



**THE OHIO STATE UNIVERSITY**

COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY

**THE OHIO STATE UNIVERSITY**

# **EDUCATOR PREPARATION PROGRAMS**

*PREPARING THE NEXT GENERATION OF EDUCATORS THROUGH  
COMMUNITY PARTNERSHIP, EQUITY AND INNOVATION*

**SNAPSHOT 2020 – 2021**

Prepared by:

Office of Accreditation, Placement and Licensure  
College of Education and Human Ecology

**Spring 2022**

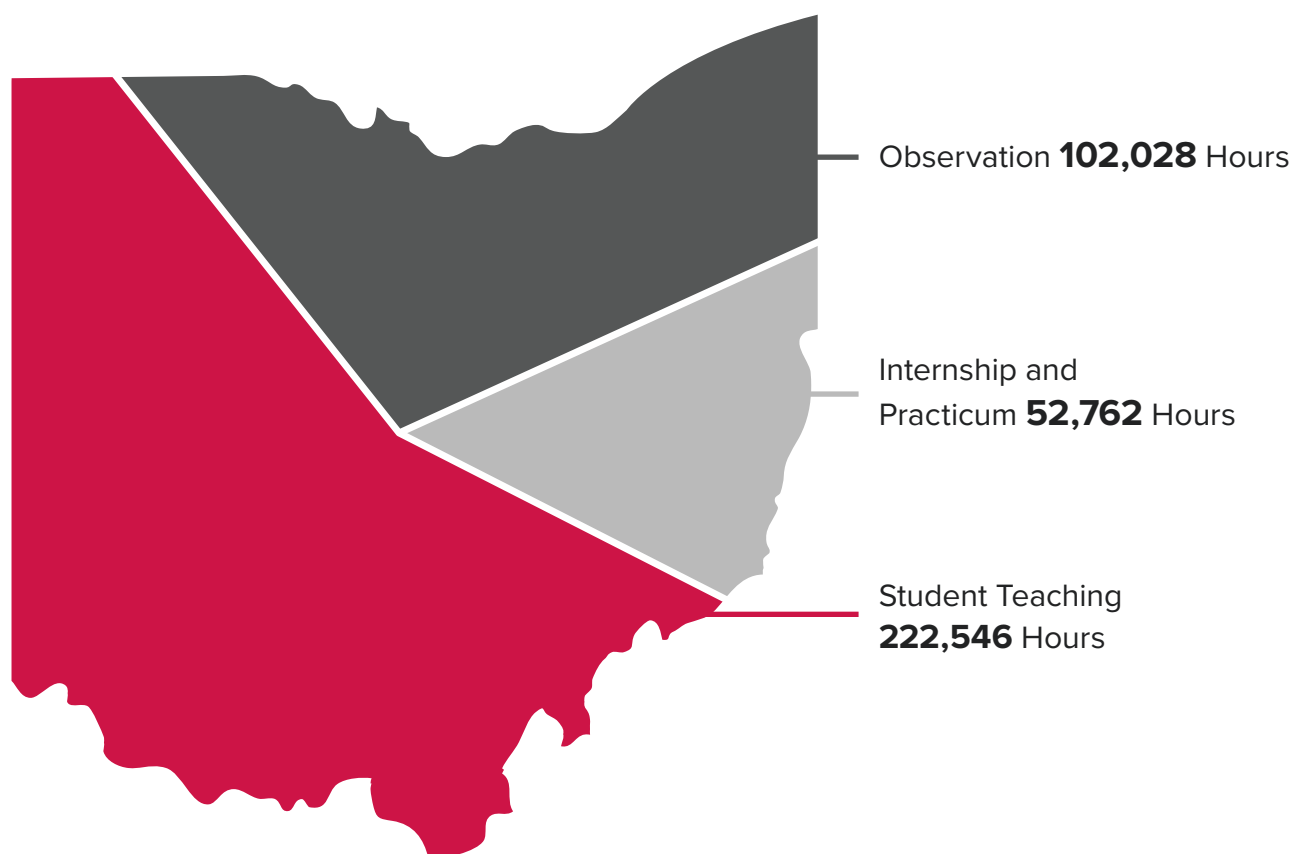
## ENGAGEMENT WITH THE COMMUNITY

The Ohio State University Educator Preparation Programs collaborate with district and community partners to develop high-quality educators. This partnership fulfills an essential element in preparing future educators and leaders, resulting in **meaningful professional experiences in diverse educational settings.**

