



Education Department

310 East Market Street, Tiffin, Ohio 44883

CAEP Annual Reporting Measures (CAEP Components 5.4 | A 5.4)

Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Components 4.3 A 4.1)	7. Ability of completion to be hired in educational positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Components 4.4 A 4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

2019 Report		
Reporting Measures	Data	Data Description
1	A (1)	2013-2019 InTASC Correlation to edTPA
	A(2)	2013-2019 edTPA Program Data
	H	2014-Fall 2018 ODE eSignature Approvals
	F	2013-2018 Value-Added Measures
2	A (1)	2013-2019 InTASC Correlation to edTPA
	A(2)	2013-2019 edTPA Program Data
	B (2)	Fall 2018 CFAST - Student Teaching Observations
	C (1)	2015-2018 ODHE Completer Survey
	C (2)	2014-2018 Pre-Service Survey Disaggregated
	E	2013-2018 RESA Data
	F	2013-2018 Value-Added Measures
3	D	2016-2018 ODHE Employer Survey
	E	2013-2018 RESA Data
	H	2014-Fall 2018 ODE eSignature Approvals
	K	2011-2017 OTES-Ohio Teacher Evaluation System
4	C (1)	2015-2018 ODHE Completer Survey
	C (2)	2014-2018 Pre-Service Survey Disaggregated
5	G	2016-2018 Graduation Rates
6	H	2014-Fall 2018 ODE eSignature Approvals
	K	2011-2017 OTES-Ohio Teacher Evaluation System
	L	Title II Initial Licensure Pass Rates
7	I	2013-2018 Employer Codes and Placements of Graduates
	H	2014-Fall 2018 ODE eSignature Approvals
	K	2011-2017 OTES-Ohio Teacher Evaluation System
8	J	2016-2018 Loan Default Rates per Financial Aid
	L	Title II Initial Licensure Pass Rates

(Data A (1)) InTASC Correlation to edTPA

2013-2019

InTASC Category	2013-2014 (N)	2014-2015 (N)	2015-2016 (N)	2016-2017 (N)	2018 (N)
InTASC Category One Learner and Learning					
Early Childhood	3.07 (17)	2.80 (8)	2.97 (22)	2.64 (7)	2.94 (9)
Middle Childhood	2.70 (4)	3.22 (7)	2.69 (6)	2.96 (6)	3.07 (7)
AYA	2.64 (6)	2.68 (7)	3.03 (3)	2.82 (6)	3.17 (6)
EPP Totals	2.80 (27)	2.85 (22)	2.95 (31)	2.85 (19)	3.05 (22)
InTASC Category Two Content Knowledge					
Early Childhood	3.06 (17)	2.79 (8)	2.95 (22)	2.59 (7)	2.74 (9)
Middle Childhood	2.65 (4)	3.21 (7)	2.68 (6)	2.90 (6)	3.05 (7)
AYA	2.76 (6)	2.61 (7)	3.00 (3)	2.78 (6)	2.92 (6)
EPP Totals	2.75 (27)	2.88 (22)	2.88 (31)	2.81 (19)	2.89 (22)
InTASC Category Three Instructional Practice					
Early Childhood	2.99 (17)	2.69 (8)	2.92 (22)	2.52 (7)	2.80 (9)
Middle Childhood	2.71 (4)	3.25 (7)	2.74 (6)	2.86 (6)	3.01 (7)
AYA	2.60 (6)	2.62 (7)	3.07 (3)	2.76 (6)	2.99 (6)
EPP Totals	2.75 (27)	2.85 (22)	2.92 (31)	2.72 (19)	2.92 (22)
InTASC Category Four Professional Responsibility					
Early Childhood	2.85 (17)	2.40 (8)	2.70 (22)	2.85 (7)	2.50 (9)
Middle Childhood	2.30 (4)	3.00 (7)	2.40 (6)	2.30 (6)	2.57 (7)
AYA	2.30 (6)	2.35 (7)	2.85 (3)	2.60 (6)	3.25 (6)
EPP Totals	2.45 (27)	2.55 (22)	2.65 (31)	2.60 (19)	2.74 (22)
CAT. 1	1,2,3,4,5,6,7,8,9,14				
CAT. 2	1,2,3,4,7,8,9,14				
CAT. 3	1,2,3,4,5,6,7,8,9,11,12,13,15				
CAT. 4	10, 15				



