Ohio Educator Preparation Provider Performance Report Ursuline College

Institution Profile

(Data Source: Ursuline College)

Ursuline College, a Catholic liberal arts institution, offers holistic education that transforms students for service, leadership, and professional excellence by providing undergraduate and graduate programs that foster lifelong learning and personal wisdom in an environment characterized by:

Catholic and Ursuline heritage

Women-centered learning

Values-based curricula

Inclusive, global perspective.

The College's primary thrust is the education of women and men for roles of responsibility and leadership in society.

Education Unit

The Education Unit's Mission is to prepare educators who will meet the needs of their students and the communities that they serve. The College has built a reputation on its commitment to excellence in responding to the needs of educator preparation for careers and other opportunities in the field of education.

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
- 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

Ohio Educator Preparation Provider Performance Report Ursuline College

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

Reporting Period from Sept 1, 2019 to Aug 31, 2020 (Data Source: Ohio Department of Education)

Description of Data:

Ohio's ordered school-building closure and subsequent emergency legislation addressing the coronavirus pandemic-related issues (House Bill 197 of the 133rd General Assembly) had substantial impacts on state testing during the 2019-2020 school year. As a result, the OTES/OPES and Value-Added sections of this report will include limited or no 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 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.

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 2016, 2017, 2018, and 2019.
- 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		
2016	N<10	N<10	N<10	N<10		
2017	N<10	N<10	N<10	N<10		
2018	N<10	N<10	N<10	N<10		
2019	N<10	N<10	N<10	N<10		

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Ohio Principal Evaluation System (OPES) Results for Individuals Completing Principal Preparation Programs at Ursuline College

Reporting Period from Sept 1, 2019 to Aug 31, 2020 (Data Source: Ohio Department of Education)

Description of Data:

Ohio's ordered school-building closure and subsequent emergency legislation addressing the coronavirus pandemic-related issues (House Bill 197 of the 133rd General Assembly) had substantial impacts on state testing during the 2019-2020 school year. As a result, the OTES/OPES and Value-Added sections of this report will include limited or no 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 2016, 2017, 2018, and 2019.

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				
2016	N<10	N<10	N<10	N<10				
2017	N<10	N<10	N<10	N<10				
2018	N<10	N<10	N<10	N<10				
2019	N<10	N<10	N<10	N<10				

Ohio Educator Preparation Provider Performance Report Ursuline College

Field and Clinical Experiences for Candidates at Ursuline College

Reporting Period from Sept 1, 2019 to Aug 31, 2020 (Data Source: Ursuline College)

Description of Data:

Ohio requires that educator candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include early and ongoing field-based opportunities and the culminating pre-service clinical experience commonly referred to as "student teaching." The specific requirements beyond the requisite statewide minimums for these placements vary by institution and by program. The information below is calculated based on data reported by Ohio Educator Preparation Providers.

Teacher Preparation Programs						
Field/Clinical Experience Element	Requirements					
Require edTPA National Scoring from candidates in teacher preparation programs at the institution	N					
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	305					
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	405					
Average number of weeks required to teach full-time within the student teaching experience at the institution	16					
Percentage of teacher candidates who satisfactorily completed student teaching	100%					

Principal Preparation Programs						
Field/Clinical Experience Element	Requirements					
Total number of field/clinical weeks required of principal candidates in internship	9					
Number of candidates who started internship	10					
Number of candidates who completed internship	9					
Percentage of principal candidates who satisfactorily completed internship	90%					

Ohio Educator Preparation Provider Performance Report Ursuline College

Ohio Educator Licensure Examination Pass Rates at Ursuline College

Reporting Period from Sept 1, 2018 to Aug 31, 2019 (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 2019-2020.

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						
14	93%					

Ohio Principal Licensure Examination Pass Rates at Ursuline College

Reporting Period from Sept 1, 2019 to Aug 31, 2020 (Data Source: Ursuline College)

Description of Data:

Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. The 2019-2020 program completer pass rates are reported by each Ohio educator preparation provider.