This snapshot details how educator preparation programs engage with Ohio communities and align with the mission and goals of the university and state. The information provided represents Ohio State's Educator Preparation Programs during the 2020-2021 academic year from the colleges of: Arts and Sciences; Education and Human Ecology; Food, Agricultural and Environmental Sciences; Nursing; and Social Work.

## REACH AND IMPACT THROUGHOUT OHIO

All Educator Preparation Experiences – **377,336** Total hours contributed



Educator Preparation Program students are placed in **119** Ohio Public Districts in **492** Ohio Public Schools with **1,100** site mentors.

Ohio State's diverse, nationally ranked programs produce highly effective educators.

## **CLASSROOM TEACHER PROGRAMS**

- Primary Education (P-5)
- Middle Childhood (4-9)
- Career Technical (4-12)
  - Agriscience
  - Business
  - Career and Technical
  - Family and Consumer Sciences
- Adolescent to Young Adult (7-12)
  - English
  - Mathematics
  - Science
  - Social Studies
- Multi-Age (P-12)
  - Art
  - Health
  - Music
  - Physical Education
  - Teaching English to Speakers of Other Language (TESOL)
  - World Languages
- Intervention Specialist (multiple grades)
  - Primary Intervention Specialist (P-5)
  - Hearing Impaired
  - Mild/ Moderate
  - Moderate/ Intensive
  - Visually Impaired

## **PUPIL SERVICES PREPARATION PROGRAMS**

- School Audiologist
- School Counselor
- School Nurse
- Orientation and Mobility Specialist
- School Psychologist
- School Social Worker
- School Speech Pathologist

## **ADMINISTRATOR PREPARATION PROGRAMS**

- Principal
- Superintendent

## **ENDORSEMENTS**

- Bilingual
- Computer Technology
- Early Childhood (4-5)
- Middle Childhood (4-6)
- Pre-Kindergarten Special Needs
- P-6 Mathematics
- Reading
- Teacher Leader
- TESOL

---

The Art Education, Music Education and Speech Pathology programs are hosted by the College of Arts and Sciences.  
The Agriscience Education program is hosted by the College of Food, Agricultural and Environmental Sciences.  
The School Nurse program is hosted by the College of Nursing.  
The School Social Work program is hosted by the College of Social Work.  
All other programs are hosted by the College of Education and Human Ecology.

#1

GRADUATE EDUCATION  
PROGRAM IN OHIO

#8

COUNSELING AND  
PERSONNEL SERVICES

#9

ELEMENTARY  
TEACHER EDUCATION

#11

SECONDARY  
TEACHER EDUCATION

#12

ADMINISTRATION/  
SUPERVISION

#17

SPECIAL  
EDUCATION

QUALITY

99%

TEACHER CANDIDATES  
SUCCESSFULLY  
COMPLETED STUDENT  
TEACHING

96%

OF TEACHER CANDIDATES  
PASSED REQUIRED STATE  
LICENSURE TESTS

---

\*rankings were released in March 2021

Meeting the needs of Ohio schools is intrinsic to our mission and vision. The College of Education and Human Ecology has identified the following pillars to prepare Educator Preparation Program students to meet the needs of an evolving Ohio workforce.



Ohio State is uniquely poised to partner with urban and rural communities to **broaden educational opportunities and to close educational gaps.**



Ohio State believes in engaging with people from different cultures and experiences to gain new perspectives that **enhance our global partnerships and local impact.**



Ohio State is dedicated to **collaborating with local and national partners** to advance human health and development, well-being and economic vitality.