Stanford Center for Assessment, Learning, & Equity

Summary Chart of the Crosswalk between edTPA and the InTASC Model Core Teaching Standards

edTPA Tasks	edTPA Rubrics	InTASC Model Core Teaching Standards			
		Category 1: The Learner and Learning (Standards 1-3)	Category 2: Content (Standards 4-5)	Category 3: Instructional Practice (Standards 6-8)	Category 4: Professional Responsibility (Standards 9-10)
Task 1: Planning	1: Planning for Content Understandings	2, 3	4	7, 8	
	2: Planning to Support Varied Student Needs	1, 2	4	7, 8	
	3: Using Knowledge of Students to Inform Teaching and Learning	1, 2	4	7	
	4: Identifying and Supporting Language Demands	1, 2	4, 5	8	
	5: Planning Assessments to Monitor And Support Student Learning	1		6, 8	
Task 2: Instruction	6: Learning Environment	2, 3		8	
	7: Engaging Students in Learning	2, 3	4, 5	8	
	8: Deepening Student Learning	3	4, 5	8	
	9: Subject-Specific Pedagogy	3	4, 5	8	
	10: Analyzing Teaching Effectiveness				9
Task 3: Assessment	11: Analysis of Student Learning			6	
	12: Providing Feedback to Guide Learning			6	
	13: Student Use of Feedback			6	
	14: Analyzing Students' Language Use and Content Learning	1, 2	4, 5		
	15: Using Assessment to Inform Instruction			6, 7, 8	9

(Data A (2)) edTPA Program Data

2013-2019																			
	Test	Test Date	Total Score	Avg Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
17	ECH		44.7	3.0	3.3	3.2	3.0	3.1	2.9	3.3	3.1	3.1	2.8	2.9	2.9	2.8	2.6	2.9	2.8
4	MCH		39.9	2.7	2.9	2.8	3.1	2.6	3.0	2.8	2.6	2.5	2.6	2.6	2.9	3.4	2.0	2.1	2.0
6	AYA		38.4	2.6	3.2	2.7	2.7	2.4	2.7	2.8	2.5	2.4	2.5	2.3	2.7	2.7	2.2	2.5	2.3
N=27		2013-2014	42.6	2.8	3.2	3.0	2.9	2.9	2.9	3.1	2.9	2.9	2.7	2.7	2.9	2.9	2.4	2.7	2.6
8	ECH		38.5	2.7	2.8	2.8	2.9	3.1	2.9	2.8	2.8	2.8	2.5	2.4	2.6	2.5	2.1	2.6	2.4
7	MCH		48.3	3.2	3.4	3.2	3.3	3.3	3.4	3.1	3.1	3.4	3.3	3.1	3.5	3.5	2.9	2.7	2.9
7	AYA		37.7	2.6	2.9	2.7	2.7	2.8	2.8	3.1	2.6	2.4	2.1	2.4	2.4	2.8	2.4	2.7	2.3
N=22		2014-2015	41.4	2.8	3.0	2.9	3.0	3.1	3.0	3.0	2.8	2.9	2.6	2.6	2.8	2.9	2.5	2.7	2.5
22	ECH		44.0	2.9	3.1	3.2	3.0	3.0	3.2	3.0	3.2	3.1	2.5	2.8	2.9	3.1	2.4	2.8	2.6
6	MCH		42.6	2.8	2.8	2.5	2.8	2.6	2.6	2.9	2.7	3.1	2.3	2.4	2.8	3.5	2.6	2.6	2.4
3	AYA		45.3	3.0	3.3	3.0	3.0	3.0	3.3	3.0	3.0	3.0	3.0	2.7	2.3	3.7	3.3	2.7	3.0
N=31		2015-2016	43.9	2.9	3.1	3.0	3.0	2.9	3.1	3.0	3.1	3.1	2.5	2.7	2.8	3.2	2.6	2.8	2.6
7	ECH		38.2	2.5	2.4	2.7	2.9	2.9	2.7	3.0	2.9	2.6	2.0	2.9	2.3	2.1	1.5	2.3	2.8
6	MCH		42.3	2.8	3.2	2.8	3.2	2.7	3.2	3.2	2.7	2.8	3.0	2.3	3.0	2.8	2.3	2.8	2.3
6	AYA		43.0	2.9	3.0	2.8	3.0	2.5	3.0	3.0	3.0	2.6	2.6	3.0	3.3	3.3	2.3	2.5	2.5
N=19		2016-2017	41.1	2.7	2.8	2.8	3.0	2.7	2.9	3.1	2.8	2.7	2.5	2.7	2.9	2.8	2.1	2.5	2.6
9	ECH		42.5	2.9	2.8	3.0	2.9	3.0	2.7	3.0	3.1	3.1	2.4	2.5	2.7	2.9	2.4	2.9	2.8
7	MCH		44.9	3.0	3.1	2.9	3.0	2.9	2.7	3.1	3.0	3.0	3.0	2.6	3.4	3.4	2.9	3.0	2.9
6	AYA		45.5	3.0	2.8	3.0	3.0	2.9	3.0	3.3	3.1	2.9	3.0	3.3	3.0	3.2	2.7	3.2	3.2
N=22		2017-2018	44.1	2.9	2.9	3.0	3.0	2.9	2.8	3.1	3.1	3.0	2.8	2.7	3.0	3.1	2.6	3.0	2.9
18	ECH		38.8	2.6	2.6	2.3	2.7	3.0	2.7	2.9	2.6	2.7	2.3	2.6	2.5	2.5	2.2	2.9	2.4
1	MCH		50.0	3.3	3.0	2.0	4.0	3.0	3.0	4.0	4.0	4.0	3.0	3.0	4.0	4.0	3.0	3.0	3.0
4	AYA		42.3	2.8	3.0	3.0	2.8	2.6	3.0	3.0	2.6	2.5	2.5	2.5	3.0	3.3	2.8	3.0	2.8
N=23		2018-2019	39.9	2.7	2.7	2.4	2.7	2.9	2.7	3.0	2.6	2.7	2.3	2.6	2.7	2.7	2.3	2.9	2.5

