Educator Preparation Unit Assessment Handbook

Our vision is to serve as the Epicenter of Eminence for Educator Preparation (E^3P)

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The Ohio State University

Historical Context
The roots of The Ohio State University go back to 1870 when the Ohio General Assembly established the Ohio Agricultural and Mechanical College. The new college was made possible through the provisions of the Land-Grant Act signed by President Lincoln on July 2, 1862. The first classes were taught in 1873, with the institution receiving its present name in 1878, the year of its first graduating class. The University's land-grant status has a significant impact yet today on how it views its responsibility for outreach. The Institution is one of 13 public universities in Ohio.

There are 18 colleges and schools, over 200 undergraduate majors and over 12,000 courses offered per year. With an enrollment of 66,046 students, of which 52,349 are undergraduates, Ohio State boasts over 500,000 living alumni. There are four regional campuses: Lima, Mansfield, Marion, and Newark, as well as the Agricultural Technical Institute in Wooster.

Vision
The Ohio State University is the model 21st-century public, land grant, research, urban, community engaged institution.

Mission
The University is dedicated to:

- Creating and discovering knowledge to improve the well-being of our state, regional, national and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.

We understand that diversity and inclusion are essential components of our excellence.

Core Goals
Four institution-wide goals are fundamental to Ohio State's mission and future success:

- **Teaching and Learning:** to provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and staff and enhanced by a globally diverse student body.
- **Research and Innovation:** to create distinctive and internationally recognized contributions to the advancement of fundamental knowledge and scholarship and toward solutions of the world's most pressing problems.
- **Outreach and Engagement:** to advance a culture of engagement and collaboration involving the exchange of knowledge and resources in a context of reciprocity with the citizens and institutions of Ohio, the nation, and the world.
- **Resource Stewardship:** to be an affordable public university, recognized for financial sustainability, unparalleled management of human and physical resources, and operational efficiency and effectiveness.

The Ohio State University Educator Preparation Unit

The 35 educator preparation programs of the unit are offered on the main campus and at the four regional campuses, as listed on page 6. Of these programs, 27 are reviewed by the Council for the Accreditation of Educator Preparation (CAEP) while eight are accredited by other national organizations. These programs reside in the College of the Arts & Sciences; College of Education and Human Ecology; College of Food, Agricultural, and Environmental Sciences; College of Nursing and College of Social Work. Each college also houses non-educator preparation programs; that is, programs which do not prepare individuals to work in P-12 schools. The Dean of the College of Education and Human Ecology serves as the head of the unit.

The Unit Assessment System Overview

The purpose of the Assessment System of the Educator Preparation Program at The Ohio State University is to collect, compile, analyze, and maintain information in an effort to manage and improve candidate, unit, and program performance. The assessment system is designed to facilitate the execution of the mission and goals of our Conceptual Framework, standards for school professionals in Ohio, and Specialized Professional Association standards of the respective programs. Together, these provide common unit outcomes that are assessed through candidate key assessments, surveys and Institutional data. The assessment system helps to ensure that candidates are ready to transition through stages of their program, and that our program completers have the professional knowledge, skills and dispositions outlined in our Conceptual Framework as well as in applicable State and Specialized Professional Association standards.

Operationally, the Assessment System has been developed and continues to evolve as the needs of its constituents change. The design of the Assessment System is focused on providing utility and value for all involved by interfacing and operating with the following objectives in mind:

- The Assessment System should be a continuously capable and competent enterprise through regular review and evaluation, with the goal of improving educator programs.
- All decision-support information and products (reports, documents, assessments, data, etc.) should be accessible and understandable by our professional and partner community.
- Stakeholders should be involved with the ongoing development and evolution of the system.
- The Assessment System should provide for consistency of management of programs while affording maximum flexibility for program needs.

CONCEPTUAL FRAMEWORK OF THE OHIO STATE UNIVERSITY EDUCATOR PREPARATION UNIT

VISION

To serve as the epicenter of eminence for educator preparation (E^3P)

MISSION

Our **mission** is to prepare highly effective educators who teach, lead, and serve. These highly effective educators will apply research-based practices that support academic and social development of all learners and engage in ongoing professional development.

PHILOSOPHY

The **philosophy** of The OSU Educator Preparation Unit is based upon a reciprocal relationship between theory and practice, using research to inform our programs. Drawing from multiple disciplines and methodologies, the Educator Preparation Unit focuses on educational processes across diverse P12 learners. We believe that educational research, practice, and policy constantly evolve and that highly effective educators lead and advocate in their respective fields.

PURPOSE AND GOALS

Our **purpose** is to support and enhance the development of educational leaders who engage in and implement research-based practices to support and advance P12 educational progress. Our programs prepare candidates for initial licensure and engage experienced educators who aspire to advance their practice. Candidates at all levels gain knowledge, skills and dispositions as critical thinkers, problem solvers, communicators, and collaborators.

The **goals** of The OSU Educator Preparation Unit provide direction for developing and aligning the curriculum, instruction, field experiences, clinical practices and assessments.

Candidates shall have a commitment to the following:

1) Acquiring the knowledge, skills and dispositions to interact effectively with all students in diverse learning environments;
2) Supporting practices with foundational and current research and theory;
3) Providing learning environments that support the development of all students;
4) Developing and executing objectives, based on continuous assessment, that support student learning;
5) Practicing integrity and ethical behavior; and
6) Engaging in professional development.

Updated: December 6, 2013

Programs part of the Educator Preparation Unit

- *Early Childhood (Grades P-3): Undergraduate/Graduate
- *Middle Childhood (Grades 4-9; LA, MA, Sc., and SS): Undergraduate/Post-baccalaureate/Graduate
- *AYA Language Arts (Grades 7-12): Undergraduate/Graduate
- *AYA Mathematics (Grades 7-12): Undergraduate/Graduate
- *AYA Science (Chemistry, Biology, Earth Science, Physics, Chem/Physics, Chem/Bio, Chem/Earth, Bio/Physics, Bio/Earth, Earth/Physics, Integrated Sciences): Graduate
- *AYA Social Studies (Grades 7-12): Graduate

Multi-age

- ^Agricultural Science Education (Grades 4-12): Undergraduate
- *Foreign Language (Grades K-12; Arabic, Chinese, German, Italian, Japanese, Latin, Russian): Graduate; (Spanish, French): Undergraduate/Graduate
- ^Integrated Business (Grades 4-12): Undergraduate/Graduate, ^Family and Consumer Science (Grades 4-12): Undergraduate/Graduate
- *Intervention Specialist: Early Childhood (Grades P-3), Mild to Moderate (Grades K-12), Moderate to Intensive (Grades K-12): Undergraduate/Post-baccalaureate/Graduate, Hearing Impaired: Graduate; Visually Impaired: Graduate (Undergraduate in approval process)
- +Music Education (Grades P-12): Undergraduate
- *Physical Education (Grades P-12): Undergraduate & ^Health (Grades P-12): Undergraduate/Post-baccalaureate
- *TESOL (Grades K-12): Undergraduate
- +Visual Arts (Grades P-12): Undergraduate/Post-baccalaureate

Administrators

- *Principal (Grades PK-6, Grades 4-9, Grades 5-12): Graduate
- *Superintendent: Graduate

Endorsements (not CAEP)

- *Computer Technology: Graduate; Online
- ^Early Childhood Generalist (Grades 4-5): Undergraduate/Post-baccalaureate
- ^Middle Childhood Generalist (Grades 4-6; LA, MA, Sc, SS): Undergraduate/Post-baccalaureate
- ^P-6 Mathematics Specialist (Grades P-6): Graduate
- ^Prekindergarten Special Needs (Grades Pre-K): Undergraduate
- ^Reading (Grades K-12): Graduate
- ^Teacher Leader: Graduate
- *TESOL: Graduate

Professional Pupil Services

- ^Orientation and Mobility: Graduate
- +School Audiologist: Graduate
- +School Counselor: Graduate
- +School Psychologist: Graduate
- +School Nurse: Graduate
- +School Social Worker: Graduate
- +School Speech-Language Pathologist: Graduate

Career Technical (Formally Route B) (not CAEP)

- ^Career Technical Workforce Development (Grades 4-12): Non-baccalaureate

All programs have state review.
^ State Reviewed only
*SPA Reviewed
+Nationally Accredited and not CAEP

Ohio State's Unit-wide Assessment System

The unit-wide assessment system uses data from candidates' course, program, and unit assessments as well as from survey data from candidates, alumni, employers, and P-12 partners to better ensure that unit operations facilitate candidates' learning. Additionally, data from unit and institutional databases provide information that is used to manage and improve unit operations.

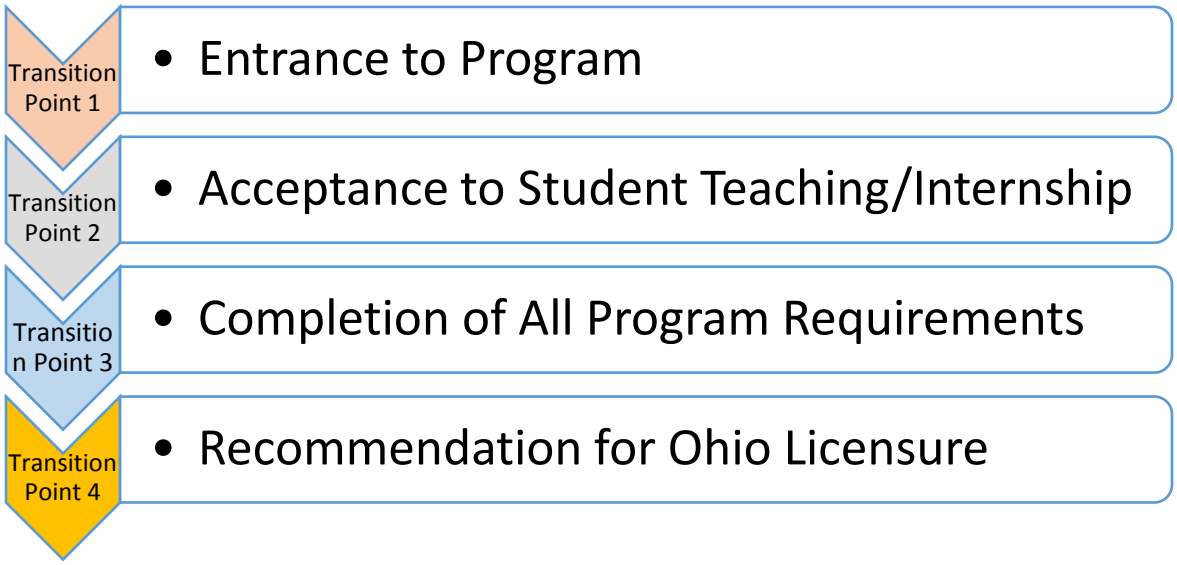
Use of Assessments to Monitor Candidate Progress

Key assessments in required courses and fieldwork, clinical, and internship experiences are used to demonstrate the candidate's attainment and competency in our Conceptual Framework, State, and Specialized Professional Association Standards. These as well as other data points are used to monitor candidates as they transition through their programs. Candidates are monitored through these transition points (Figure 1):

1. Entrance to program;
2. Acceptance to student teaching/internship course
3. Completion of all program requirements
4. Recommendation for Ohio licensure

At each transition point, assessment data are used to provide evidence that candidates are prepared for the next stage. Applicant data are used to determine readiness for admission to a particular program. The criteria for this assessment include: a minimum overall GPA, and a minimum GPA and grades in content courses, standardized test scores, and dispositional analysis. See Transition Points found on page 12 for more details on the requirements.

Figure 1: Candidate Transition Points (aka Gates)



Assessment Development

Programs send key assessment rubrics to the Office of Educator Preparation (OEP) for evaluation and final upload into TK20. Once received, rubrics are reviewed and modified for clarity and alignment with OEP's formatting standards for uniformity across programs. After the assessment is reviewed by multiple individuals within OEP, the rubric is sent back to the program to verify or modify changes made by OEP. This step is repeated until both parties are satisfied with the final key assessment rubric. Once approved, the rubric is uploaded into TK20 and links the corresponding SPA standards with the appropriate

rubric section. Finally, the key assessment rubric is uploaded to BuckeyeBox for easy access for OEP and the program.

Assessment Deployment

Content covered in each class is provided through the syllabus, which contains assignments deployed for the class through the assessment system (currently, the TK20 platform). The assessment system is then used to create an online version of the assignment and any rubrics attached to the assignment. The assessment is tied to specific standards for the programs' governing bodies.

The schedule in which the key assessments and assignments is sent is determined by the program based on the specific course offered, the selection of faculty or supervisor on record and also which program member will enter the assessment data for each student. Assessment deployment for each semester is recorded in the "Matrix Crosswalk" aligning course to assessment (Figure 2).

Figure 2: Matrix Crosswalk

NAME OF PROGRAM	COURSE NUMBER	TYPE OF ASSESSMENT	ASSESSMENT NUMBER	NAME OF ASSESSMENT	METHOD OF EVALUATION/RUBRIC	COURSE INSTRUCTOR	TYPE IN Tk20	STATUS
Art Education	ARTEDUC 4300 10-LEC(15537)	Process Portfolio		Art Education - Process Portfolio SP17	Art Education - Process Portfolio Rubric	Mark McGuire	OBS	Sent
Columbus ECE	EDUTL 5191 0010-CLN(12329) 0010-CLN(12934)	Student Teaching	4	Columbus - Early Childhood Education Midterm Evaluation SP17 Columbus - Early Childhood Education Midterm Evaluation (1US)	Unit Level Assessment Student Teaching: Professional Dispositions Midterm Evaluation-Rubric Unit Level Assessment: Student Teaching Pedagogy Midterm Evaluation- Rubric ECE Three-way Student Teacher Evaluation Form Addendum Mid-Term-Rubric	D Sanderson	FE	Sent
Columbus ECE	EDUTL 5191 0010-CLN(12329) 0010-CLN(12934)	Student Teaching	4	Columbus - Early Childhood Education Summative Evaluation SP17 Columbus - Early Childhood Education Summative Evaluation (1US)	Unit Level Assessment Student Teaching: Professional Dispositions Summative Evaluation- Rubric Unit Level Assessment: Student Teaching Pedagogy Summative Evaluation- Rubric ECE Three-way Student Teacher Evaluation Form Addendum Summative-Rubric	D Sanderson	FE	Sent
Columbus ECE	EDUTL 5191 0010-CLN(12329) 0010-CLN(12934)	Student Teaching	4	Columbus - ECE Unit Observation Forms for Student Teaching SP17 Columbus - ECE Unit Observation Forms for Student Teaching (1US)	Unit Observation Forms for Student Teaching- Rubric	D Sanderson	FE	Sent
Ed Administration - Principalship	ESEADM 6189	Portfolio	4	Principalship Key Assessment #4 - Field Experience Evaluation SU16	Principalship-Key Assessment #4, Part 4 -Evaluation of School-Based Field Experience- Rubric	Melissa Conrath	PORT	Sent
Columbus MCE	EDUTL 5195 0050-SEM(12937) EDUTL 5501 0010-LEC(30344)	Families & Communities	7	MCE Key Assessment #7-Families & Communities-Assignment	MCE Key Assessment #7- Families & Communities- Rubric: Untitled Instance 1	Conlee Ricketts Tiffany Wild	CBA	Sent
Columbus MCE	EDUTL 5220 0010-LEC(31950) 0010-LEC(31951)	Philosophy and Organization	8	MCE Key Assessment #8-Middle School Philosophy and Organization-Assignment 2	MCE Key Assessment #8- Middle School Philosophy and Organization, EDUTL 5220- Rubric: Untitled Instance 1	Tami Augustine	CBA	Sent

The assessments in the system are broken down into the 4 categories:

- Course Based Assessments - Identifying and acquiring student work within specific courses that best relates to specific program-level student learning outcomes.
- Observation Documents - An "observer" is presented with questions to 'rate' participant behaviors, skills and abilities.
- Field Experience: Formative Assessment used to evaluate the candidate's entire performance at a site during Field & Student Teaching.
- Portfolios (contains edTPA assessments): A compilation of academic work for the purpose of evaluating coursework quality, learning progress, and academic achievement.

Data Collection

Data are collected, analyzed, and maintained through the Ohio State Office of Educator Preparation (OEP) using a combination of internal data systems and third-party platform providers. As mentioned previously, TK20 is the platform used to collect and report on locally scored key assessments. For assessments given and scored by third-party vendors (i.e. Pearson's OAE and edTPA), OEP receives score reports on a monthly basis. To optimize efficiency and accuracy, an assessment database has been developed to integrate and disaggregate the third-party scores into reports that are shared regularly with programs. More information about how programs access this data can be found in the Access to Assessment and Survey Data Reports section.

The reporting calendar found in Appendix A on page 19 graphically summarizes the major annual state and federal reporting deadlines. In addition to these deadlines, OEP collects candidate assessment data at the end of every semester and standardized test performance information upon notification of availability by the provider based on the timelines provided.

Data collected using the assessment system consist of the following:

- Candidate admission to program
- Candidate course work with key assessments
- Candidate field experiences
- Candidate edTPA submissions

Data for all candidates is collected each semester in which the key assessment is deployed for a given course they complete. Data can be accessed in aggregate form per course, per term, or over multiple programs such as unit wide assessments. Data can also be collected in a disaggregate format, per student and program. Also, the data can be grouped based on standards alignment in an aggregate fashion.

The unit maintains a "data dictionary" of the primary collection items and major reporting products. This dictionary details the data descriptions, definitions, characteristics, quantities and sources of the various metrics used to develop decision support products. As new professional, regulatory or statutory metrics are introduced, the data dictionaries are updated accordingly.

The following periodic reports are also completed by the Office of Educator Preparation every seven years: state program reviews, SPA reviews, ad CAEP self-study. Reminders about Areas for Improvement (AFIs) are sent to programs annually.

Access to Assessment and Survey Data Reports

Program Mangers have the ability to run aggregate / disaggregate key assessment reports for their respective programs in Tk20. data are gathered through the assessment system using the Report module. Assessment data can be complied per course, semester, or over multiple years. Furthermore, program managers can run a Student Placement Requirements report to gauge progress towards meeting Transition Point 2: Acceptance to Student Teaching requirements. Directions have been distributed to programs on how to access this information and can be found in Appendix B on page 20-22.

In addition to individual ad hoc reports, summary key assessment data reports are provided to all initial licensure and advanced programs for review at the conclusion of each semester per the timeline listed in the Appendix below. Summary data files for key assessments in Tk20 are posted to the Ed Prep Program's Buckeye Box document repository along with monthly updates on OAE and edTPA scores from Pearson.

Additionally, the Unit Assessment and Data Administration Processes table found on page 13-15 outlines the assessment instruments, decision points, internal and external assessors, data collection schedules, and processes for data collection for each of the assessment items used to assess candidate performances.

Data regarding the management and operations of the unit are collected during the summer semester each year. At the end of an academic year, candidate and unit data are compiled into respective Program Summary Assessment Reports for unit and program decision making at OEP Data Days hosted throughout the summer term.

Data Analysis and Evaluation

Data are analyzed and evaluated by constituent and administrative groups on a periodic basis. These groups, consisting of various stakeholders, will review the data to confirm strengths and identify areas for improvement regarding program design and candidate performance. In addition to regular program review of the data files described above, the University Teacher Education Council (UTEC) joins together content and administrative representatives from all programmatic areas at monthly meetings. UTEC works collaboratively to develop and continually monitor all policies and procedures for teacher preparation programs at Ohio State, while linking professional content standards, the conceptual framework and guiding questions of the Assessment System.

UTEC and subcommittees dedicated to designing unit-wide forms and consisting of program leads conduct in-depth examinations of data throughout the year at specific points in time. Some of the primary data points include, but not limited to:

- Ohio Assessment for Educators (OAE) results (March and October)
- edTPA results (February and August)
- Data on applicants, students enrolled, and completers for previous year (January)
- Survey of employers and alumni results (May)
- Update on B.S.Ed. program enrollment and impact on M.Ed. program (Dec. and June)
- Dual enrollment (November)

Ohio State Educator Preparation *Transition Points (aka Gates)*

A general description of transition gates for each program in the Educator Preparation Unit

Transition Point I: Entrance to program

Requires:

- completed application
- disposition evaluation
- background check (clearance based on ODE licensure requirements)
- 3.0 GPA for graduate candidates, 2.75 or higher for undergraduate candidates (by program)
- available standardized assessment of ACT, SAT, and/or GRE

NOTE: In addition to the items above, there may be program-specific requirements (e.g. coursework, letters of recommendation, essays or personal statements, P-12 experiences, etc.)

Transition Point II: Acceptance to Student Teaching/Internship

Requires:

- current background check (clearance based on ODE licensure requirements)
- 3.0 GPA for graduate candidates, 2.75 or higher for undergraduate candidates (by program)
- Canvas course: Ohio Standards for Educator Preparation
- Dyslexia module: (all programs except Early Childhood, Middle Childhood and all Intervention Specialist)
- pass all applicable Ohio Assessments for Educators (OAE) tests
- completed Pre-CPAST form

NOTE: In addition to the items above, there may be program-specific requirements.

Transition Point III: Completion of All Program Requirements

Requires:

- completion of all program requirements
- completion of edTPA
- completed CPAST form
- official program sheet

Transition Point IV: Recommendation for Ohio Licensure

Requires:

- completed ODE application

Teacher Preparation Unit Checklist

Entrance to program

_____ Application
_____ Application Dispositions Form
_____ 3.0 GPA (2.75 GPA UG admittance to the University before Fall of 2014)
_____ Standardized Assessment
_____ Program-specific Required Coursework
_____ Remind students to purchase Tk20 once admitted to the program

Field Experience

Annually, before placements can occur:
_____ Application
_____ Resume
_____ Background Checks

During placement:
_____ Unit Level Pedagogy Field Experience Evaluation
_____ Unit Level Dispositions Field Experience Evaluation
_____ Individual program addendum (if applicable)

Student Teaching

Before placement can occur:
_____ Application
_____ Background Check
_____ Resume
_____ 3.0 GPA (2.75 GPA UG admittance to the University before Fall of 2014)
_____ Licensure Assessment (OAE Content, OAE Professional Knowledge, ACTFL)
_____ Module I
_____ Dyslexia Module (not ECE, MCE, or Special Education)

During placement:
_____ Unit Level Pedagogy Student Teaching Evaluation
_____ Unit Level Dispositions Student Teaching Evaluation
_____ Program-specific Student Teaching Addendum (if applicable)
_____ edTPA completion and submission to Pearson

Licensure

_____ Application
_____ Background Check
_____ Successful Student Teaching
_____ Complete Program
_____ Official Program Sheet

Unit Assessments and Data Administration Processes

Unit Assessment	CAEP Standard	When collected	Data Source	Who collects data	How data are collected	Who summarizes the data	How are data summarized (tables, graphs)	Who analyses the data	Data analysis dissemination	How often are data summarized and analyzed	How data are used
Admission to Program Disposition Evaluation	CAEP 1, 3	Application to admission	Pre-candidate	Programs*	TK20	Program admission committees	During committee meetings	Program admission committees	Program faculty meetings	During application windows; Annually	Understand applicant pool and reflect on admission process and summarize admission/disposition rubric data.
Pre-admission GPA	CAEP 3	Application to admission	SIS	Programs; OEP	TK20	Program admission committees ; OEP	During committee meetings; Charts/Graphs	Program committees ; OEP	During committee meetings; UTEC subcommittees	During application windows; Annually	Understand applicant pool and reflect on admission process
Standardized Assessment Scores (i.e. ACT, SAT, GRE)	CAEP 3	Application to admission	SIS	Programs	TK20	Program admission committees ; Office of Educator Preparation (OEP)	During committee meetings; Charts/Graphs	During committee meetings OEP and Ohio Dept. of Higher Education (ODHE)	During UTEC leads and admissions committee meetings; Ohio Performance Report Card (OPRC)	During application windows; Annually	Understand applicant pool and reflect on admission process; OPRC – shared with UTEC, Ed Prep Express Newsletter, Open Forum, Associate Deans meetings. Evaluate with comparison data and results.
Background Checks	CAEP 3	Prior to student teaching (ST)/ Internship	Candidate	OHR	Spread-sheet, TK20	OEP	Spreadsheets	OEP	University Teacher Education Council (UTEC), Applicable Programs	Annually	Understand applicant pool, reflect on any problems with the process
Pre-ST GPA	CAEP 3	Prior to ST/ Internship	SIS	Programs	SIS	Program faculty	Spreadsheets	Program faculty	OEP, if appeal is required	Prior to terms with student teachers	Used as a transition point for student teaching
Ohio Standards for Education Preparation	N/A	Prior to ST/ Internship	Candidate	OEP	Canvas LMS	OEP	Spreadsheets	OEP	Ed Prep Express, emails to relevant parties	Each semester	Used as a transition point for student teaching
Ohio Assessments for Educators (OAE) Tests	CAEP 1, 3	Prior to ST/ Internship	Candidate	Programs, OEP	Pearson	OEP	Charts/Graphs ; Spreadsheets	OEP Programs; ODHE	UTEC, Ed Prep Express, Open Forum Meetings, OPRC; Buckeye Box	Reported monthly, Formal review twice per year	Compliance with state requirement for licensure
Advanced Field Placement Pedagogy and Disposition Forms (Pre-CPAST)	CAEP 1, 2	Summative for advanced field placement	University supervisor	OEP	TK20	OEP	Charts/Graphs	OEP	UTEC, Ed Prep Express, Open Forum Meetings; Buckeye Box	Annually	Inform programs of individual performance as well as program, unit, and campus trends.

Unit Assessment	CAEP Standard	When collected	Data Source	Who collects data	How data are collected	Who summarizes the data	How are data summarized (tables, graphs)	Who analyses the data	Data analysis dissemination	How often are data summarized and analyzed	How data are used
Student Teaching Pedagogy and Disposition Forms (CPAST)	CAEP 1, 2	At mid-term and summative for ST	University supervisor	OEP	TK20	OEP	Charts/Graphs	OEP	UTEC, Ed Prep Express, Open Forum Meetings; Buckeye Box	Annually	Inform programs of individual performance as well as program, unit, and campus trends. Compare data alongside OEP and edTPA scores. Determine goals, changes, and new area of focus. Evaluate progress on previous goals.
edTPA	CAEP 1	During ST	Candidate	Pearson	TK20	OEP	Charts/Graphs	OEP; Programs	UTEC and Subcommittee Meetings; Ed Prep Express; Buckeye Box	Bi-annually; Monthly	To inform programs of individual performance as well as program, unit, and campus trends.
Cooperating Teacher / Mentor Demographic and Professional Data	CAEP 2	Each semester	Programs	OEP	Placement Database, ODE	OEP	Table	OEP	XXX	Annually	Inform programs of the demographic diversity and professional attributes of cooperating teachers/mentors
Diversity Characteristics of School Placements	CAEP 2	Each semester	Programs	OEP	Placement Database, ODE/NCES	OEP	Table	OEP	XXX	Annually	Inform programs of the diversity of P-12 students in school-based placements (i.e. SpEd, LEP, Econ Dis, Race)
Pre-service Teaching Survey Results	CAEP 4	At the end of ST	Candidate	Ohio Dept. of Higher Education (ODHE)	Qualtrics	ODHE OEP	Table	OEP	UTEC, Ed Prep Express, OPRC; Buckeye Box	Initial data each semester; Summative is annual	Part of state funding equation; UTEC- reflects on program strengths and weaknesses.
Principal Survey Results	CAEP 4	At the end of the internship	Candidate	OBR	TK20	OEP	Charts	OEP	UTEC, Ed Prep Express, OPRC; Buckeye Box	Summative is annual	Part of state funding equation; UTEC- reflects on program strengths and weaknesses.
National Survey of Student Engagement	CAEP 4	3 weeks before graduation	Candidate	OSU Office of Institution-al Research (OIR)	National Survey	OIR	Table	OIR	University, College, Department and program level	Every three years	Identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices more consistent with good practices in undergraduate education.