“This program has greatly expanded my frame of reference of what teaching and learning can look like in the classroom by giving me concrete, research-based methods for progressive teaching. We learn to root our teaching practices in a deep belief that quality education for our children is a human right and a social justice issue.”

“Without exception, my instructors have all been highly educated, experienced and compassionate people. Most importantly to me, they model the kind of teaching that they advocate — we learn by doing.”

VINUSHA AUTAR, '18 MED, ENGLISH TEACHER, ARTS AND COLLEGE PREPARATORY ACADEMY, COLUMBUS



URBAN AND RURAL  
EDUCATION



GLOBAL AND LOCAL  
ENGAGEMENT

## BROADENING COLLABORATION THROUGHOUT OHIO

With campuses located across the state, Ohio State ensures that students collaborate in a variety of places, including in rural and urban communities.

### NUMBER OF STUDENT PLACEMENTS BY GEOGRAPHIC CLASSIFICATION OF SCHOOLS\*

**2,227** Placements during the academic year

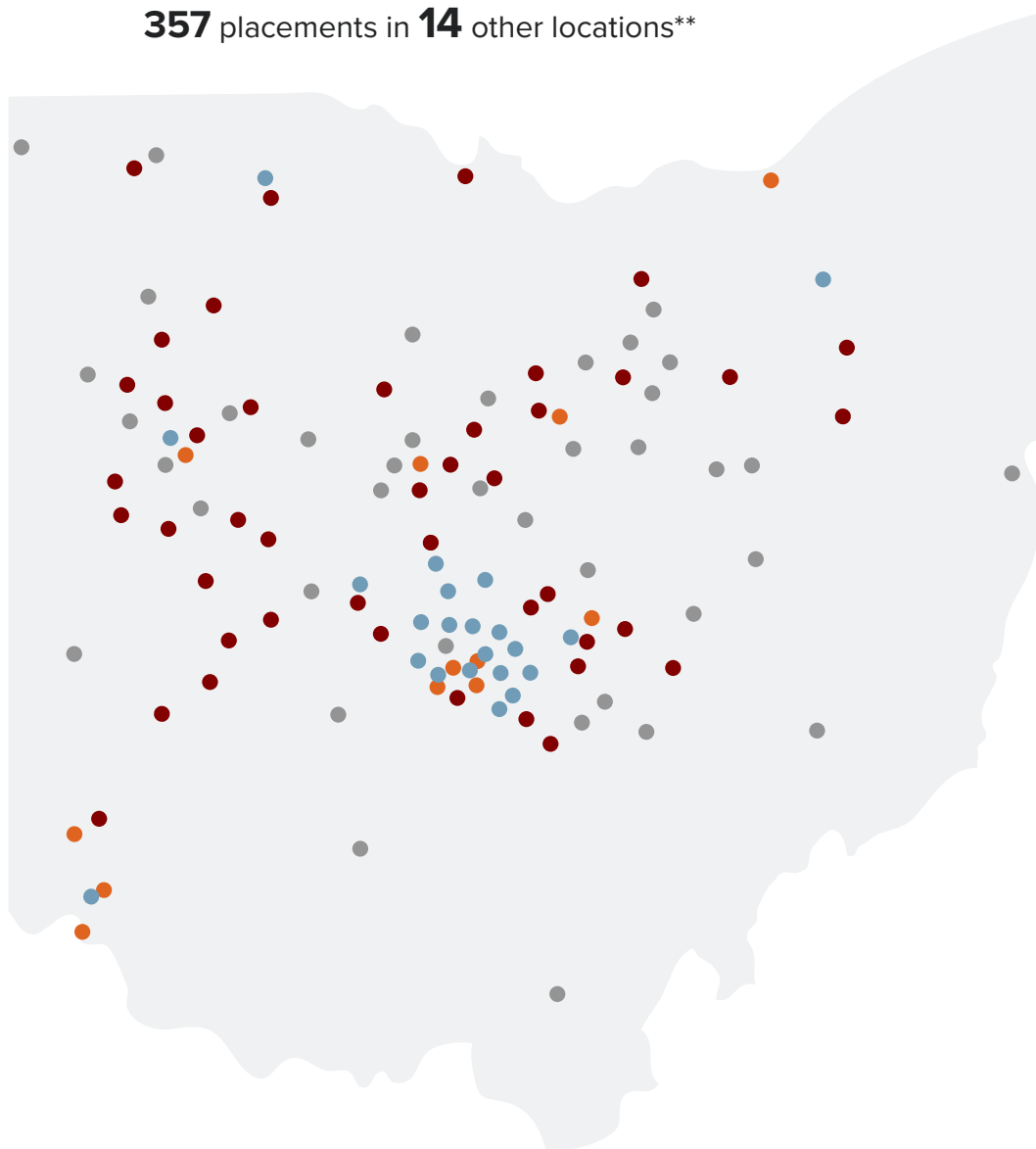
**619** Placements in **22** suburban districts

