



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 2019-2020

Prepared by:
Office of Accreditation, Placement and Licensure
College of Education and Human Ecology

Spring 2021

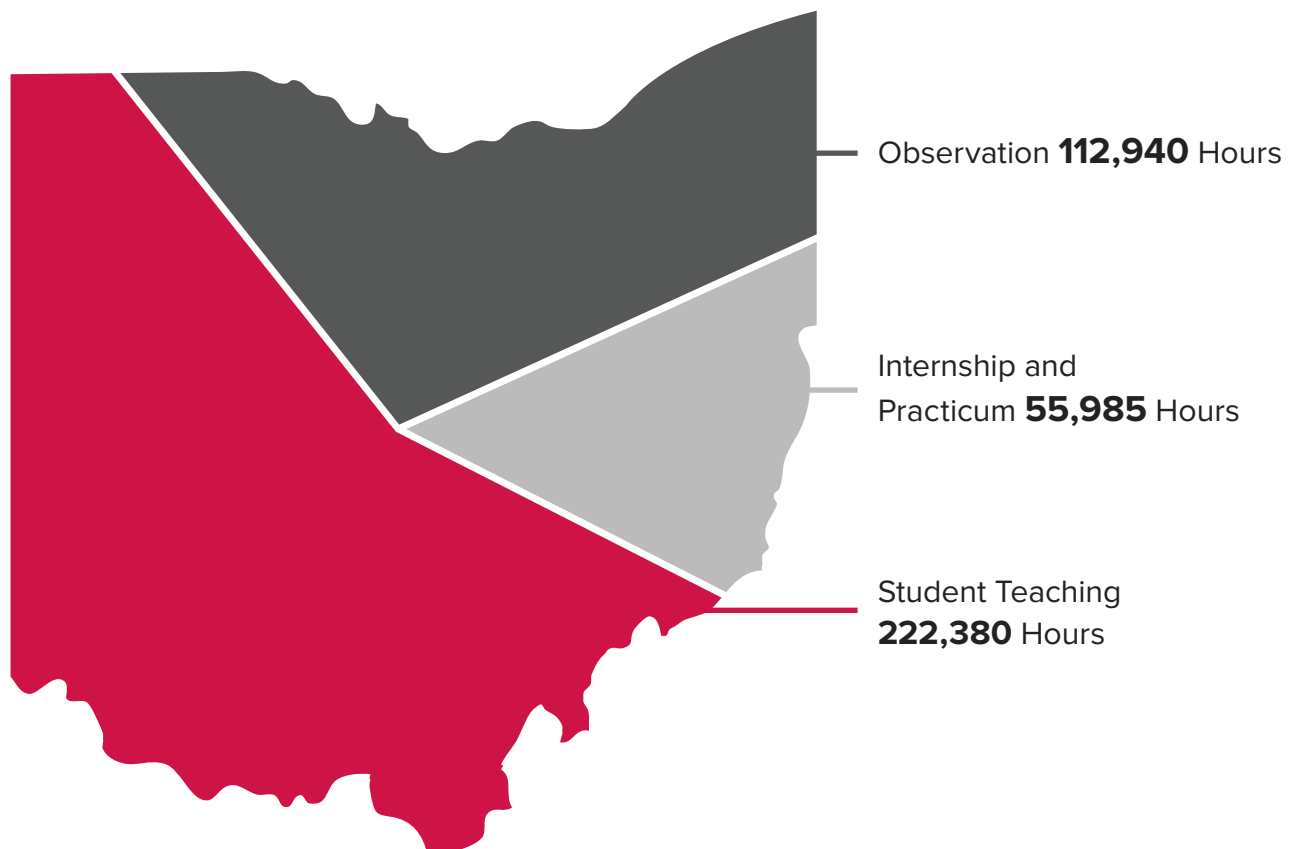
ENGAGEMENT WITH THE COMMUNITY

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 2019-2020 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 – **391,305** Total hours contributed



Educator Preparation Program students are placed in **132** Ohio Public Districts in **537** Ohio Public Schools with **1,251** site mentors.