Principal Licensure Tests					
Completers Tested	Pass Rate				
13	85%				

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Value-Added Data for Students Taught by Teachers Prepared by Ohio Educator Preparation Providers at Ursuline College

Reporting Period from Sept 1, 2019 to Aug 31, 2020

Description of Data:

Ohio's ordered school-building closure and subsequent emergency legislation addressing the coronavirus pandemic-related issues (House Bill 197 of the 133rd General Assembly) had substantial impacts on state testing during the 2019-2020 school year. As a result, the OTES/OPES and Value-Added sections of this report will include limited or no 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 2016, 2017, 2018, and 2019.
- 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 Ursuline College-Prepared Teachers

	ure Effective 17, 2018, 2019	Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value- Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
N/A	N/A	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 Ursuline College-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						
Α	В	С	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.

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Value-Added Data for Ursuline College-Prepared Principals

Initial Licensure Effective Principals Serving by Letter Grade of Overall Bui Years 2016, 2017, 2018, 2019					all Building Value-A	dded
Employed as Principals	Principals with Value- Added Data	Α	В	С	D	F
N<10	N/A	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 Ursuline College-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/A	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/A	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						
Α	В	С	D	F	NR	
N/A	N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	N/A	

Principals Serving by Minority Enrollment by Quartiles							
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile			
N/A	N/A	N/A	N/A	N/A			
N/A	N/A	N/A	N/A	N/A			

	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/A	N/A	N/A					
N/A	N/A	N/A	N/A	N/A					

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Ursuline College Candidate Academic Measures

(Data Source:Ursuline College)
Reporting Period from Sept 1, 2019 to Aug 31, 2020

Undergraduate Admission Requirements

ACT math 19, reading 19, writing 8, OR SAT m 450 r 450 w 450, OR Praxis Core m 150, r 156, w 162, OR combination; interview: communication skills 14, dispositions 5, no more than one criterion below 1.0; Minimum grade C EDL 101, 102, 210; Minimum professional ed GPA 2.75, cumulative 2.5, AYA/MAVA/ middle content 2.75; Application; Philosophy of education: minimum competency 80%; successful fieldwork EDL 101, 102, 210

Post-Baccalaureate Admission Requirements

ACT math 19, reading 19, writing 8, OR SAT m 450 r 450 w 450, OR Praxis Core m 150, r 156, w 162, OR combination; interview: communication skills 14, dispositions 5, no more than one criterion below 1.0; Minimum grade C EDL 101, 102, 210; Minimum professional ed GPA 2.75, cumulative 2.5, AYA/MAVA/ middle content 2.75; Application; Philosophy of education: minimum competency 80%; successful fieldwork EDL 101, 102, 210

Graduate Admission Requirements

Interview Education plan for prerequisites Audit of future candidate transcripts by the Director of Academic Services to vet program qualifications for program admissions Letters of recommendation Essay OAE content test for AYA and MCH Any candidate admitted conditionally in the summer 10 weeks session must achieve a B or better grade to waive the GRE The minimum required score for the writing sub-score is 4.5

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

			s Admitted	Candidates Enrolled		Candidates Completing	
Academic Measure	Required Score	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
ACT Composite	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
Score	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
ACT English	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
Subscore	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
ACT Essay	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
(Optional)	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
ACT Math	U=19	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10
Subscore	P=19	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10