Unit Assessment	CAEP Standard	When collected	Data Source	Who collects data	How data are collected	Who summarizes the data	How are data summarized (tables, graphs)	Who analyses the data	Data analysis dissemination	How often are data summarized and analyzed	How data are used
Undergraduate and Master's/ Professional Pre-Graduation Surveys	CAEP 4	Prior to graduation	Candidate	OSU Office of Student Life	Qualtrics	OSU Office of Student Life	Charts/Graphs	OIR	OEP, Ed Prep Express	Annually	Reflect on areas relevant to the education licensure
Completion of the program	CAEP 4	Completion of program	Program	Licensure Coord.	Program sheets	OEP	Charts	OEP	UTEC, Ed Prep Express, Open Forum Meetings, OPRC, Faculty Subcommittees	Annually	Understand trends in the completers per license area and campus.
Completed Licensure Application	CAEP 4	When candidate applies	Candidate	Ohio Dept. of Education (ODE)	ODE Safe Account	OEP	Charts	OEP	UTEC, Ed Prep Express, Open Forum Meetings, OPRC	Annually	Document all items needed for licensure have been completed; Obtain OH license ID for future data analysis.
OSU EHE Alumni Survey	CAEP 4	6-12 months after graduation	Recent alumni	EHE Academic Affairs	Qualtrics	EHE Academic Affairs	Charts	EHE Academic Affairs	UTEC, Ed Prep Express, Open Forum Meetings, OPRC, Buckeye Box	Annually	Gather input on students perceptions of the quality of program preparedness and employment post-graduation.
Employer Survey	CAEP 4	Annually	Principal (for 3rd year teachers)	ODE	Qualtrics	ODE/ODHE	Charts	ODHE	OPRC, Ed Prep Express, Buckeye Box	Annually	When sufficient return rate is obtained, data will be used to inform programs.
Employer Focus Group	CAEP 4	Fall; Every 3 years	Principal	OEP	4-8 Focus Groups	OEP	Narrative, Charts	OEP	UTEC, Ed Prep Express, Open Forum Meetings	Annually	Provide feedback on completer performance and identified gaps for program improvement.
Employment Data	CAEP 4	Annually	Ohio public school districts	ODE	ODE files	ODE/ODHE	Excel	OEP	Ed Prep Express, Open Forum Meetings	Annually	Track employment trajectory of completers across time.
Value-added Data	CAEP 4	Years 1-5 of teaching in specific grades/ subjects	P-12 students	ODE	ODE files	ODE/ODHE	Excel	ODE, OEP	OPRC, UTEC, Ed Prep Express, Buckeye Box	Annually	Understand teacher performance based upon student learning growth in targeted subject areas and grade levels.
RESA Completion Data	CAEP 4	Third or fourth year of teaching	Completers	ODE	Pearson	ODE/ODHE	Excel	ODE, OEP	OPRC, UTEC	Annually	Effectiveness of program, preparation for the RESA

*Each program has a responsible party, which may be the advisor, faculty member, or program manager.

Fairness, Accuracy, Consistency, and Bias of Assessment Instruments

In order to ensure the fairness, accuracy, and consistency of assessment instruments, as well as that they are free from bias, validity and reliability analyses have been conducted on all assessment instruments used across the EPP. Content and inter-rater reliability is at 80% or above for all unit-wide key assessments. As applicable, the instruments have been aligned to appropriate CAEP and InTASC Standards.

Proprietary Assessments

In the case of proprietary assessments (i.e., OAE, edTPA, the ODHE Preservice and RESA Surveys), the applicable validity and reliability analyses were conducted by the organizations offering the instrument (e.g., Pearson).

The Candidate Preservice Assessment (CPAST) Form was developed, piloted, and analyzed for validity and reliability (specifically, content, construct and concurrent validity and internal consistency and inter-rater reliability) by a collaboration of eight institutions in Ohio including Ohio State. Further information about the analyses for the proprietary assessments, Admissions Disposition Rubric, Pre-CPAST, and CPAST available upon request.

EPP-Developed Assessments

Ohio State conducted content validity, internal consistency and inter-rater reliability analysis for the Admissions Dispositions rubric, and content validity, construct validity, predictive validity, internal consistency, and inter-rater reliability analysis for the Pre-CPAST Form.

APPENDIX A: Glossary

Acceptance to Program - Dispositions Form: This assessment is used as part of the application process. Pre-candidates complete the application. Admission teams evaluate applicants using all of the criteria, including the Application to Program Dispositions Form.

Advanced Field Placement (Pre-CPAST) - Pedagogy and Dispositions Forms: These forms are used at the end of the Field Placement as a summative assessment for the field placement and a formative assessment for student teaching. The pedagogy form has general teaching skills and the dispositions form includes dispositions needed for pre-service teachers at this level.

Alumni Focus Groups: Alumni focus groups are conducted to provide targeted feedback on program strengths and areas for improvement. OEP provides a set of standardized questions to which programs can adjust and elaborate upon as they see fit. Results are considered during data-driven decision making discussions.

Buckeye Box: An online document repository that includes an Ed Prep program and unit-wide folder for each program to have easy access to updated data, assessment forms, reports and other pertinent information that the Office of Educator Preparation maintains.

Cooperating Teacher Survey and Profile Data: Data on the cooperating teachers and mentors that partner with Ohio State programs is gathered and aggregated from the Ohio Department of Education. Data elements include: demographic information (gender, race), highest level of degree earned, employment information (district, school, courses taught, position). OEP couples this information with our Placement database to integrate school placement information (school demographics including race, and percent of students with disabilities, English Language Learners and economically disadvantaged) and program support role. There is also a Cooperating Teacher/Mentor survey given to those supervising student teaching and final internships to gather feedback on program strengths and areas for improvement. Results are summarized and shared with programs bi-annually.

Employer Survey: This survey is given annually by the Ohio Department of Higher Education to principals (employers) of our completers. Data provided evaluates all Ohio State graduates in a school collectively; therefore, it cannot only be shared at an aggregate unit level.

Employment Data: ODHE provides employment data annually for Ohio State graduates employed in Ohio public schools during the previous academic year. Data elements include the district, building, position and FTE.

edTPA: edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. More information about edTPA can be found at www.edtpa.com.

National Survey of Student Engagement (NSSE): The National Survey of Student Engagement (NSSE) collects information at hundreds of four-year colleges and universities about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. Ohio State participates every three years.

Ohio Assessments for Educators (OAE) Tests: The OAE tests are required for licensure. There are content assessments and pedagogy assessments. Each license has specific test requirements. OAE tests are required to be taken and passed before student teaching.

Ohio Standards for Education Preparation (formerly known as Module I): Ohio-Specific standards and requirements; This course is designed to meet the ODHE specific requirements such as the Ohio Operating Standards, Ohio Professional Development Standards, etc. The course is required to be completed prior to student teaching and candidates must earn at least 80% on each assessment.

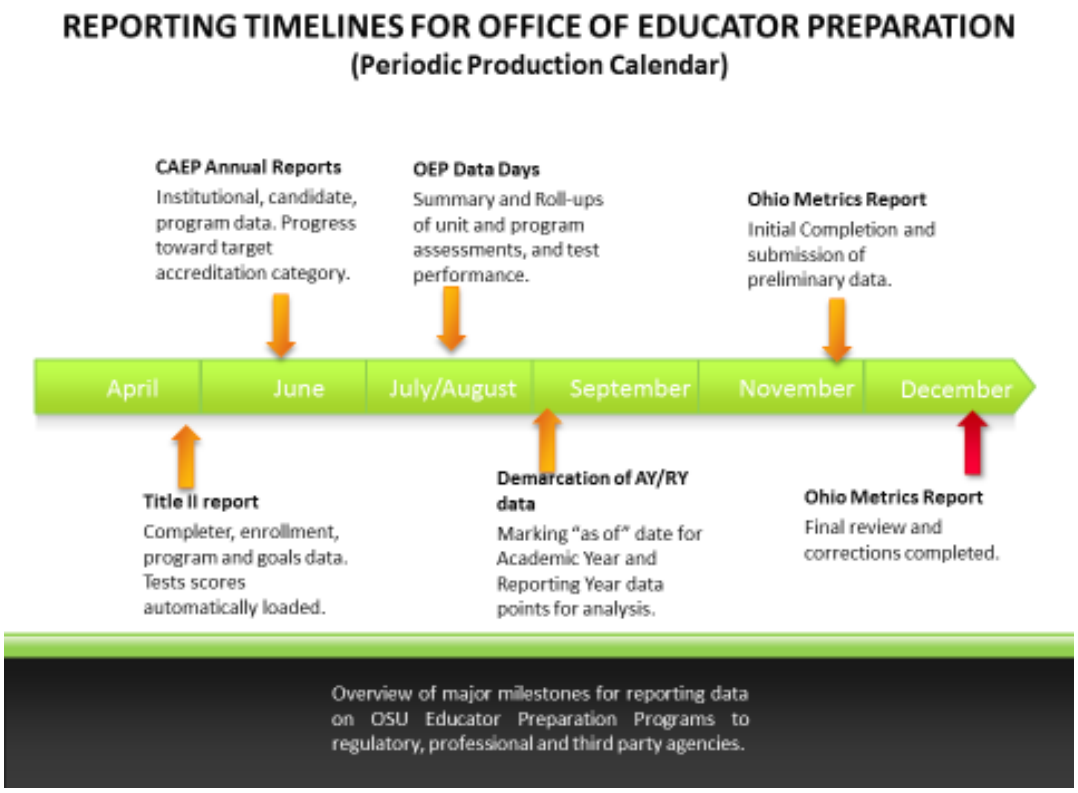
Pre-service and RESA Survey: These surveys are given by the Ohio Department of Higher Education to our student teaching completers and to practicing teachers in their third or fourth year (when they undergo the RESA process). This survey includes a variety of CAEP-oriented questions and questions unique to the needs of Ohio trained teachers.

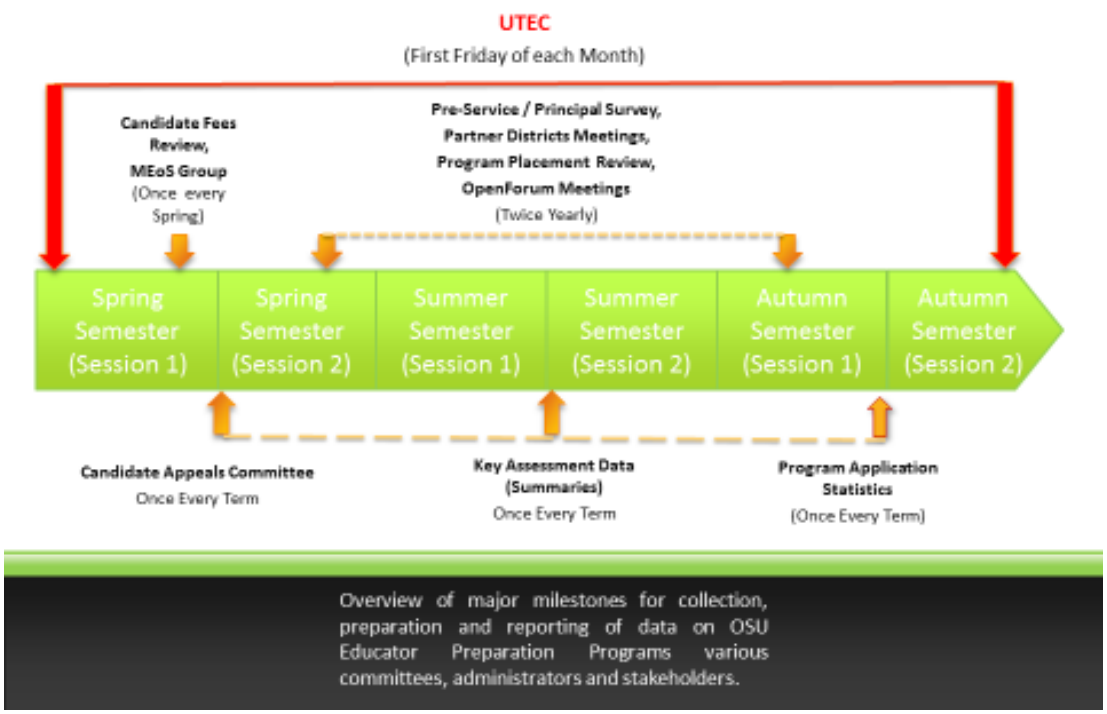
Principal Survey: This survey is given by the Ohio Department of Higher Education to our principal completers. This survey includes a variety of ELCC-oriented questions and questions unique to the needs of Ohio trained principals.

Student Teaching (CPAST) - Pedagogy and Dispositions Forms: These forms are used at the midpoint and end of student teaching. These forms are similar to the Advanced Field Placement (Pre-CPAST) forms described above, but are the next developmental level (with appropriate areas added). The pedagogy form has general teaching skills and the dispositions form includes dispositions needed for a beginning teacher.

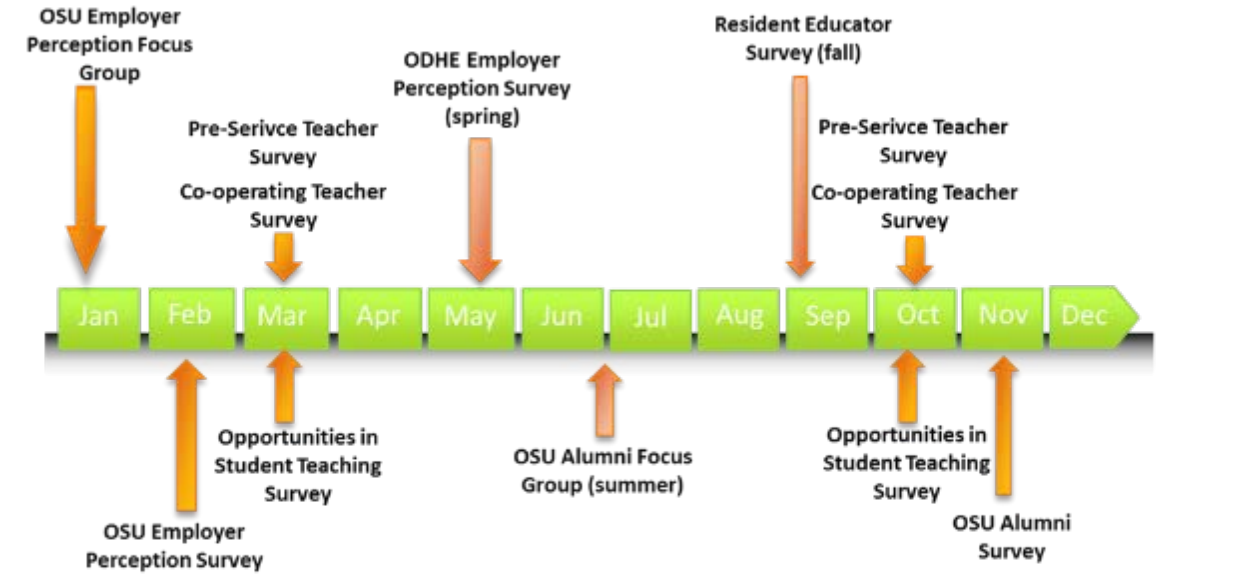
Transition Points: Key points in a program when a unit assesses candidate knowledge, skills, and professional dispositions to determine if candidates are ready to proceed to the next stage in a program. Transition points generally occur upon program entry, at appropriate point(s) during the program, and upon program completion.

APPENDIX B: Reporting Timelines for External and Internal Parties





SURVEY TIMELINES FOR OFFICE OF EDUCATOR PREPARATION
(Periodic Production Calendar)



Overview of major milestones for survey and focus group data on OSU Educator Preparation Programs for regulatory, professional and third party agencies.

Tk20 Data Submission and Reporting Timeline

Fall

- Program Data Entered: 1 week after final exams
- OEP Prelim Reports Posted: 2 weeks after data entered
- Program Data Verification / Changes: Feb. 1
- OEP Final Data Reports Posted: Feb. 15

Spring

- Program Data Entered: 1 week after final exams
- OEP Prelim Reports Posted: 2 weeks after data entered*
- Program Data Verification / Changes: June 1
- OEP Final Data Reports Posted: June 15
- Full AY Data Reports Posted: July 15

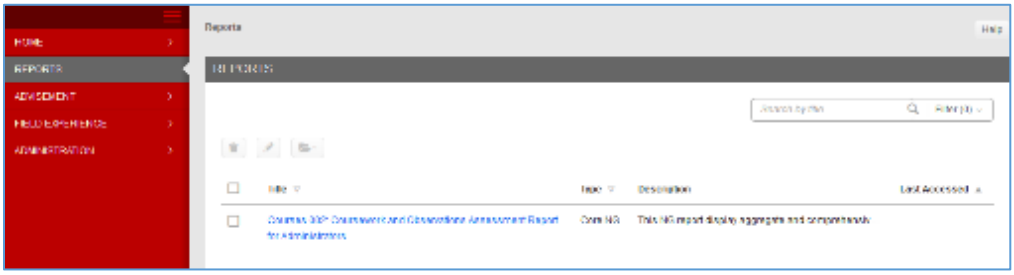
Summer

- Program Data Entered: 1 week after final exams
- OEP Prelim Reports Posted: 2 weeks after data entered
- Program Data Verification / Changes: Sept. 1
- OEP Final Data Reports Posted: Sept . 15

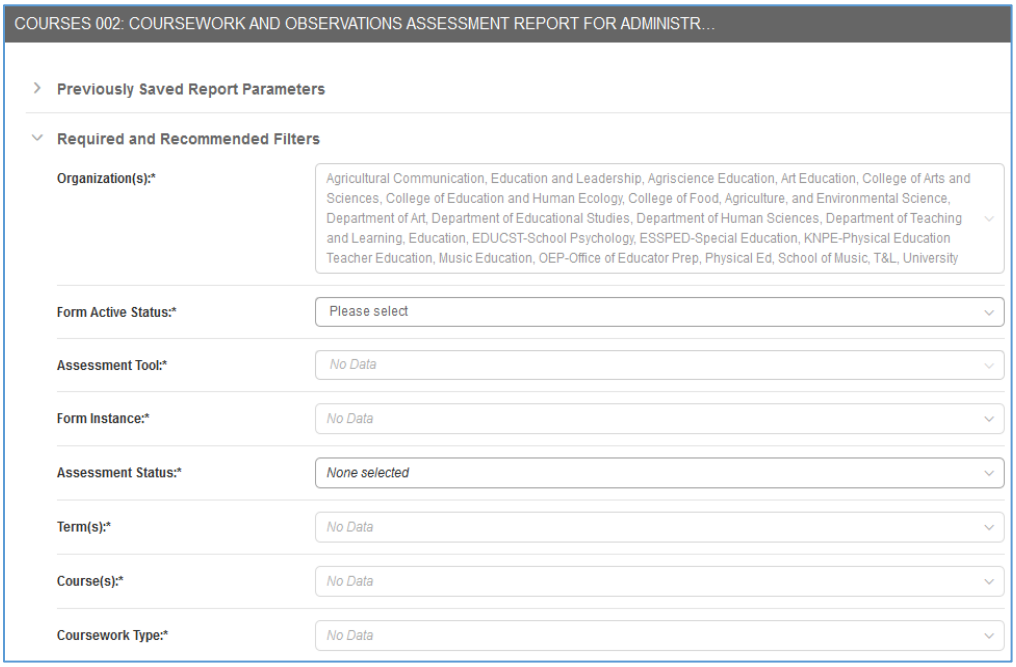
APPENDIX C: How to Run Tk20 Reports (Directions for Program Users)

How to Run Data Reports and Key Assessment Results

1. Click on Reports in the side menu.
2. Search by title or scroll through available reports.



3. The following reports are available for course work, field experience, and observations:
   - **Courses 001: Comprehensive Report on Course Information** *(This report displays all course information per section for the selected course(s) including, section number, course ID, term, subject, description, organization(s), status, credits, delivery method, meetings times, and instructor.)*
   - **Courses 002: Coursework and Observations Assessment Report for Administrators** *(This report display aggregate and comprehensive data on assessments in course assignments, projects, videos, course binders, and observations.)*
   - **Field Experience 002: Student Field Assessment Report** *(Run this report to see aggregate and comprehensive data on assessments of student work in field experience binders.)*
4. Click on the report you wish to run.
5. Select all required parameters and set filters, click the Generate button.

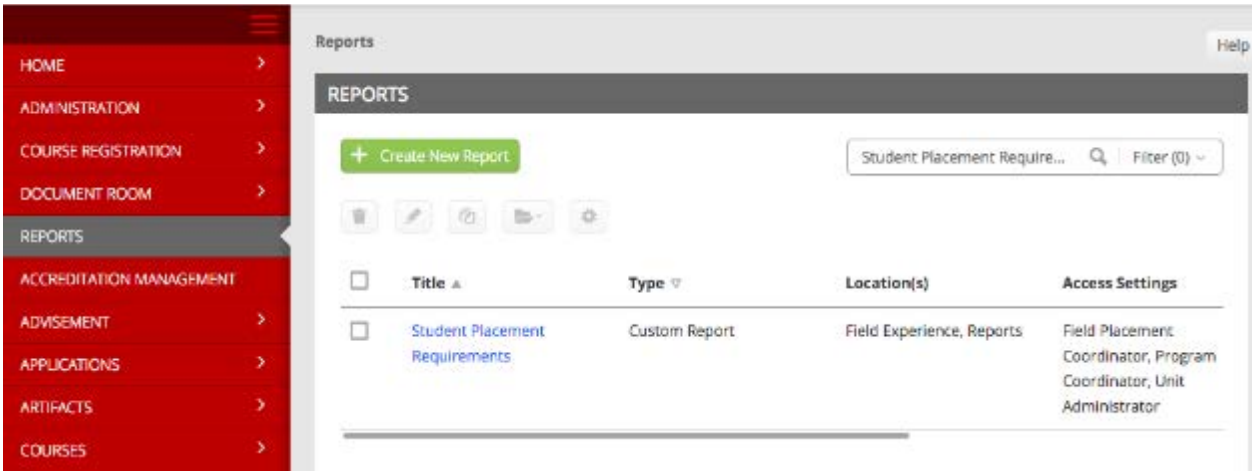


6. Report generated can be exported in Excel and PDF formats.

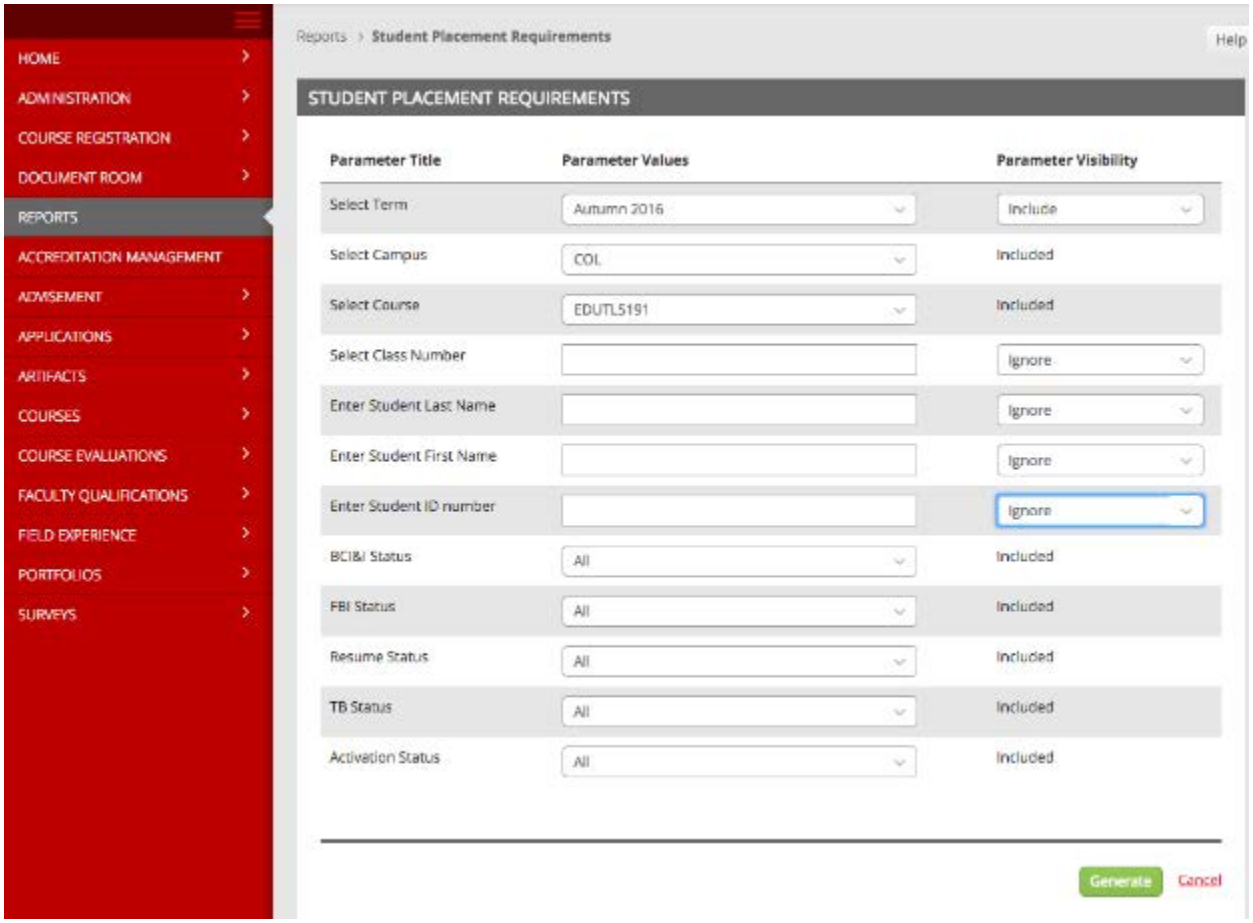
How to Run Student Placement Requirements Report

1. Click on **Reports** in the side menu.
2. In the **Search field**, type the word “requirements” and the *Student Placement Requirements* report will populate.

3. Select the *Student Placement Requirements* report.



4. Click on the *Student Placement Requirements* link under Title.
5. Select the parameters for your search – **term**, **campus**, **course** (required) and/or **class number**, **student name**, **student ID** (optional). Select “Ignore” or “Include” from the drop-down options under Parameter Visibility depending on your selected parameters. Click **Generate**.



6. Your report will open in another tab. It lists student attributes including gate information: **pre-placement paperwork status**, **Module 1 completion** and **OAE scores**.

   Note: If a student is not listed but has a placement, they are not enrolled in the course.