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

OVERVIEW OF PROGRAMS

CLASSROOM TEACHER PROGRAMS

- Early Childhood (P-5)
- Middle Childhood (4-9)
- Career Technical (4-12)
 - Agriscience
 - Business
 - Career and Technical
 - Family Consumer Science
- 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 another Language (TESOL)
 - World Languages
- Intervention Specialist (multiple grades)
 - Early Childhood Intervention
 - 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

#8

ELEMENTARY
TEACHER EDUCATION

#11

SECONDARY
TEACHER EDUCATION

#12

ADMINISTRATION/
SUPERVISION

#17

SPECIAL
EDUCATION

QUALITY

98%

TEACHER CANDIDATES
SUCCESSFULLY
COMPLETED STUDENT
TEACHING

92%

OF TEACHER CANDIDATES
PASSED REQUIRED STATE
LICENSURE TESTS

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.

MEETING OHIO SCHOOL AND WORKFORCE NEEDS



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.

“THE PROGRAM TAUGHT ME TO REFLECT ON MY TEACHING AND THE ROLE I PLAY IN MY COMMUNITY, HELPING TO SHAPE ME INTO THE KIND OF PERSON WHO CAN REALLY MAKE A DIFFERENCE IN THE LIVES OF STUDENTS AND COLLEAGUES ALIKE.

– DANIEL REDMAN, HILLIARD TEACHER,
CURRENT PHD TEACHING AND LEARNING STUDENT, '16 MED
INTEGRATED SOCIAL STUDIES



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*

2,538 Placements during the academic year

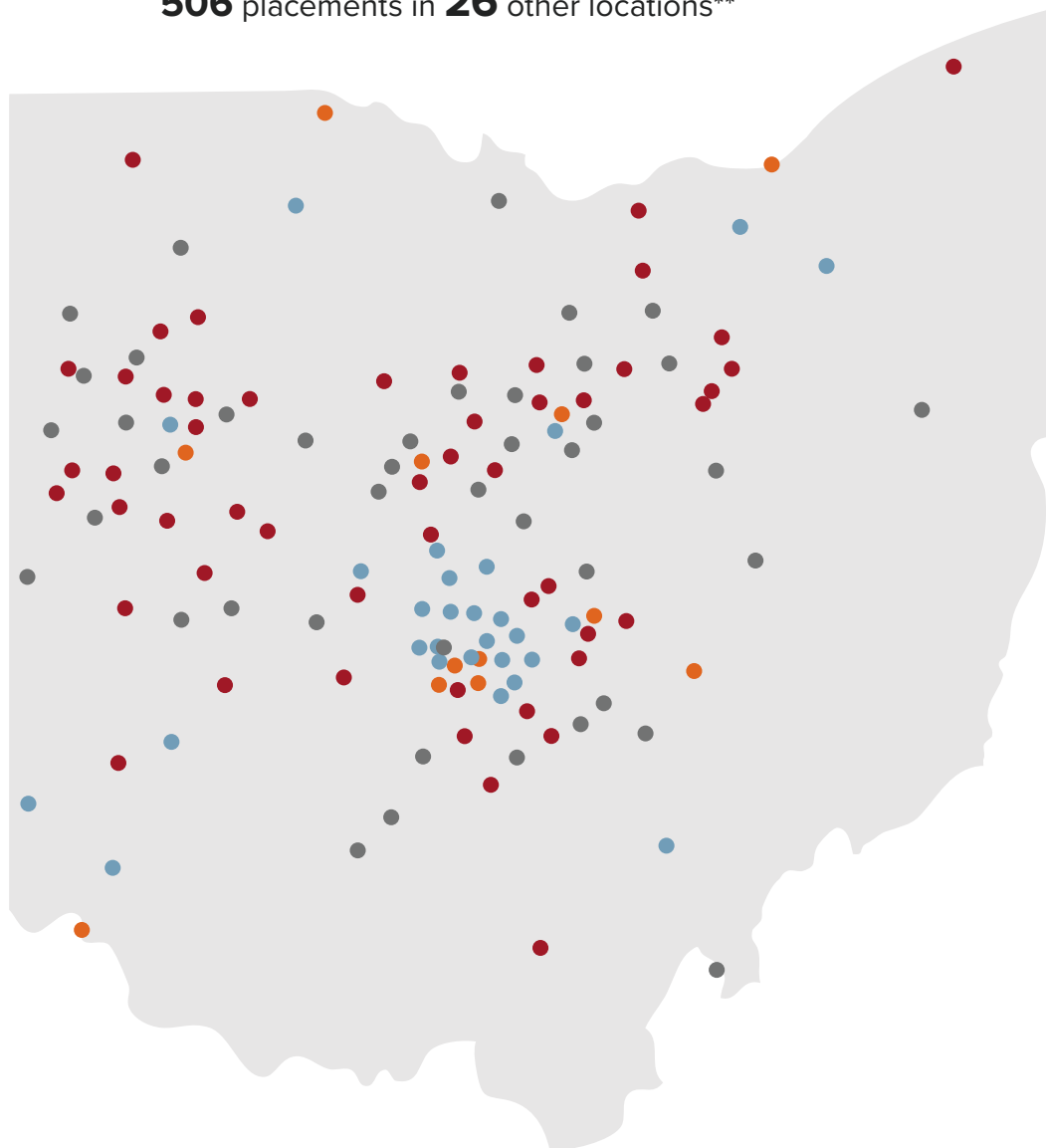
845 Placements in **28** suburban districts