**898** Placements in **12** urban districts

**219** Placements in **47** small town districts

**134** Placements in **37** rural districts

**357** placements in **14** other locations\*\*



\*Placements represented do not include pre-program data.

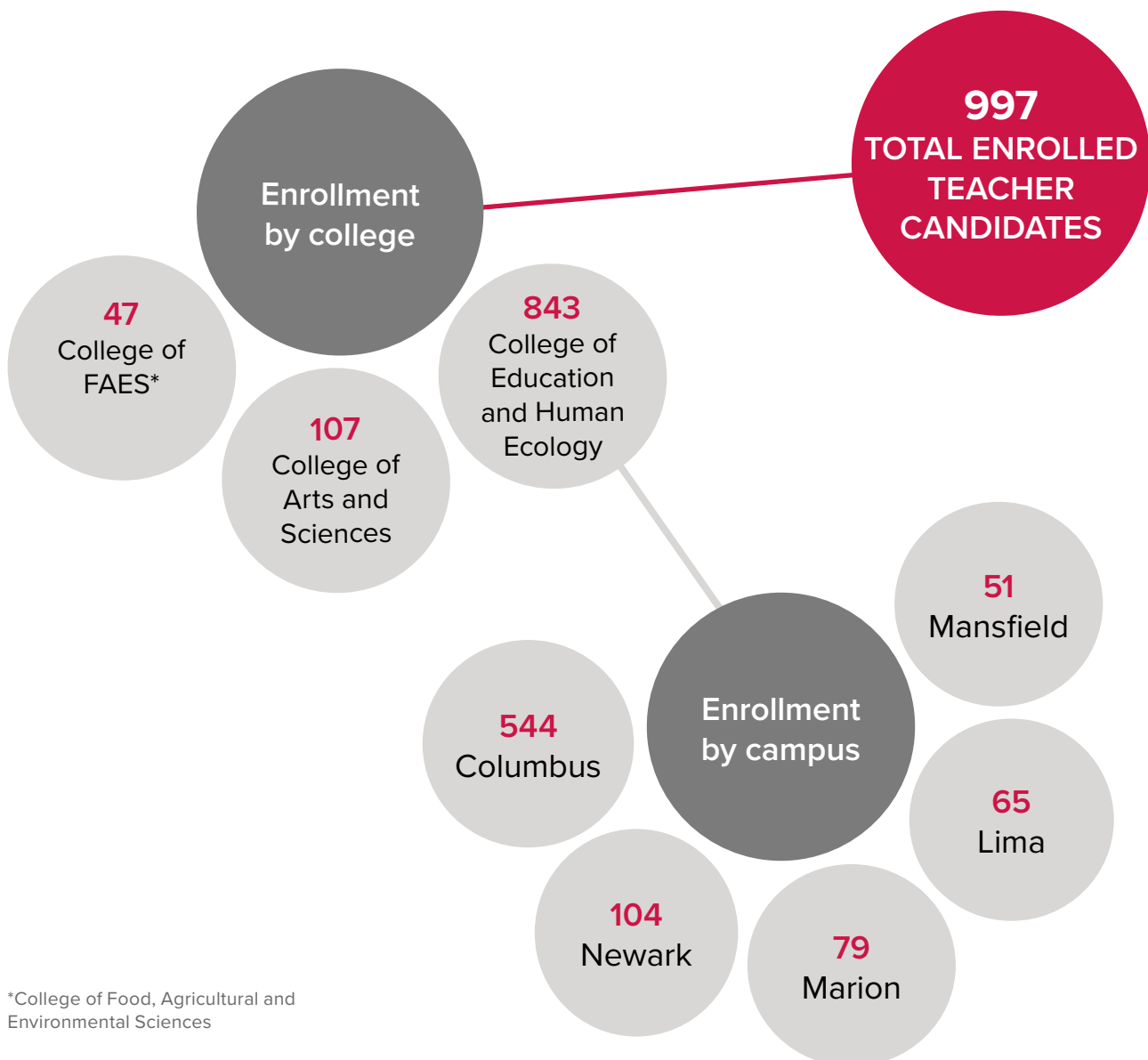
\*\*Other locations include public non-charter schools such as career-tech schools, independent preschools or non-school placements such as after-school programs. These locations are not reflected in the image above.



