2018

Ohio Educator Preparation Provider Performance Report University of Rio Grande

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.	N<10	3.39	
2	The institution prepares its graduates to respect the diversity of the students they teach.	N<10	3.43	
3	The institution prepares its graduates to know and understand the content area for which they have instructional responsibility.	N<10	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.	N<10	3.35	
5	The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate.	N<10	3.22	
6	The institution prepares its graduates to analyze data to monitor student progress and learning.	N<10	3.12	
7	The institution prepares its graduates to use data to plan, differentiate, and modify instruction.	N<10	3.13	
8	The institution prepares its graduates to align their instructional goals and activities with school and district priorities.	N<10	3.23	
9	The institution prepares its graduates to differentiate instruction to support the learning needs of all students.	N<10	3.20	
10	The institution prepares its graduates to treat students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.47	
11	The institution prepares its graduates to maintain an environment that is conducive to learning for all students.	N<10	3.42	
12	The institution prepares its graduates to communicate clearly and effectively.	N<10	3.38	
13	The institution prepares its graduates to collaborate effectively with other teachers, administrators, and district staff.	N<10	3,38	
14	The institution prepares its graduates to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.45	
15	The institution prepares its graduates to assume responsibility for professional growth.	N<10	3.34	

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Teacher Residency Program

Reporting Period from Sept 1, 2017 to Aug 31, 2018 (Data Source: University of Rio Grande)

Description of Data:

The Resident Educator Program in Ohio encompasses a robust four-year teacher development system. The data below show the persistence of Ohio Educator Preparation Provider graduates through the program.

Data from this table captures a year-to-year snapshot of the persistence of Ohio Educators 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 is 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.

Numerous scenarios were taken into account and discussions were held on how each should impact the counts. 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 only include them in 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 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.

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

Initial Licensure Effective Year	Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
	Entering Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing		
2014	N/A	N/A	N/A	4	5	125%	8	8	100%	13	13	100%
2015	4	4	100%	9	9	100%	16	16	100%	N/A	N/A	N/A
2016	10	10	100%	9	9	100%	N/A	N/A	N/A	N/A	N/A	N/A
2017	17	17	100%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A