767 Placements in **12** urban districts

261 Placements in **51** small town districts

159 Placements in **41** rural districts

506 placements in **26** 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.

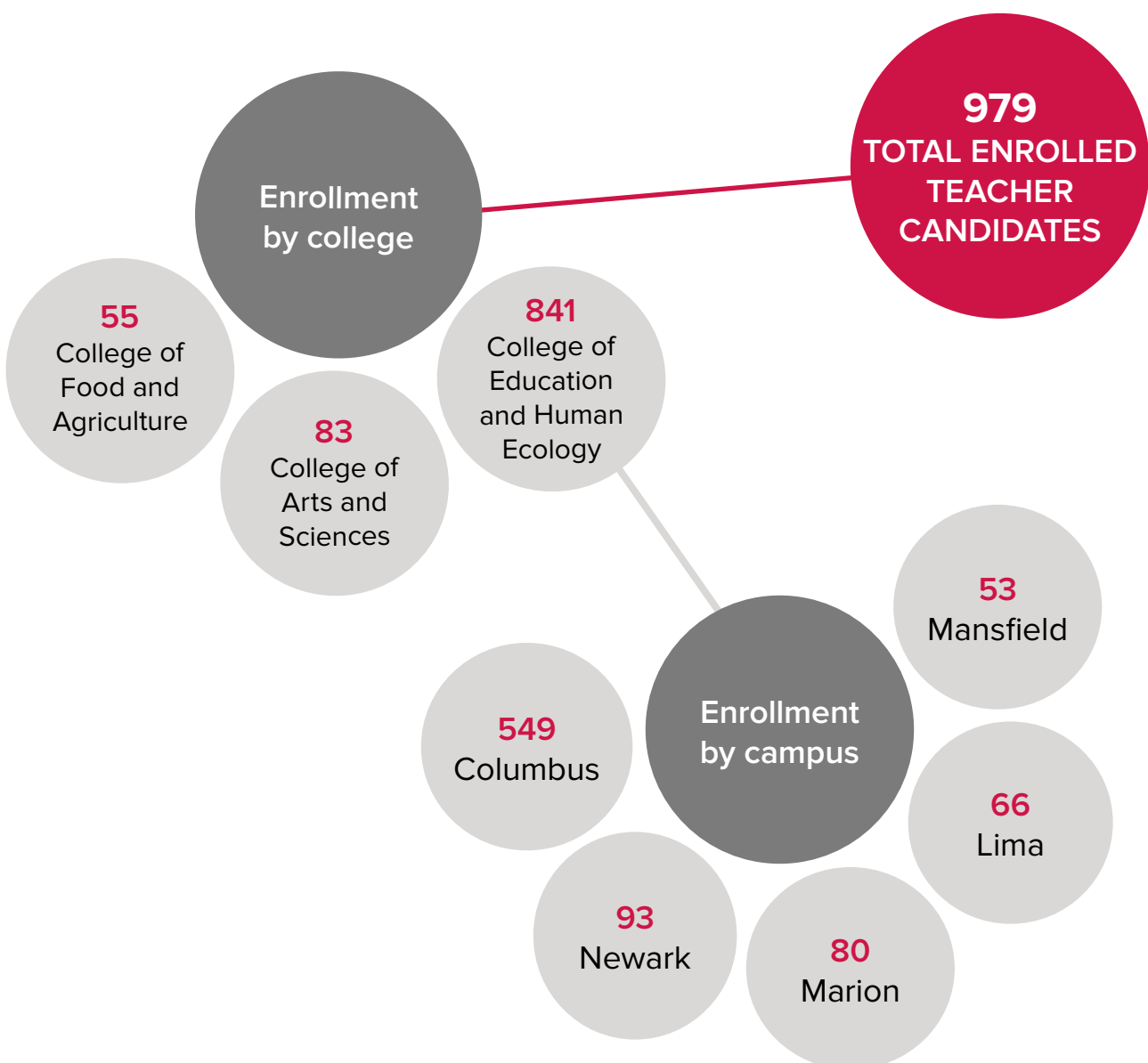


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THE COLLEGE IS WORKING TO BECOME A BETTER STEWARD TO RURAL COMMUNITIES. ITS ACADEMIC EXCELLENCE HAS POISED THE COLLEGE TO ADDRESS PRESSING