The college emphasizes teaching that understands equity and diversity. We are focusing on multiple endeavors. The first better supports mentor educators to meet the needs of diverse preservice teachers. Another

will expand our annual Equity and Diversity Educator Conference to include diverse middle and high school students interested in becoming teachers. We continue to evaluate barriers facing our students in order to pave their way to graduation.

– DON POPE-DAVIS, DEAN  
COLLEGE OF EDUCATION AND HUMAN ECOLOGY



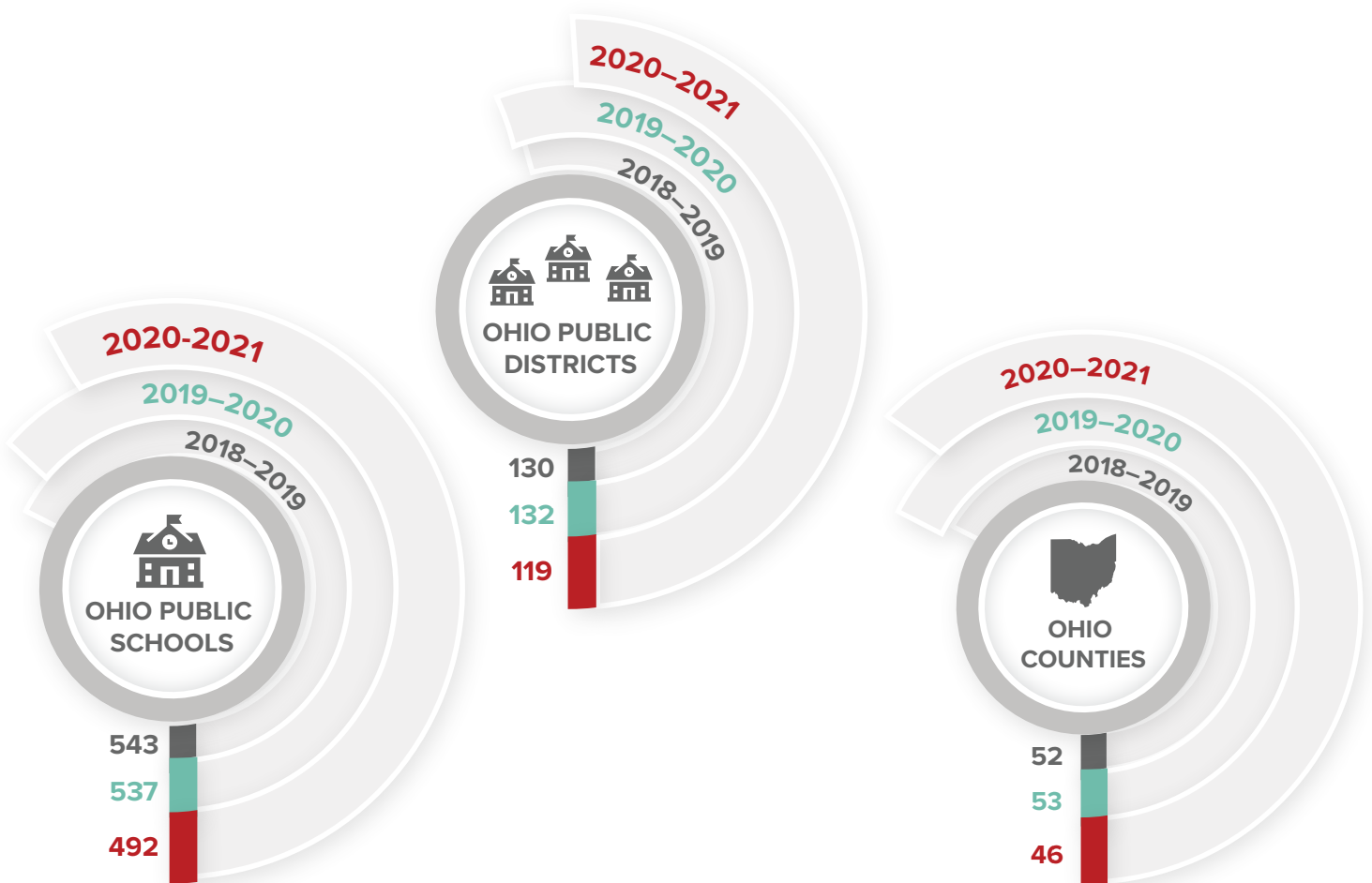
\*College of Food, Agricultural and Environmental Sciences



