2022 Educator Preparation Performance Report
Intervention Specialist (K-12) Mild/Moderate
Ohio State University

Field and Clinical Experiences for Candidates at Ohio State University

Reporting period from September 1, 2021 to August 31, 2022.
(Data Source: Ohio State University)

Description of Data:

Ohio requires that teacher 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 for these placements vary by unit and by program.

Teacher Preparation Programs	
Field/Clinical Experience Element	**Requirements**
Minimum number of field hours required of candidates in the preparation program prior to student teaching	180
Maximum number of field hours required of candidates in the preparation program prior to student teaching	180
Total number of weeks required of candidates in the student teaching experience	14
Percentage of teacher candidates who satisfactorily completed student teaching	100%

2022 Educator Preparation Performance Report
Intervention Specialist (K-12) Mild/Moderate
Ohio State University

Description of Data:

Teacher Licensure Test Scores								
Licensure Test	Test Range Score	Test Cut Score	Completers Tested	Program Average Scaled Score	Completers Passed	Program Pass Rate	State Average Pass Rate	State Average Scaled Score
043 - Special Education	100-300	220	32	259	32	100%	95%	244
090 - Foundations of Reading	100-300	220	271	248	259	96%	94%	242

2022 Educator Preparation Performance Report
Intervention Specialist (K-12) Mild/Moderate
Ohio State University

Ohio State University Candidate Academic Measures

Reporting period from September 1, 2021 to August 31, 2022.
(Data Source:Ohio State University)

Undergraduate Program Admission Requirements

EPP UG requirements are 1) application with letter of recommendation, GPA, and disposition form (with BCII/FBI checks and fingerprinting) and 2) completion of coursework. All applications are screened using unit and program rubrics/criteria. Applicants include a piece of writing with criteria established by each program/campus. Some programs interview and/or require content-specific GPA or specific grades in courses. SAT and ACT scores may be considered.

Post-Baccalaureate Program Admission Requirements

EPP PB requirements are 1) application with letter of recommendation, GPA, and disposition form (BCII/FBI checks and fingerprinting) and 2) coursework. All applications are screened using unit and program rubrics/criteria. Applicants include a piece of writing with criteria established by each program/campus. Some programs interview and/or require content-specific GPA, portfolios or specific grades in courses. SAT, ACT and GRE scores may be considered.

Graduate Program Admission Requirements

EPP graduate requirements are 1) application with letter of recommendation, GPA, and disposition form (BCII/FBI checks and fingerprinting) and 2) coursework. All applications are screened using unit and program rubrics/criteria. Applicants include a piece of writing with criteria established by each program/campus. Some programs interview and/or require content-specific GPA, portfolios or specific grades in courses. SAT, ACT and GRE scores may be considered.

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

Academic Measure	Required Score	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
ACT Composite Score	U=1 P=1 G=1	U=12 P=N<10 G=N<10	U=23.3 P=N<10 G=N<10	U=30 P=N<10 G=N<10	U=23.1 P=N<10 G=N<10	U=11 P=N<10 G=N<10	U=22.2 P=N<10 G=N<10
ACT English Subscore	U=1 P=1 G=1	U=12 P=N<10 G=N<10	U=23.1 P=N<10 G=N<10	U=30 P=N<10 G=N<10	U=22.7 P=N<10 G=N<10	U=11 P=N<10 G=N<10	U=21.6 P=N<10 G=N<10
ACT Essay (Optional)	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A

2022 Educator Preparation Performance Report
Intervention Specialist (K-12) Mild/Moderate
Ohio State University

Academic Measure	Required Score	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
ACT Math Subscore	U=1 P=1 G=1	U=12 P=N<10 G=N<10	U=21.7 P=N<10 G=N<10	U=30 P=N<10 G=N<10	U=22 P=N<10 G=N<10	U=11 P=N<10 G=N<10	U=21.6 P=N<10 G=N<10
ACT Reading Subscore	U=1 P=1 G=1	U=12 P=N<10 G=N<10	U=25.9 P=N<10 G=N<10	U=30 P=N<10 G=N<10	U=25 P=N<10 G=N<10	U=11 P=N<10 G=N<10	U=23.4 P=N<10 G=N<10
ACT Science Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GPA - Graduate	U=N/A P=N/A G= 3.00	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10	U=N/A P=N/A G=N<10
GPA - High School	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GPA - Transfer	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GPA - Undergraduate	U= 2.75 P= 2.75 G= 3.00	U=16 P=N<10 G=N<10	U= 3.35 P=N<10 G=N<10	U=38 P=N<10 G=N<10	U= 3.51 P=N<10 G=N<10	U=14 P=N<10 G=N<10	U= 3.57 P=N<10 G=N<10
GRE Composite Score	U=N/A P=260 G=260	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
GRE Quantitative Subscore	U=N/A P=130 G=130	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
GRE Verbal Subscore	U=N/A P=130 G=130	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
GRE Writing Subscore	U=N/A P=1 G=1	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
MAT	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Math	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Reading	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Writing	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Math	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Reading	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Writing	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis II	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Composite Score	U=400 P=400 G=400	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10
SAT Essay, Writing (Optional)	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Math Subscore	U=200 P=200	U=N<10 P=N<10	U=N<10 P=N<10	U=N<10 P=N<10	U=N<10 P=N<10	U=N<10 P=N<10	U=N<10 P=N<10