ISSUES.... SO THE QUESTION IS NOT ABOUT THE QUALITY OF EDUCATION YOU GET IN OUR COLLEGE. IT IS, HOW DO WE MAKE WHAT WE DO MUCH BETTER AND ACCESSIBLE TO THE CITIZENS OF THE STATE OF OHIO?

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



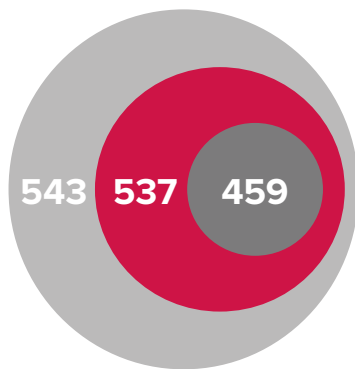


EXPANDING REACH ACROSS OHIO

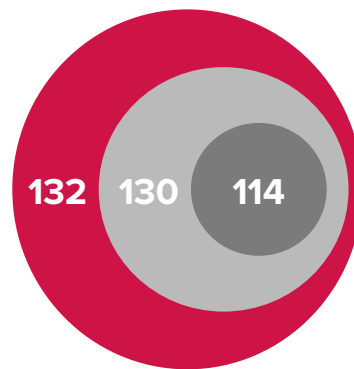
Ohio State produces uniquely prepared graduates afforded diverse, practical experiences. This model best equips them to provide leadership in school settings after graduation.