Updated and corrected 4-22-2019

Highlights indicate a score of 0 was included in average.

*Total averages represent the average of actual scores not the average of averages.

(Data B(1)) Pathwise Student Teaching Observations									<i>Domain A: Planning and Preparation</i>		
2013-2018									<i>Domain B: The Classroom Environment</i>		
Student Teaching Observations by Domains									<i>Domain C: Instruction</i>		
									<i>Domain D: Professional Responsibilities</i>		
Early Childhood	Domains	N	A	B	C	D	E	ALL	<i>Domain E: Classroom Management Skills</i>		
	2013-2014	18	2.68	2.71	2.36	2.86		2.72			
	2014-2015	8	2.67	2.67	2.64	2.5		2.67			
	2015-2016	21	2.76	2.67	2.64	--		2.68			
	2016-2017	7	2.93	2.83	2.79	2.89	3.00	2.89			
	2017-2018	9	2.35	2.41	2.28	2.35	2.37	2.35			
			2.68	2.66	2.54	2.65	2.69	2.66			
Middle Childhood	Domains	N	A	B	C	D	E	ALL			
	2013-2014	4	2.87	2.87	2.8	2.92		2.86			
	2014-2015	6	2.46	2.4	2.51	--		2.46			
	2015-2016	6	2.33	2.33	2.33	--		2.33			
	2016-2017	6	2.82	2.7	2.79	2.72	2.82	2.76			
	2017-2018	7	2.32	2.39	2.26	2.34	2.35	2.33			
			2.56	2.54	2.54	2.66	2.59	2.55			
AYA	Domains	N	A	B	C	D	E	ALL			
	2013-2014	6	2.36	2.45	2.33	2.59		2.43			
	2014-2015	5	2.44	2.52	2.16	--		2.37			
	2015-2016	3	2.67	2.67	2.47	--		2.60			
	2016-2017	6	2.72	2.65	2.58	2.54	2.83	2.66			
	2017-2018	6	2.32	2.4	2.28	2.36	2.37	2.35			
			2.50	2.54	2.36	2.50	2.60	2.48			
ISP	Domains	N	A	B	C	D	E	ALL			
	2013-2014	12	2.8	2.74	2.72	2.85		2.78			
	2014-2015	6	2.58	3.61	2.51	--		2.90			
	2015-2016	10	2.62	2.6	2.62	--		2.61			
	2016-2017	7	2.89	2.83	2.79	2.87	2.98	2.87			
	2017-2018	3	2.4	2.4	2.36	2.45	2.42	2.41			
			2.66	2.84	2.60	2.72	2.70	2.71			
Not necessary to continue after Pre-CPAST and CPAST.											