## EXPANDING REACH ACROSS OHIO

Ohio State produces uniquely prepared graduates who are afforded diverse, practical experiences. This model best equips them to provide leadership in school settings after graduation.

## PLACEMENT TRENDS ACROSS OHIO\*



# 1,100

SITE MENTORS

# 111

UNIVERSITY PLACEMENT SUPERVISORS

\*Each student receives more than one placement to gain experience in diverse settings (e.g., an urban school and a suburban school, a middle school and a high school).



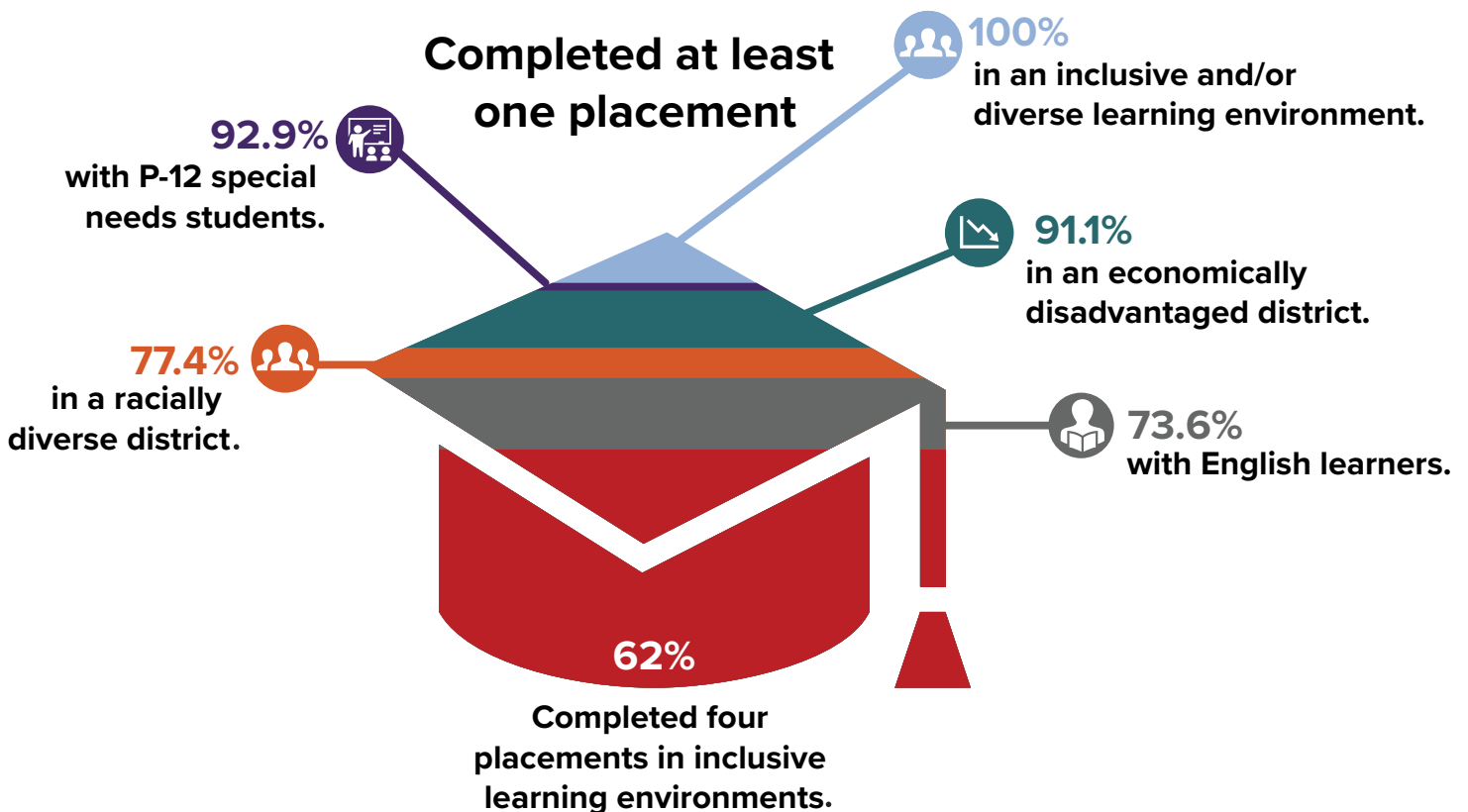
## PARTNERING TO MEET DIVERSE NEEDS

All Ohio State initial teacher licensure students who graduated in 2020-2021 gained experience in at least one, often more, inclusive and diverse school environments throughout their program.

During the 2020-2021 academic year, **2,227** field settings were in the following diversity categories: **1,026** placements with P-12 special needs students; **998** placements with English learners; **999** placements in an economically disadvantaged school; and **1,053** placements in a racially diverse school.



## COHORT PLACEMENTS BY DIVERSITY CATEGORY IN OHIO PUBLIC SCHOOLS\*



## MOSAIC SPOTLIGHT: PREPARING TEACHERS TO MEET STUDENT NEEDS

Integrated social studies preservice teachers gain experience through Mosaic, a program of the Educational Service Center of Central Ohio. Under the direction of faculty Tami Augustine, PhD, and Jenell Igeleke Penn, PhD, and Mosaic mentor educator and alumna Margaret Biroschak, the preservice teachers work with diverse Franklin County high school students as they engage in experiential learning.

“Teaching is not an easy profession, and every one of the ‘seedlings,’ as we call them, meets that challenge with aplomb,” Biroschak said. “They asked excellent questions, showing a commitment to growth that will ensure they evolve as educators. Their enthusiasm was felt by our students as well.” Mosaic student, JJ, goes on to say, “They were supportive in every way and gave us the spark we needed to keep going with our project. It’s not every day you get teachers like that in your life.”

\*School diversity categories are defined by the 2016 Ohio demographics from the National Center for Education Statistics. If a school’s mean population is over a certain threshold in a given category, that school counts as diverse in that category.

P-12 students with special needs (all disabilities served under the Individuals with Disabilities Education Act) threshold – 14.5%.

Economically disadvantaged (students eligible for free/reduced lunch) threshold – 49.9%.

English learners threshold - 2.7%.

Ethnicity/race (non-white enrollment in public schools) threshold – 28.9%.



## STRATEGIC PARTNERSHIPS TO SUPPORT FUTURE GENERATIONS

Each year, College of Education and Human Ecology faculty and graduate students collaborate with P-12 educators to conduct research in schools. This research allows us to test new ideas and interventions and share findings. It adds to our collective knowledge about how to enhance teaching and learning.