		Candidate	s Admitted	Candidate	es 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
ACT Reading	U=19	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10
Subscore	P=19	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
ACT Science	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
Subscore	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
GPA - Graduate	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= 3.00	G=N<10	G=N<10	G=N<10	G=N<10	G=N<10	G=N<10
PA - High School	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
GPA - Transfer	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
Ji / Transisis	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
GPA -	U= 2.50	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10
Jndergraduate	0= 2.50 P= 2.50	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10
J.i.aci graduate	G= 3.00	G=14	G= 3.51	G=28	G= 3.70	G=N<10	G=N<10
DE Composito	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
RE Composite Score						- '	
Score	P=N/A G=N/A	P=N/A G=N/A	P=N/A	P=N/A G=N/A	P=N/A	P=N/A G=N/A	P=N/A G=N/A
			G=N/A		G=N/A		
RE Quantitative	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
Subscore	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=150	G=N<10	G=N<10	G=N<10	G=N<10	G=N<10	G=N<10
GRE Verbal	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
Subscore	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=150	G=N<10	G=N<10	G=N<10	G=N<10	G=N<10	G=N<10
GRE Writing	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
Subscore	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
	G=4	G=N<10	G=N<10	G=N<10	G=N<10	G=N<10	G=N<10
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
axis CORE Math	U=150	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10
	P=150	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
Praxis CORE	U=156	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10
Reading	P=156	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
Praxis CORE	U=162	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10
Writing	P=162	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10
_	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
raxis 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
I I GAIS II	D=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
AT Composite							
AT Composite	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
Score	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A	P=N/A
0.47.5	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
SAT Essay	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A	U=N/A
(Optional)	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 Math	U=450	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10
Subscore	P=450	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A

		Candidates	s Admitted	Candidate	s Enrolled	Candidates	Completing	
Academic Measure	Required Score	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score	
SAT Reading/	U=450	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10	
Writing Subscore	P=450	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10	
J	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	
Other Cr	riteria	Underg	raduate	Post-Bace	calaureate	Grad	uate	
Disposition	nal Assessment	Υ	,	,	Y	N	l	
EMPATHY/C	maha Interview	N	I	1	N	N	I	
	Essay	Y	,	,	Y	Y	•	
High Sch	High School Class Rank N/A N		N/A		N/A		A	
	Interview	Υ	Y		Y		,	
Letter	of Commitment	N		N		Y	•	
Letter of Re	ecommendation	N	I	N		Y	•	
Myers-Briggs	Myers-Briggs Type Indicator		N/A		N	N	l	
OAE Conte	ent Assessment	N/	'A	N	/A	N	l	
	Portfolio	N	I	N		Y		
Prere	quisite Courses	Y		,	Υ		N	
SRI Te	SRI Teacher Perceiver N/A		N	N/A		N		
Superintendent Statement of Sponsorship		N/A		N/A		N		
	Teacher Insight	N	I	1	N	N	I	

Ohio Educator Preparation Provider Performance Report Ursuline College

Principal Program Admission Requirements

To be admitted to the Graduate Educational Administration program, the candidate must have a 3.0 GPA from an undergraduate or a graduate program. The candidate must complete an application, write as essay, and submit three letters of recommendation and be interviewed. If all of these requirements are met, the Educational Administration Program Director makes a decision regarding the candidate's admission to the program.

Principal Preparation Programs

		Candidate	s Admitted	Candidates Enrolled		Candidates Completing	
Academic Measure	Required Score	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
GPA - Undergraduate	3.00	N<10	N<10	17	3.26	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	N<10	N<10	21	3.73	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

		Candidate	s Admitted	Candidate	s Enrolled	Candidates	Completing
Academic Measure	Required Score	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
SAT Essay (Optional)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Other (Criteria			
		Dispositi	onal Assessment		1	N	
		EMPATHY	/Omaha Interview		!	N	
			Essay		1	N	
			Interview		ı	N	
		Lette	er of Commitment		1	N	
		Letter of	Recommendation		1	N	
		Myers-Brig	gs Type Indicator		ı	N	
			Portfolio		ı	N	
		Prei	equisite Courses		ı	N	
		SRI 1	eacher Perceiver		ı	N	
	Superir	ntendent Statemer	nt of Sponsorship		1	N	
Teacher Insight					1	N	

Ohio Educator Preparation Provider Performance Report Ursuline College

Pre-Service Teacher Survey Results

Reporting Period from Sept 1, 2019 to Aug 31, 2020

Description of Data:

Due to the COVID-19 pandemic-related issues, including school closures and staff transitions in Ohio during the 2019-2020 school year, the distributions of some surveys were delayed, contributing to lower response rates.