(Data B2) CPAST - Student Teaching Observations (Spring 2018-)					(Pilot with 3 students)																									
Heidelberg		Number	Pedagogy	Disposition	Pedagogy													Disposition												
					Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H	Row I	Row J	Row K	Row L	Row M	Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H					
Midterm		3	1.59	2.42	1.33	2	1.33	1.33	1.33	2	1.33	1.67	1.67	1.33	2	1.67	1.67	2.67	1.33	3	3	2.67	2.33	1.67	2.67					
Final term		3	2.03	2.5	1.67	2.33	2	1.67	2	2	2.33	2.33	1.67	2	2.33	2	2	2.67	1.67	2.67	3	3	2.33	2	2.67					
Ohio		Number	Pedagogy	Disposition	Pedagogy													Disposition												
					Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H	Row I	Row J	Row K	Row L	Row M	Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H					
Midterm		1587	2.06	2.36	2.1	2.25	1.97	1.96	2.15	1.93	2.1	2.21	2.27	1.89	2.1	2.01	1.81	2.24	1.87	2.69	2.52	2.46	2.46	2.12	2.53					
Final term		1587	2.48	2.65	2.56	2.64	2.42	2.42	2.59	2.41	2.52	2.61	2.66	2.31	2.53	2.41	2.25	2.6	2.34	2.83	2.75	2.75	2.75	2.43	2.78					
National		Number	Pedagogy	Disposition	Pedagogy													Disposition												
					Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H	Row I	Row J	Row K	Row L	Row M	Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H					
Midterm		2298	2.03	2.34	2.09	2.24	1.94	1.94	2.13	1.89	2.07	2.19	2.26	1.86	2.08	1.98	1.73	2.21	1.83	2.69	2.51	2.44	2.43	2.09	2.51					
Final term		2298	2.47	2.65	2.56	2.63	2.39	2.4	2.57	2.37	2.51	2.59	2.64	2.29	2.52	2.38	2.2	2.59	2.33	2.83	2.75	2.74	2.74	2.44	2.77					
Heidelberg		Number	Pedagogy	Disposition	Pedagogy													Disposition												
Gender					Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H	Row I	Row J	Row K	Row L	Row M	Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H					
Midterm	Male	1	1.15	2	1	2	1	1	0	2	1	1	1	1	2	2	0	2	1	3	3	2	2	1	2					
	Female	2	1.81	2.63	1.5	2	1.5	1.5	2	2	1.5	2	2	1.5	2	1.5	2.5	3	1.5	3	3	3	2.5	2	3					
Final Term	Male	1	1.77	2.25	1	2	2	2	2	2	2	2	1	2	2	2	1	2	1	3	3	3	2	2	2					
	Female	2	2.15	2.63	2	2.5	2	1.5	2	2	2.5	2.5	2	2	2.5	2	2.5	3	2	2.5	3	3	2.5	2	3					
Ohio		Number	Pedagogy	Disposition	Pedagogy													Disposition												
Gender					Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H	Row I	Row J	Row K	Row L	Row M	Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H					
Midterm	Male	360	2	2.29	2.03	2.18	1.92	1.86	2.12	1.94	1.98	2.15	2.24	1.79	2.04	1.99	1.73	2.22	1.77	2.66	2.39	2.32	2.4	2.08	2.49					
	Female	1223	2.07	2.38	2.12	2.27	1.98	1.99	2.16	1.93	2.13	2.23	2.28	1.91	2.12	2.01	1.84	2.24	1.91	2.7	2.55	2.5	2.48	2.13	2.54					
Final Term	Male	360	2.38	2.56	2.46	2.53	2.36	2.27	2.52	2.36	2.33	2.55	2.57	2.21	2.4	2.31	2.14	2.52	2.18	2.79	2.63	2.63	2.64	2.36	2.72					
	Female	1223	2.51	2.68	2.59	2.67	2.43	2.46	2.61	2.42	2.58	2.63	2.68	2.34	2.56	2.43	2.27	2.62	2.39	2.84	2.79	2.78	2.78	2.44	2.79					
National		Number	Pedagogy	Disposition	Pedagogy													Disposition												
Gender					Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H	Row I	Row J	Row K	Row L	Row M	Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H					
Midterm	Male	507	1.97	2.27	2.01	2.16	1.9	1.83	2.06	1.9	1.96	2.16	2.23	1.76	2.02	1.94	1.65	2.18	1.75	2.64	2.36	2.3	2.38	2.05	2.47					
	Female	1784	2.05	2.36	2.12	2.26	1.95	1.97	2.15	1.89	2.1	2.2	2.26	1.89	2.09	1.99	1.76	2.22	1.85	2.71	2.55	2.47	2.44	2.1	2.52					
Final Term	Male	507	2.36	2.55	2.42	2.52	2.32	2.26	2.47	2.33	2.31	2.54	2.55	2.17	2.4	2.29	2.09	2.51	2.2	2.78	2.6	2.61	2.65	2.36	2.71					
	Female	1784	2.49	2.68	2.59	2.66	2.41	2.44	2.6	2.39	2.56	2.6	2.66	2.32	2.55	2.4	2.22	2.61	2.37	2.85	2.79	2.78	2.76	2.45	2.79					
Heidelberg		Number	Pedagogy	Disposition	Pedagogy													Disposition												
Licensure Area					Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H	Row I	Row J	Row K	Row L	Row M	Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H					
Midterm	ELA	1	1.54	2.5	2	2	1	1	2	1	1	1	2	1	2	1	3	3	1	3	3	3	2	2	3					
	MCE	2	1.62	2.38	1	2	1.5	1.5	1	2.5	1.5	2	1.5	1.5	2	2	1	2.5	1.5	3	3	2.5	2.5	1.5	2.5					
Final Term	ELA	1	1.92	2.5	2	2	2	1	2	1	2	2	2	2	2	2	3	3	2	2	3	3	2	2	3					
	MCE	2	2.08	2.5	1.5	2.5	2	2	2	2.5	2.5	2.5	1.5	2	2.5	2	1.5	2.5	1.5	3	3	3	2.5	2	2.5					
Ohio		Number	Pedagogy	Disposition	Pedagogy													Disposition												
Licensure Area					Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H	Row I	Row J	Row K	Row L	Row M	Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H					
Midterm	ELA	150	2.1	2.33	2.09	2.14	2.09	1.97	2.15	2.08	2.13	2.29	2.24	1.92	2.26	2.18	1.73	2.1	1.9	2.61	2.5	2.47	2.39	2.09	2.55					
	MCE	278	2.13	2.41	2.17	2.29	2.06	1.95	2.24	2.01	2.17	2.33	2.24	1.98	2.15	2.1	1.96	2.29	1.9	2.77	2.56	2.52	2.5	2.14	2.59					