Student Placement Requirements

Parameter Title	Parameter Value
Select Term	Autumn 2016
Select Campus	COL
Select Course	EDUTL5191
BCI&I Status	All
FBI Status	All
Resume Status	All
TB Status	All
Activation Status	All

export print

Student Last Name	Student First Name	Student PID	BC&I Expiration	FBI Expiration	Field Experience Form Expiration	Resume Expiration	Standards of Behavior Form	Activities with Minors Certification	Module 1 Completed	Transportation Needed	OAE Scores	TB Expiration	Activation Status

APPENDIX D: Example of CAEP Annual Report Data Dictionary Contents

Office of Educator Preparation-CAEP Annual Report
Printed On: 7/18/2016 10:58

CAEP	Annual Report						
Data Member Name	**Description**	**Type**	**Additional Type Information**	**Default Value**	**Mandatory?**	**Unique?**	**Source**
AIMS Profile	Details on the EPP organization and list of programs	Character		None	Yes	No	OEP
Program Completers-Initial	Count of candidates completing an initial program	Integer	Completer	None	Yes	Yes	OEP
Program Completers-Advanced	Count of candidates completing an advanced program	Integer	Completer	None	Yes	Yes	OEP
Program Offering	Current offering of program(s) by the EPP	Yes/No		None	Yes	No	OEP

APPENDIX E: Example of ODHE Metrics Data Dictionary Contents

OEP - OH Metrics - Data Dictionary

Metric Reporting System							
Data Member Name	**Description**	**Type**	**Additional Type Information**	**Default Value**	**Mandatory?**	**Unique?**	**Source**
UNIT-Students Admitted	Students Admitted to the Program during the Autumn-Summer reporting year	Integer	Integer between 0 and 9999	None	Yes	Yes	UG: TK20 applications; PB:TK20 applications, GR: Edward; Program Inquiry
UNIT-Students Enrolled	Students Enrolled in the Program during the Autumn-Summer reporting year	Integer	Integer between 0 and 9999	None	Yes	Yes/No	UG: OEP; PB: OEP; GR: OEP; Program Inquiry
UNIT-Student Completed	Students Completing in the Program during the Autumn-Summer reporting year	Integer	Integer between 0 and 9999	None	Yes	Yes/No	UG: OEP; PB: OEP; GR: OEP; Program Inquiry
UNIT-Undergraduate GPA	Undergraduate GPA at time of admission to the Program	Decimal	Number between 0.0 and 5.0	None	Yes	Yes/No	SIS, TK20 application

APPENDIX F: Example of Title II Data Dictionary Contents

Office of Educator Preparation - Title 2 Initial Matching - Data Dictionary

Title 2	Ohio Data Collection Worksheet						
Data Member Name	**Description**	**Type**	**Additional Type Information**	**Default Value**	**Manda-tory?**	**Unique?**	**Source**
Social Security Number	Last five (5) digits of candidates SSN	Character	Five numerical digits formatted as text	None	No	No	SIS
Last Name	Last name of candidate	Character	Cannot contain any punctuation or special characters, except a dash	None	Yes	No	OEP
First Name	First Name of candidate	Character	Cannot contain any punctuation or special characters, except a dash	None	Yes	No	OEP

Office of Educator Preparation - Westat Title 2 - Data Dictionary

Title 2	<Institutional and Program Report Card (IPRC) System>						
Data Member Name	**Description**	**Type**	**Additional Type Information**	**Default Value**	**Mandatory?**	**Unique?**	**Source**
Institution Information	General Contact Information of the Institution and EPP	Character	Short text lines	None	Yes	No	OEP
Program Information	List each traditional teacher preparation program included in traditional route; alternative route; or each non-IHE based alternative route program included in your non-IHE-based alternative route, and provide total count of teacher	Character	Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html., by clicking the radio button next to the appropriate “yes”/”no” response. Count all languages, science and MC levels separated.	None	YES	No	OEP

	preparation programs						
Admissions Information	Details on admissions to institution and program	Character	In this section, provide information about admissions requirements, including your institution/program Website, timeframe when students are formally admitted into the program and whether your institution conditionally admits students	None	YES	No	OEP

Appendix G: Conceptual Framework: Literature Base

Goal 1: Acquiring the knowledge, skills, and dispositions to interact effectively with all students in diverse learning environments;

Based on the findings from multiple studies on both the state and national levels, it has become accepted among education professionals, policymakers, and the public alike that a teacher's knowledge and classroom expertise are the most important influences on how well students learn and achieve (Cross and Rigden 2002). As a result of these findings, more and more states are taking steps to ensure that new teachers have a strong foundation in their subject matter, which, in the eyes of policymakers, parents, and the public-at-large, is the primary and most telling measure of a teacher's preparedness and likelihood of effectiveness (Grossman et al., 2005).

Pedagogical content knowledge (Hashweh 2005), a term coined by Shulman (1986), is used to describe one of three categories of content knowledge, the remaining two being subject matter and curricular knowledge. He defines it as the category most likely to distinguish the understanding of the content specialist from that of the pedagogue. Carter (1990) sees pedagogical content knowledge as what teachers know about their subject matter and how they translate that knowledge into classroom curricular events while Strickland (1985) finds it to be the essential piece of educator preparation where teachers learn to become effective by developing programs that accommodate a variety of cognitive styles and learning rates, with activities that broaden rather than reduce the range of possibilities for learning. Darling-Hammond (1997) asserts that it is becoming increasingly clear that differences in teacher expertise are a major reason for the disparity in learning opportunities across schools and classrooms in the United States, and given the number of lower income and poor children in conjunction with growing levels of racial, ethnic, and language groups in today's American schools, grades P-12, it is more essential than ever before that teachers have not only a strong grasp on the subject matter to be taught, but an indepth knowledge of how to teach that subject as well.

Ball and McDiarmid (1990) cite Tamir (1988) who suggests that subject matter specific pedagogical knowledge is multifaceted, addressing myriad issues connected to successful teaching and learning. Among the various areas included in subject matter specific pedagogical knowledge, he includes students' interest, motivation to learn certain topics within a given discipline, teachers' understanding of how to utilize other settings, such as museums and laboratories, as viable learning environments for specialized content areas, and teachers' discipline-based knowledge of special needs for testing and the evaluation of student work. Despite these ideas, however, Ball (1995) maintains that the gap between theory and practice persists and that the fragmentation of teaching caused by fragmentation throughout the teacher education curriculum (subject matter knowledge on the one hand and pedagogical content knowledge/methods on the other) continues to challenge the integration of subject matter knowledge and pedagogy into the contexts of their work.

In the end, it appears as if Dewey's (1904, 1964) ideas surrounding teacher knowledge and skills were correct in the first place: there must be a marriage of subject matter knowledge and pedagogical skills for teachers to be effective with and move forward any student assigned to his/her class. Until that occurs naturally and the fissure between the content faculty and the pedagogists is sealed, the debate will continue, leaving more fledgling teachers with less than they need to teach all of their students successfully.

According to Helm (2006a), few educators would refute that exemplary teachers have and exhibit particular behaviors and beliefs that wholly separate them from their less effective, less successful colleagues. These characteristic behaviors, better known as dispositions, typically encompass kindness, caring, having high expectations for their students (Good, 1987) and themselves, a dedication to fostering critical thinking, an appreciation for the subject matter they teach, a strong work ethic, and an awareness of and appreciation for the cultural diversity of the students and families in the school community (Moll, Amanti, Neff, & Gonzalez, 1992). While clearly many of these teacher traits reflect the same qualities that are found among teachers with high rates of efficacy, they also point to a set of specific values or beliefs, which, for educators, become their professional dispositions.

As illustrated by Helm (2006(a)(b), 2007) and Katz and Raths (1986) and Katz (1993), the values, attitudes, and behaviors of teachers can and do lead students to meet broad and long term goals in school, the lessons of which may serve their students later in life. Dispositions held by effective teachers can also assist in lessening or even circumventing entirely social negativity and stigmas that children from certain segments of the population typically experience in school. Caring, compassion, honesty, fairness, work ethic, initiative, high expectations for students, and an appreciation for the diversity of students and their families cannot be overly emphasized in teacher education or professional development programs as being of equal importance as teacher knowledge and skills. As Horace Mann (1827) stated, "Teachers teach because they care. Teaching young people is what they do best ... and requires long hours, patience, and care".

Ball, D.L. (1995). Transforming pedagogy: Classrooms as mathematical communities. A response to Timothy Lensmire and John Pryor: *Harvard Educational Review,*65, 670-7.

Ball, D. and McDiarmid. (1990). The subject-matter preparation of teachers. In *The Handbook of Research on Teacher Education,* W.R. Houston, M. Haberman, and J. Sikula (Eds.). New York, NY: MacMillan Publishing Company.

Carter, K. (1990). Teachers' knowledge and learning to teach. In *The Handbook of Research on Teacher Education,* W.R. Houston, M. Haberman, and J. Sikula (Eds.). New York, NY: MacMillan Publishing Company.

Cross, C. and Rigden, D.W. (2002). Improving teacher quality. *American School Board Journal,* 189(2).Darling-Hammond, L. (1997). *The Right to Learn.* San Francisco, CA: Jossey-Bass Publishers.

Dewey, J. (1904). The relation of theory to practice in education. In *John Dewey on Education.* R. Archambault (Ed.). Chicago, IL: University of Chicago Press.

Dewey, J. (1964). *John Dewey on Education.* (R. Archambault, Ed.) Chicago, IL:University of Chicago Press. (Original work published in 1904).

Good, T. (1987). Two decades of research on teacher expectations: Findings and future directions. *Journal of Teacher Education, 38,* 32-47.

Grossman, P., Schoenfeld, A., & Lee, C. (2005). Teaching subject matter. In L. Darling---Hammond & J. Bransford (Eds.), Preparing teachers for a changing world: What teachers should learn and be able to do (pp. 201---231). San Francisco, CA: Jossey---Bass.

Hashweh, M. Z. (2005). Teacher pedagogical constructions: A reconfiguration of pedagogical content knowledge. Teachers and Teaching: Theory and Practice, 11(3), 273---292.

Helm, C. (2006a). The assessment of teacher dispositions. *The Clearing House,* 79(6) 237-239.

Helm, C. (2006b). Teacher dispositions as predictors of good teaching. *The Clearing House,* 79(3), 117-8.

Katz, L.G. (1993). Dispositions as education goals. ERIC Digest, EDO-PS-93-10.

Katz, L.G. and Raths, J.D. (1986). Dispositional goals for teacher education: problems of identification and assessment. EDRS: ED 272 470 SP 027 854.

Mann, H. (1827). *Touch the future ... teach!*

Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice,* 132-141.

Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher,* 15, 4-14.

Strickland, D. (1985). Early childhood development and reading instruction. In *Tapping Potential: English and Language Arts for the Black Learner,* C.K. Brooks (Ed.). Urbana, IL: National Council of Teachers of English.

Tamir, P. (1988). Subject matter and related pedagogical knowledge in teacher education. In *The Handbook of Research on Teacher Education,* W.R. Houston, M. Haberman, and J. Sikula (Eds.). New York, NY: MacMillan Publishing Company.

Goal 2: Supporting practices with foundational and current research and theory;

Goal 3: Providing learning environments that support the development of all students;

The Interstate New Teacher Assessment and Support Consortium (INTASC) of the Council of Chief State School Officers (CCSSO) (2011) states that the teacher creates a learning environment that encourages active, engaged learning, positive interaction, and self-motivation for all students. edTPA (SCALE, 2013) is a performance-based assessment that requires candidates to demonstrate how they create a safe and respectful learning environment, which relates to the social and emotional components of learning as prerequisites to academic achievement. Issues of fairness and rapport and a learning environment that provides both emotional and physical safety for students are both included in a broad range in which teaching and learning occurs. edTPA is structured to support candidates in using their knowledge of their students to plan, instruct, and assess appropriately in order to maximize teacher impact on student learning. Students also gain a sense of ownership in classroom events and activities as teachers provide feedback to support future, independent learning.

Effective teachers have an understanding of the social and cultural capital of students' strengths, also known as funds of knowledge (Gonzalez, Moll, & Amanti, 2005). Effective teachers use this knowledge to leverage students' strengths during learning tasks as a way to anchor deeper understanding of the content. If candidates gain an understanding of the community assets, they are more likely to operate under the assumption that their students have background knowledge and life experiences that can support their learning of the content to be taught.

Haynes, Emmons, and Ben Avie (1997) state that, "school climate refers to the quality and consistency of interpersonal interactions within the school community that influence children's cognitive, social, and psychological development." These interactions that are identified as essential to proper child development take place among segments of a typical school population, i.e. among staff, between staff and students, among students, and between home and school. Moos (1979) supports this assertion by stating that:

> Educational settings can and do make a difference in students' lives. Students, teachers, parents, and principals are correct in assuming that their choices and policies matter and that the educational settings they select and create have varied impacts.

Clearly, it is collaboration across the entire school community that is critical to the establishment of a positive school environment. Through communication among children and adults alike, goals and expectations as well as rules, regulations, and consequences are all made clear, which in itself, lends to a sense of fairness and equity for all members of the school community. Brophy (1987) and Doyle (1986) describe effective teachers as those who manage their classrooms so as to create a climate that fosters fair and equitable interactions.

Assessment, I. T., & Support Consortium. (2011). InTASC model core teaching standards

Brophy, J. (1987). Synthesis of Research on Strategies for Motivating Students to Learn. *Educational leadership*, *45*(2), 40-48.

Doyle, W. (1986). Classroom organization and management. In *Handbook of Research on Teaching*, 3rd edition, M.C. Wittrock (Ed.), New York, NY: Macmillan.

González, N., Moll, L. C., & Amanti, C. (Eds.). (2013). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge.

Haynes, N.M., Emmons, C., and Ben-Avie, M. (1997). School climate as a factor in student adjustment and achievement. *Journal of Educational and Psychological Consultation,* 8(3), 321-9.

Moos, R.H. (1979). *Evaluating Educational Environments.* San Francisco, CA: Jossey-Bass. Stanford Center for Assessment, Learning and Equity, edTPA, https://scale.stanford.edu/.

Goal 4: Developing and executing objectives, based on continuous assessment, that support student learning;

Assessment in P-12 settings are pre-assessment (or diagnostic) for use during planning, formative assessment during teaching and summative assessment. Both pre-assessment and formative assessment improve learning when there is evidence of P-12 learning progressions that guide teaching (Black, 2011; Wiliam, 2011). Aligning assessment to instruction (Herman, 1992; Stiggins, 2005) and the use of assessment as a tool for interactive decision-making (Schön, 1987; Herman, Aschbacher and Winters, 2009; Hamilton, Halverson, Jackson, Mandinach, Supovitz, and Wayman, 2009). Popham describes thirteen essential elements of assessment literacy for teachers (2009). Effective teaching practices are represented through particular patterns and the quality of instructional assessment materials (Darling-Hammond, 2008; Gearhart, Nagashima, Pfotenhaur, Clark, Schwab, Vendlinski, and Bernbaum, 2006). Effective practices include as questioning skills (King, 1991; King & Rosenshine, 1993; Taylor, Pearson, Peterson, & Rodriguez, 2003) and quality feedback to students (Hattie and Timberly, 2007; and Hattie, 2013).

Black, P., Wilson, M., & Yao, S. Y. (2011). Road maps for learning: A guide to the navigation of learning progressions. *Measurement: Interdisciplinary Research & Perspectives*, *9*(2--3), 71--123.

Darling--Hammond, L. (2008). Teacher learning that supports student learning. In B. Presseisen (Ed.), *Teaching for intelligence* (2nd ed.) (pp. 91--100). Thousand Oaks, CA: Corwin Press.

Gearhart, M., Nagashima, S., Pfotenhauer, J., Clark, S., Schwab, C., Vendlinski, T., Bernbaum, D. J. (2006). Developing expertise with classroom assessment in K–12 science: Learning to interpret student work. Interim findings from a 2--year study. *Educational Assessment*, *11*(3--4), 237--263.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81--112.

Hattie, J. (2013). *Visible learning: A synthesis of over 800 meta--analyses relating to achievement* (pp. 173--178*)*. New York, NY: Routledge.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. C. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-- 4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12

Popham, W. J. (2009). Assessment literacy for teachers: Faddish or fundamental? *Theory into Practice*, *48*(1), 4--11.

Schön, D. A. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. *San Francisco*.

Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards--based schools. *Phi Delta Kapplan, 87*(4), 324--328.

Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation*, *37*(1), 3--14.

Goal 5: Practicing integrity and ethical behavior;

In synthesizing research related to climates that promote fairness, Villegas (1991) concludes that "equitable behavior of teachers and students is a major contributor to improving the classroom climate and positively affecting student learning." While Villegas' conclusion concerning the best and most successful way to effect fairness in classrooms and schools, other research in both fairness and exceptionalities indicate that achieving fairness in the academic environment is not a simple, straight forward affair, even as it is an integral part of creating and maintaining a safe and secure school environment. Citing Davidman and Davidman (1994), Kaplan and Owings (2000) argue that some of the greatest challenges to the safety and security of schools and classrooms lay in the growing ethnic, linguistic, and cultural backgrounds of school-age children. Further, they note, there is also an increasing variety of family structures, socioeconomic levels, learning styles, and learning disabilities among students in P-12 schools, and all of these differences must be addressed in order to ensure effective

teaching and student achievement. Grant and Gómez (1996) report that as a result of trying to meet all of the obligations of good teaching while also acknowledging and addressing the differences and needs of diverse learners and their families, a larger challenge to maintain fairness among all students both in the classroom and throughout the school has emerged. Bursuck, Pollowy, Plante, Epstein, Jayanthi, and McConegy (1996) contend that fairness is a common issue for and of interest to in-service teachers and is often requested as a topic for professional development. At the same time, however, they report that it is rarely addressed in the research literature. Welch (2000) asserts that it is a growing issue among general and special education teachers alike because of the expectation that they use differentiated instruction with each student with cultural, linguistic, learning, and behavioral differences.

Just as there are multiple differences among learners in P-12 classrooms, there are also multiple definitions of fairness among educational researchers. Orpinas and Horne (2006) identify fairness in terms of what individuals receive, under which circumstances, and how much. They contend that fairness does not mean that everyone receives the same, but that everyone receives according to their needs and circumstances, such as age, ability, and previous experiences. Deutsch (1975) sees that the complexity of fairness transcends even the Orpinas and Horne explanation by identifying three different levels of it: equality, equity, and need, with each being appropriate in certain situations. According to Deutsch, fairness through equality is defined as everyone being treated the same way, i.e. every citizen gets one vote or every child gets a teacher. In fairness through equity, he contends that sometimes it is fair to make rewards proportionate to input by saying that if everyone has an equal opportunity to participate, then those who perform well should be rewarded. Deutsch describes the third type of fairness, need, as the distribution of goods, services, or opportunities, i.e. reduced-price school lunches, wheelchair ramps, or special instruction, not to everyone as in equality or to those who merit them as in equity, but to those who cannot manage or move forward without them, and who, therefore, show need. Given these varying perspectives plus the role of cultural difference, the concept of fairness becomes increasingly complicated and complex. For example, in a classroom where the majority of the children are from cooperative cultures, the expected norm of fairness will revolve around equality whereas it would revolve around equity should the classroom or school be populated primarily with learners from a more competitive culture and expects acknowledgements, rewards, and opportunities to be based on merit (Welch 2000). Considering that both cooperative and competitive cultures exist everywhere along with individuals and families in need and also considering the on-going growth of cultural diversity among the school-age population in the United States, it is reasonable to conclude that issues of fairness will only become murkier, not clearer.

However, as reported by Tyler, Boeckmann, Smith, and Huo (1997), there are indications that all cultures are concerned with justice, despite the differences in definitions and norms of the cultures and their practices. Where schools and classroom practices are concerned, Welch (2000), like other researchers concedes that fairness is an intricate concept. Further, she notes, student perceptions of it rest on and are influenced by multiple factors, including age, culture, context of the situation in question, relationships with those involved in the issue, their own cognitive level and ability to handle abstractions, and also adult direction. Because there are so many factors that enter into students' perceptions of fairness or lack thereof, Welch (2000) suggests the use of general fairness strategies, partly to avoid the occurrence of unfair practices in the classroom or school and partly to address the issues when accusations are made.

- develop a caring, cooperative classroom community
- on the building level, design, develop, and enforce school-wide procedures in case of alleged infractions
- consider that student concerns regarding fairness or the lack of it are not always wrong

Based on his own experiences as a P-12 student, African American vice chancellor, Clarence Cunningham notes that a student may be ready to move beyond accommodations to "tough love", and his/her peers may often identify this before teachers and administrators do. He cites a passage from Lisa Delpit's *Other People's Children: Cultural Conflict in the Classroom*

(1995) as his own interpretation of fairness as it is manifested in the classroom of an effective and caring teacher. Delpit writes:

> "those teachers pushed us, they wouldn't let us fall. They'd say, 'The world is tough out there, and you have to be tougher'".

The logical conclusion: fairness is a combination of understanding the backgrounds of your students, wisdom, and the willingness to ensure balance so everyone gets what is needed. It is not an easy task, and, above all, requires a caring and competent education professional to ensure that it is what all children experience while they are in school.

Bursuck, W., Polloway, E.A., and Plante, L. (1996). Report card grading and adaptations: A national survey of classroom practices. *Exceptional Children,* 62, 301-18.

Davidman, L.M. and Davidman, P.T. (1994). *Teaching with a Multicultural Perspective.* White Plains, NY: Longman.

Delpit, L. (1995). *Other People's Children: Cultural Conflict in the Classroom.* New York, NY: New Press.

Deutsch, M. (1975). Equity, equality, and need: What determines which values will be used as the basis of distributive justice? *Journal of Social Issues,* 31, 13-149.

Grant, C.A. and Gómez, M.L. (1996). *Journeying toward multicultural and social reconstructionist teaching and teacher education.* In *Campus and Classroom: Making Schooling Multicultural.* Englewood Cliffs, NJ: Prentice-Hall.

Kaplan, L.S. and Owings, W.A. (2000). An instructional perspective to preventing middle level violence. *Schools in the Middle,* 9(5), 24-9.

Orpinas, P. and Horne, A.M. (2006). *Bullying Prevention: Creating a Positive School Climate and Developing Social Competence.* Washington, D.C.: American Psychological Association.

Tyler, T.R., Boeckmann, R.J., Smith, H.J., and Huo, Y.J. (1997). *Social Justice in a Diverse Society.* Boulder, CO: Westview Press.

Villegas, A. M. (1991). *Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6*. ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-1186.

Welch, A.B. (2000). Responding to student concerns about fairness. *Teaching Exceptional Children,* 33(2), 36-40.

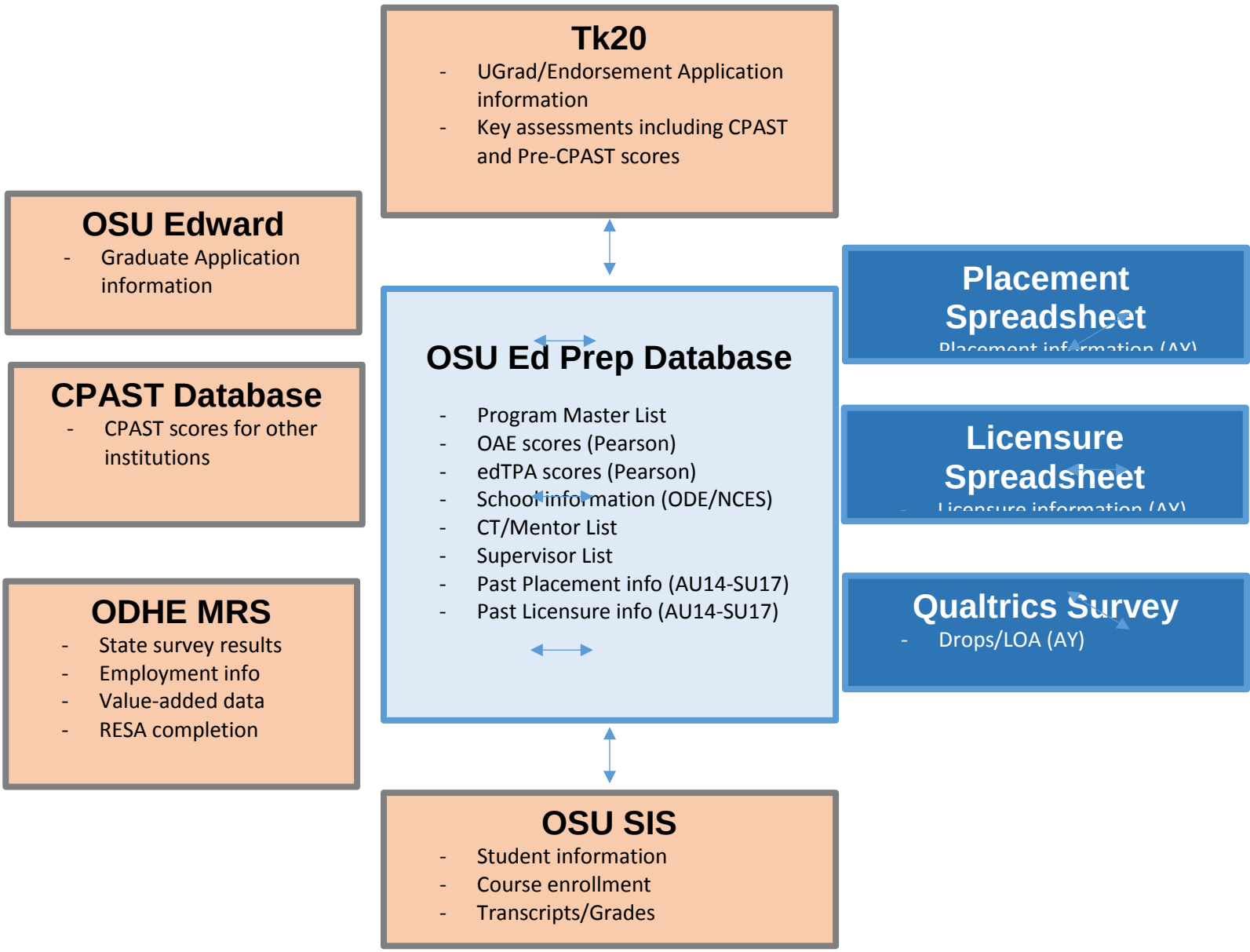
Goal 6: Engaging in professional development.

Finally, and of greatest importance, is the role that reflective practice and inquiry play in mentoring, induction, and on-going, sustained professional development. It is inexpensive and does not have to disrupt school schedules or take teachers out of classrooms. Yet it is one of the strongest types of professional development available to virtually every practitioner at every level of instruction. The National Staff Development Council (NSDC) (2001) charges that professional development must take place within a delivery system that is supportive of adult learning ... and that the adult learners must be actively involved in the process. Further, activities and new knowledge must be tied to prior learning. Is there a better descriptor for reflective practice and inquiry? According to Kathi Wagner, who received certification from the National Board of Professional Teaching Standards in 2006, there is not. She writes, "A reflective assessment will help you celebrate your accomplishments, evaluate your skills, use your strengths more efficiently and continue to set and attain goals". This, it would seem, is the core of successful teaching and lifelong learning.

National Staff Development Council. (2001). NSDC standards for staff development. Retrieved February 8, 2003, www.nscd.org/library/standards2001.html.

Wagner, K. (2006). Benefits of reflective practice. *Leadership,* 36(2), 30-2.

APPENDIX H: OEP Quality Assurance System Components



APPENDIX I: Instrument CAEP Evaluation Framework Evidence

Admission Dispositions

Summary of Evidence of Validity and Reliability

Description of the Admission Dispositions

The form is to be completed for each individual that applies to be admitted to the program. Each program determines who completes the form on TK20. The form may be used to evaluate evidence such as an interview, essay, letters of recommendation, field experience forms, etc.

- Includes 4 rows with detailed descriptors of observable, measurable behaviors, to guide scoring decisions.
- When developing the items in the rubric, we refer to 5D+ Teacher Evaluation Rubric developed by Center for Educational Leadership, and Standards Continuum Guide for Reflective Teaching Practice developed by Arizona K12 Center. For details, please see the attached instrument.

Aspects of Validity and Reliability

We explored:

- Validity (content validity).
- Reliability (internal consistency, inter-rater reliability).
- Data validity and reliability is at CAPE sufficient level as defined by CAEP Evaluation Framework for EPP-Created Assessments (see Table 1)

Participants of the Validity and Reliability Study

- Four content experts were asked to rate each row in the rubric in terms of its essentialness, clarify, and degree of alignment to the CAEP standards. The content experts were requested to score each item from 1 to 3 with a three-degree range of not necessary, useful but not essential, and essential respectively. Content experts were also asked to rate each item in terms of its clarity on a 4-point ordinal scale. In addition, content experts were asked to rate each item in terms of its degree of alignment to CAEP standards on a 5-point scale.
- 1028 teacher candidates' scores on the Admission Disposition assessment were collected.
- 103 teacher candidates from seven programs were selected and rated by a second rater independently.

Results of Validity and Reliability

Validity and reliability met standards for instrument development. Below is a short description of evidences of validity and reliability of the instrument.

Content Validity

- Essentialness: Ratings from content experts were quantified by content validity ratio (CVR). The formula of content validity ratio is $CVR = \frac{(N_e - \frac{N}{2})}{\frac{N}{2}}$, in which N_e is the number of panelists indicating "essential" and N is the total number of panelists. **All Items reached a CVR of 1**, indicating that these rows are essential for admission disposition.
- Clarity: To obtain content validity index for clarity of each item (CVIs), the number of those judging the item as clear (rating 3 or 4) was divided by the number of content experts. **All items reached a CVI of 1**, indicating that the scale had strong content validity for clarity.

- Alignment: To obtain content validity index for alignment, the number of those judging the item as completely aligned or closely aligned was divided by the total number of content experts. **All items reached a CVI of 1**, indicating that the scale had strong content validity for alignment.

Inter-rater Reliability

- Cohen's κ was used to determine if there was agreement between two raters' judgement on the 103 teacher candidates' performance on the Admission Disposition assessment.
- **Cohen's κ is 1 for all the items**, suggesting that there was excellent agreement between the two raters' judgements.

