innovation Initiatives

Reporting Period from Sept 1, 2017 to Aug 31, 2018
(Data Source: Wright 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:	3, 2, 1 Liftoff: Mission Moon First Lego League Jr
Purpose:	For participants to learn basic programming skills with Lego Education WeDo software, while cooperatively working together to make a moving model for the Mission Moon theme.
Goal:	To bring STEM education to rural students through the use of working cooperatively to build a moving model using Legos.
Number of Participants:	385
Strategy:	This initiative was designed to allow WSU Lake Campus teacher candidates the opportunity to apply multiple skills obtained during their methods courses, including planning and implementing multidisciplinary lessons that are multimodal in nature to ensure all ranges and abilities of students needs are met. Each candidate served as a coach to a group of 8-10 second grade students for the daylong event and as mentors for our upcoming teacher candidates that will serve as coaches for the event next year. Each coach had to learn the programming of the WeDo software in addition to doing background research on the moon. Each coach was in charge of their own lesson plans and presentation of the material. They needed to use classroom management skills to ensure not only that the goals of the challenge were met, and students had a moving display and poster display to showcase for the evening Expo held at the University, but to make sure students were engaged and on task during the day. Candidates were also in charge of setting up the evening Expo and helped students present their projects to their family and friends during the event.
Demonstration of Impact:	Second grade students polled after the event showed a 100% increase in STEM awareness. 100% of the students polled also showed an increase in feeling comfortable with programming skills. WSU teacher candidates reflected that this event showed them how easy it was to integrate multiple disciplines into a unit of study and for it to be differentiated to suit the educational needs of all the students in their group. 100% of the teachers polled requested to come back next year and to have professional development on the topic of STEM. This event showed an increase of usually 60 guests attending when it was held at the school to 195 guests attending when it was held at the University. One student state it was "the best day of his life."
External Recognition:	After this event, WSU's Lake Campus received 3 phone calls from different schools in the area requesting information on how they could implement this project into their buildings. A local service group requested assistance on incorporating more STEM centered projects into their activities.
Programs:	Early Childhood Education
Initiative:	School-centered Ecology Educ. & Democratic STEM
Purpose:	To afford K-3 students and teachers, local communities, and universities a living laboratory for learning and innovation
Goal:	To provide access to science, technology, engineering, and math (STEM) teaching for Early Childhood teacher candidates
Number of Participants:	100
Strategy:	The early childhood science methods course is taught on site at four different public elementary schools within a five-mile radius that are diverse culturally, economically, and in the unique needs of the learners. Using school gardens as outdoor classrooms, candidates are solely responsible for science instruction for approximately half of each class time. In two of the school sites, the teacher candidates work in small groups with the K-3 students and in others, they co-teach the whole class with the classroom teacher. In each setting, candidates plan inquiry-based STEM lessons to investigate ways to understand and address social, cultural, and ecological health issues relevant to the school community.

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Demonstration of Impact:	Candidates apply the national and state standards and practices as they teach the STEM content in the outdoor classroom. In all of the schools, families of the K-3 students are invited to participate in at least one learning experience in the garden. The overall experience of the garden as an outdoor classroom provides both teacher candidates and classroom teachers in-depth hands-on experience to practice and enhance STEM teaching in grades K-3.
External Recognition:	A research project using case study methodology was conducted on 3 cohorts of teacher candidates (N=72). Data was collected from classroom observations in the schools, teacher candidates' written reflections, and individual interviews. Illustrative themes show that teacher candidates: 1) identified themselves as teachers of STEM; 2) evolved from a teacher-centered view of teaching to a more student-centered view where they know how to engage their P-3 students as co-constructors in learning experiences; 3) improved their listening and reflection of the dialogue with and between the children; and 4) developed a "lived" understanding of the varying cultural, ecological, sociological, and individual issues and needs impacting K-3 students.
Programs:	NARST and NSTA Peer-Reviewed Conference Presentations Early Childhood Education

Initiative:	Student Teaching in Chile
Purpose:	To prepare ECE candidates to work with English Language Learners; to offer an exchange of ideas and expertise.
Goal:	To provide ECE candidates an opportunity to learn about other cultures while supporting English language learning of the Chilean children.
Number of Participants:	8
Strategy:	Each year, Early Childhood Education teacher candidates who elect to participate spend three weeks in Chile working along side teachers at the Thomas Jefferson School in Concepcion, Chile. While in Chile the Early Childhood teacher candidates live with host families and spend each school day assisting with English language learning. They interact with families and faculty who are interested in conversations with native speakers of English. The candidates have opportunities to explore Santiago and other Chilean sites to further develop their knowledge and cultural awareness. The candidates engage in reflection activities and assignments to identify implications for their professional practice.
Demonstration of Impact:	Each year, the faculty mentor for the program reviews the candidates' reflections after the candidates return to Ohio. The candidate reflections demonstrate that the experience of being the "other" in someone else's culture is profound. Candidates consistently report a newfound empathy for young students immigrating to the United States and report strategies for how they will address the needs of English Language Learners in their classrooms.

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