PLACEMENT TRENDS ACROSS OHIO*

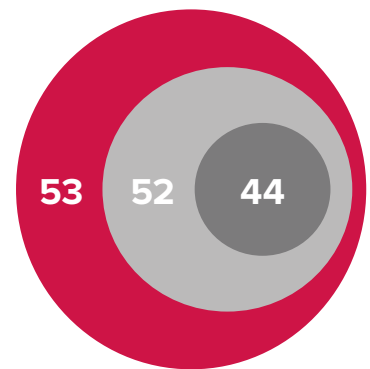
● 2019-2020 Year ● 2018-2019 Year ● 2017-2018 Year



Ohio public schools



Ohio public districts



Ohio counties

1,251

SITE MENTORS

121

UNIVERSITY PLACEMENT
SUPERVISORS

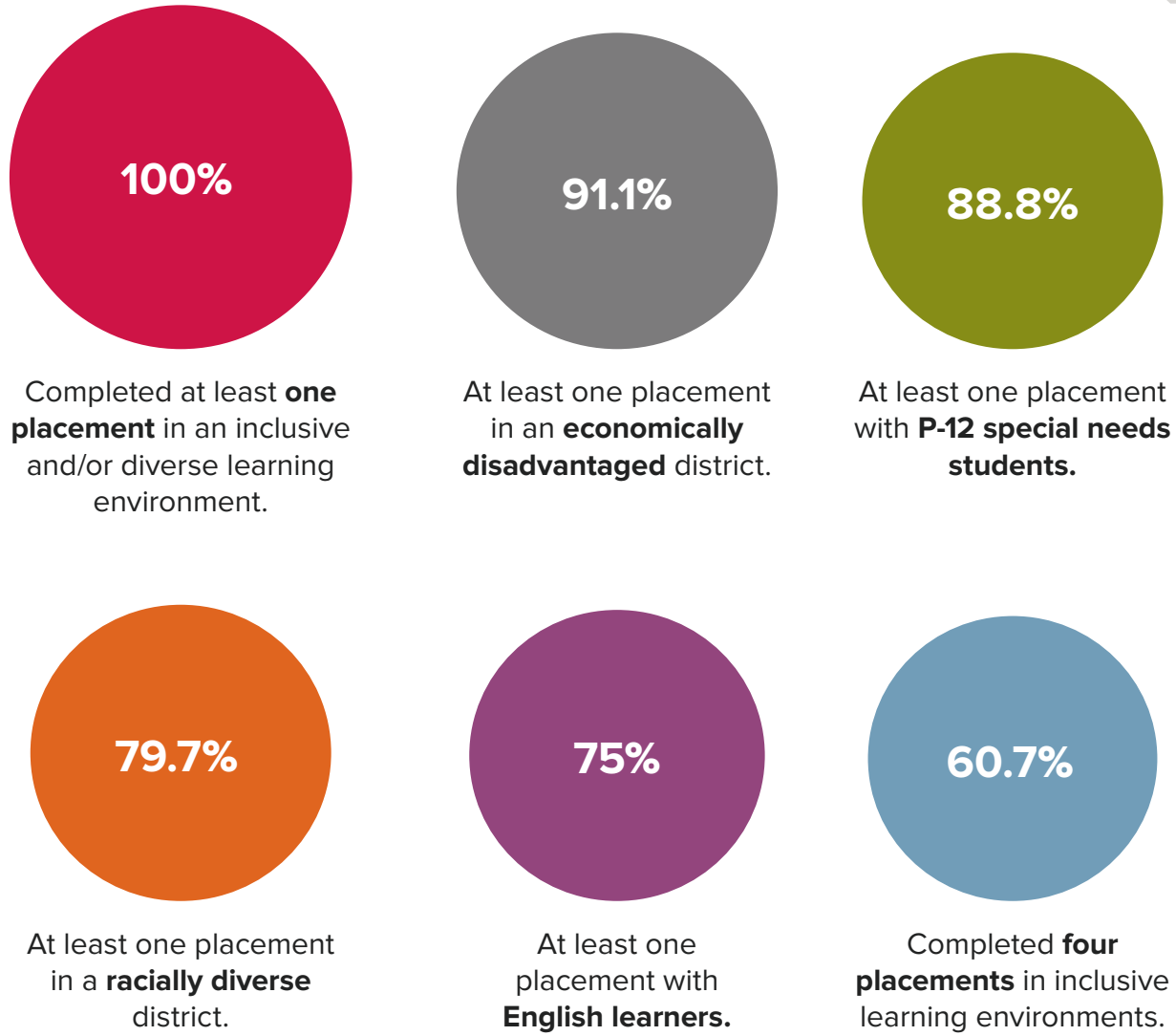
*Each student receives more than one placement to gain experience in diverse settings (e.g., an urban school and a suburban school, a middle school and a high school).