Internal consistency reliability

- Examined by calculating the Cronbach Alpha coefficient using SPSS statistical package version 23.0.
- Results show the Cronbach's Alpha coefficient is **.873**, suggesting that the subscales and the total scale **display good internal consistency**.

Changes / Modifications of the Admissions Dispositions

- All completers used the same Admissions Dispositions Form for the data shown in this document.
- Any changes that were done to the Admissions Dispositions Form were prior to this document.
- The data represents only students who were admitted in to a program.

Table 3 Response to CAEP Evaluation Framework for EPP-Created Assessments

	CAEP Evaluation Framework for EPP-Created Surveys	OSU Response
	1. ADMINISTRATION AND PURPOSE	
Sufficient Level	a. The point or points when the assessment is administered during the preparation program are explicit.	✓
	b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.	✓
	c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous.	✓
	d. The basis for judgment (criterion for success, or what is "good enough") is made explicit for candidates (or respondents to surveys).	✓
	e. Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/ professional and state standards.	✓
Above Sufficient	a. The purpose of the assessment and its use in candidate monitoring or decisions are consequential.	✓
	b. Candidate progression is monitored and information is used for mentoring.	
	c. Candidates are informed how the instrument results are used in reaching conclusions about their status and/or progression	✓
	2. CONTENT OF ASSESSMENT	
Sufficient Level	a. Indicators assess explicitly identified aspects of CAEP, InTASC, and national/ professional and state standards.	✓
	b. Indicators reflect the degree of difficulty or level of effort described in the standards.	✓
	c. Indicators unambiguously describe the proficiencies to be evaluated.	✓
	d. When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply).	✓
	e. Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	✓
Above Sufficient	a. Almost all indicators (95% or more of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	
	3. SCORING	
Sufficient Level	a. The basis for judging candidate performance is well defined.	✓
	b. Each Proficiency Level Descriptor (PLD) is qualitatively defined by specific criteria aligned with indicators.	✓
	c. PLDs represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and for providing candidates with explicit feedback on their performance).	✓
	d. Feedback provided to candidates is actionable—it is directly related to the preparation program and can be used for program improvement as well as for feedback to the candidate.	✓
	e. Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms.	✓
Above Sufficient	a. Higher level actions from Bloom's or other, taxonomies are used in PLDs such as "analyzes" or "evaluates."	
	4. DATA RELIABILITY	

Sufficient Level	a. A description or plan is provided that details the type of reliability that is being investigated or has been established (e.g., test-retest, parallel forms, inter-rater, internal consistency, etc.) and the steps the EPP took to ensure the reliability of the data from the assessment.	✓
	b. Training of scorers and checking on inter-rater agreement and reliability are documented.	✓
	c. The described steps meet accepted research standards for establishing reliability.	✓
Above Sufficient	a. Raters are initially, formally calibrated to master criteria and are periodically formally checked to maintain calibration at levels meeting accepted research standards.	
	b. A reliability coefficient is reported.	✓
	5. DATA VALIDITY	
Sufficient Level	a. A description or plan is provided that details steps the EPP has taken or is taking to ensure the validity of the assessment and its use.	✓
	b. The plan details the types of validity that are under investigation or have been established (e.g., construct, content, concurrent, predictive, etc.) and how they were established.	✓
	c. If the assessment is new or revised, a pilot was conducted.	✓
	d. The EPP details its current process or plans for analyzing and interpreting results from the assessment.	✓
	e. The described steps meet accepted research standards	✓
Above Sufficient	a. Types of validity investigated go beyond content validity and move toward predictive validity.	
	b. A validity coefficient is reported.	✓

Admission to Program Professional Dispositions Evaluation Rubric

Rubric and assignments may not be shared without permission

What are dispositions*?* Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation and development as well as the educator's own professional growth (National Council for the Accreditation of Teacher Education). These dispositions are based on The Ohio State University Educator Preparation Education's 2013 Conceptual Framework.

Directions – The form is to be completed for each individual that applies to be admitted to the program. Each program determines who completes the form on TK20. The form may be used to evaluate evidence such as an interview, essay, letters of recommendation, field experience forms, etc.

Professional Commitment & Behaviors

	Level 3	Level 2	Level 1
A. Demonstrates belief that all students can learn[1][2] ***(CAEP 3.2)***	Articulates expectations that **all students can learn** AND *Provides evidence of beliefs that foster high levels of achievement*	*Articulates* expectations that **all students can learn**	*Does not provide explicit evidence in the belief that* **all students can learn**
B. Demonstrates compliance with laws, regulations, and policies[3] ***(CAEP 3.2)*** ***(CF Goal 5)***	Not Applicable See Level 2	**Background check** is completed and any incidence *meets all licensing background requirements*	One or both **background check** are *not complete* OR **Background check** has convictions that are either on the State of Ohio list of *disbarring offences or are within the waiting period*
C. Punctuality ***(CAEP 3.2)*** ***(CF Goal 5)***	Is *on time or early* for all commitments (meetings, due dates, coursework, etc.)	*Communication with advisor or appropriate designee* is made for any items that are not completed on time (meetings, due dates, coursework, etc.)	Application and/or evidence are *not complete or were not completed in a timely fashion* (meetings, due dates, coursework, etc.)
D. Commitment to teaching ***(CAEP 3.2)***	Provides *evidence* of **commitment and engagement to the teaching profession** (summer camps, tutoring experience, babysitting, coaching, mentoring opportunities, etc.)	Able to *articulate* **commitment and engagement to the teaching profession**	Articulation or evidence of **commitment and engagement to the teaching profession** is *minimal or absent*

[1] Arizona K12 Center. (2012). *Standards continuum guide for reflective teaching practice*. Northern Arizona University (p. 23)

[2] Center for Educational Leadership (5D+ Teacher Evaluation Rubric)

[3] Completion of a first field experience at Ohio State (e.g., FEEP) may be used to meet this expectation.

Candidate Preservice Assessment of Student Teaching (CPAST)

Summary of Evidence of Validity and Reliability

Description of the CPAST Form

A **formative** and **summative assessment** during the **student teaching practicum**.

- The 21-row rubric has **two subscales:** (1) Pedagogy and (2) Dispositions with detailed descriptors of observable, measurable behaviors, to guide scoring decisions. When developing the items of the two subscales, we refer to "High-Leverage Teaching Practices" from TeachingWorks, Danielson's Framework for Teaching (Danielson, 2013), and Marzano's Teacher Evaluation Models (Marzano, 2011). In addition, we referred to specific literature when developing a particular item and glossary of the instrument. For details, please see the attached instrument.
- An additional "Look Fors" resource provides and elaborates on the qualities and behaviors for a given level of performance (i.e., evidence and sources of evidence).
- A self-paced **90-minute training module** is available for supervisors who use the Form.

Aspects of Validity and Reliability

We explored:

- Validity (content, construct and concurrent)
- Reliability (internal consistency, inter-rater reliability)
- Data validity and reliability is above CAPE sufficient level as defined by CAEP Evaluation Framework for EPP-Created Assessments (see Table 3).

Participants of the Validity and Reliability Study

- Three experts (a K-12 teacher, a university teacher education professor, and a psychometrician) were asked to rate the items on a scale of one to four regarding its clarity, importance and representativeness.
- During the academic year of 2015-2016 we collected valid data from **1203 teacher candidates** from **23 EPPs in Ohio**.
- Of the 1203 teacher candidates, **32** were recruited to participate in the inter-rater reliability study, in which each teacher candidate was evaluated by two supervisors – their primary university supervisor (i.e., the supervisor who was formally assigned by the EPPs to supervise the teacher candidate during the student teaching), and a secondary rater (i.e., a supervisor who completed a minimum of three observations of the teacher candidates throughout the semester). Both supervisors completed a training and the associated quiz to learn how to use the instrument prior to their observations.

Results of Validity and Reliability

Validity and reliability met standards for instrument development. Below is a short description of evidences of validity and reliability of the instrument.

Content Validity

- Investigated by calculating a **content validity ratio** (CVR; Lawshe, 1975) for the aspects of clarity, importance, and representativeness of the CPAST Form. [CVR=$\frac{n_e-(N/2)}{N/2}$, where E refers to the number of experts who rated the item as equal to or above 3, and N refers to the total number of experts].

- Clarity: All items (except Row D in Pedagogy and Row G in Disposition), reached a CVR of 1. **The average CVR for all the items was 0.94**, exceeding the criterion of 0.8, indicating that the scale had strong content validity for clarity.
- Importance: **All items reached a value of 1**, revealing that all the item questions were important in measuring the constructs of pedagogy and disposition.
- Representativeness: All items (except Row H in Pedagogy and Row G in Disposition) reached a value of 1. **The average CVR for all the items was 0.94**, suggesting that the rows were representative of the theoretical domain of the constructs.

Construct Validity

- Confirmatory factor analysis (CFA) was conducted using Mplus Version 7.11 (Muthén & Muthén, 1998-2015) to examine the construct validity.
- The estimator of weighted least squares with mean and variance adjustment (WLSMV) was adopted, which was demonstrated to be suitable for handling ordinal data (Flora & Curran, 2004).
- The three indices selected for this study were the root mean-square error of approximation (RMSEA), the comparative fit index (CFI), and the Tucker–Lewis index (TLI), and the model fit was evaluated based on the following criteria: RMSEA <.06, CFI >.95, and TLI >.95 (Hu & Bentler, 1999).
- The **model fit indexes** RMSEA (0.048), CFI (0.980) and TLI (0.978) indicated that the **hypothesized two-factor model fit the data reasonably well**; the loadings ranged from 0.676 to 0.841, all at .001 significance level, indicating that all the items are moderately or strongly associated with their corresponding latent factors. Figure 1 (p. 4) displays the two-factor model of CPAST Form.
- The **Pedagogy and Dispositions scales were highly correlated** (r= .873, p <.001), indicating a strong association between a teacher candidate's teaching knowledge/skills and dispositions.
- The **correlation between the two latent factors was in concordance with existent literature**, which supports that teachers' professional dispositions and teaching practice are closely linked to each other (Kuzborska, 2011).

Longitudinal Measurement Invariance

- Longitudinal invariance was tested through a hierarchy of nested models. In Table 1, Model 1, Model 2, and Model 3 refer to the configural invariance model, weak factorial invariance model and strong factorial invariance model.
- The **configural invariance model had good model fit** (RMSEA = 0.051, CFI = 0.978, TLI = 0.976). The **weak factorial invariance model also had good fit** (RMSEA = 0.040, CFI = 0.986, TLI = 0.985). Additionally, **the weak factorial invariance model did not fit worse compared to the configural invariance model** ($\Delta\chi2$ = 17.658, Δdf = 19, p = .5454), and **all the differences in terms of CFI, TLI, and RMSEA were close to or less than .01.** The **strong factorial invariance model did fit worse compared to the weak factorial invariance model** ($\Delta\chi^2$ = 158.257, Δdf = 40, p=.0000).
- The results suggest that **the instrument has weak factorial invariance, suggesting the same latent variances are being measured across time.**

Table 1. Longitudinal Measurement Invariance

Models	χ^2	df	RMSEA	CFI	TLI	$\Delta\chi^2$	Δdf	p	ΔRMSEA	ΔCFI	ΔTLI
Model 1	1541.134	376	0.051	0.978	0.976	--	--	--	--	--	--

Model 2	1154.712	395	0.040	0.986	0.985	17.658	19	0.5454	-0.011	0.008	0.009
Model 3	1285.544	435	0.040	0.984	0.985	158.257	40	0.0000	0.000	-0.002	0.000
Model 4	1194.985	426	0.039	0.986	0.986	43.964	31	0.0614	-0.001	0.000	0.001

Note: Model 1= configural factorial invariance model
Model 2= weak factorial invariance model
Model 3= strong factorial invariance model
Model 4= partial strong factorial invariance model

Inter-rater Reliability

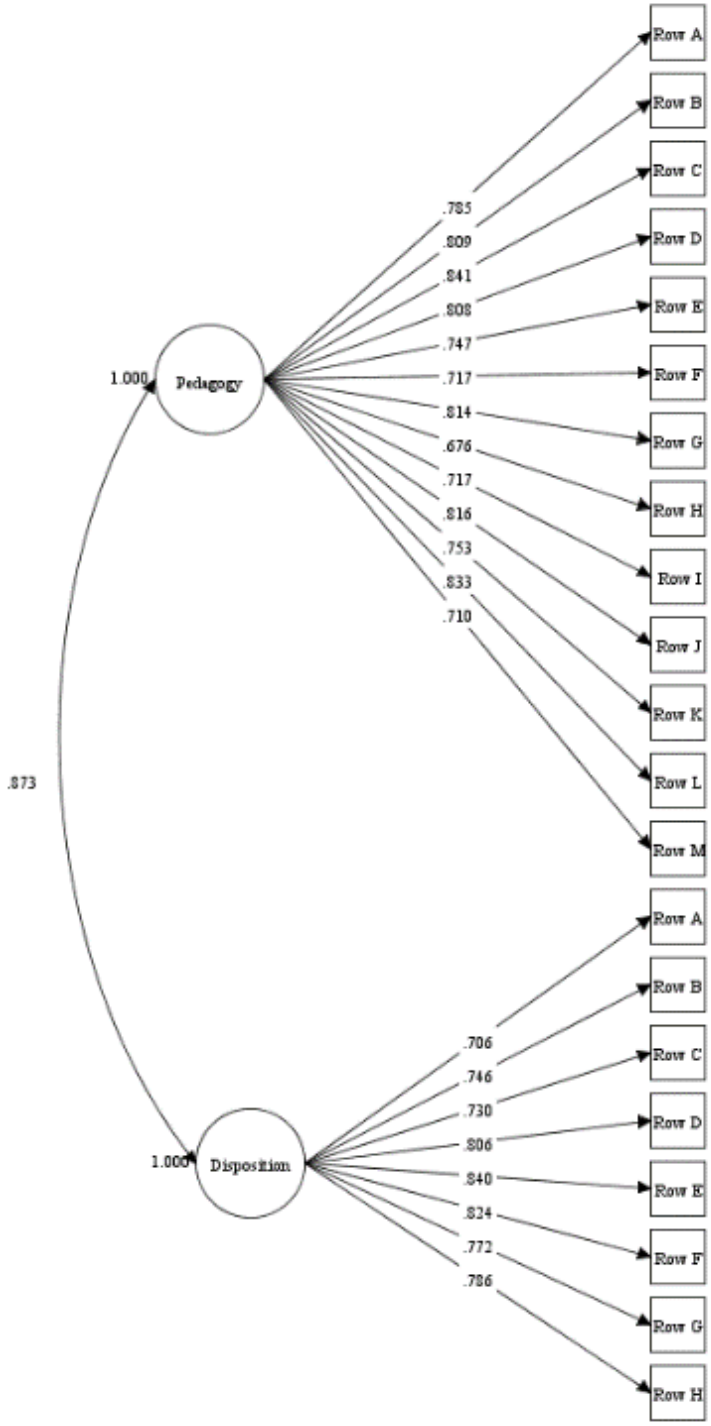
- Table 2 reports two reliability statistics: **adjacent agreement** and **Kappa-n**. Adjacent agreement refers to the proportion of cases in which two independent scorers assign either the exact same score or a score within 1 point of each other. When scoring complex performance assessment tasks, this approach is often used as a measure of rater agreement. In some cases, scorers will assign the same score simply by chance. Kappa-n κ_n adjusts the adjacent agreement rate to take into account this chance agreement.
- The average **adjacent agreement rate was 98%** and the **average Kappa-n was 0.95**.
- Although several types of reliability analyses were conducted to examine agreement rates between scorers on the CPAST Form, **these two statistics were reported here because SCALE (2013) used them when assessing the inter-rater reliability of edTPA**.

Table 2 *Rubric Row Inter-rater Reliability*

Item	Agreement Rate	Kappa-N
Focus for Learning: Standards and Objectives/Targets	100%	1.00
Materials and Resources	100%	1.00
Assessment of P-12 Learning	100%	1.00
Differentiated Methods	100%	1.00
Learning Target and Directions	100%	1.00
Critical Thinking	100%	1.00
Checking for Understanding and Adjusting Instruction through Formative Assessment	100%	1.00
Digital Tools and Resources	100%	1.00
Safe and Respectful Learning Environment	96.9%	0.92
Data-Guided Instruction	100%	1.00
Feedback to Learners	100%	1.00
Assessment Techniques	100%	1.00
Connections to Research and Theory	100%	1.00
Participates in Professional Development	87.5%	0.67
Demonstrates Effective Communication with Parents or Legal Guardians	87.5%	0.67
Demonstrates Punctuality	90.6%	0.75
Meets Deadlines and Obligations	100%	1.00
Preparation	96.9%	0.92
Collaboration	96.9%	0.92
Advocacy to Meet the Needs of Learners or for the Teaching Profession	96.9%	0.92
Responds Positively to Constructive Criticism	96.9%	0.92

Internal consistency reliability

- Examined by calculating the Cronbach Alpha coefficient using SPSS statistical package version 23.0.
- Results show the Cronbach's Alpha coefficient is **0.907 for the Pedagogy subscale**, **0.831 for the Dispositions subscale**, and **0.929 for the total scale**, suggesting that the subscales and the total scale **display good internal consistency**.



Changes / Modifications of the CPAST Form

- All completers used the same CPAST Form for the data shown in this document.
- Any changes that were done to the CPAST Form were prior to this document.
- Additionally, there are program specific addendums that were utilized, but those are not unit wide and not all programs used them. Thus they are not used as part of this report.

Table 3 Response to CAEP Evaluation Framework for EPP-Created Assessments

	CAEP Evaluation Framework for EPP-Created Surveys	OSU Response
	1. ADMINISTRATION AND PURPOSE	
Sufficient Level	a. The point or points when the assessment is administered during the preparation program are explicit.	✓
	b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.	✓
	c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous.	✓
	d. The basis for judgment (criterion for success, or what is "good enough") is made explicit for candidates (or respondents to surveys).	✓
	e. Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/ professional and state standards.	✓
Above Sufficient	a. The purpose of the assessment and its use in candidate monitoring or decisions are consequential.	✓
	b. Candidate progression is monitored and information is used for mentoring.	✓
	c. Candidates are informed how the instrument results are used in reaching conclusions about their status and/or progression	✓
	2. CONTENT OF ASSESSMENT	
Sufficient Level	a. Indicators assess explicitly identified aspects of CAEP, InTASC, and national/ professional and state standards.	✓
	b. Indicators reflect the degree of difficulty or level of effort described in the standards.	✓
	c. Indicators unambiguously describe the proficiencies to be evaluated.	✓
	d. When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply).	✓
	e. Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	✓
Above Sufficient	a. Almost all indicators (95% or more of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	✓
	3. SCORING	
Sufficient Level	a. The basis for judging candidate performance is well defined.	✓
	b. Each Proficiency Level Descriptor (PLD) is qualitatively defined by specific criteria aligned with indicators.	✓
	c. PLDs represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and for providing candidates with explicit feedback on their performance).	✓
	d. Feedback provided to candidates is actionable—it is directly related to the preparation program and can be used for program improvement as well as for feedback to the candidate.	✓
	e. Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms.	✓
Above Sufficient	a. Higher level actions from Bloom's or other, taxonomies are used in PLDs such as "analyzes" or "evaluates."	✓
	4. DATA RELIABILITY	
	a. A description or plan is provided that details the type of	✓

Sufficient Level	reliability that is being investigated or has been established (e.g., test-retest, parallel forms, inter-rater, internal consistency, etc.) and the steps the EPP took to ensure the reliability of the data from the assessment.	
	b. Training of scorers and checking on inter-rater agreement and reliability are documented.	✓
	c. The described steps meet accepted research standards for establishing reliability.	✓
Above Sufficient	a. Raters are initially, formally calibrated to master criteria and are periodically formally checked to maintain calibration at levels meeting accepted research standards.	✓
	b. A reliability coefficient is reported.	✓
	5. DATA VALIDITY	
Sufficient Level	a. A description or plan is provided that details steps the EPP has taken or is taking to ensure the validity of the assessment and its use.	✓
	b. The plan details the types of validity that are under investigation or have been established (e.g., construct, content, concurrent, predictive, etc.) and how they were established.	✓
	c. If the assessment is new or revised, a pilot was conducted.	✓
	d. The EPP details its current process or plans for analyzing and interpreting results from the assessment.	✓
	e. The described steps meet accepted research standards	✓
Above Sufficient	a. Types of validity investigated go beyond content validity and move toward predictive validity.	✓
	b. A validity coefficient is reported.	✓

Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP)

Candidate Preservice Assessment of Student Teaching (CPAST) Form

Rubric and assignments may not be shared without permission

- Pedagogy Evaluation
- Dispositions Evaluation
- Goals

Pedagogy	Alignment	
Planning for Instruction and Assessment		
A. Focus for Learning: Standards and Objectives/Targets	OSTP 4.1	InTASC 7a
B. Materials and Resources	OSTP 4.7	InTASC 7b
C. Assessment of P-12 Learning	OSTP 2.3	InTASC 6b
D. Differentiated Methods	OSTP 4.5	InTASC 2c
Instructional Delivery		
E. Learning Target and Directions	OSTP 4.3	InTASC 7c
F. Critical Thinking	OSTP 4.6	InTASC 5d
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	OSTP 3.2	InTASC 8b
H. Digital Tools and Resources	OSTP 4.7	CAEP 1.5
I. Safe and Respectful Learning Environment	OSTP 5.1, 5.2, 5.5	InTASC 3d
Assessment		
J. Data-Guided Instruction	OSTP 3.3	CAEP 2.3
K. Feedback to Learners	OSTP 3.4	InTASC 6d
L. Assessment Techniques	OSTP 3.1	InTASC 7d
Analysis of Teaching		
M. Connections to Research and Theory	OSTP 4.4	CAEP 1.2

Dispositions	Alignment	
Professional Commitment and Behaviors		
N. Participates in Professional Development	OSTP 7.2	
O. Demonstrates Effective Communication with Parents or Legal Guardians	OSTP 3.4	InTASC 10d
P. Demonstrates Punctuality	OSTP 7.1	InTASC 9o
Q. Meets Deadlines and Obligations	OSTP 7.1	InTASC 9o
R. Preparation	OSTP 7.1	InTASC 3d
Professional Relationships		
S. Collaboration	OSTP 6.3	InTASC 10b
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	OSTP 6.3	InTASC 10j
Critical Thinking and Reflective Practice		
U. Responds Positively to Constructive Criticism		InTASC 9n

Pedagogy Evaluation

Student Teacher: _____ University Supervisor: _____

Cooperating Teacher/s: _____ Semester: _____ Date: _____

Directions – The form will be used ***twice*** during the course of the term and will be provided by the Program Coordinator to the University Supervisor, Cooperating Teacher, and Student Teacher.

Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher)

1) Completes the evaluation in week 5 or 6 (Mid-term) of the student teaching experience AND in week 13 or 14 (Final)
2) Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference

1) Goals are set for the remainder of the student teaching experience
2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference

1) Suggestions and comments are made to assist in the transition to teaching role
2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the "Glossary" and the "Look Fors" document.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Planning for Instruction and Assessment					
A. Focus for Learning: Standards and Objectives /Targets OSTP 4.1 InTASC 7a	Plans align to appropriate P-12 state learning **standards** AND **Goals** are measureable AND Standards, **objectives/targets**, and learning tasks are consistently aligned with each other AND Articulates **objectives/targets** that are appropriate for learners and *attend to appropriate developmental*	Plans align to appropriate P-12 state learning **standards** *AND* **Goals** *are* measureable *AND* Standards, **objectives/ targets**, and learning tasks *are consistently aligned* with each other *AND* *Articulates* **objectives/targets** that are appropriate for learners	Plans *align* to appropriate P-12 state learning **standards** AND/OR *Some* **goals** are measureable AND/OR Standards, **objectives/targets**, and learning tasks, are *loosely or are not consistently* aligned with each other AND/OR	Plans *do not align* to the appropriate P-12 state learning **standards** AND/OR **Goals** are *absent or not measureable* AND/OR Standards, **objectives/targets**, and learning tasks *are not aligned* with each other AND/OR *Does not* articulate **objectives/targets** that are appropriate for learners	____

	progressions relative to age and content-area		Articulates *some* **objectives/targets** that are appropriate for learners		
B. Materials and Resources OSTP 4.7 InTASC 7b	Uses a variety of **materials and resources** that 1. Align with all objectives/targets 2. Make content relevant to learners 3. *Encourage individualization of learning*	Uses a *variety* of **materials and resources** that 1. Align with *all* objectives/targets 2. *Make content relevant to learners*	*Uses* **materials and resources** that *align* with *some* of the objectives/targets	**Materials and resources** *do not align* with objectives/targets	____
C. Assessment of P-12 Learning OSTP 2.3 InTASC 6b	Plans a variety of **assessments** that 1. Provide opportunities for learners of *varying abilities* to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. *Promote learner growth*	Plans a *variety* of **assessments** that 1. Provide opportunities for *learners* to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. *Are culturally relevant and draw from learners' funds of knowledge*	Planned **assessments** 1. *Provide opportunities for some learners to illustrate competence (whole class)* 2. *Align* with the appropriate P-12 state learning standards	Planned **assessments** 1. *Are not included* OR *2. Do not align* with the appropriate P-12 state learning standards	____
D. Differentiated Methods OSTP 4.5 InTASC 2c	Lessons make meaningful and culturally relevant connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND **Differentiation of** instruction supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners	Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND **Differentiation of** instruction supports learner development AND Organizes instruction to ensure content is comprehensible and relevant for learners	Lessons *make an attempt to build on, but are not completely successful at* connecting to 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND **Differentiation** of instruction is minimal *AND* *Organizes instruction to ensure content is comprehensible for learners*	Lessons *do not build* on or connect to learners' prior knowledge AND/OR Explanations given *are illogical or inaccurate* as to how the content connects to previous and future learning AND/OR **Differentiation** of instruction is absent	____
Instructional Delivery					

E. Learning Target and Directions OSTP 4.3 InTASC 7c	Articulates accurate and *coherent* **learning targets** AND Articulates accurate **directions/**explanations *throughout the lesson* AND Sequences learning experiences appropriately	Articulates an *accurate* **learning target** AND Articulates *accurate* **directions**/ explanations AND *Sequences learning experiences appropriately*	*Articulates* an *inaccurate* **learning target** *AND/OR* *Articulates inaccurate* **directions**/explanations	*Does not articulate* the **learning target** OR *Does not articulate* **directions**/ explanations	____
F. Critical Thinking OSTP 4.6 InTASC 5d	*Engages learners* in critical thinking *in local and/or global contexts* that 1. Fosters problem solving 2. Encourages conceptual connections *3. Challenges assumptions*	*Engages learners* in critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	*Introduces AND/OR models* critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	*Does not introduce AND/OR model* critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	____
G. Checking for Understanding and Adjusting Instruction through Formative Assessment OSTP 3.2 InTASC 8b	**Checks for understanding** (whole class/group *AND individual learners*) during lessons using **formative assessment** AND Differentiates through *planned and responsive* **adjustments** (whole class/group and *individual learners*)	***Checks for understanding*** (whole class/group) during lessons using **formative assessment** AND Differentiates through **adjustments** to instruction (whole class/group)	*Inconsistently* ***checks for understanding*** during lessons using **formative assessment** *AND* Adjusts instruction accordingly, but **adjustments** *may cause additional confusion*	*Does not* ***check for understanding*** during lessons using **formative assessment** OR *Does not make any* **adjustments** based on learners' responses	____
H. Digital Tools and Resources OSTP 4.7 CAEP 1.5	Discusses AND uses *a variety of* developmentally appropriate **technologies (digital tools and resources)** that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. *Extend learners' understanding of concepts*	Discusses AND *uses* developmentally appropriate **technologies (digital tools and resources)** that 1. Are relevant to learning objectives/ targets of the lesson 2. *Engage learners in the demonstration of knowledge or skills*	*Discusses developmentally appropriate* **technologies (digital tools and resources)** *relevant to learning objectives/ targets of the lesson* AND **Technology** is *not available*	One of the following: A. *Does not use* **technologies (digital tools and resources)** to engage learners AND **Technology** *is available* in the setting OR B. Use of **technologies** is *not relevant* to the learning objectives/ targets of the lesson OR C. *Does not discuss* **technologies** AND Technology *is not available* in the setting	____