Final Term	ELA	150	2.5	2.63	2.51	2.57	2.51	2.37	2.57	2.55	2.44	2.65	2.58	2.31	2.65	2.51	2.25	2.59	2.31	2.79	2.73	2.77	2.72	2.39	2.74
	MCE	278	2.49	2.65	2.55	2.66	2.44	2.39	2.62	2.43	2.53	2.66	2.62	2.29	2.49	2.39	2.31	2.63	2.3	2.81	2.74	2.74	2.74	2.45	2.77
National	Licensure Area	Number	Pedagogy	Disposition	Pedagogy												Disposition								
					Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H	Row I	Row J	Row K	Row L	Row M	Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H
Midterm	ELA	224	2.01	2.27	2	2.09	1.99	1.88	2.07	2	2.04	2.23	2.17	1.85	2.14	2.05	1.65	2.06	1.81	2.59	2.41	2.38	2.33	2.05	2.5
	MCE	302	2.09	2.38	2.14	2.25	2.02	1.91	2.21	1.97	2.14	2.29	2.22	1.93	2.13	2.06	1.89	2.27	1.86	2.74	2.53	2.51	2.47	2.1	2.56
Final Term	ELA	224	2.43	2.6	2.43	2.51	2.42	2.31	2.49	2.45	2.39	2.6	2.54	2.25	2.58	2.42	2.18	2.56	2.3	2.78	2.68	2.71	2.67	2.38	2.71
	MCE	302	2.46	2.63	2.54	2.62	2.41	2.37	2.6	2.41	2.51	2.62	2.59	2.26	2.48	2.36	2.24	2.63	2.27	2.79	2.71	2.73	2.7	2.43	2.75
Pedagogy																									
Rows																									
A	<i>Focus for Learning: Standards and Objectives/Targets</i>																								
B	<i>Materials and Resources</i>																								
C	<i>Assessment of P-12 Learning</i>																								
D	<i>Differentiated Methods</i>																								
E	<i>Learning Target and Directions</i>																								
F	<i>Critical Thinking</i>																								
G	<i>Checking for Understanding and Adjusting Instruction through Formative Assessment</i>																								
H	<i>Digital Tools and Resources</i>																								
I	<i>Safe and Respectful Learning Environment</i>																								
J	<i>Data-Guided Instruction</i>																								
K	<i>Feedback to Learners</i>																								
L	<i>Assessment Techniques</i>																								
M	<i>Connections to Research and Theory</i>																								
Dispositions																									
Rows																									
A	<i>Participates in Professional Development</i>																								
B	<i>Demonstrates Effective Communication with Parents or Legal Guardians</i>																								
C	<i>Demonstrates Punctuality</i>																								
D	<i>Meets Deadlines and Obligations</i>																								
E	<i>Preparation</i>																								
F	<i>Collaboration</i>																								
G	<i>Advocacy to Meet the Needs of Learners or for the Teaching Profession</i>																								
H	<i>Responds Positively to Constructive Criticism</i>																								

CAEP (8) Annual Reporting Measures

(Data C (1)) 2015-2018 Ohio Department of Higher Education Completer (Pre-service) Survey

Response rates: 2015 = 28/90%-2016 = 26/81%-2017 = 22/100%-2018=27/96%

Ohio Educator Preparation Provider Performance Report

Heidelberg University

Pre-Service Teacher Survey Results

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 4,055 respondents completed the survey statewide for a response rate of 70 percent.