In the 2020-2021 academic year, the total number of hours conducting research in schools was **2,701** hours. Ohio schools hosted **13** of these projects.

### RESEARCH BY HOURS

**2,701** Total hours

**1,935** of those hours were in Ohio urban districts

### RESEARCH CONDUCTED IN

**34** Ohio P-12 Sites

**2** Urban sites

**3** Sites designated as high-needs districts

### A COLLABORATIVE APPROACH TO THE FUTURE OF EDUCATION

District partners and Ohio State enjoy a symbiotic relationship rooted in the benefits of experiential learning and research-driven practices. In return for hosting research activities and college student placements in their schools, districts get a **return on their investment**.

Partnership aids in reduced student/teacher ratios, coordinated efforts in research and in-service practices, and a pipeline of educators ready to hit the ground running. Additionally, districts receive tuition waivers for educators to take graduate courses. Partner districts earned **2,364** waivers in 2020-2021. These waivers are used by educators to participate in courses that aid in professional development, licensure renewal and obtaining additional credentials and/or new degrees.



“Our district’s partnership with the College of Education and Human Ecology allows us to call on its experts for valuable support of our work, and for them to gain insights into the needs and trends within a large urban school district.

– TALISA DIXON, EDD, SUPERINTENDENT AND CEO, COLUMBUS CITY SCHOOLS

## STRATEGIC PARTNERSHIPS TO SUPPORT FUTURE GENERATIONS



Educator Preparation Programs are dedicated to collaborating to advance human health and development, well-being and economic vitality.

- The COVID-19 pandemic brought enormous challenges to school nurses nationwide. Michael Hass, '21 School Nursing License, adapted to meet the needs of his school by creating **a mobile clinic**. “I would see the students where they were, like good old-fashioned house calls,” he said. This kept cohorts intact, kept ill students from mixing with students who had non-contagious symptoms or complaints, and increased privacy for the students, as they were able to stay among their classmates who were already aware that they needed the nurse.”



The mobile clinic served to help decrease infection rates, helped to improve triage with pre-reported complaints and simplified contact tracing as well as all the other adjustments necessary for navigating through the pandemic.

- Under the direction of School Psychology faculty and Columbus City School’s Kathryn Moser, executive director of Leadership and School Programs, **School Psychology licensure students facilitated social and emotional well-being (SEWB) groups** for CCS students who participated in the Summer School Experience. This partnership not only resulted in support for the students, but also is laying the groundwork for an ongoing partnership.



The 2021 projects will include professional development, which will impact curriculum and further co-facilitate the well-being process. “The social and emotional learning collaborative work provided an opportunity for the college interns to use research-based lessons with our students,” said Emma Corbin, a Columbus principal, “The opportunity to put theory into practice benefited both students and interns as students had increased access to lessons, and interns had an opportunity to learn to think quickly and adjust to challenges students faced as a result of the pandemic.”

- The inaugural **2021 Summer Institute provided virtual learning experiences that enhanced Ohio educators’ toolboxes**. College of Education and Human Ecology instructors lead workshops in response to current needs and trends in their fields. Themes of the institute highlighted the college’s dedication to supporting educators and K-12 students who are coping with trauma from the COVID-19 pandemic and systemic racism.



Completion of the workshops resulted in contact hour certificates. Certificates could be used for licensure renewal or professional development goals.

**CONTACT:**

Office of Accreditation, Placement and Licensure  
[ehe.osu.edu/accreditation-placement-licensure](http://ehe.osu.edu/accreditation-placement-licensure)  
[edprep@osu.edu](mailto:edprep@osu.edu)

“The skills and knowledge that I acquired allowed me to continue to enhance my ability to provide a profound foundation for my students. From the faculty to the learning materials to receiving constructive criticism in improving my teaching, I believe that the program contributed to my success as an academic professional today.”

**ALAADEEN BAJES, '19 BSED, '20 MED, ELEMENTARY SCHOOL  
TEACHER, COLUMBUS CITY SCHOOLS**