I. Safe and Respectful Learning Environment OSTP 5.1, 5.2, 5.3 InTASC 3d	*Actively involves learners to create and* manage a **safe and respectful learning environment** through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	*Manages* a **safe and *respectful* learning environment** through the use of routines and transitions *AND* *Establishes and promotes* constructive relationships to *equitably* engage learners *AND* *Uses research-based* strategies to maintain learners' attention (individual and whole group)	*Attempts to manage a* safe **learning environment** *through the use of routines and transitions* *AND/OR* *Attempts to establish* constructive relationships to engage learners *AND/OR* *Attempts to use* constructive strategies to maintain learners' attention (individual and whole group)	*Does not manage* a **safe learning environment** OR *Does not establish* constructive relationships to engage learners OR *Does not use* constructive strategies to maintain learners' attention (individual and whole group)	____
Assessment					
J. Data-Guided Instruction OSTP 3.3 CAEP 2.3	Uses **data**-informed decisions *(trends and patterns) to set short and long term goals for future* instruction and assessment AND Uses contemporary tools for learner **data** record-keeping *and analysis*	Uses ***data****-informed decisions* to design instruction and assessment *AND* *Uses contemporary tools for learner **data** record-keeping*	*Uses minimal* **data** to design instruction and assessment	*Does not use* **data** to design instruction and assessment	____
K. Feedback to Learners OSTP 3.4 InTASC 6d	Provides **feedback** that 1. Enables learners to recognize strengths *AND* areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is *individualized* AND Provides timely **feedback**, *guiding learners on how to use feedback to monitor their own progress*	Provides **feedback** that 1. Enables learners to recognize strengths OR areas for improvement 2. Is *comprehensible* 3. Is *descriptive* *AND* Provides *timely* **feedback**	*Provides minimal* **feedback** that 1. *Enables* learners to recognize strengths OR areas for improvement OR **Feedback** is provided in a *somewhat* timely fashion	*Does not provide* **feedback** OR **Feedback** *does not enable* learners to recognize strengths OR areas for improvement OR **Feedback** is *not provided* in a timely fashion	____
L. Assessment Techniques OSTP 3.1 InTASC 7d	Evaluates & supports learning through **assessment techniques** that are 1. Developmentally appropriate 2. Formative AND summative 3. *Diagnostic* 4. *Varied*	*Evaluates and supports learning through* **assessment techniques** that are 1. Developmentally appropriate 2. Formative *AND* summative	**Assessment techniques** are 1. Developmentally *appropriate* 2. *Formative OR summative*	**Assessment techniques** are 1. Developmentally *inappropriate* OR *Not used*	____

Analysis of Teaching					Row Score
M. Connections to Research and Theory OSTP 4.4 CAEP 1.2	Discusses, provides evidence of, *and justifies* connections to educational **research and/or theory** AND *Uses research and/or theory to explain their P-12 learners' progress*	*Discusses* and *provides evidence of* connections to educational **research and/or theory**	*Mentions* connections to educational **research and/or theory**	*No connections OR inaccurate connections* to educational **research and/or theory**	____

Professional Dispositions Evaluation

What are dispositions? The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

What else should a teacher candidate know? It is the student teacher's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors.
REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Professional Commitment and Behaviors					
N. Participates in Professional Development (PD) OSTP 7.2	Participates in at least one **professional development** opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD AND *Reflects on own professional practice with evidence of application of the knowledge acquired from **PD** during student teaching*	Participates in at least one **professional development** opportunity (e.g. workshop, seminar, attending a professional conference) *AND* *Provides evidence of an increased understanding of the teaching profession as a result of the PD*	*Participates* in *at least one* **professional development** opportunity (e.g. workshop, seminar, attending a professional conference)	*Does not participate* in any **professional development** opportunity (e.g. workshop, seminar, attending a professional conference)	____

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
O. Demonstrates Effective Communication with Parents or Legal Guardians OSTP 3.4 InTASC 10d	Provides evidence of **communication with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to **parents or legal guardians** to promote understanding and academic progress *AND* *Interacts with **parents or legal guardians** in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)*	Provides evidence of **communication with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) *AND* *Provides information* about P-12 *learning to **parents or legal guardians** to promote understanding and academic progress*	*Provides* evidence of **communication with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)	*Does not provide* evidence of **communication with parents or legal guardians**	____
P. Demonstrates Punctuality OSTP 7.1 InTASC 9o	Reports on time *or early* for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	*Reports on time* for daily student teaching *AND* Additional teacher engagements (e.g., IEPs, teacher committees)	*Inconsistently reports* on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	*Does not report* on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	____
Q. Meets Deadlines and Obligations OSTP 7.1 InTASC 9o	Meets **deadlines and obligations** established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND	*Meets* **deadlines and obligations** established by the cooperating teacher and/or supervisor AND Informs *all* stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	*Most of the time meets* **deadlines and obligations** established by the cooperating teacher and/or supervisor *AND* *Informs some* stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to	*Frequently misses* **deadlines or obligations** established by the cooperating teacher and/or supervisor AND/OR *Does not inform* stakeholders (cooperating teacher,	____

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
	Provides clear and complete directions and lessons for substitutes/cooperating teacher *without reminders*	AND Provides *clear and complete* directions and lessons for substitutes/cooperating teacher	the absence *AND* *Provides incomplete* directions and lessons for substitutes/ cooperating teacher	supervisor, and/or faculty members) *of absences prior to the absence* AND/OR *Does not provide* directions and lessons for substitutes/cooperating teacher	
R. Preparation OSTP 7.1 InTASC 3d	**Prepared** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized AND *Prepared for the unexpected and flexible*	***Prepared*** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) *AND* Materials are easily accessible *AND* organized	*Not consistently* ***prepared*** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) *AND/OR* Materials are easily accessible *OR* organized	*Not* ***prepared*** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are *not* organized *NOR* easily accessible	____
Professional Relationships					
S. Collaboration OSTP 6.3 InTASC 10b	Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND *Works with* and learns from colleagues in planning and implementing instruction *to meet diverse needs of learners*	Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) *AND* *Attempts to work with and learn from colleagues in planning and implementing instruction*	*Demonstrates* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	*Does not demonstrate* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	____
T. Advocacy to Meet the Needs of Learners or for the	Recognizes and articulates specific areas in need of **advocacy,** including the	Recognizes and *articulates specific* areas in need of **advocacy,** including the	*Recognizes* areas in need of **advocacy**, *but cannot articulate* the	*Does not recognize* areas in need of **advocacy**, including the	____

Teaching Profession OSTP 6.3 InTASC 10j	1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the **teaching profession** (e.g. technology integration, research-based practices) *AND* *Takes action(s) based upon identified needs, while following district protocols*	1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the **teaching profession** (e.g. technology integration, research-based practices)	1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the **teaching profession** (e.g. technology integration, research-based practices)	1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the **teaching profession** (e.g. technology integration, research-based practices)	
Critical Thinking and Reflective Practice					
U. Responds Positively to Feedback and Constructive Criticism InTASC 9n	Is receptive to **feedback, constructive criticism,** supervision, and responds professionally AND Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) to improve practice AND P*roactively seeks opportunities for **feedback** from other professionals*	Is receptive to **feedback, constructive criticism,** supervision, and *responds professionally* *AND* Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) *to improve practice*	*Is* receptive to **feedback, constructive criticism,** and supervision AND/OR *Incorporates* **feedback** *inconsistently*	*Is not* receptive to **feedback, constructive criticism,** and supervision AND/OR *Does not incorporate* **feedback**	____
What went well? Areas of strength?					
Possible opportunities for growth					

Goals for Improvement: Pedagogy and Dispositions

Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher.

As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

Connection to 3-way form	**Goal** (must have a minimum of one goal) with **Details**
L. Assessment: Feedback to Learners	*I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process.* *I will focus on "quick and quiet" feedback. I will prepare feedback ahead of time using data*
	1.
	2.

Comments

Glossary of Terms

Advocacy: Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

Analysis: Careful and critical examination of data and/or processes to identify key components and potential outcomes.

Assessment: "Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement."[4]

Contemporary Tools: Electronic/digital record-keeping tools such as an online gradebook and progress monitoring systems, spreadsheet software, etc.

Cooperating Teachers: (Also known as "mentor teachers") Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

Critical Thinking: Refers to the "kind of thinking involved in problem solving" and includes an ability to "examine assumptions, discern hidden values, evaluate evidence, and assesses conclusions."[5]

Culturally Relevant: Incorporating the tenets of culturally relevant/responsive teaching (i.e., "teachers create a bridge between students' home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology.").[6]

Data-informed decisions: "Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels."[7]

Developmental Theory (General): Theories that describe the stages of development of children/adolescents (e.g., Erikson's Theory of Psychosocial Development, Kohlberg's Theory of Moral Development, Piaget's Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).

Developmental Theory (Content-Specific): Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.[8]

Diagnostic Assessment: (Also known as "pre-assessment") "Involves the gathering and careful evaluation of detailed data using students' knowledge and skills in a given learning area."[9]

Differentiation of Instruction: "To respond to variance among learners" (e.g., learners with exceptional needs, second language learners, gifted learners) by modifying "content, and/or process, and/or products, and/or the learning environment" according to learners' "readiness, interest, or learning profile."[10]

Digital Tools: Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.

Evidence: Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction[11]

Feedback: "Information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning."[12]

Formative Assessment: "Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement."[1]

Fosters: To promote the growth or development of, encourage.[13]

Funds of Knowledge: "Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being."[14]

Goals: See definition for "Measurable Goals."

Learner: Any P12 student in the student teacher's classroom.

Learning Environment: Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

"Look Fors" Document: A document accompanying this form containing a non-exhaustive list to describe examples of the qualities and behaviors a student teacher is expected to demonstrate for a given level of performance.

Measurable Goals: "Provides information for describing, assessing, and evaluating student achievement."[15]

Mentor Teachers: See definition for "Cooperating Teachers."

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[4] Arizona K12 Center. (2012). *Standards continuum guide for reflective teaching practice*. Northern Arizona University

[5] http://isites.harvard.edu/fs/docs/icb.topic265890.files/Critical_Thinking_File/06_CT_Extended_Definition.pdf

[6] http://www.learnnc.org/lp/pages/4474#note1

[7] http://www.clrn.org/elar/dddm.cfm#A

[8] Stevens, S., Shin, N., & Krajcik, J. (2009, June). Towards a Model for the Development of an Empirically Tested Learning Progression. Paper presented at the Learning Progressions in Science (LeaPS) Conference, Iowa City, IA.

[9] http://www.education.nt.gov.au/parents-community/assessment-reporting/diagnostic-assessments/diagnostic-assessments

[10] Carol Ann Tomlinson http://www.ericdigests.org/2001-2/elementary.html

[11] Stanford Center for Assessment, Learning and Equity (SCALE). (2015). *edTPA world language assessment handbook*. Board of Trustees of the Leland Stanford Junior University.

[12] Shute, V.J. (2008). Focus on formative feedback. Review of Educational Research, 78(1), 153-189.

[13] Merriam Webster Dictionary (http://www.merriam-webster.com/dictionary/foster)

[14] Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 132-141.

[15] https://education.alberta.ca/media/525540/ipp7.pdf

Objectives/Targets: P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.[16]
Problem solving: A mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.
Program Coordinator: Faculty or staff member from a college or university who coordinates/manages the administrative components of a teacher educator licensure program.
Research: "The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge."[17]
Student Teacher: (Also known as "intern" or "candidate") An individual participating in a full-time field experience in a P12 classroom in order to obtain professional education licensure/certification.
Student Teaching: (Also known as "clinical practice") A full-time field experience in a P12 classroom that occurs in the final semester (culminating experience) of an educator preparation program and is required to obtain professional education licensure/certification.
Summative Assessment: "Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met."[18]
Targets: See definition for **'Objectives/Targets.'**
Technologies: See definition for '**Digital Tools.'**
University Supervisor (US): The university instructor assigned to the student teacher who regularly observes his/her performance to provide feedback on strengths and weaknesses. The US coordinates the student teacher's evaluation, and is responsible for recording the consensus scores using this form.

Form developed by:

The Ohio State University: Beickelman, F., Bendixen-Noe, M., Bode, P., Brownstein, E., Day, K., Fresch, M., Kaplan, C., Warner, C. and Whittington, M.	Bowling Green State University: Gallagher, D. University of Toledo: Stewart, V. University of Akron: Jewell, W. Ohio University: C. Patterson	Cleveland State University: Price, A., Crell, A. Wilmington College: Hendricks, M Wright State University: Kahrig, T. Kent State University: Arhar, J., Turner, S.	Wittenberg University: Brannan, S., Whitlock, T. University of Dayton: Bowman, C.

[16] https://www.csun.edu/science/courses/555/pact/glossary.html
[17] http://www.aera.net/AboutAERA/KeyPrograms/EducationResearchandResearchPolicy/AERAOffersDefinitionofScientificallyBasedRes/tabid/10877/Default.aspx
[18] Melaville, A. & Blank, M.J. (1998). *Learning together: The developing field of school-community initiatives.* Flint, MI: Mott Foundation.

Pre-Candidate Assessment of Student Teaching (Pre-CPAST)

Summary of Evidence of Validity and Reliability

Description of the Pre-CPAST Form

A **formative assessment** used during the **field placement** before student teaching.

- The 14-row rubric has **two subscales:** (1) Pedagogy and (2) Dispositions with detailed descriptors of observable, measurable behaviors, to guide scoring decisions.
- An additional "Look Fors" resource provides and elaborates on the qualities and behaviors for a given level of performance (i.e., evidence and sources of evidence).

Aspects of Validity and Reliability

We explored:

- Validity (content validity, construct validity and concurrent validity)
- Reliability (internal consistency, inter-rater reliability)
- Data validity and reliability is above CAPE sufficient level as defined by CAEP Evaluation Framework for EPP-Created Assessments.

Participants of the Validity and Reliability Study

- Three experts (a K-12 teacher, a university teacher education professor, and a psychometrician) were asked to rate the items on a scale of one to four regarding its clarity, importance and representativeness.
- We collected valid data from **235 teacher candidates** in Fall 2016. All the 235 teacher candidates also have complete set of scores on the CPAST form.
- We recruited 49 teacher candidates to participate in the inter-rater reliability study in Fall 2017. For these teacher candidates, their scores on the Pre-CPAST form were collected from both the mentor and university supervisor. Both the supervisor and the mentor completed a training to learn how to use the instrument.

Results of Validity and Reliability

Validity and reliability met standards for instrument development. Below is a short description of evidences of validity and reliability of the instrument.

Content Validity

- Essentialness: Ratings from content experts were quantified by content validity ratio (CVR). The formula of content validity ratio is $CVR = \frac{(N_e - \frac{N}{2})}{\frac{N}{2}}$, in which N_e is the number of panelists indicating "essential" and N is the total number of panelists. **All Items reached a CVR of 1**, indicating that these rows are essential for admission disposition.
- Clarity: To obtain content validity index for clarity of each item (CVIs), the number of those judging the item as clear (rating 3 or 4) was divided by the number of content experts. **All items except Row B, Row C and Row K reached a CVI of 1**, indicating that the scale had strong content validity for clarity.
- Alignment: To obtain content validity index for alignment, the number of those judging the item as completely aligned or closely aligned was divided by the total number of content experts. **All items except Row I reached a CVI of 1**, indicating that the scale had strong content validity for alignment.

Construct Validity

- Confirmatory factor analysis (CFA) was conducted using Mplus Version 7.11 (Muthén & Muthén, 1998-2015) to examine the construct validity.
- The estimator of weighted least squares with mean and variance adjustment (WLSMV) was adopted, which was demonstrated to be suitable for handling ordinal data (Flora & Curran, 2004).
- The three indices selected for this study were the root mean-square error of approximation (RMSEA), the comparative fit index (CFI), and the Tucker–Lewis index (TLI), and the model fit was evaluated based on the following criteria: RMSEA <.06, CFI >.95, and TLI >.95 (Hu & Bentler, 1999).
- The **model fit indexes** RMSEA (0.055), CFI (0.993) and TLI (0.991) indicated that the **hypothesized two-factor model fit the data reasonably well**; the loadings ranged from 0.705 to 0.970, all at .001 significance level, indicating that all the items are moderately or strongly associated with their corresponding latent factors. Table 1 (p. 4) displays the two-factor model of CPAST Form.
- The **Pedagogy and Dispositions scales were highly correlated** (r= .923, p <.001), indicating a strong association between a teacher candidate's teaching knowledge/skills and dispositions.
- The **correlation between the two latent factors was in concordance with existent literature**, which supports that teachers' professional dispositions and teaching practice are closely linked to each other (Kuzborska, 2011).
-

Row	Pedagogy	Dispositions
A. Focus for Learning: Standards and Objectives/Targets	0.953	
B. Assessment of P-12 Learning	0.946	
C. Learning Target and Directions	0.937	
D. Checking for Understanding and Adjusting Instruction through Formative Assessment	0.855	
E. Digital Tools and Resources	0.705	
F. Safe and Respectful Learning Environment	0.802	
G. Data-Guided Instruction	0.889	
H. Feedback to Learners	0.828	
I. Assessment Techniques	0.970	
J. Connections to Research and Theory	0.948	
K. Demonstrates Punctuality		0.877
L. Meets Deadlines and Obligations		0.863
M. Collaboration		0.895
N. Responds Positively to Constructive Criticism		0.917

Concurrent Validity

- Concurrent validity of the CPAST form was examined by exploring the correlation between each subscale of the Pre-CPAST form and its corresponding subscale in the CPAST form using Pearson correlation coefficient.
- Students' scores on the **Pre-CPAST Pedagogy** are **significantly correlated** with their scores on the **CPAST Pedagogy** (r=.222, p=.001), and their scores on **Pre-CPAST Disposition** are **significantly correlated** with their scores on **CPAST Disposition** (r=.214, p=.001).

Inter-rater Reliability

- Table 2 reports two reliability statistics: **exact agreement** and **Kappa**.
- The average **exact agreement rate was 83 %** and the **average Kappa was 0.54**.
- The results suggest the university supervisor and the mentor teacher had moderate or substantial agreement on a teacher candidate's performance on each row.

Table 2 *Inter-rater Reliability by Row*

Row	Agreement Rate	Kappa-N
A. Focus for Learning: Standards and Objectives/Targets	83.7%	0.638
B. Assessment of P-12 Learning	79.5%	0.552
C. Learning Target and Directions	84.1%	0.583
D. Checking for Understanding and Adjusting Instruction through Formative Assessment	88.4%	0.726
E. Digital Tools and Resources	81.4%	0.497
F. Safe and Respectful Learning Environment	77.3%	0.455
G. Data-Guided Instruction	78.6%	0.616
H. Feedback to Learners	81.8%	0.599
I. Assessment Techniques	75.6%	0.533
J. Connections to Research and Theory	63.6%	0.401
K. Demonstrates Punctuality	90.7%	0.449
L. Meets Deadlines and Obligations	90.5%	0.447
M. Collaboration	88.4%	0.401
N. Responds Positively to Constructive Criticism	97.7%	0.656

Internal consistency reliability

- Examined by calculating the Cronbach Alpha coefficient using SPSS statistical package version 23.0.
- Results show that the Alpha coefficient is .908 for the pedagogy subscale, .765 for the disposition subscale, and .922 for the whole assessment, indicating **a high level of internal consistency**.

Changes / Modifications of the Pre-CPAST Form

- The Pre-CPAST data was implemented into programs over time. And some completers began programs before the implementation of the Pre-CPAST Form.
- The Pre-CPAST Form changed during the terms used as part of this report.

Crosswalk of previous Pre-CPAST and Current Pre-CPAST

Pedagogy	Alignment	Dispositions	Alignment
Pedagogy		**Professional Commitment & Behaviors**	
A. Standards	Row A	**A. Demonstrates compliance with laws, regulations, and policies**	
B. Objectives or Targets	Row C	**B. Maintains professional appearance**	
C. Methods, Materials, and Resources	Row E	**C. Builds and Maintains a Safe and Respectful Learning Environment**	Row F
D. Evidence of Research in Lesson Planning & Implementation	Row J	**D. Prepared for methods / field meetings**	
Instructing and Engaging Learners in Learning		**E. Attendance and Punctuality**	*Row K* *Row L*
E. Demonstrates belief that all students can learn			
F. Technology	*Row E*		
Assessing Learning		**Professional Relationships**	
G. Assessment: Use to Guide Instruction	Row B Row G Row I	**F. Demonstrates effective collaboration skills with colleagues**	Row M
H. Assessment: Feedback to Learners	*Row H*	**G. Demonstrates respect for cultural differences**	

Row D and Row N were added into new version of the Pre-CPAST in spring 2017 to ensure the comprehensiveness of the instrument. Row G of the old Pre-CPAST was divided into three rows in the new version of the Pre-CPAST as it measures multiple constructs. Disposition Row E of the old Pre-CPAST was divided into two rows in the new version of the Pre-CPAST. The correlation between Pre-CPAST and the CPAST was based on the data from the previous version Pre-CPAST.

Table 3 Response to CAEP Evaluation Framework for EPP-Created Assessments

	CAEP Evaluation Framework for EPP-Created Surveys	OSU Response
	1. ADMINISTRATION AND PURPOSE	
Sufficient Level	a. The point or points when the assessment is administered during the preparation program are explicit.	✓
	b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.	✓
	c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous.	✓
	d. The basis for judgment (criterion for success, or what is "good enough") is made explicit for candidates (or respondents to surveys).	✓
	e. Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/ professional and state standards.	✓
Above Sufficient	a. The purpose of the assessment and its use in candidate monitoring or decisions are consequential.	✓
	b. Candidate progression is monitored and information is used for mentoring.	✓
	c. Candidates are informed how the instrument results are used in reaching conclusions about their status and/or progression	✓
	2. CONTENT OF ASSESSMENT	
Sufficient Level	a. Indicators assess explicitly identified aspects of CAEP, InTASC, and national/ professional and state standards.	✓
	b. Indicators reflect the degree of difficulty or level of effort described in the standards.	✓
	c. Indicators unambiguously describe the proficiencies to be evaluated.	✓
	d. When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply).	✓
	e. Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	✓
Above Sufficient	a. Almost all indicators (95% or more of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	✓
	3. SCORING	
Sufficient Level	a. The basis for judging candidate performance is well defined.	✓
	b. Each Proficiency Level Descriptor (PLD) is qualitatively defined by specific criteria aligned with indicators.	✓
	c. PLDs represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and for providing candidates with explicit feedback on their performance).	✓
	d. Feedback provided to candidates is actionable—it is directly related to the preparation program and can be used for program improvement as well as for feedback to the candidate.	✓
	e. Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms.	✓
Above Sufficient	a. Higher level actions from Bloom's or other, taxonomies are used in PLDs such as "analyzes" or "evaluates."	✓
	4. DATA RELIABILITY	
Sufficient Level	a. A description or plan is provided that details the type of reliability that is being investigated or has been established	✓

	(e.g., test-retest, parallel forms, inter-rater, internal consistency, etc.) and the steps the EPP took to ensure the reliability of the data from the assessment.	
	b. Training of scorers and checking on inter-rater agreement and reliability are documented.	✓
	c. The described steps meet accepted research standards for establishing reliability.	✓
Above Sufficient	a. Raters are initially, formally calibrated to master criteria and are periodically formally checked to maintain calibration at levels meeting accepted research standards.	✓
	b. A reliability coefficient is reported.	✓
	5. DATA VALIDITY	
Sufficient Level	a. A description or plan is provided that details steps the EPP has taken or is taking to ensure the validity of the assessment and its use.	✓
	b. The plan details the types of validity that are under investigation or have been established (e.g., construct, content, concurrent, predictive, etc.) and how they were established.	✓
	c. If the assessment is new or revised, a pilot was conducted.	✓
	d. The EPP details its current process or plans for analyzing and interpreting results from the assessment.	✓
	e. The described steps meet accepted research standards	✓
Above Sufficient	a. Types of validity investigated go beyond content validity and move toward predictive validity.	✓
	b. A validity coefficient is reported.	✓

Unit Level Assessment: Advanced Field Experience Form (Pre- CPAST[19])

Rubric and assignments may not be shared without permission

- Pedagogy Evaluation
- Dispositions Evaluation
- Goals

Pedagogy	Alignment
Planning for Instruction and Assessment	
A. Focus for Learning: Standards and Objectives/ Targets	InTASC 7a
B. Assessment of P-12 Learning	InTASC 6b
Instructional Delivery	
C. Learning Target and Directions	InTASC 7c
D. Checking for Understanding and Adjusting Instruction through Formative Assessment	OSTP 3.2 InTASC 8b
E. Digital Tools and Resources	OSTP 4.7 CAEP 1.5
F. Safe and Respectful Learning Environment	InTASC 3d
Assessment	
G. Data-Guided Instruction	CAEP 2.3
H. Feedback to Learners	InTASC 6d
I. Assessment Techniques	InTASC 7d
Analysis of Teaching	
J. Connections to Research and Theory	CAEP 1.2

Dispositions	Alignment
Professional Commitment and Behaviors	
K. Demonstrates Punctuality	InTASC 9o
L. Meets Deadlines and Obligations	InTASC 9o
Professional Relationships	
M. Collaboration	InTASC 10b
Critical Thinking and Reflective Practice	
N. Responds Positively to Constructive Criticism	InTASC 9n

[19] CPAST is the Candidate Preservice Assessment of Student Teaching (used as a formative and summative evaluation in student teaching experiences).

Unit Key Assessment: Advanced Field Experience (Pre-CPAST) Form Pedagogy Evaluation

Candidate: _____ University Supervisor: _____
Cooperating Teacher/s: _____ Semester: _____ Date: _____

Directions – The form will be used once during the course of the term and will be provided by the Program Coordinator to the University Supervisor, Cooperating Teacher, and Candidate

Each member of the team (Cooperating Teacher, University Supervisor, and Candidate)

1. Completes the evaluation toward the end of the experience (e.g., the final week)
2. Brings the completed form to the 3-way conference (meeting between candidate, supervisor, and cooperating teacher). Discuss the form and come to consensus on the evaluation. Be careful to develop one or more goals for student teaching.

Additional information about and support for using the form can be found in the "Glossary" and "Look Fors" for select rows (indicated by an *) at the end of this document.

Note: Actions may be completed in collaboration with the Cooperating Teacher.