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

<https://regents.ohio.gov/educator-accountability/performance-report/2018/Heidelberg%20University/HEID.pdf>

No.	Question	2015	2016	2017	2017 State Average	2018	2018 State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.39	3.18	3.5	3.51	3.56	3.50
2	My teacher licensure program prepared me to recognize characteristics of gifted students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.04	3.09	3.27	3.32	3.30	3.32
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.25	3.05	3.45	3.36	3.19	3.34
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.36	3.14	3.64	3.48	3.37	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.25	3.45	3.68	3.43	3.44	3.41
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	3.5	3.55	3.32	3.62	3.33	3.64
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.21	3.14	3.32	3.62	3.26	3.46
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.39	3.27	3.36	3.5	3.37	3.48
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.39	3.23	4.41	3.55	3.59	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.	3.14	3.32	3.45	3.46	3.30	3.44
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.18	3.23	3.23	3.39	3.33	3.37
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.43	3.59	3.59	3.58	3.59	3.59
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.32	3.14	3.41	3.32	3.15	3.31
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.43	3.5	3.5	3.55	3.41	3.54
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.46	3.55	3.5	3.54	3.44	3.55
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.5	3.68	3.41	3.68	3.70	3.67
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.54	3.27	3.45	3.55	3.41	3.54
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.5	3.45	3.5	3.63	3.67	3.62
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.32	3.14	3.45	3.49	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.	3.54	3.64	3.59	3.72	3.67	3.73
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.21	2.86	3.14	3.42	3.00	3.42
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.39	3.45	3.27	3.51	3.30	3.51

CAEP (8) Annual Reporting Measures

23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.43	3.32	3.59	3.52	3.59	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).	3.36	3.05	3.14	3.21	3.19	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.	3.11	2.77	3.09	3.08	2.89	3.08
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	3.07	2.86	3.36	3.03	2.85	3.00
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.18	2.91	3.32	3.34	3.00	3.35
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3	2.77	3.23	3.21	2.81	3.21
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.46	3.32	3.32	3.58	3.48	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.	3.21	2.41	3.23	2.95	2.89	2.93
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.75	3.64	3.82	3.67	3.70	3.67
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.14	2.73	2.77	3.4	3.22	3.42
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.71	3.45	3.73	3.69	3.67	3.68
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.68	3.36	3.82	3.68	3.56	3.65
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.54	3.59	3.77	3.63	3.67	3.62
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.43	3.14	3.55	3.53	3.30	3.52
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.25	2.91	3.27	3.49	3.41	3.50
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.11	2.95	3.05	3.29	2.96	3.26
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.14	2.91	3.05	3.31	3.15	3.31
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.14	2.95	3.18	3.34	3.22	3.34
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.43	3.55	3.77	3.65	3.70	3.63
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.18	3.27	3.77	3.55	3.41	3.51
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.5	3.36	3.68	3.65	3.56	3.63
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.21	3.23	3.59	3.55	3.37	3.53
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.5	3.18	3.64	3.54	3.48	3.54
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.64	3.55	3.77	3.68	3.67	3.63
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.32	3.09	3.59	3.41	3.33	3.42
48	My teacher licensure program provided opportunities to voice concerns about the program.	3.21	3.05	3.36	3.2	3.11	3.20
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.39	3.18	3.73	3.41	3.15	3.41
See the Ohio Department of Higher Education Pre-service Teacher (Completer) Survey Data UPDATED							