2022 Educator Preparation Performance Report
Intervention Specialist (K-12) Mild/Moderate
Ohio State University

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Required Score	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
SAT Reading/ Writing Subscore	G=200	G=N<10	G=N<10	G=N<10	G=N<10	G=N<10	G=N<10
	U=200	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10	U=N<10
	P=200	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10	P=N<10
	G=200	G=N<10	G=N<10	G=N<10	G=N<10	G=N<10	G=N<10

Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Dispositional Assessment	Y	Y	Y
EMPATHY/Omaha Interview	N	N	N
Essay	Y	Y	Y
High School Class Rank	N/A	N/A	N/A
Interview	Y	Y	Y
Letter of Commitment	N	N	N
Letter of Recommendation	Y	Y	Y
Myers-Briggs Type Indicator	N/A	N	N
OAE Content Assessment	N/A	N/A	N
Portfolio	N	N	N
Prerequisite Courses	Y	Y	Y
SRI Teacher Perceiver	N/A	N/A	N
Superintendent Statement of Sponsorship	N/A	N/A	N
Teacher Insight	N	N	N

2022 Educator Preparation Performance Report
Intervention Specialist (K-12) Mild/Moderate
Ohio State University

Pre-Service Teacher Survey Results

Reporting period from September 1, 2021 to August 31, 2022.

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.

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

No.	Question	Institution Program Average	Statewide Program Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N<10	3.47
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	3.42
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.28
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N<10	3.44
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	3.36
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	3.59
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.55
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.52
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.52
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	N<10	3.53
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.43
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.57
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.48
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	3.58

2022 Educator Preparation Performance Report
Intervention Specialist (K-12) Mild/Moderate
Ohio State University

No.	Question	Institution Program Average	Statewide Program Average
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.63
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.70
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.54
18	My teacher licensure program prepared me to communicate high expectations for all students.	N<10	3.63
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.59
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.71
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.42
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.55
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.53
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	3.18
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	3.24
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	3.26
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	3.56
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	3.07
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.57
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.33
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N<10	3.61
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.66
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.58
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.52

2022 Educator Preparation Performance Report
Intervention Specialist (K-12) Mild/Moderate
Ohio State University

No.	Question	Institution Program Average	Statewide Program Average
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.56
38	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.31
39	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.33
40	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.42
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.64
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.57
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.64
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.55
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.59
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.67
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.47
48	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	3.37
49	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	3.47

2022 Educator Preparation Performance Report
Intervention Specialist (K-12) Mild/Moderate
Ohio State University

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

Reporting period from September 1, 2021 to August 31, 2022.

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. The results of the survey are reflected here.

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

No.	Question	Institution Program Average	Statewide Program Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N<10	3.30
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	3.25
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.00
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N<10	3.20
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	3.22
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	3.30
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.39
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.24
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.32
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	N<10	3.29
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.15
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.22
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.09
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	3.28

2022 Educator Preparation Performance Report
Intervention Specialist (K-12) Mild/Moderate
Ohio State University

No.	Question	Institution Program Average	Statewide Program Average
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	3.34
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.27
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.27
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.47
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.19
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.29
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.23
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	N<10	2.97
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	3.09
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	3.09
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.19
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	3.10
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	N<10	3.35
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	2.82
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.29
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.08
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N<10	3.24
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.25
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.25
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.14
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.23

2022 Educator Preparation Performance Report
Intervention Specialist (K-12) Mild/Moderate
Ohio State University

No.	Question	Institution Program Average	Statewide Program Average
37	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	2.99
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.03
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.13
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.34
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.22
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.34
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.25
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.34
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.41
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.18
47	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	3.01
48	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	3.18
49	My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N<10	3.10