Item	Meets Expectations 2	Emerging 1	Does Not Meet Expectations. 0	Row Score
Planning for Instruction and Assessment				
A. Focus for Learning: Standards **and** Objectives /Targets	Plans align to appropriate P-12 state Learning **Standards** *AND* Goals are measureable *AND* Standards, **objectives/ targets**, and learning tasks *are consistently aligned* with each other *AND* *Articulates* **objectives/targets** that are appropriate for learners	Plans *align* to appropriate P-12 state Learning **Standards** AND/OR *Some* **goals** are measureable AND/OR Standards, **objectives/targets**, and learning tasks, are *loosely or are not consistently* aligned with each other AND/OR Articulates *some* **objectives/targets** that are appropriate for learners	Plans *do not align* to the appropriate P-12 state Learning **Standards** AND/OR **Goals** are *absent or not measureable* AND/OR Standards, **objectives/targets**, and learning tasks *are not aligned* with each other AND/OR *Does not* articulate **objectives/targets** that are appropriate for learners	_____
B. Assessment **of P-12 Learning**	Planned **assessments** 1. Provide opportunities for *learners* to illustrate competence 2. Align with the P-12 state Learning Standards	Planned **assessments** *1. Provide opportunities for some learners to illustrate competence* OR 2. *Align* with the P-12 state Learning Standards	Planned **assessments** 1. *Are not included* OR *2. Do not align* with the P-12 state Learning Standards	_____

Instructional Delivery				
C. Learning Target and Directions	Articulates an *accurate and clear* **learning target** AND Articulates *accurate* **directions**/explanations AND *Sequences learning experiences appropriately*	*Articulates* an *inaccurate or unclear* **learning target** *AND/OR* *Articulates inaccurate* **directions**/explanations	*Does not articulate* the **learning target** OR *Does not articulate* **directions**/ explanations	_____
D. * Checking for Understanding and Adjusting Instruction through Formative Assmt	***Checks for understanding*** (whole class/group) during lessons using **formative assessment** AND Differentiates through **adjustments** to instruction (whole class/group)	*Inconsistently* ***checks for understanding*** during lessons using **formative assessment** *AND* Adjusts instruction accordingly, but **adjustments** *may cause additional confusion*	*Does not* ***check for understanding*** during lessons using **formative assessment** OR *Does not make any* **adjustments** based on learners' responses	_____
E. Digital Tools and Resources	Discusses AND *uses* developmentally appropriate **technologies (digital tools and resources)** that 1. Are relevant to learning objectives/ targets of the lesson 2. *Engage learners in the demonstration of knowledge or skills*	*Discusses developmentally appropriate* **technologies (digital tools and resources)** *relevant to learning objectives/ targets of the lesson* AND **Technology** is *not available*	One of the following: A. *Does not use* **technologies (digital tools and resources)** to engage learners AND **Technology** *is available* in the setting OR B. Use of **technologies** is *not relevant* to the learning objectives/ targets of the lesson OR C. *Does not discuss* **technologies** AND Technology *is not available* in the setting	_____

F. Safe and Respectful Learning Environment (Classroom Management)	*Manages* a **safe and *respectful* learning environment** through the use of routines and transitions (i.e., classroom management) *AND* *Establishes and promotes* constructive relationships to *equitably* engage learners	*Attempts to manage a* safe **learning environment** *through the use of routines and transitions* (i.e., classroom management) *AND/OR* *Attempts to establish* constructive relationships to engage learners	*Does not manage* a **safe learning environment** (i.e., insufficient classroom management) OR *Does not establish* constructive relationships to engage learners	_____
Assessment				
G. *Data-Guided Instruction	Uses *data-informed decisions* to design instruction and assessment	*Uses minimal* **data** to design instruction and assessment	*Does not use* **data** to design instruction and assessment	_____
H. * Feedback **to Learners**	Provides **feedback** that 1. Enables learners to recognize strengths OR areas for improvement *AND* Provides *timely* **feedback**	*Provides minimal* **feedback** that 1. *Enables* learners to recognize strengths OR areas for improvement OR **Feedback** is provided in a *somewhat* timely fashion	*Does not provide* **feedback** OR **Feedback** *does not enable* learners to recognize strengths OR areas for improvement OR **Feedback** is *not provided* in a timely fashion	_____
I. Assessment **Techniques**	*Evaluates and supports learning through* **assessment techniques** that are 1. Developmentally appropriate 2. Formative	**Assessment techniques** are 1. Developmentally *appropriate* 2. *Formative*	**Assessment techniques** are 1. Developmentally *inappropriate* OR *Not used*	_____
Analysis **of Teaching**				
J. Connections to Research**/Theory**	*Discusses* and *provides evidence of* connections to educational **research and/or theory**	*Mentions* connections to educational **research and/or theory**	*No connections OR inaccurate connections* to educational **research and/or theory**	_____

Unit Key Assessment: Advanced Field Experience (Pre-CPAST) Professional Dispositions Evaluation

What are dispositions? The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

What else should a teacher candidate know? It is the Candidate's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors.
REMEMBER: Only those dispositions observed in the field experience can be measured, therefore it is up to the Candidate to demonstrate the dispositions.

Item	Meets Expectations 2	Emerging 1	Does Not Meet Expectations 0	Row Score
Professional Commitment and Behaviors				
K. Demonstrates Punctuality	*Reports on time* for experience *AND* Additional teacher engagements (e.g., IEPs, teacher committees)	*Inconsistently reports* on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	*Does not report* on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	_____
L. Meets Deadlines and Obligations	*Meets* **deadlines and obligations** established by the cooperating teacher, instructor, and/or supervisor AND Informs *all* stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	*Most of the time meets* **deadlines and obligations** established by the cooperating teacher, instructor, and/or supervisor *AND* *Informs some* stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	*Frequently misses* **deadlines or obligations** established by the cooperating teacher, instructor, and/or supervisor AND/OR *Does not inform* stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) *of absences prior to the absence*	_____
Professional Relationships				
M. * Collaboration	Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) *AND* *Attempts to work with and learn from colleagues in*	*Demonstrates* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	*Does not demonstrate* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	_____

Item	Meets Expectations 2	Emerging 1	Does Not Meet Expectations 0	Row Score
	planning and implementing instruction			
Critical Thinking and Reflective Practice				
N. Responds Positively to Feedback and Constructive Criticism	Is receptive to **feedback, constructive criticism,** supervision, and *responds professionally* *AND* Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) *to improve practice*	*Is* receptive to **feedback, constructive criticism,** and supervision AND/OR *Incorporates* **feedback** *inconsistently*	*Is not* receptive to **feedback, constructive criticism,** and supervision AND/OR *Does not incorporate* **feedback**	_____

Goals for Improvement for the next placement experience: Pedagogy and Dispositions

Following the Three-way conference between the Candidate, University Supervisor, and Cooperating Teacher, the Candidate will identify **three** specific and measurable goals for improvement. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Candidate to use during the next P-12 experience.

Connection to 3-way form	**Goal** (must have a minimum of one goal) with **Details**	**Action Plan:** Next Steps to help Candidate achieve goal		
		Candidate will	**Supervisor** will	**Cooperating Teacher** will
L. Assessment: Feedback to Learners	*I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process.* *I will focus on "quick and quiet" feedback.*	*I will prepare feedback ahead of time using data.*	*I will pay attention to feedback during observations.*	*I will review candidate feedback before lesson.*
	1.			
	2.			
	3.			

Comments

Planning:
Instruction:
Assessment:
Dispositions:

Glossary of Terms

Analysis: Careful and critical examination of data and/or processes to identify key components and potential outcomes.
Assessment: "Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement."[20]
Candidate: (Also known as "intern") An individual participating in a full-time field experience in a P12 classroom in order to obtain professional education licensure/certification.

[20] Arizona K12 Center. (2012). *Standards continuum guide for reflective teaching practice*. Northern Arizona University

Cooperating Teachers: (Also known as "mentor teachers") Teachers in schools who mentor and supervise candidates/student teachers in their classrooms for the duration of a student teaching and/or field experience

Data-informed decisions: "Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels."[21]

Developmental Theory (General): Theories that describe the stages of development of children/adolescents (e.g., Erikson's Theory of Psychosocial Development, Kohlberg's Theory of Moral Development, Piaget's Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).

Developmental Theory (Content-Specific): Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.[22]

Evidence: Artifacts that document and demonstrate how [the Candidate] planned and implemented instruction[23]

Feedback: "Information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning."[24]

Formative Assessment: "Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement."[1]

Goals: See definition for "Measurable Goals."

Learner: Any P12 student in the Candidate's classroom.

Learning Environment: Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

Measurable Goals: "Provides information for describing, assessing, and evaluating student achievement."[25]

Mentor Teachers: See definition for "Cooperating Teachers."

Objectives/Targets: P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.[26]

Program Coordinator: Faculty or staff member from a college or university who coordinates/manages the administrative components of a teacher educator licensure program.

Research: "The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge."[27]

Targets: See definition for **'Objectives/Targets.'**

University Supervisor (US): The university instructor assigned to the Candidate who regularly observes his/her performance to provide feedback on strengths and weaknesses. The US coordinates the Candidate's evaluation, and is responsible for recording the consensus scores using this form.

This form was initially developed by The Ohio State University UTEC Forms Subcommittee members: Beickelman, F., Bendixen-Noe, M., Bode, P., Boyer, E., Brownstein, E., Day, K., Fresch, M., Kaplan, C., Lynch, K., McGuire, M., Ronis, J., Warner, C. and Whittington, M.

Additional CPAST form developers: Bowling Green State University: Gallagher, D. University of Toledo: Stewart, V.; University of Akron: Jewell, W.; Ohio Department of Education: Whitlock, T.; Ohio University: Patterson, C.; Cleveland State University: Price, A., Crell, A.; Wilmington College: Hendricks, M.; Wright State University: Kahrig, T.; Kent State University: Arhar, J., Turner, S.; Wittenberg University: Brannan, S; University of Dayton: Bowman, C.

[21] http://www.clrn.org/elar/dddm.cfm#A

[22] Stevens, S., Shin, N., & Krajcik, J. (2009, June). Towards a Model for the Development of an Empirically Tested Learning Progression. Paper presented at the Learning Progressions in Science (LeaPS) Conference, Iowa City, IA.

[23] Stanford Center for Assessment, Learning and Equity (SCALE). (2015). *edTPA world language assessment handbook*. Board of Trustees of the Leland Stanford Junior University.

[24] Shute, V.J. (2008). Focus on formative feedback. Review of Educational Research, 78(1), 153-189.

[25] https://education.alberta.ca/media/525540/ipp7.pdf

[26] https://www.csun.edu/science/courses/555/pact/glossary.html

[27] http://www.aera.net/AboutAERA/KeyPrograms/EducationResearchandResearchPolicy/AERAOffersDefinitionofScientificallyBasedRes/tabid/10877/Default.aspx

OSU Alumni Survey

Response to CAEP Evidence Guide for Surveys

The Alumni Survey is designed by College of Education and Human Ecology at Ohio State University to collect data about our graduates' current position and their perception of the effectiveness of the program in developing their competence to be effective teachers. The survey is implemented to our graduates after their employment. When developing questions on the survey, we refer to "High-Leverage Teaching Practices" from TeachingWorks, Danielson's Framework for Teaching (Danielson, 2013), and Marzano's Teacher Evaluation Models (Marzano, 2011). To ensure the response rate, we design the survey from the point view of the respond, communicate clearly and succinctly the purpose of the survey, how long you expect it to take them, and how the information will be used, send out the survey through an OSU email that our alumni can recognize, and send reminders as the close of the survey approaches. We set the benchmark response rate to 20%.

Table 1 Response to CAEP Evidence Guide for Surveys

CAEP Evidence Guide (Survey)	OSU Response
1. HOW THE SURVEYS ARE USED	
Are the purpose and intended use of the survey clear and unambiguous?	The survey is designed to collect our alumni's current position and their perception of the effectiveness of the program in developing their competence to be effective teachers.
Is the point in the curriculum at which the survey is administered clear (e.g., first year, last year, etc.)?	The survey is implemented to our graduates after employment.
2. HOW THE SURVEYS ARE CONSTRUCTED	
Is it clear how the EPP developed the survey?	The survey is developed by OSU Office of Educator Preparation. When developing the survey questions, we refer to "High-Leverage Teaching Practices" from TeachingWorks, Danielson's Framework for Teaching (Danielson, 2013), and Marzano's Teacher Evaluation Models (Marzano, 2011).
Are the individual items or questions in the survey constructed in a manner consistent with sound survey research practice?	The questions in the survey are simple and direct and maintain a parallel structure. Each question only contains one single attribute. The language in the questions are clear and concise. Response choices are mutually exclusive and exhaustive.
3. HOW RESULTS ARE SCORED AND REPORTED	
What efforts were made to ensure an acceptable return rate for surveys? Has a benchmark been established?	We design the survey from the point view of the respondent, communicate clearly and succinctly the purpose of the survey, how long you expect it to take them, and how the information will be used, and send reminders as the close of the survey approaches. We set the benchmark response rate to 20%.
What conclusions can or cannot be determined by the data based on return rate?	The data can provide information about our alumni current position and their perception of the effectiveness of the program in developing their competence to be effective teachers.
Is there a comparison of respondent characteristics with the full population or sample of intended respondents?	We compare student teachers' responses by programs, gender, race, and employment setting.
How are qualitative data being evaluated?	Qualitative data are aggregated and themes are identified
How are results summarized and reported? Are the conclusions unbiased?	We share the data with programs through Newsletters, UTEC meeting, subcommittee meeting, open forum meeting, and district meeting.
Is there consistency across the data and are there comparisons with other data?	Common themes are identified across instruments/surveys. Please see "Data Triangulation" document.
4. SPECIAL NOTE ON SURVEYS OF DISPOSITIONS	
If surveys that address professional dispositions are included, does the EPP provide an explanation/ justification of why they are included and how they are related to effective teaching and impact on P-12 student learning?	We include a few questions on dispositions in this surveys because these dispositions are identified as important by education research as well as CAEP, InTASC, national, and state standards.

• Judgments of dispositions are anchored in actual performance and are demonstrably related to teaching practice. • Language describing dispositions is conceptually framed well enough to be reliably inferred from an observation of performance.	
5. INFORMING SURVEY RESPONDENTS	
Is the intent of the survey clear to respondents and reviewers?	Before taking the survey, respondents are given clear description about what they are being asked to do and why. Questions are grouped under appropriate headings and is presented in a logical order.
Are clear and consistent instructions provided to respondents so they know how to answer each section?	Instructions are written in simple, easy-to-understand language.

Table 2 Response to CAEP Evaluation Framework for EPP-Created Assessments

CAEP Evaluation Framework for EPP-Created Surveys	OSU Response
1. ADMINISTRATION AND PURPOSE	
a. The point or points when the assessment is administered during the preparation program are explicit.	✓
b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.	✓
c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous.	✓
d. The basis for judgment (criterion for success, or what is "good enough") is made explicit for candidates (or respondents to surveys).	✓
e. Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/ professional and state standards.	✓
2. CONTENT OF ASSESSMENT	
a. Indicators assess explicitly identified aspects of CAEP, InTASC, and national/ professional and state standards.	N/A
b. Indicators reflect the degree of difficulty or level of effort described in the standards.	N/A
c. Indicators unambiguously describe the proficiencies to be evaluated.	N/A
d. When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply).	N/A
e. Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	N/A
6. SURVEY CONTENT	
a. Questions or topics are explicitly aligned with aspects of the EPP's mission and also CAEP, InTASC, national/professional, and state standards.	✓
b. Individual items have a single subject; language is unambiguous.	✓
c. Leading questions are avoided.	✓
d. Items are stated in terms of behaviors or practices instead of opinions, whenever possible.	✓
e. Surveys of dispositions make clear to candidates how the survey is related to effective teaching.	✓
7. SURVEY DATA QUALITY	
a. Scaled choices are qualitatively defined using specific criteria aligned with key attributes.	✓
b. Feedback provided to the EPP is actionable.	✓
c. EPP provides evidence that questions are piloted to determine that candidates interpret them as intended and modifications are made if called for.	✓

What is your PRINCIPAL activity at this time?

Employment, full-time paid
Employment, part-time paid
Graduate or professional school, full-time
Graduate or professional school, part-time
Additional undergraduate coursework
Additional graduate or professional work
Military Service
Voluntary Activity (e.g. Peace Corps)
Starting or raising a family
Unemployed, or seeking employment
Other, please specify

At the time you graduated, approximately what was the total amount borrowed to finance your education that you were personally responsible for repaying?

None
$1 to $9,999
$10,000 to $19,999
$20,000 to $29,999
$30,000 to $39,999
$40,000 to $49,999
$50,000 or more
Unable to estimate

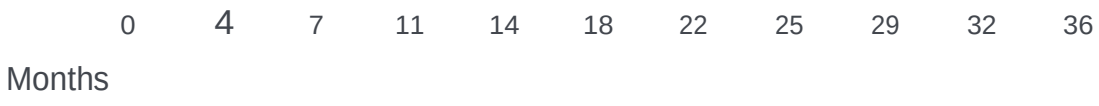
Have you furthered your formal educational pursuits since graduating from Ohio State?

Yes
No

Have you completed, been admitted to, or are you currently enrolled in, one of the following programs? (Mark all that apply)

	Admitted	Currently Enrolled	Completed
Second Bachelor's Degree			
Law (L.L.B or J.D.)			
Medicine (M.D.)			
Other Medical (D.D.S., D.M.D., D.C., D.C.M, O.D., D.O., Pharm.D., D.P.M, D.P., Pod.D., D.V.M., or other)			
Master's Degree (M.A., M.S., M.F.A., or other)			
Doctorate (PH.D., Ed.D., or other)			
Endorsement			
License			
Professional Development			

How long after graduating from OSU did you or will you start your further formal education?



Indicate the type of organization in which you are currently employed.

Private non-profit organization (except education and international organizations)
Private for-profit company, corporation, or group practice Self-
employed, Private practice
U.S. Military
Federal Government (except military)
State and local government (except education)
Public School (any grade-level, pre-K to 12, includes Charter and Head Start) Private School
(any grade-level pre-K to 12)
Parochial School (any grade-level pre-K to 12) Higher
Education (public or private)
Public Health Agency (hospitals, medical centers, health-related services)
International Organization (in and outside USA; e.g. the UN, International Labour Organization, Organization for Economic Co-operation and Development)

Is your current position related to your field(s) of study?

Yes, same field as major/program
Yes, related to major/program
No, not related Not
applicable

Is your current position related to your minor/specialization?

Yes, related to minor/specialization No, not
related
Not Applicable (no minor, etc.)

What is your current job title?

_____

_____

What is the location of your current employment?

City _____

State _____

US Zip Country _____

How satisfied are you with your current position?

Not at all satisfied Slightly satisfied Moderately satisfied Highly satisfied

Is your current position the only job you have held since graduating from Ohio State?

Yes No

Which occupation category best describes your current position? (mark one)

Agriculture, Environment/Natural Resources Architecture and Engineering

Arts, design, entertainment, sports and media Building and grounds, cleaning and maintenance Business and financial/accounting

Community and social services Computer and mathematical Construction and extraction Education, training, and library

Food preparation and serving related Government/Public Service

Health-care/medical

Homemaker/Stay at home parent Law enforcement

Legal

Life, physical, and social sciences

Management
Marketing and sales Military
Office and administrative support Personal
care and service Transportation
Other

Which of the following best describes your current or most recent school employment setting?

Elementary school Middle
school
High school Pre-
K (only) Daycare
Multilevel elementary/middle school (k-8) Multilevel
secondary school (6-12)

Which if the following best describes your current or most recent school employment context?

Urban Rural
Suburban

I feel I make a positive impact for Pre-K - 12 learners

Strongly Disagree
Neither Agree nor Disagree
Agree
Strongly Agree
Not Applicable

Are you certified or licensed in the area you are working in?

Yes

No

Not Applicable

Have you been a member of a professional association/society?

Yes

No

Have you held a leadership position in a professional association?

Yes

No

Abilities and Skills

	How effective was your program in developing your competence in each ability or skill?
	1- Not effective 2 3 4- Highly effective
Understanding current theories or research in your field	
Applying theoretical knowledge to practice	
Keeping abreast with what is happening in your profession	
Participating in professional development activities	
Publishing or presenting at professional conferences	

	How effective was your program in developing your competence in each ability or skill? 1- Not effective 2 3 4- Highly effective
Adhering to professional and/or ethical standards	
Appreciating cultural diversity	
Valuing perspectives different from your own	
Working with diverse people/populations	
Advocating for students/clients and/or their families	
Use of technology to promote meaningful learning experiences for P-12 students	
Use of technology to promote P-12 engagement	
Meeting the needs of the Pre-K - 12 learner	
Effective classroom management system	
Teaching PreK-12 students college and career readiness standards	
Differentiating instruction to support the learning needs of all students identified as gifted	
Differentiating instruction to support the learning needs of English Language Learners (ELs)	
Differentiating instruction to support the learning needs of all students identified as students with disabilities	
Differentiating instruction to support the learning needs of all students identified as at risk students	

If you could make any suggestions to your program, what would they be?

What additional areas or increase in emphasis would better prepare the next generation of educators?

When did you decide that you would not enter the education field?

Before student teaching/practicum/internship

While student teaching/practicum/internship

After graduation

Provide your email address below to enter the drawing for one of ten $10 Visa gift cards. Providing your email address for the drawing is optional, but if you do enter the drawing your email address will only be used for that purpose.

OSU Alumni Focus Group/Interview Questions

Addresses CAEP Standards 4.1, 4.3 and 4.4

In a format that is convenient for you/your program (e.g., in-person or phone interviews, small focus groups), **please collect data about your program's alumni using the questions below.** This qualitative data will be triangulated with quantitative survey data collected from alumni on OSU's and ODHE's alumni surveys. Send any questions to Erica Brownstein (Brownstein.2@osu.edu).

Please, by October 31, 2017 (or earlier)

- aim to collect data from **10%** of your completers over the **last five years** (2012-2017)**,** or a minimum of **10** completers total from that time frame;
- submit a **summary/brief notes** of **each individual's or focus group's responses** to the **Buckeye Box** (you will receive an email with information where to upload it);
- submit the respondent's **responses to the demographic questions** on page 2 to **Buckeye Box** (you will receive an email with information where to upload it).

Required Interview/Focus Group Questions

1) To what extent do you believe you were well prepared to:
    a. make a positive impact for P-12 learners and/or meet the needs of P-12 learners;
    b. Teach P-12 learners college and career readiness standards;
    c. Use technology to promote meaningful learning experiences for P-12 learners;
    d. Use technology to engage P-12 learners.

2) What was a moment you noticed that your college education was valuable?

3) What additional areas or increase in emphasis would better prepare the next generation of educators?

4) If you could make any suggestion to your program, what would it be?

Optional Questions (at your discretion)

1) To what extent do you believe you were well prepared to:
    a. effectively manage a classroom;
    b. differentiate instruction to support the learning needs of:
        i. all learners
        ii. learners identified as gifted
        iii. ELLs
        iv. learners identified as students with disabilities
        v. learners identified as at risk students
    c. adhere to professional and/or ethical standards
    d. appreciate cultural diversity
    e. value perspectives different from your own
    f. working with diverse people/populations
    g. advocating for students and/or their families
    h. publishing or present at professional conferences
    i. understand current theories or research in your field

After the focus interview, please ask respondents to complete the following demographic questions

1) Name (including previous last name, if applicable)

2) OSU name.# ***and/or*** State Teacher ID # (if neither is available provide semester graduated)

3) What is the location of your current employment? (School, Company, etc., City & State)

4) What is your current job title?

5) Are you certified/licensed in the area you are working? Circle: YES NO

6) How have you furthered your education pursuits since graduating from OSU? (e.g., enrolled in an endorsement and/or graduate program in any field)

OSU Alumni Focus Group/Interview Questions

Response to CAEP Evidence Guide

The OSU Alumni Focus Group/Interview Questions is designed and overseen by the UTEC Forms Subcommittee to collect cooperating teachers' perception about the quality of recent OSU teacher education hires. The interviews focus groups are implemented every three years to principals that have hired a recent OSU completer within the last three years. When developing questions, we considered questions or areas of interest, data needed to have triangulation of evidence, and, most importantly, responses would benefit by having rich, specific descriptions. To ensure the response rate, we selected principals that had recent OSU hires from a variety of programs. All individuals contacted participated in an interview.

Table 1 Response to CAEP Evidence Guide

CAEP Evidence Guide	OSU Response
1. HOW THE RESULTS ARE USED	
Are the purpose and intended use clear and unambiguous?	The interview is designed to collect employers' perception about the quality of recent OSU teacher education hires.
Is the point administered clear (e.g., first year, last year, etc.)?	Interviews are conducted every three years and represents the last three years of hires.
2. HOW ARE THE QUESTIONS CONSTRUCTED	
Is it clear how the EPP developed the questions and protocol?	Interview questions are developed by the UTEC Forms Subcommittee.
Are the individual items or questions in the constructed in a manner consistent with sound research practice?	The questions are simple and direct and maintain a parallel structure. Each question contains one single attribute. The language in the questions are clear and concise. Response choices are mutually exclusive and exhaustive.
3. HOW RESULTS ARE SCORED AND REPORTED	
What efforts were made to ensure an acceptable return rate? Has a benchmark been established?	We designed the interview protocol from the point view of the respondent, communicate clearly and succinctly the purpose of the interview, how long you expect it to take them, and how the information will be used. We set the benchmark response rate to 20%.
What conclusions can or cannot be determined by the data based on return rate?	The data can provide information about employers' perception of the quality of OSU teacher education programs (e.g. quality of new hires).
Is there a comparison of respondent characteristics with the full population or sample of intended respondents?	We compare employer responses by to other data collected (e.g., employer survey, OTES, RESA scores, retention, alumni surveys and alumni focus groups).
How are qualitative data being evaluated?	Qualitative data are aggregated and themes are identified
How are results summarized and reported? Are the conclusions unbiased?	Data are shared with programs through Newsletters, UTEC meeting, subcommittee meetings, open forum meeting, and district meeting.
Is there consistency across the data and are there comparisons with other data?	Common themes are identified across instruments. Please see "Data Triangulation" document.
4. SPECIAL NOTE ON DISPOSITIONS	

If interview that address professional dispositions are included, does the EPP provide an explanation/ justification of why they are included and how they are related to effective teaching and impact on P-12 student learning?	We include a few questions on dispositions because these dispositions are identified as important by education research as well as CAEP, InTASC, national, and state standards.
5. INFORMING RESPONDENTS	
Is the intent of the interview clear to respondents and reviewers?	Before participating, respondents are given clear description about what they are being asked to do and why. Questions are grouped under appropriate headings and is presented in a logical order.
Are clear and consistent instructions provided to respondents so they know how to answer each section?	Instructions are written in simple, easy-to-understand language.

Table 2 Response to CAEP Evaluation Framework for EPP-Created Assessments

CAEP Evaluation Framework for EPP-Created Surveys	OSU Response
1. ADMINISTRATION AND PURPOSE	
a. The point or points when the assessment is administered during the preparation program are explicit.	✓
b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.	✓
c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous.	✓
d. The basis for judgment (criterion for success, or what is “good enough”) is made explicit for candidates (or respondents to surveys).	✓
e. Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/ professional and state standards.	✓
2. CONTENT OF ASSESSMENT	
a. Indicators assess explicitly identified aspects of CAEP, InTASC, and national/ professional and state standards.	N/A
b. Indicators reflect the degree of difficulty or level of effort described in the standards.	N/A
c. Indicators unambiguously describe the proficiencies to be evaluated.	N/A
d. When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply).	N/A
e. Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	N/A
6. CONTENT	
a. Questions or topics are explicitly aligned with aspects of the EPP’s mission and also CAEP, InTASC, national/professional, and state standards.	✓
b. Individual items have a single subject; language is unambiguous.	✓
c. Leading questions are avoided.	✓
d. Items are stated in terms of behaviors or practices instead of opinions, whenever possible.	✓
e. Dispositions data make clear how the survey is related to effective teaching.	✓
7. SURVEY DATA QUALITY	
a. Scaled choices are qualitatively defined using specific criteria aligned with key attributes.	✓
b. Feedback provided to the EPP is actionable.	✓
c. EPP provides evidence that questions are piloted to determine that candidates interpret them as intended and modifications are made if called for.	✓

Cooperating Teacher Survey

Version 1 of the Cooperating Teacher/Mentor survey used until Spring 2017 included demographic and professional information questions required for us to collect from cooperating teachers and mentors. In an effort to keep the survey a reasonable length to maintain high response rates, programmatic questions were focused on gathering general feedback and quality of training/supports offered. Beginning in Summer 2017, the Office of Educator Preparation was able to attain the required demographic and professional information directly from the Ohio Department of Education; therefore, in **Version 2,** the survey questions were revised to include substantive, targeted questions focused on key experiences for the student teacher during the placement as well as feedback on the program and its supervisors.

Response to CAEP Evidence Guide for Surveys

The Cooperating Teacher Survey is designed by Office of Educator Preparation at Ohio State University to collect cooperating teachers' perception about the quality of OSU teacher education programs (e.g. quality of field placement, quality of teacher candidate, quality of supervision). The survey is implemented to cooperating teacher during student teaching. When developing questions on the survey, we refer to "High-Leverage Teaching Practices" from TeachingWorks, Danielson's Framework for Teaching (Danielson, 2013), Marzano's Teacher Evaluation Models (Marzano, 2011), and Paulson's survey about cooperating teacher's perception concerning the student teaching filed experience (Paulson, 2014). To ensure the response rate, we design the survey from the point view of the respond, communicate clearly and succinctly the purpose of the survey, how long you expect it to take them, and how the information will be used, send out the survey through an OSU email that our alumni can recognize, and send reminders as the close of the survey approaches. To decrease the nonresponse bias, we set the benchmark response rate to 20%.