CAEP (8) Annual Reporting Measures

	Q13_3	cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.80	3.50	3.73	3.59	3.75	3.67	3.67	3.68	3.67	3.40	3.50	2.50	3.36	3.65	3.71	4.00	3.67	3.79	3.68	3.89	3.86	3.33	3.69		
	Q13_4	university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	4.00	3.25	3.55	3.55	3.75	3.67	3.83	3.54	3.62	3.50	3.00	2.50	3.59	3.62	3.86	4.00	3.83	3.90	3.63	3.67	3.43	3.50	3.53		
	Q13_5	opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.80	3.00	3.45	3.43	3.25	3.67	3.33	3.43	3.51	3.40	3.50	4.00	3.14	3.49	3.86	4.00	3.50	3.79	3.53	4.00	3.57	3.50	3.69		
	Q14_1	opportunities to understand students' diverse cultures, languages, and experiences.	3.60	3.25	3.36	3.40	3.75	3.33	3.17	3.25	3.48	2.80	3.50	3.00	2.91	3.46	3.71	3.50	3.17	3.46	3.49	3.56	3.14	3.17	3.29		
	Q14_2	opportunities to work with diverse teachers.	3.60	3.00	3.09	3.23	3.75	3.33	2.83	3.11	3.30	3.00	3.00	3.00	2.95	3.29	3.43	3.25	3.00	3.23	3.29	3.67	3.57	3.17	3.47		
	Q14_3	opportunities to interact with diverse faculty.	3.00	3.25	3.18	3.24	3.75	3.33	2.50	3.14	3.32	3.00	2.75	2.50	2.91	3.32	3.14	2.75	2.83	2.91	3.31	3.11	2.86	2.83	2.93		
	Q14_4	opportunities to work and study with diverse peers.	3.20	3.25	3.09	3.26	3.75	3.17	2.67	3.14	3.36	2.80	3.00	2.50	2.95	3.34	3.14	2.50	3.00	2.88	3.34	3.11	3.14	3.17	3.14		
Overall, the faculty in my teach																											
	Q14_5	demonstrated in-depth knowledge of their field.	3.20	3.00	3.27	3.56	3.75	2.83	2.67	3.43	3.64	3.00	2.75	2.50	3.55	3.64	3.14	3.50	3.00	3.21	3.65	3.22	3.29	3.17	3.23		
	Q15_1	used effective teaching methods that helped promote learning.	3.20	3.00	3.27	3.42	3.50	3.67	2.83	3.18	3.52	3.40	3.75	3.50	3.27	3.52	3.71	4.00	4.00	3.90	3.55	3.67	3.86	3.50	3.68		
	Q15_2	modeled respect for diverse populations.	3.20	3.00	3.55	3.53	3.50	3.17	2.67	3.50	3.62	3.10	3.25	3.50	3.36	3.64	3.71	4.00	4.00	3.90	3.65	3.22	3.57	3.33	3.37		
	Q15_3	integrated diversity-related subject matter within coursework.	3.40	3.50	3.64	3.42	3.50	3.50	3.17	3.21	3.52	3.20	3.50	3.00	3.23	3.51	3.71	4.00	3.83	3.85	3.55	3.67	3.71	3.17	3.52		
	Q15_4	used technology to facilitate teaching and learning.	3.60	3.50	3.45	3.40	3.50	3.50	2.83	3.50	3.51	3.20	3.00	3.50	3.18	3.51	3.57	4.00	3.67	3.75	3.54	3.56	3.43	3.00	3.33		
	Q15_5	conducted themselves in a professional manner.	3.40	3.25	3.64	3.59	3.50	3.50	3.00	3.64	3.66	3.20	3.00	3.50	3.55	3.67	3.57	4.00	3.50	3.69	3.68	3.67	3.57	3.33	3.52		
My teacher licensure pro																											
	Q15_6	clearly articulated policies published to facilitate progression to program completion.	3.60	3.50	3.64	3.31	3.50	3.83	3.33	3.32	3.42	3.40	3.75	3.50	3.09	3.42	3.86	4.00	4.00	3.95	3.41	3.78	3.71	3.33	3.61		
	Q16_1	opportunities to voice concerns about the program.	3.40	3.75	3.27	3.12	3.50	3.50	3.00	3.21	3.24	3.00	2.75	3.00	3.05	3.19	3.57	3.50	3.67	3.58	3.20	3.56	3.71	3.00	3.42		
	Q16_2	advising to facilitate progression to program completion.	3.20	3.00	3.55	3.31	3.25	3.17	2.67	3.39	3.42	3.00	3.25	3.00	3.18	3.42	3.57	3.75	3.33	3.55	3.41	3.44	3.29	2.83	3.19		
	Q16_3	prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.60	3.25	N/A	N/A	3.25	3.67	2.67	N/A	N/A	3.20	3.25	3.00	N/A	N/A	3.71	3.75	3.83	3.76	N/A	3.33	3.43	3.00	3.25		
**Discrepancies may exist in comparison to the published EPP Performance Reports due to the inclusion of Multi-age (not included here)																											

(Data E) RESA Data				
2013-2018				
Academic Year	Completed RESA	Taking RESA	Passed RESA	Failed RESA
Year 1	20	0	0	0
Year 2				
Year 3				
Year 4				
2013-14 Total	20			
Academic Year	Completion Flag	Taking RESA	Passed RESA	Failed RESA
Year 1	29	0	0	0
Year 2	20	1	0	1
Year 3				
Year 4				
2014-15 Total	49	1	0	1
Academic Year	Completion Flag	Taking RESA	Passed RESA	Failed RESA
Year 1	27	0	0	0
Year 2	27	0	0	0
Year 3	17	17	10	7
Year 4				
2015-16 Total	71	17	10	7
			Pass Rate 59%	
Academic Year	Completion Flag	Taking RESA	Passed RESA	Failed RESA
Year 1	19	0	0	0
Year 2	25	1	1	0
Year 3	26	27	16	11
Year 4	16	7	6	1
2016-17 Total	86	35	23	12
			Pass Rate 66%	
Academic Year	Completion Flag	Taking RESA	Passed RESA	Failed RESA
Year 1	19	0	0	0
Year 2	18	0	0	0
Year 3	22	21	18	3
Year 4	16	4	4	0
2017-18 Total	75	25	22	3
			Pass Rate 88%	