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 2,903 respondents completed the survey statewide for a response rate of 68 percent.

Ursuline College Survey Response Rate = 100% Total Survey Responses = 4

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<10	3.56
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.		3.38
5			J 3.49
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<10	3.69
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 atrisk students.	N<10	3.52
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	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<10	3.66

No.	Question	Institution Average	State Average
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.38
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	3.62
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.61
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.74
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.60
18	My teacher licensure program prepared me to communicate high expectations for all students.	N<10	3.68
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.58
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.78
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.49
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.59
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.59
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	N<10	3.27
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<10	3.16
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	3.06
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.40
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	3.29
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	N<10	3.70
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<10	2.99
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.73
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.50
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N<10	3.73
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.73

No.	Question	Institution Average	State Average
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.71
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.60
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.58
38	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.36
39	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.40
40	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.43
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.71
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.61
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.70
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.62
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.61
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.71
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.53
48	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	3.32
49	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	3.54

Ohio Educator Preparation Provider Performance Report Ursuline College

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

Reporting Period from Sept 1, 2019 to Aug 31, 2020

Description of Data:

Due to the COVID-19 pandemic-related issues, including school closures and staff transitions in Ohio during the 2019-2020 school year, the distributions of some surveys were delayed, contributing to lower response rates.

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 453 respondents completed the survey statewide for a response rate of 12 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.	N<10	3.43		
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<10	3.19		
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.27		
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area. N<10				
5	My teacher licensure program prepared me to understand the importance of linking N<10 interdisciplinary experiences.				
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<10	3.53		
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.40		
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.39		
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.42		
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 atrisk students.	N<10	3.31		
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.23		

No.	Question	Institution Average	State Average
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.39
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.12
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	3.42
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.35
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.56
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.42
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.31
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.58
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.22
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.39
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.34
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).		3.15
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<10	3.04
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	3.04
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.30
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	3.15
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	N<10	3.46
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<10	2.85
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.56
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.33
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N<10	3.52
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.52

No.	Question	Institution Average	State Average				
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.50				
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).						
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.34				
37	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.13				
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.17				
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.20				
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.52				
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.43				
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.49				
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.37				
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.35				
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.54				
46	My teacher licensure program provided clearly articulated policies published to facilitate N<10 progression to program completion.		3.35				
47	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	3.12				
48	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	3.34				
49	My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N<10	3.28				

Ohio Educator Preparation Provider Performance Report Ursuline College

Principal Intern Survey Results

Reporting Period from Sept 1, 2019 to Aug 31, 2020

Description of Data:

Due to the COVID-19 pandemic-related issues, including school closures and staff transitions in Ohio during the 2019-2020 school year, the distributions of some surveys were delayed, contributing to lower response rates.

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. A total of 204 respondents completed the survey statewide for a response rate of 26 percent.

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/A	3.60	
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	N/A	3.59	
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	N/A	3.60	
4	My program prepared me to lead instruction.	N/A	3.60	
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/A	3.61	
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	N/A	3.63	
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	N/A	3.62	
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/A	3.66	
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	N/A	3.60	
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	N/A	3.61	
11	My program prepared me to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning.	N/A	3.73	
12			3.71	
13			3.58	

No.	Question	Institution Average	State Average
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	N/A	3.74
15	My program prepared me to share leadership with staff, students, parents, and community members.	N/A	3.73
16	My program prepared me to establish effective working teams and developing structures for collaboration between teachers and educational support personnel.	N/A	3.71
17	My program prepared me to foster positive professional relationships among staff.	N/A	3.73
18	My program prepared me to support and advance the leadership capacity of educators.	N/A	3.68
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	N/A	3.72
20	My program prepared me to connect the school with the community through print and electronic media.	N/A	3.58
21	My program prepared me to involve parents and communities in improving student learning.	N/A	3.67
22	program prepared me to use community resources to improve student learning. N/A		3.58
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	N/A	3.65

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Principal Internship Mentor Survey Results

Reporting Period from Sept 1, 2019 to Aug 31, 2020

Description of Data:

Due to the COVID-19 pandemic-related issues, including school closures and staff transitions in Ohio during the 2019-2020 school year, the distributions of some surveys were delayed, contributing to lower response rates.