Table 1 Response to CAEP Evidence Guide for Surveys

CAEP Evidence Guide (Survey)	OSU Response
1. HOW THE SURVEYS ARE USED	
Are the purpose and intended use of the survey clear and unambiguous?	The survey is designed to collect cooperating teachers' perception about the quality of OSU teacher education programs.
Is the point in the curriculum at which the survey is administered clear (e.g., first year, last year, etc.)?	The survey is implemented to cooperating teacher during student teaching.
2. HOW THE SURVEYS ARE CONSTRUCTED	
Is it clear how the EPP developed the survey?	The survey is developed by OSU Office of Educator Preparation. When developing the survey questions, we refer to "High-Leverage Teaching Practices" from TeachingWorks, Danielson's Framework for Teaching (Danielson, 2013), Marzano's Teacher Evaluation Models (Marzano, 2011), and Paulson's survey about cooperating teacher's perception concerning the student teaching filed experience (Paulson, 2014).
Are the individual items or questions in the survey constructed in a manner consistent with sound survey research practice?	The questions in the survey are simple and direct and maintain a parallel structure. Each question only contains one single attribute. The language in the questions are clear and concise. Response choices are mutually exclusive and exhaustive.
3. HOW RESULTS ARE SCORED AND REPORTED	

What efforts were made to ensure an acceptable return rate for surveys? Has a benchmark been established?	We design the survey from the point view of the respondent, communicate clearly and succinctly the purpose of the survey, how long you expect it to take them, and how the information will be used, and send reminders as the close of the survey approaches. We set the benchmark response rate to 20%.
What conclusions can or cannot be determined by the data based on return rate?	The data can provide information about cooperating teachers' perception of the quality of OSU teacher education programs (e.g. quality of field placement, quality of teacher candidate, quality of supervision).
Is there a comparison of respondent characteristics with the full population or sample of intended respondents?	We compare cooperating teachers' responses by programs, gender, and race.
How are qualitative data being evaluated?	Qualitative data are aggregated and themes are identified
How are results summarized and reported? Are the conclusions unbiased?	We share the data with programs through Newsletters, UTEC meeting, subcommittee meeting, open forum meeting, and district meeting.
Is there consistency across the data and are there comparisons with other data?	Common themes are identified across instruments/surveys. Please see "Data Triangulation" document.
4. SPECIAL NOTE ON SURVEYS OF DISPOSITIONS	
If surveys that address professional dispositions are included, does the EPP provide an explanation/ justification of why they are included and how they are related to effective teaching and impact on P-12 student learning?	We include a few questions on dispositions in this surveys because these dispositions are identified as important by education research as well as CAEP, InTASC, national, and state standards.
5. INFORMING SURVEY RESPONDENTS	
Is the intent of the survey clear to respondents and reviewers?	Before taking the survey, respondents are given clear description about what they are being asked to do and why. Questions are grouped under appropriate headings and is presented in a logical order.
Are clear and consistent instructions provided to respondents so they know how to answer each section?	Instructions are written in simple, easy-to-understand language.

Table 2 Response to CAEP Evaluation Framework for EPP-Created Assessments

CAEP Evaluation Framework for EPP-Created Surveys	OSU Response
1. ADMINISTRATION AND PURPOSE	
a. The point or points when the assessment is administered during the preparation program are explicit.	✓
b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.	✓
c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous.	✓
d. The basis for judgment (criterion for success, or what is "good enough") is made explicit for candidates (or respondents to surveys).	✓
e. Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/ professional and state standards.	✓

2. CONTENT OF ASSESSMENT	
a. Indicators assess explicitly identified aspects of CAEP, InTASC, and national/ professional and state standards.	N/A
b. Indicators reflect the degree of difficulty or level of effort described in the standards.	N/A
c. Indicators unambiguously describe the proficiencies to be evaluated.	N/A
d. When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply).	N/A
e. Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	N/A
6. SURVEY CONTENT	
a. Questions or topics are explicitly aligned with aspects of the EPP's mission and also CAEP, InTASC, national/professional, and state standards.	✓
b. Individual items have a single subject; language is unambiguous.	✓
c. Leading questions are avoided.	✓
d. Items are stated in terms of behaviors or practices instead of opinions, whenever possible.	✓
e. Surveys of dispositions make clear to candidates how the survey is related to effective teaching.	✓
7. SURVEY DATA QUALITY	
a. Scaled choices are qualitatively defined using specific criteria aligned with key attributes.	✓
b. Feedback provided to the EPP is actionable.	✓
c. EPP provides evidence that questions are piloted to determine that candidates interpret them as intended and modifications are made if called for.	✓

OSU Cooperating Teacher Survey

1) Based on your work with the educator preparation program at Ohio State, please select the statement that most accurately reflects your view of the overall candidate's preparation for student teaching.
2) The candidate had sufficient P-12 field experiences prior to student teaching/internship.
3) The program expectations for student teaching/internship will prepare the candidate for their first day in their own classroom.
4) I have been given an opportunity to provide feedback on program expectations.
5) How often has the candidate had the opportunity to collaborate with you on the use of data to guide instruction?
6) The candidate was prepared to use content-specific instructional strategies [e.g., in a math classroom - knowledge of how to demonstrate multiple ways to solve an algebra problem] in the classroom.
7) Ohio State prepared the candidate to promote the responsible use of technology to actively engage learners (i.e. incorporating the use of technology into lesson plans appropriately, implementing digital resources).
8) Ohio State adequately prepared the candidate to manage behaviors of students (i.e. cultural competency, setting and upholding behavioral expectations, facilitating cooperative learning with peers).
9) I was satisfied with the information I received from Ohio State regarding how to assess the candidate's performance on the CPAST assessment.
10) I was satisfied with the quality of Ohio State's supervision.
11) Based on my experience with Ohio State, I would accept another candidate from their educator preparation programs.
12a) Which of the following best describes your current or most recent school employment environment?
13) Would you help us improve? Please provide suggestions and/or recommendations about our programs here.
14) What topics in a class/workshop would you like to see Ohio State provide for your personal professional development?
For Private and Preschools Only
12b) What is your highest level of educational achievement?
12c) Excluding student teaching/practicum experiences, how long have you been a classroom teacher and/or school professional? Please select from the drop-down menu below.
12d) In what content area(s) do you hold a current Ohio educator's license(s)? Please select all that apply.
12e) Which option best describes your gender?
12f) What is your race? You may select more than one option.

Teaching Climate Survey for Student Teachers

Response to CAEP Evidence Guide for Surveys

The Student Teaching Survey is designed by Office of Educator Preparation at Ohio State University to collect student teachers' perception about the learning opportunities provided by their mentors during student teaching filed experience. The survey asks teacher candidates the opportunities provided by their mentors to actively participate in co-planning lessons, implement research-based instructional strategies, use a variety of technologies, analyze assessment data, and reflect on their teaching practice. When developing the survey questions, we refer to we refer to "High-Leverage Teaching Practices" from TeachingWorks, Danielson's Framework for Teaching (Danielson, 2013), and Marzano's Teacher Evaluation Models (Marzano, 2011), and the Mentee Perceptions of Student Teaching survey (Bird, 2012). To ensure the response rate, we design the survey from the point view of the respondent, communicate clearly and succinctly the purpose of the survey, how long you expect it to take them, and how the information will be used, send reminders as the close of the survey approaches, and ask program manager to monitor survey completion. To decrease the nonresponse bias, we set the benchmark response rate to 20%.

Table 1 Response to CAEP Evidence Guide for Surveys

CAEP Evidence Guide (Survey)	OSU Response
1. HOW THE SURVEYS ARE USED	
Are the purpose and intended use of the survey clear and unambiguous?	The survey is designed to collect student teachers' perception about the learning opportunities provided by their mentors during student teaching
Is the point in the curriculum at which the survey is administered clear (e.g., first year, last year, etc.)?	The survey is implemented to the teacher candidates during student teaching
2. HOW THE SURVEYS ARE CONSTRUCTED	
Is it clear how the EPP developed the survey?	The survey is developed by OSU Office of Educator Preparation. When developing the survey questions, we refer to we refer to "High-Leverage Teaching Practices" from TeachingWorks, Danielson's Framework for Teaching (Danielson, 2013), and Marzano's Teacher Evaluation Models (Marzano, 2011), and the Mentee Perceptions of Student Teaching survey (Bird, 2012).
Are the individual items or questions in the survey constructed in a manner consistent with sound survey research practice?	The questions in the survey are simple and direct and maintain a parallel structure. Each question only contains one single attribute. The language in the questions are clear and concise. Response choices are mutually exclusive and exhaustive.
3. HOW RESULTS ARE SCORED AND REPORTED	
What efforts were made to ensure an acceptable return rate for surveys? Has a benchmark been established?	We design the survey from the point view of the respondent, communicate clearly and succinctly the purpose of the survey, how long you expect it to take them, and how the information will be used, send reminders as the close of the survey approaches, and ask program manager to monitor survey completion. To decrease the nonresponse bias, we set the benchmark response rate to 20%.
What conclusions can or cannot be determined by the data based on return rate?	The data can provide information about student teachers' perception of opportunities provided by their mentors during student teaching.

Is there a comparison of respondent characteristics with the full population or sample of intended respondents?	We compare student teachers' responses by programs, gender, race, and placement setting.
How are qualitative data being evaluated?	Qualitative data are aggregated and themes are identified
How are results summarized and reported? Are the conclusions unbiased?	We share the data with programs through Newsletters, UTEC meeting, subcommittee meeting, open forum meeting, and district meeting.
Is there consistency across the data and are there comparisons with other data?	Common themes are identified across instruments/surveys. Please see "Data Triangulation" document.
5. INFORMING SURVEY RESPONDENTS	
Is the intent of the survey clear to respondents and reviewers?	Before taking the survey, respondents are given clear description about what they are being asked to do and why. Questions are grouped under appropriate headings and is presented in a logical order.
Are clear and consistent instructions provided to respondents so they know how to answer each section?	Instructions are written in simple, easy-to-understand language.

Table 2 Response to CAEP Evaluation Framework for EPP-Created Assessments

CAEP Evaluation Framework for EPP-Created Surveys	OSU Response
1. ADMINISTRATION AND PURPOSE	
a. The point or points when the assessment is administered during the preparation program are explicit.	✓
b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.	✓
c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous.	✓
d. The basis for judgment (criterion for success, or what is "good enough") is made explicit for candidates (or respondents to surveys).	✓
e. Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/ professional and state standards.	✓
2. CONTENT OF ASSESSMENT	
a. Indicators assess explicitly identified aspects of CAEP, InTASC, and national/ professional and state standards.	N/A
b. Indicators reflect the degree of difficulty or level of effort described in the standards.	N/A
c. Indicators unambiguously describe the proficiencies to be evaluated.	N/A
d. When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply).	N/A
e. Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	N/A
6. SURVEY CONTENT	
a. Questions or topics are explicitly aligned with aspects of the EPP's mission and also CAEP, InTASC, national/professional, and state standards.	✓
b. Individual items have a single subject; language is unambiguous.	✓
c. Leading questions are avoided.	✓
d. Items are stated in terms of behaviors or practices instead of opinions, whenever possible.	✓

e. Surveys of dispositions make clear to candidates how the survey is related to effective teaching.	✓
7. SURVEY DATA QUALITY	
a. Scaled choices are qualitatively defined using specific criteria aligned with key attributes.	✓
b. Feedback provided to the EPP is actionable.	✓
c. EPP provides evidence that questions are piloted to determine that candidates interpret them as intended and modifications are made if called for.	✓

OSU Climate/Opportunities in ST Survey

Question
As a part of my student teaching experience, I was:
1) An active participant in co-planning lessons.
2) Challenged by my mentor/cooperating teacher to implement new, research-based instructional strategies.
3) Challenged by my mentor/cooperating teacher to use a variety of technologies in my practice.
4) Provided opportunities to analyze assessment data with my mentor/cooperating teacher.
5) Provided constructive feedback from my mentor/cooperating teacher to improve my practice.
6) Describe one piece of advice, technique, or strategy you learned from your mentor that you plan to use in your own teaching practice.

Proprietary Assessment: edTPA

Evidence for CAEP Evidence Guide

edTPA ANNUAL ADMINISTRATIVE REPORT
Data range: 1/1/2016 - 12/31/2016

Validity Evidence

According to the *Standards for Educational and Psychological Testing* (AERA,
APA, & NCME, 2014) and leading psychometric experts (Bell et al., 2012; Haertel, 2008; Haertel & Lorié, 2004; Kane, 2006; Sheppard, 1993), the process of validation begins with defining the intended purpose of the assessment and the constructs being measured. The inferences made by this definition are then examined using various sources of validity evidence that may support the interpretation and use of scores. edTPA was developed to be an authentic, subject-specific, performance-based support and assessment system of a candidate's initial readiness to teach. The following section of the report presents the inferences made by this purpose and use of edTPA, followed by evidence that evaluates the validity of proposed score interpretations.

Content Validity and Job Analysis

edTPA was designed following standards for credentialing exams, and intended to be used as an assessment of the knowledge, skills, and abilities necessary for beginning teaching. According to the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014), "validation of credentialing tests depends mainly on content-related evidence, often in the form of judgments that the test adequately represents the content domain associated with the occupation or specialty being considered." The AERA, APA, & NCME Standards (2014) indicate that, "To identify the knowledge and skills necessary for competent practice….A wide variety of empirical approaches may be used, including the critical incident technique, job analysis, training needs assessments, or practice studies and surveys of practicing professionals." Building on the foundation of NBPTS, PACT, and InTASC, the development of the edTPA rubrics was informed by a combination of content validation and job analysis activities and information.
The information obtained through these activities is a key contributor to validating edTPA as an effective, authentic instrument that can be used for teacher licensure decisions. The review by teachers and teacher educators provided statistical data to support edTPA as a highly representative tool in measuring candidates' knowledge and skills needed to perform on the job as a novice teacher. The data support edTPA as an evaluation tool for both pedagogical and subject-specific knowledge and skills, which, together with other measures of teacher competence, form the basis of what teacher candidates must possess starting on day one of their professional career.

To further support the content validity findings in 2013, a confirmatory job analysis study was conducted to support the job-related validity of edTPA by drawing upon the list of Knowledge, Skills, and Abilities (KSAs) that were identified by educators, faculty, and subject-matter experts during the edTPA development process. Subject-matter experts for edTPA, composed of teachers and/or educators who train those entering the profession, generated the following list of KSAs:

1. Planning for content understanding
2. Planning to support varied student needs
3. Planning assessments to monitor and support student learning
4. Demonstrating a positive and engaging learning environment

5. Engaging students in learning
6. Deepening student learning while teaching
7. Subject-specific pedagogy
8. Analyzing student work
9. Providing feedback to guide learning
10. Supporting students' use of feedback
11. Using knowledge of students to inform planning
12. Analyzing teaching
13. Using assessments to inform instruction
14. Identifying and supporting language demands
15. Using evidence of language use to support content understanding

These edTPA KSAs served to inform refinements to the design and development of edTPA. The assessment instruments' tasks and scoring rubrics directly align to these KSAs. As a form of confirmatory evidence, job analysis activities were conducted to examine the links between these KSAs and teachers' actual work. The job analysis confirmation serves as evidence supporting the validity of the interpretations made based on the edTPA results.

Through this process, the 15 core edTPA rubrics were confirmed as representing knowledge, skills, and abilities that are judged to be important or critically important to perform the job of a teacher as represented on the job-related survey.

For a full overview of the Content Validity and Job Analysis evidence gathered in edTPA development, please refer to past Administrative Reports.

Construct Validity

Based on this foundation and design process, edTPA is a subject-specific performance assessment that evaluates a common set of teaching principles, teaching behaviors, and pedagogical strategies. The rubrics of the assessment are divided into three tasks that assess the integrated cycle of planning, instruction, and assessment that underlies teaching. Exploratory Factor Analyses (EFA) of 2013 field test data provided support for the common underlying structure of edTPA that unifies all rubrics, as well as for the three-task structure (see pg. 22 of the 2013 edTPA Field Test Summary Report). Confirmatory Factor Analyses (CFA) as well as a Partial Credit IRT model are conducted annually, and results from portfolios submitted in 2016 are described in the "Internal Structure" section below. Each year, these models have confirmed that the tasks are measuring a common unifying teaching construct and that there are three common latent constructs (planning, instruction, and assessment) that are appropriately assessed by the rubrics that make up each of the three tasks. These analyses confirm the intended design and structure of edTPA and provide evidence that edTPA scores measure key job-related teaching skills that are used to evaluate a candidate's overall readiness to enter the profession of teaching.

In addition to the evidence presented in the Field Test Summary Report and described above, the edTPA Review of the Research, developed by SCALE staff with input from educators and researchers, is a resource that identifies foundational research literature that informed the development of edTPA and ongoing validity research. The extensive literature review cited provides a foundation for the common edTPA architecture used across 27 different subject-specific licensure/certification areas and the fifteen shared rubric constructs that define effective teaching. The document includes foundational texts in the field relevant to each performance task (planning, instruction, and assessment) and rubrics. The studies cited provide an empirical examination of the constructs including reviews that summarize the state of

the research evidence in that field, and professional papers, chapters, and books that make research-based recommendations for practice. The first section of the review presents relevant literature and research that speaks to the role of assessment in teacher education and student learning. The following sections are organized according to the three edTPA tasks (planning, instruction, and assessment), and by rubric within each task, and provide a strong basis for the teaching competencies used in edTPA.

Consequential Validity

edTPA is intended to be embedded in a teacher preparation program as an educative tool and support system for candidates, faculty, and programs. Evidence of validity, then, must come from examining how use and implementation of edTPA impact program curricula, faculty, and teacher candidates.

Numerous scholars have outlined the benefits of high-quality formative performance assessment and the opportunities for improvement that common standards, experience of implementation, and use of data gathered can provide (e.g., Darling-Hammond, 2010; Darling-Hammond & Falk, 2013; Pecheone & Chung, 2006; Peck, Gallucci, Sloan, & Lippincott, 2009; Peck, Singer-Gabella, Sloan, & Lin, 2010; Sato, 2014).

Several studies have now verified these claims using their experience with edTPA as well as PACT, the precursor to edTPA that shares the same architecture and assesses many of the same constructs. Reports by these programs indicate that thoughtful integration of PACT/edTPA knowledge, skills, and constructs into pre-service preparation programs has improved the content, methods, and supports of program curriculum (Fayne & Qian, 2016; Gillham & Gallagher, 2015; Himangshu-Pennybacker & Fuller, 2017; Lahey, 2017; Pecheone & Whittaker, 2016; Peck & McDonald, 2013; Sloan, 2013). The use of PACT and edTPA has been reported to support program improvement and inquiry; collaboration within and between institutions around program structure, practice, and quality; as well as reflection on teacher candidates' performance and needs (Chung, 2008; Cochran-Smith, et al., 2016; Darling-Hammond & Hyler, 2013; Kleyn, Lopez, & Makar, 2015; Liu & Milman, 2013; Meuwissen, Choppin, Cloonan & Shang-Butler, 2016; Peck, Gallucci, & Sloan, 2010; Ratner & Coleman, 2016; Sloan, 2013; Stillman, Anderson, Arellano, Lindquist Wong, Berta-Avila, Alfaro, & Struthers, 2013).

edTPA enables programs to clearly communicate expectations to students, and to engage in conversations and collaborations across programs and institutions using a common language. These studies also report some challenges or unintended consequences experienced by programs, faculty, and candidates as they work to integrate edTPA requirements into existing practice and navigate the pressures that come with high-stakes policy—findings that are well documented in student assessment. However, edTPA was designed as a support and an assessment program and targeted attention to capacity building and implementation was explicitly built into the system to help mitigate the high-stakes use of edTPA—from a system of compliance to a system of inquiry.

Policy and approach to implementation play important roles in the impact of the assessment on the program and the teacher candidates' experiences (Cochran-Smith, et al., 2016; Meuwissen, Choppin, Cloonan & Shang-Butler, 2016; Peck, Gallucci, & Sloan, 2010; Whittaker & Nelson, 2013). A recent study has found that candidate engagement with these opportunities to learn implicit in the process of taking edTPA is mediated by the attitudes and actions of faculty, cooperating teachers, and field supervisors (Lin, 2015). Evidence supports the inference that despite challenges and workload, teacher candidates report that constructing their PACT/edTPA portfolios has expanded their understanding of pedagogy and assessment of student learning and caused them to reflect more deeply on their instruction, and that they expected this experience to be useful to their future practice(Chung, 2008; Darling-Hammond, Newton, & Chung Wei, 2013; Himangshu-Pennybacker & Fuller, 2017; Lin, 2015).

Concurrent Validity

Evidence of concurrent validity examines the inference that edTPA scores accurately reflect a candidate's readiness to teach by testing whether total scores are related to other indicators of instructional capability. Empirical examinations of this type of evidence require datasets with a substantial sample size that include variables from various measures of performance, as well as variables that allow for the control of other sources of variance such as demographic categories and prior skills and knowledge. These studies are now beginning to emerge: a study from Illinois State University has found that candidates' edTPA scores correlate with GPA, scores on a content knowledge assessment, and scores on a pedagogy and skills assessment (Adkins, Klass, & Palmer, 2015). Findings presented later in this report also indicate that demographic variables are not associated with differences in edTPA scores. Another study that focused on supervisors' predictions about their candidates' performance on PACT found that these predictions accurately predicted PACT scores (Pecheone & Chung, 2006). As programs gather more data, several studies around the country are being conducted that will add to this collection of evidence. SCALE is currently working on a state-wide concurrent validity study with the state of Georgia to examine the relationship between edTPA scores and other markers of performance completed during pre-service teacher preparation that can provide evidence of convergent and divergent validity, as well as interactions with demographics, program type, and degree type. Dissemination of these results as they become available will inform all programs and states working with teacher candidates taking edTPA.

Predictive Validity

Licensure assessment is designed to assess core skills and abilities in teaching and learning that are aligned to professional standards, research, professional practice, job-related skills, and wisdom of practice. Predictive validity studies (routinely conducted after the assessment has been in operational use for several years) provide another method of validating the use of edTPA scores as markers of readiness to teach by examining their ability to predict student learning and instructional practice on the job. However, we must exercise caution in not narrowing and marginalizing effective teaching. While valuable, current predictive validity studies do not always address the relationships of preparation with other known measures of teacher effectiveness (teacher evaluation, impact of mentoring, impact of culturally relevant pedagogy, etc.). Finally, licensure testing is a threshold measure (i.e., a demonstration of a minimum competency to be ready to teach), as contrasted with a highly effective teacher that could impact student learning, which is a demonstration of a much higher bar than entry level performance. SCALE encourages conducting predictive validity studies as part of a comprehensive study of teaching, when individual candidate data is available and able to be shared at the state level. There are limitations to the data as based on a state's ability to match prospective teachers with their teaching assignments.

Predictive validity evidence for PACT was revealed in a study by Darling- Hammond, Newton, & Chung Wei (2013), which found that teachers' PACT scores predict growth in their students' math and literacy achievement using value-added statistical modeling. Preliminary data from studies by Benner and Wishart (2015) has revealed that edTPA scores predict candidates' ratings of teacher effectiveness, as measured by a composite score that combines students' performance data and classroom observations. More recent data reported at the May and August 2016 meetings of the Tennessee Board of Education subcommittee on educator preparation and licensing demonstrated that candidates with higher scores on edTPA were also more likely to have higher ratings on the TN teacher evaluation system, which includes supervisor observation evidence and student learning measures.

Further, a recent study by Goldhaber, Cowan, and Thoebald (2016) used teacher candidates' scores on edTPA (from the field test and first operational year) to provide estimates of the extent to which edTPA performance is predictive of the likelihood of employment in the teacher workforce and value-added measures of teacher effectiveness. They found that edTPA scores were "highly predictive of employment in the state's public teaching workforce, and evidence on the relationship between edTPA scores and teaching effectiveness was mixed. Specifically, continuous edTPA scores are a significant predictor of student mathematics achievement,

but when edTPA was a binary screen of teaching effectiveness (i.e., pass/fail), passing edTPA was significantly predictive of teacher effectiveness in reading but not in mathematics." These results are consistent with VAM studies conducted on the National Board.

In addition, the Education Policy Initiative at Carolina (EPIC), in partnership with the UNC General Administration and the 15 UNC system institutions engaged in teacher preparation, has established and is continuing a body of research to assess the construct validity, reliability, and predictive validity of both locally and officially evaluated edTPA portfolios. This work initiated with analyses of locally evaluated TPA portfolios from the 2011-12 graduating cohort at one UNC system institution (Bastion, Henry, Pan & Lys, 2016).

In fall 2016, EPIC produced a policy brief (summarizing edTPA implementation in North Carolina, detailing how UNC system candidates are scoring on edTPA and assessing the construct validity and predictive validity of officially scored portfolios (Bastian, Henry, & Lys, 2016). These predictive validity analyses focus on the 2013-14 graduating cohort of one UNC system institution who went on to be first-year teachers in the 2014-15 school year. Importantly, these predictive validity analyses focus on first-year teachers' value-added estimates and evaluation ratings. Overall, these predictive validity results show that edTPA measures significantly predict first-year teacher performance. Concerning teacher value-added, 7 of 15 edTPA rubrics are significantly associated with a standardized measure of teacher effectiveness; summatively, the standardized edTPA total score and having a total score of 42 or greater also predict significantly higher value added estimates. Regarding teacher evaluation ratings, the edTPA Instruction construct predicts significantly higher evaluation ratings on 4 of 5 teaching standards; the Assessment construct predicts significantly higher evaluation ratings on 2 of 5 teaching standards. At the edTPA rubric level, many rubrics, particularly in the Instruction construct, predict significantly higher evaluation ratings. Lastly, the two summative edTPA measures—the standardized total score and scoring at 42 or greater—predict significantly higher evaluation ratings for 3 of 5 teaching standards. More data are needed—from additional universities and graduating cohorts—to replicate these results.

Likewise, in fall 2016, EPIC released a working paper that illustrates a two-pronged empirical framework—latent class analysis and predictive validity analyses—that teacher preparation programs can use to analyze their edTPA data for program improvement purposes (Bastian & Lys, 2016). With new consequential policy for edTPA and expanding use in North Carolina— including several universities that have edTPA scores beginning with their 2014-15 graduating cohort—EPIC will continue analyses of the most recent data by academic year throughout 2017. These analyses, expected in 2018, will assess the predictive validity of officially evaluated edTPA portfolios from multiple UNC system institutions.

As mentioned above, predictive validity studies focus on first-year teaching because it is not possible to analyze predictive validity during clinical practice, as candidates are not the teacher of record during this time. Additionally, analyzing these relationships requires gathering data on a sample that is large enough to determine consistent, generalizable patterns (as with the UNC and Goldhaber studies). Once candidates become teachers of record, the examination of predictive validity is more robust if researchers are able to follow candidates into their teaching practice for several years in order to obtain more stable estimates of student learning and teacher effectiveness as captured by student test scores and other assessments of performance (e.g., observations of teaching practice; classroom climate surveys; supervisor, co-teacher, student, and peer evaluations). SCALE, and state level partners like those in Georgia and North Carolina, are committed to conducting predictive validity studies that follow candidates into employmentif the state database enables linking teachers to classrooms and student achievement, providing states grant access to these data. The edTPA National Technical Advisory Committee of leading psychometricians in the field advises SCALE on the design of studies that examine the impact of edTPA implementation. In addition, an edTPA research group composed of faculty representatives across states using edTPA is working with SCALE to identify and collaborate on research efforts relevant to teacher education.

Internal Structure

The use of edTPA rubric, task, or overall scores depends on the intended purpose as well as the policy and approach to implementation of each program and state. The score on a particular rubric provides a candidate's level of readiness on the particular skill/ability being measured, and informs conversations about the strengths and weaknesses of a particular candidate or a preparation program. Scores on each of the rubrics and total scores for the three edTPA tasks are reported to candidates, programs, and states to inform decisions and level of competency for each of the three components of the teaching cycle (planning, instruction, and assessment). The final score is the summed score across rubrics in all three tasks, and is used as an overall measure of readiness to teach. As a valid assessment, the claim is made that the scoring procedure appropriately summarizes relevant aspects of performance and is applied accurately and consistently for all candidates.

This is based on evidence that the scoring rules are appropriate and that the data fit the scoring model. The following analyses of the internal structure of edTPA provide psychometric evidence that support the structure of levels within each rubric, the fit of rubrics within the three edTPA tasks, and the use of a single summed total score to represent candidates' overall performance.
The accuracy and consistency of the scoring process is supported by the scoring model, scorer training, double scoring procedures, and quality management outlined in the "edTPA Scoring 2016" section above.