(Data F) Value-Added Measures

2013-2018 Teacher Value-Added Data

	2013	N=8	2014	N=13	2015	N=22	2016	N=29	2017	N=34	2018	N=54
Most Effective	2	25.00%	2	15.40%	1	4.54%	6	20.68%	11	32.40%	12	22.22%
Above Average	2	25.00%	0	0.00%	4	18.18%	7	24.13%	2	5.80%	10	18.50%
Average	3	37.50%	5	38.46%	6	27.27%	10	34.48%	7	20.50%	16	29.60%
Approaching Average	1	12.50%	3	23.07%	2	9.09%	2	6.89%	9	26.50%	4	7.40%
Least Effective	0	0.00%	3	23.07%	9	40.90%	4	13.79%	5	14.70%	12	22.22%
	8	100.00%	13	100.00%	22	99.98%	29	99.97%	34	99.90%	54	99.94%

**Value-Added Data for Heidelberg University
2015-2018**

Value-Added Evaluative Classifications (Determined by value-added index score)

		<i>Most Effective</i>	<i>Above Average</i>	<i>Average</i>	<i>Approaching Average</i>	<i>Least Effective</i>
Teachers with 2015 VA Data	22	N=1/4.5%	N=4/18.1%	N=6/27.3%	N=2/9.1%	N=9/40.9%
		N=11/50%			N=11/50%	
Teachers with 2016 VA Data	29	N=6/20.7%	N=7/24.1%	N=10/34.5%	N=2/6.9%	N=4/13.8%
		N=23/79.3%			N=6/20.7%	
Teachers with 2017 VA data	34	N=11/32.4%	N=2/5.8%	N=7/20.5%	N=9/26.5%	N=5/14.7%
		N=20/58.8%			N=14/42.2%	
Teachers with 2018 VA data	54	N=12/22.2%	N=10/18.5%	N=16/29.6%	N=4/7.4%	N=12/22.22%
		N=38/70.4%			N=16/29.6%	

(Data G) Graduation Rates			
2016-2018			
Undergraduates		2016-2017	2017-2018
	ECE	7	10
	MCE	4	7
	AYA	6	7
	MA	3	2
	ISP	7	3
Total		20	26
% of university graduates		9.90%	12.44%
Advanced Programs do not lead to licensure.			

(Data H) ODE eSignature Approvals						
2014-Fall 2018 eSignature Request Approvals						
	2014	2015	2016	2017	2018	Fall 2018
AYA	5	5	3	6	6	1
ECE	20	7	18	8	9	1
ISP	11	4	10	7	3	
MCE	6	6	5	7	6	
MA	8	9	1	3	5	
	50	31	37	31	29	2

(Data I) Employment Codes and Placements of Graduates					
2013-2018					
Employment Codes and Descriptions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
204 Remedial Specialist Assignment	2	3	5	6	6
208 Tutor/Small Group Instructor Assignment (Serves Students Without Disability Conditions Only)	1	-	2	1	3
212 Supplemental Service Teaching Assignment (Serves Students Without Disability Conditions Only)	4	11	12	12	19
225 Full-Time (Permanent) Substitute Teacher Assignment	-	-	1	-	-
226 Teacher Mentor/Evaluator Assignment					1
230 Teacher Assignment	28	48	72	73	59
299 Other Professional - Educational Assignment	-	1	-	-	1
415 Instructional Paraprofessional Assignment	-	-	2	-	
505 Teaching Aide Assignment	-	-	3	2	1
801 Advisor Assignment	-	6	9	8	5
802 Coaching Assignment	1	27	38	39	27
899 Other Extra/Intra-Curricular Activities Assignment	-	1	4	4	1

(Data J) Student loan default rates and other consumer information				
2016-2018				
Fiscal Year	Academic Year	Student Loan Default Rate		
2014	2016-2017	6.80%		
2015	2017-2018	8.40%	(released Sept. 2018)	

(Data K) OTES - Ohio Teacher Evaluation System				
2011-2018 Ohio Teacher Evaluation System (OTES) Data				
2012	NO DATA FOUND			
2013	NO DATA FOUND			
2014	NO DATA FOUND			
2015				
LICENSE YEAR	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED
2011	<3	<3	12	<3
2012	<3	<3	8	3
2013	<3	<3	15	6
2014	<3	<3	16	<3
2016				
LICENSE YEAR	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED
2012	<3	<3	7	4
2013	<3	<3	16	9
2014	<3	<3	16	8
2015	<3	<3	11	3
2017				
LICENSE YEAR	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED
2013	<3	<3	13	14
2014	<3	<3	12	12
2015	<3	<3	12	6
2016	<3	<3	9	4
2018				
LICENSE YEAR	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED
2013	<3	<3	9	12
2014	<3	3	3	8
2015	<3	<3	7	6
2016	<3	<3	8	3
Updated to most current 4/26/2019				

(Data L) Title II Pass Rates		2014-2017				
INSTACODE	INSTANAME	GROUP	TAKERS	PASSERS	PASSRATE	STAVGPASSRATE
63750	Heidelberg University	2016-2017	23	23	100	95
63750	Heidelberg University	2015-2016	30	30	100	97
63750	Heidelberg University	2014-2015	27	27	100	97