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. A total of 70 respondents completed the survey statewide for a response rate of 12 percent.

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/A	3.36
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/A	3.30
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/A	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/A	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/A	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/A	3.45
7	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of data by self and staff.	N/A	3.41
8	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of research by self and staff.		3.36
9	The principal preparation program prepared the school leader candidate to understand supporting staff in planning and implementing research-based professional development.	N/A	3.38
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/A	3.47

No.	Question	Institution Average	State Average		
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/A	3.37		
12	The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning.	N/A	3.23		
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/A	3.46		
14	The principal preparation program prepared the school leader candidate to understand connecting the school with the community through print and electronic media.	N/A	3.25		
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	N/A	3.29		
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	N/A	3.25		
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/A	3.26		
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	N/A	2.67		
19	participated in and/or accessed the provided mentor training and/or materials. N/A				
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	N/A	2.09		

National Accreditation Status

Reporting Period from Sept 1, 2019 to Aug 31, 2020 (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	CAEP
Date of Last Review	Oct-13
Accreditation Status	Accredited

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Teacher Residency Program

Reporting Period from Sept 1, 2019 to Aug 31, 2020 (Data Source: Ursuline College)

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 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 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 Ursuline College

Initial Licensure Effective Year				Resid	lency Ye	ar 2	Resid	lency Ye	ear 3	Resid	ency Ye	ar 4
	Entering Persisting		Entering	Pers	isting	Entering	Pers	isting	Entering	Com	pleting	
2016	N/A	N/A	N/A	1	1	100%	2	2	100%	13	13	100%
2017	N/A	N/A	N/A	2	2	100%	10	10	100%	N/A	N/A	N/A
2018	2	2	100%	9	8	88.9%	N/A	N/A	N/A	N/A	N/A	N/A
2019	13	13	100%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Excellence and Innovation Initiatives

Reporting Period from Sept 1, 2019 to Aug 31, 2020 (Data Source: Ursuline College)

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:

Purpose: Provide an alternative path to initial teacher licensure

Goal: To increase minority candidates and candidates employed in schools as paraprofessionals

Number of Participants: 4

Strategy: Partnerships are an essential condition for colleges with teacher and administrative licensure programs

as well as pre K-12 school districts. These partnerships allow the needs of both organizations to be addressed in various ways. The partnership between Ursuline College and Beachwood City Schools has been in discussion since early 2019. The Beachwood Partnership consists of five school districts collaborating to increase the access to a career in teaching for minority candidates or candidates who employed in the partnership schools and would like to continue working and taking the Master Apprenticeship classes on a part-time basis. This non-accelerated version of MAP allows the partnership candidates to earn a Master Degree of Education and an initial teacher license in two year

as opposed to one year in the accelerated program.

Demonstration of Impact: Completion of program May 2022.

External Recognition: N/A

Programs: Master Apprenticeship Program

Ohio Educator Preparation Provider Performance Report Ursuline College

Principal Preparation Programs

Initiative:

Purpose: This was a zoom presentation for all students in the Education Unit Programs; advanced program, initial

teacher license program, and our 4+1 students who have not yet been admitted to the initial pgrm

Goal: To give all participants the opportunity to address their feelings about bias in the classroom.

Number of Participants: 58

Strategy: The facilitators used mixed small groups as a way to help with student engagement. They also used a

lot of whole group activities so that the participants were active even when they weren't in small groups. One side effect of the presentation was that the participants got to see a good example of technology

integration on zoom.

Demonstration of Impact: No formal data was collected. All anecdotal comments were very positive.

External Recognition: The Cleveland office of Facing History and Ourselves were the main presenters and they did an

excellent job on zoom integrating all participants into the session.