PARTNERING TO MEET DIVERSE NEEDS

All Ohio State initial teacher licensure students who graduated in 2019-2020 gained experience in at least one, often more, inclusive and diverse school environments throughout their program.

COHORT PLACEMENTS BY DIVERSITY CATEGORY IN OHIO PUBLIC SCHOOLS*



During the 2019-2020 academic year, **2,538** field settings were in the following diversity categories: **1,199** placements with P-12 special needs students; **964** placements with English learners; **946** placements in an economically disadvantaged school; and **1,073** placements in a racially diverse school.

*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 2019-2020 academic year, Ohio schools hosted **34** of our research studies for **4,372** hours. **This equals 728 school days if such a day is six hours long.**

RESEARCH BY HOURS

4,372 Hours in Ohio P-12 schools
3,325 of those hours were in urban districts

RESEARCH CONDUCTED IN

17 Ohio P-12 school sites
7 Urban schools/districts
5 Research sites designated as high-needs districts

RETURN ON INVESTMENT

In return for hosting research activity and college student placement in their schools, districts receive tuition waivers for educators to take graduate courses.

One thousand and ninety-one fee waivers or credit hours were earned by partner districts, which equals **13,092** hours of higher education instruction for their educators. Educators 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.

- **Students in Speech Pathology or School Audiology programs are trained in trauma-informed care for multilingual and multicultural children with developmental disorders.** The programs emphasize the importance of modifying assessment and treatment in response to students' needs, especially if they suffer from post-traumatic stress disorder.



School psychology PhD student John Jinsoo Park (middle) with boys at their weekly counseling group.

- Too often, Ohio's K-12 students struggle with issues beyond their control, such as poverty or the stress of learning English. **The licensure programs in School Psychology and Teaching English to Speakers of Other Languages (TESOL) take an interdisciplinary approach to supporting students.** Licensure students and faculty in both programs partner in local urban schools to deliver mental health and academic support. In small groups or individually, they address stress, share coping skills and help students progress rapidly in learning English.



Agriscience students give guided tours at Farm Science Review.

- **Agriscience Education students gain experience by teaching workshops and providing guided educational tours about sustainability and natural resources** at the Gwynn Conversation Area of the Molly Caren Farm during the annual Farm Science Review in London, Ohio. This year's topics featured water quality lessons, calculating crop yield, discussion of how GMOs help the environment and plant adaptations for growing conditions unique to different species.

Guided educational tours were provided around the conservation area highlighting conservation techniques for homeowners, land owners and farmers alike. Students taught about establishing native prairie grasses for pollinating insects, using grass waterways to reduce erosion, monitoring stream water quality and using bat or bird boxes to promote different species and diversity of species.

CONTACT:

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edprep@osu.edu

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THANKS TO MY PROGRAM, I KNOW THAT EVERY INDIVIDUAL IN THE CLASSROOM—BOTH STUDENTS AND TEACHERS—BRINGS UNIQUE VALUES, EXPERIENCES, CULTURES, BACKGROUNDS AND PERCEPTIONS. AS A TEACHER, I AM COMMITTED TO LEARNING FROM AND ABOUT MY STUDENTS AND TO HONORING THEM BEFORE I EXPECT THEM TO LEARN FROM ME.

— JILLIAN BOHME, '14 MED MIDDLE CHILDHOOD EDUCATION,
'13 BS HUMAN DEVELOPMENT AND FAMILY SCIENCE