Summary of Evidence of the Teacher Performance Assessment (edTPA)

CAEP Standards & Elements: 1.1, 1.2, 1.4, 3.4, 3.5,

Description of the Assessment

The edTPA is a summative, performance-based assessment that focuses on three tasks of teaching – planning, instruction, and assessment. Candidates submit narratives (i.e., commentaries) and artifacts, including video clips of instruction, lesson plans, assessments, and student work samples, to edTPA/Pearson for external scoring by a trained scorer. Candidates' commentaries and artifacts are scored on 15 rubrics, 5 for each task (Planning, Instruction, and Assessment). Scores are based on a 1 to 5 scale. The highest score a candidate could receive is 75. These rubrics are not available publicly and are carefully guarded as proprietary information (for validity and reliability purposes) by AACTE/SCALE/Pearson. SCALE conducts annual validity and reliability studies on the edTPA data received and are released in an annual report. The most recent annual report is attached in the proprietary assessment section of the self-study.

Administration and Purpose of the Assessment

During the student teaching semester, all candidates seeking an initial teacher license are required by the Department of Education and School Psychology (DESP) to complete the edTPA. In Fall 2013, the DESP decided to use this valid and reliable performance assessment in all of its initial licensure programs in lieu of the DESP-created Teacher Work Sample as a summative assessment.

Currently, the edTPA is not a state requirement for licensure in Ohio. However, the edTPA is a required assessment for all Teacher Education candidates. The Teacher Education faculty considers the edTPA a rigorous, standardized assessment of candidates' teaching knowledge and practice (Pecheone, Whittaker, & Klesch, 2016)[28]. edTPA provides evidence of the preparedness of the candidates for the next phase in their career (i.e., full time residence in teaching) and serves as an indicator of the program's achievement of its goals and objectives. The edTPA is aligned to both InTASC and the Ohio Standards for the Teaching Profession (OSTP) (See Appendices XX and XX). Additionally, the edTPA was used in all submitted SPAs (NAEYC, NCSS, AMLE, NCTE) for initial licensure and aligned to the standards to address the candidate's ability to plan appropriate teaching and learning experiences (edTPA Planning Task, rubrics 1-5) and candidate's effect on student learning (edTPA Assessment Task, rubrics 11-15). The Instruction Task (rubrics 6-10) was submitted to all initial licensure SPAs as an additional assessment that addressed specific SPA standards.

The DESP considers a score between 2.5 and 3.0 on each rubric per task as the expected level of performance. Scores at 3.5 and above exceed expectations; scores 2.0 and below do not meet expectations. This is based on AACTE's recommended benchmark score range between 37 and 42 (for all three tasks, Planning, Instruction, and Assessment), which equates to an average rubric score between 2.5 and 2.8 (Pecheone, Whittaker, & Klesch, 2016)[29]. In Fall 2016 the DESP initiated a benchmark score of 37 for passing the edTPA. Candidates must receive, at a minimum, a 37 on the

[28] Pecheone, R. L., Whittaker, A., & Klesch, H. (2016, October). *Educative assessment and meaningful support: 2015 edTPA administrative report*. Palo Alto, CA: SCALE.
[29] Ibid.

edTPA to satisfy this requirement for program completion. This requires close monitoring of individual rubric scores as well as the total score. If a candidate does not meet the benchmark score, a comprehensive intervention plan (See Appendix XX) is implemented to support the candidate's progress toward meeting this expectation.

During the student teaching seminar course (ED 405A-C), candidates gain access to the edTPA handbook (which has specific instructions for their particular licensure area) and other materials to help them prepare their edTPA portfolio through the course's Canvas site (access to edTPA handbooks and materials will be made available to the on-site team). The seminar instructor walks the candidates through the edTPA process step-by-step and responds to questions. The instructor and candidates are supported by the edTPA Coordinator, who is an additional resource for questions regarding edTPA and offers workshops and special office hours for candidates completing the edTPA. The workshops primarily deal with the technical aspects of edTPA (i.e., video recording and editing, using the Pearson e-portfolio site).

With the edTPA serving as a capstone assessment for candidates completing student teaching, Teacher Education faculty have imbedded edTPA into the curriculum in a number of ways. The concept of the edTPA is introduced in the earliest education courses (ED 100, ED 500). As candidates progress, they are introduced to concepts that will help them complete the edTPA, such as practice with the writing prompts, using data to inform student learning, and the use of research and theory to inform instruction. In the methods courses prior to student teaching during the first semester of the professional year (ED 424, ED 427, ED 334, ED 457), edTPA concepts are further reinforced by additional practice with the writing prompts, video recording and analyzing a teaching segment, and lesson planning.

Analysis of Data

The data presented in Table X shows the mean and standard deviation of edTPA scores by rubric and program for the following semesters: Spring 2016, Fall, 2016, Spring 2017, and Fall 2017. Since this report was submitted during the Spring 2018 semester, data for the Spring 2018 student teaching candidates will be available to the on-site team. All Middle Childhood candidates are represented together since Middle Childhood education is represented by one SPA – AMLE – despite the candidates completing different edTPA. (Middle Childhood candidates complete their student teaching in two different content areas; they only complete edTPA in one content area that they select). It also ensures that the data set is large enough to report accurately. Due to the low numbers of Adolescent-Young Adult (AYA) Mathematics and Sciences candidates, the four semesters of candidates are reported together.

Note that figures in red font indicate the mean score is at least .20 lower than the state mean score. Figures in green font indicate that the mean score is at least .20 higher than the state mean score. State mean scores for Fall 2017 were unavailable at the time of the report submission, but will be updated when the on-site team arrives.

A public report on the third full year of edTPA implementation provides a detailed picture to date of edTPA's continued expansion and support as the first nationally available performance-based assessment and support system for teacher licensure, program completion and accreditation. Nearly

35,000 candidate portfolios are included in the findings, and analyses are presented in the report to reaffirm reliability and consistency of scoring, examine evidence of validity and document trends in candidate performance by demographic group.

The report can be located here: *Educative Assessment and Meaningful Support: 2016 edTPA Administrative Report*

How Data Informs Change

- edTPA implemented throughout the curriculum, whether directly or indirectly - ongoing
- Strengthen assessment and giving feedback to students – ongoing
- edTPA Coordinator role as support for faculty and candidates, including workshops, post-semester meetings, data review sessions w/ coordinators – started Fall 2015
- Implement benchmark score and intervention plan – Fall 2016 and reviewed each AY
- Structure of seminar courses have changed – over time
- Highlighted need for common lesson plan where candidates practiced tying research and theory to practice – started Fall 2016
- edTPA survey of candidates after completion of edTPA to determine if they felt prepared, what they learned about themselves, and what was frustrating or difficult in the process – started Fall 2015. Each year, the edTPA Coordinator compiles the qualitative data from the surveys into a report and presents it to the program coordinators. These reports and data will be made available to the on-site team
- A pilot program was implemented with select programs and were conducted to ensure any changes to structure and material can be adjusted for future deployments.

Measuring Reliability and Predictive Validity – An Analysis of Administered Educator Preparation Surveys

Ohio Department of Higher Education

Abstract

Objective – To assess the reliability and the content, face, and predictive validity of instruments used to measure teacher and principal satisfaction with their educator preparation program

Design – Examination and analysis of three-year ('12-'13, '13-'14, '14-'15) data pertaining to the Teacher Pre-Service, Resident Educator (RESA), and Principal Intern surveys

Main Measures – Cronbach's Alpha used for reliability and internal consistency, a rotated factor pattern analysis used for studying key issues, and a regression model used to assess the predictive nature of a survey

Results – For each of the survey instruments, Cronbach's Alpha measured 0.97, which indicates a strong internal consistency; factor explanations provided an understanding of the unique dimensions in the data, including questions that loaded equally high on the same factors across the two teacher instruments; moreover, several data points, such as the correlation coefficient (0.93658), supported the strong predictive nature between the Teacher Pre-Service and Resident Educator surveys

Conclusion – The various analytical studies demonstrated evidence that there are reliability and strong internal consistency within the educator preparation surveys; furthermore, there is support in the belief that the Teacher Pre-Service survey serves as a credible source for predicting Resident Educator satisfaction.

Keywords – teacher satisfaction, dimensions, variance in data, correlation, linear regression

Since 2012, the Ohio Department of Education (formerly known as the Ohio Board of Regents) has been administering targeted surveys to Ohio teacher and principal candidates and educators with the intent to gather information on their satisfaction with the quality of preparation provided by their education preparation programs. These self- reported data have served as key metrics for the annual Educator Performance Reports. The questions on these surveys are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation.

On an annual basis, Ohio's education preparation programs are required to submit reports to the Council for the Accreditation of Educator Preparation (CAEP) for the purposes of measuring such things as teacher effectiveness and completer satisfaction. It has been determined by the Ohio Department of Higher Education and a committee of representatives from Ohio higher education institutions that in order to utilize the educator preparation survey data in support of seeking accreditation, the survey instruments must be tested for reliability and validity. Providing evidence of internal consistency and strong relationships between specific measures will ensure the usefulness and accuracy of the survey results, leading to opportunities for program improvement.

Methods

Instrument Evaluation

In determining the internal consistency of an instrument, Cronbach's Alpha is used to assess reliability by measuring the degree to which different items are correlated. In general, strong internal consistency is evident when Cronbach's Alpha exceeds 0.70. In addition to measuring the correlation among survey questions, it is important to uncover the factors that explain the correlations. By conducting a factor analysis for each survey, underlying concepts that influence educator responses can be identified.

Lastly, to assess whether a measurement procedure can be used to make predictions, a linear regression model was built to test the predictive validity of teacher candidate and educator surveys. Building a case for predictive validity shows the usefulness of teacher candidate satisfaction to predict resident educator opinions of their teacher preparation program.

Data Analysis using SAS

Reliability

- Alpha option of PROC CORR
- Raw or Standardized variables can be used because all items have the same response options
- Compare Cronbach's Alpha to each variable

Factor Analysis

- PROC FACTOR using a VARIMAX rotation to maximize the variance of the columns of the factor pattern or to allow each variable to load moderate to high in only one factor
- Pre-select the number of factors based on the Scree plot of eigenvalues, in which the number of factors selected constitutes a majority of the explained variance (e.g., slope levels off as amount of variance explained by each eigenvalue becomes minimal)
- Categorize (factor) each variable where loadings equal to 0.60 or greater

Cronbach Coefficient Alpha with Deleted Variable				
	Raw Variables		Standardized Variables	
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha
Q8_1	0.693297	0.975303	0.697865	0.976327
Q8_2	0.633781	0.975426	0.634962	0.976494
Q8_3	0.618673	0.975471	0.619741	0.976535
Q8_4	0.691419	0.975276	0.696121	0.976331
Q8_5	0.67695	0.975311	0.679987	0.976374
Q9_1	0.629803	0.975439	0.635269	0.976493
Q9_2	0.655641	0.975368	0.65944	0.976429
Q9_3	0.679986	0.97531	0.683596	0.976365
Q9_4	0.742161	0.97517	0.748244	0.976192
Q9_5	0.664555	0.975343	0.668028	0.976406

Predictive Validity

- Create and input three-year averages per survey question for teacher candidate (pre-service) and (resident) educator surveys
- Build model using PROC REG and GLM
- Examine Pearson Correlation, R-Square, F- test, Type III SS, residuals, and outliers

Results

All of the questions pertaining to the teacher pre-service survey were found to be internally consistent. In this study, the raw variables or the standard variables can be examined because all of the items have the same response options. Looking at **Figure 1**, we can see that each variable in the survey has a relatively strong correlation with the total, and the removal of an item will not positively or negatively impact the strength of Cronbach's 0.97 alpha value, indicating the questions in the survey are appropriate to include as a tool for measuring teacher candidate satisfaction with their educator preparation programs. Similar results were produced when the resident educator survey was tested for internal consistency. As can be seen from Figure 2, each survey question shows a strong and consistent pattern of item-total correlation coefficients. None of the Item-total correlation coefficients ranging from 0.70-0.83 (seen in Figure 3) within the principal intern survey reveal a strong internal correlation among the variables. Furthermore, the removal of a question will not increase or decrease Cronbach's Coefficient Alpha, ensuring the case for internal consistency and validating the instrument's reliability.

A factor analysis test run on the teacher pre- service survey revealed five factors accounting for over 90% of the variance explained. Variables with a load factor of 0.60 or higher were determined to be those with at least a moderately high "loading" indicating a higher than average correlation between a variable and a factor.

Figure 1 on the following page shows each item and its corresponding "loading" for each factor. Each variable was reviewed and categorized for factor purposes. As mentioned, five factors emerged from the analysis, the largest of which, Pedagogy and Assessment (Factor 1), accounted for nearly 80% of the variance (as seen in Figure 2 below). The remaining four factors, Ohio-Specific Requirements, Program Faculty, Cultural Diversity, and Field and Clinical, each had a proportional contribution of less than ten percent. Determining the minimum number of factors that could account for most of the variance in the data allows for a more meaningful interpretation of the data.

Figure 1 – Teacher Pre-Service Reliability

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.975836
Standardized	0.976866

Cronbach Coefficient Alpha with Deleted Variable				
	Raw Variables		Standardized Variables	
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha
Q10_1	0.709639	0.975222	0.710728	0.976293
Q10_2	0.732685	0.9752	0.739276	0.976216
Q10_3	0.655632	0.975383	0.656574	0.976437
Q10_4	0.728605	0.975198	0.734195	0.97623
Q10_5	0.692398	0.975273	0.697439	0.976328
Q10_6	0.680922	0.975334	0.688503	0.976352
Q10_7	0.679963	0.975304	0.684242	0.976363
Q10_8	0.727754	0.975224	0.735085	0.976227
Q11_1	0.677876	0.97531	0.680758	0.976372
Q11_2	0.709391	0.975299	0.718678	0.976271
Q11_3	0.620252	0.975479	0.619927	0.976534
Q11_4	0.730233	0.975168	0.732108	0.976235
Q11_5	0.720721	0.975195	0.722226	0.976262
Q12_1	0.638402	0.975454	0.628837	0.97651
Q12_2	0.651245	0.975425	0.638479	0.976485
Q12_3	0.594509	0.975658	0.581646	0.976636
Q12_4	0.669592	0.975339	0.659106	0.97643
Q12_5	0.666774	0.975365	0.654178	0.976443
Q12_6	0.642284	0.975404	0.643659	0.976471
Q12_7	0.593901	0.975645	0.582412	0.976634
Q13_1	0.648379	0.975394	0.652902	0.976447
Q13_2	0.542104	0.975775	0.541374	0.976742
Q13_3	0.641297	0.975416	0.647262	0.976462
Q13_4	0.54348	0.975654	0.54825	0.976724
Q13_5	0.598263	0.97552	0.601563	0.976583
Q14_1	0.672955	0.975321	0.672377	0.976395
Q14_2	0.702159	0.975245	0.701125	0.976318
Q14_3	0.661799	0.975364	0.657071	0.976435
Q14_4	0.668954	0.975338	0.664275	0.976416
Q14_5	0.661349	0.975357	0.657161	0.976435
Q15_1	0.72596	0.975217	0.731407	0.976237
Q15_2	0.741622	0.975134	0.743861	0.976204
Q15_3	0.724113	0.975214	0.729129	0.976243
Q15_4	0.744539	0.975128	0.746006	0.976198
Q15_5	0.696176	0.975257	0.696545	0.97633
Q15_6	0.682143	0.975323	0.687934	0.976353
Q16_1	0.70776	0.97522	0.703568	0.976312
Q16_2	0.657506	0.975429	0.651566	0.97645
Q16_3	0.683983	0.975292	0.680023	0.976374

items, if deleted, would statistically (+/-) impact the strength of the instrument.

Figure 2 – Resident Educator Reliability

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.977033
Standardized	0.978193

Cronbach Coefficient Alpha with Deleted Variable				
	Raw Variables		Standardized Variables	
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha
Q8_1	0.713376	0.976505	0.716824	0.977664
Q8_2	0.665196	0.97659	0.667632	0.977789
Q8_3	0.629688	0.976683	0.631421	0.977881
Q8_4	0.698279	0.976506	0.702836	0.977699
Q8_5	0.707046	0.976484	0.708259	0.977686
Q9_1	0.636572	0.976678	0.634902	0.977872
Q9_2	0.706942	0.976476	0.708807	0.977684
Q9_3	0.711908	0.976469	0.712357	0.977675
Q9_4	0.775986	0.976343	0.779456	0.977504
Q9_5	0.704579	0.976482	0.706945	0.977689
Q10_1	0.727848	0.97643	0.729309	0.977632
Q10_2	0.747055	0.976405	0.751262	0.977576
Q10_3	0.6644	0.976594	0.666984	0.977791
Q10_4	0.764059	0.976371	0.770544	0.977527
Q10_5	0.715851	0.976471	0.720889	0.977653
Q10_6	0.683196	0.976579	0.690181	0.977732
Q10_7	0.727019	0.976428	0.729497	0.977631
Q11_1	0.693973	0.976515	0.696718	0.977715
Q11_2	0.71964	0.976515	0.728331	0.977634
Q11_3	0.68133	0.976546	0.67999	0.977758
Q11_4	0.748675	0.976387	0.751522	0.977575
Q11_5	0.716077	0.97646	0.717879	0.977661
Q12_1	0.640957	0.97669	0.6314	0.977881
Q12_2	0.657711	0.976646	0.645281	0.977846
Q12_3	0.502254	0.977361	0.489825	0.978238
Q12_4	0.673489	0.976575	0.662211	0.977803
Q12_5	0.663581	0.976629	0.65094	0.977831
Q12_6	0.611844	0.976775	0.604563	0.977949
Q12_7	0.578935	0.976957	0.565429	0.978048
Q13_1	0.662962	0.976608	0.66977	0.977783
Q13_2	0.58003	0.97686	0.581192	0.978008
Q13_3	0.636595	0.976665	0.643178	0.977851
Q13_4	0.572442	0.976819	0.578269	0.978015
Q13_5	0.627407	0.976684	0.632925	0.977877
Q14_1	0.692189	0.976519	0.693661	0.977723
Q14_2	0.696092	0.976509	0.695737	0.977717

Cronbach Coefficient Alpha with Deleted Variable				
	Raw Variables		Standardized Variables	
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha
Q14_3	0.680972	0.976547	0.679056	0.97776
Q14_4	0.681199	0.976547	0.679931	0.977758
Q14_5	0.692328	0.976516	0.692234	0.977726
Q15_1	0.715075	0.976491	0.723016	0.977648
Q15_2	0.754939	0.976369	0.761463	0.97755
Q15_3	0.705728	0.976513	0.712862	0.977674
Q15_4	0.708523	0.976479	0.711799	0.977677
Q15_5	0.678831	0.976552	0.680462	0.977756
Q15_6	0.667769	0.976606	0.676158	0.977767
Q16_1	0.729467	0.976424	0.728689	0.977634
Q16_2	0.695099	0.976516	0.691995	0.977727
Q16_3	0.708654	0.976478	0.708329	0.977685
Q16_4	0.711118	0.976468	0.707098	0.977689

Cronbach Coefficient Alpha with Deleted Variable				
	Raw Variables		Standardized Variables	
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha
IN_7	0.809866	0.971945	0.808164	0.972504
OP_1	0.786229	0.972164	0.787397	0.972674
OP_2	0.770721	0.972273	0.772501	0.972796
OP_3	0.732308	0.972652	0.731731	0.973128
OP_4	0.759886	0.972385	0.763014	0.972874
CO_1	0.760373	0.972412	0.764406	0.972862
CO_2	0.779522	0.972226	0.783717	0.972705
CO_3	0.800945	0.972099	0.804945	0.972531
CO_4	0.823419	0.971857	0.827214	0.972348
CO_5	0.796022	0.972104	0.799399	0.972576
PAR_1	0.701784	0.972918	0.700896	0.973379
PAR_2	0.767047	0.972303	0.767132	0.97284
PAR_3	0.721824	0.972704	0.721758	0.97321
PAR_4	0.792442	0.972092	0.791699	0.972639

Figure 3 – Principal Intern Reliability

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.97343
Standardized	0.973922

Cronbach Coefficient Alpha with Deleted Variable				
	Raw Variables		Standardized Variables	
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha
CI_1	0.78516	0.972161	0.784626	0.972697
CI_2	0.795929	0.972074	0.795304	0.97261
CI_3	0.801674	0.972027	0.800853	0.972564
IN_1	0.768321	0.972308	0.765064	0.972857
IN_2	0.751346	0.972528	0.74836	0.972993
IN_3	0.832855	0.971741	0.829904	0.972326
IN_4	0.769072	0.97229	0.767744	0.972835
IN_5	0.746202	0.972478	0.744623	0.973024
IN_6	0.788985	0.972121	0.786362	0.972683

Figure 3 – Resident Educator Factor Analysis

Eigenvalues of the Reduced Correlation Matrix: Total = 31.7677806 Average = 0.64832205 Variance Explained Prior to Rotation				
Top Factors	Eigenvalue	Difference	Proportion	Cumulative
1	23.738773	21.7765121	**0.7473**	0.7473
2	1.962261	0.3004581	0.0618	0.809
3	1.6618028	0.3356224	0.0523	0.8613
4	1.3261804	0.1800442	0.0417	0.9031
5	1.1461362	0.494796	0.0361	0.9392
	29.8351534			

Rotated Variance Explained by Each Factor					
Factor1	Factor2	Factor3	Factor4	Factor5	
10.131912	5.86853	5.235395	4.758853	3.840463	**29.83515**

A factor summary on the following page depicted by **Figure 4 on Page 7** shows the same unique dimensions that were categorized in the teacher pre-service survey. Similar to the prior factor analysis test, only variable loadings of 0.60 were analyzed after rotation, resulting in nearly all of the same questions loading on the same factors with Factor 1, Pedagogy and Assessment, accounting for the largest proportion of variance in the data.

Eigenvalues of the Reduced Correlation Matrix: Total = 29.1060806 Average = 0.59400164 Variance Explained Prior to Rotation				
Top Factors	Eigenvalue	Difference	Proportion	Cumulative
1	22.933292	21.059783	**0.7879**	0.7879
2	1.8735093	0.3806806	0.0644	0.8523
3	1.4928288	0.3331606	0.0513	0.9036
4	1.1596681	0.3017716	0.0398	0.9434
5	0.8578966	0.2802464	0.0295	0.9729
	28.317195			

Rotated Variance Explained by Each Factor					
Factor1	Factor2	Factor3	Factor4	Factor5	
10.492769	5.46321	4.994799	4.146989	3.219429	**28.31719**

Similar results were produced for the resident educator survey when conducting a factor analysis test, in part due to the same questions being asked, albeit, at a later point in time. As can be seen from **Figure 3**, five factors accounted for over a 90% cumulative proportion of the data variance.

Figure 1 – Teacher Pre-Service Factor Analysis

Teacher Pre-Service Survey (2012-2015) Rotated Factor Pattern Analysis						
Category	Variable	Factor1	Factor2	Factor3	Factor4	Factor5
Pedagogy and Assessment	Q9_4	0.71132	0.22013	0.20204	0.16989	0.19462
Pedagogy and Assessment	Q10_2	0.63665	0.18688	0.26933	0.19271	0.24382
Pedagogy and Assessment	Q10_8	0.6336	0.17307	0.27916	0.19947	0.23559
Pedagogy and Assessment	Q9_3	0.63198	0.25457	0.17613	0.14389	0.16628
Pedagogy and Assessment	Q9_5	0.6299	0.21848	0.14639	0.21511	0.12755
Pedagogy and Assessment	Q9_2	0.62513	0.24738	0.16507	0.11579	0.16153
Pedagogy and Assessment	Q8_1	0.62335	0.22691	0.21988	0.17687	0.16867
Pedagogy and Assessment	Q10_4	0.62015	0.19734	0.27039	0.21789	0.21834
Pedagogy and Assessment	Q10_7	0.61754	0.23238	0.13964	0.20004	
Pedagogy and Assessment	Q8_4	0.61698	0.2174	0.25445	0.15289	0.17154
Pedagogy and Assessment	Q11_2	0.61166	0.10983	0.31557	0.19563	0.27224
Pedagogy and Assessment	Q10_5	0.60753	0.17813	0.22877	0.26048	0.16045
Pedagogy and Assessment	Q8_5	0.60134	0.24194	0.18956	0.21507	0.13211

Pedagogy and Assessment	Q10_1	0.58023	0.28139	0.22846	0.25058	0.12889
Academic Content Stnds	Q9_1	0.57522	0.23884	0.19433	0.03688	0.24769
Ethics	Q10_6	0.57209	0.16368	0.31557	0.14325	0.24264
Pedagogy and Assessment	Q8_2	0.56407	0.24084	0.13979	0.25219	0.09164
Collaboration	Q11_4	0.5455	0.26511	0.27439	0.29958	0.17053
Learning Environment	Q10_3	0.52679	0.26343	0.18611	0.2394	0.1576
Cultural Diversity	Q11_1	0.52309	0.19017	0.22991	0.38248	0.12313
Candidate Assess Fairly	Q11_5	0.51148	0.28892	0.29272	0.24483	0.21059
Academic Content Stnds	Q8_3	0.46604	0.28374	0.23159	0.15142	0.17376
Academic Content Stnds	Q12_6	0.44296	0.36776	0.243	0.06577	0.27084
Technology	Q11_3	0.41684	0.28115	0.30091	0.22245	0.11029
Ohio-Specific Requirements	Q12_5	0.2666	0.76553	0.17175	0.17596	0.11761
Ohio-Specific Requirements	Q12_4	0.30073	0.71754	0.18668	0.13421	0.1532
Ohio-Specific Requirements	Q12_3	0.20865	0.71255	0.14947	0.17546	0.09829
Ohio-Specific Requirements	Q12_2	0.27652	0.70622	0.15546	0.2173	0.0933
Ohio-Specific Requirements	Q12_7	0.24841	0.64633	0.14654	0.18464	0.09615
Ohio-Specific Requirements	Q12_1	0.30422	0.62984	0.16879	0.16857	0.14141
Program Faculty	Q15_3	0.36642	0.15899	0.6431	0.26186	0.23343
Program Faculty	Q15_6	0.35229	0.14762	0.63799	0.15232	0.27696
Program Faculty	Q15_1	0.40097	0.17876	0.63136	0.17731	0.25438
Program Faculty	Q15_2	0.38312	0.24941	0.62947	0.2222	0.18602
Program Faculty	Q15_4	0.37394	0.23729	0.56931	0.34652	0.16387
Program Faculty	Q15_5	0.34484	0.26195	0.56771	0.24091	0.15475
Program Support	Q16_3	0.27527	0.38413	0.50518	0.18775	0.22676
Program Support	Q16_1	0.3119	0.40899	0.48754	0.19891	0.20099
Program Support	Q16_2	0.24245	0.42656	0.44546	0.23141	0.17293
Cultural Diversity	Q14_3	0.24229	0.24573	0.18875	0.76142	0.18187
Cultural Diversity	Q14_4	0.24504	0.24666	0.21144	0.76012	0.17042
Cultural Diversity	Q14_5	0.27263	0.25373	0.24163	0.65669	0.14997
Cultural Diversity	Q14_2	0.37091	0.21162	0.24466	0.59657	0.2066
Learning Differences	Q14_1	0.35143	0.20906	0.22715	0.5133	0.27048
Field and Clinical	Q13_3	0.34392	0.12827	0.2144	0.19168	0.70036
Field and Clinical	Q13_4	0.24667	0.12628	0.19575	0.15832	0.649
Field and Clinical	Q13_1	0.34768	0.16615	0.23926	0.20747	0.6039
Field and Clinical	Q13_5	0.28735	0.18079	0.31804	0.16757	0.48157
Field and Clinical	Q13_2	0.21733	0.22603	0.16761	0.31443	0.40328

Figure 4 – Resident Educator Factor Analysis

Resident Educator Survey (2012-2015)
Rotated Factor Pattern Analysis

Category	Variable	Factor1	Factor2	Factor3	Factor4	Factor5
Pedagogy and Assessment	Q9_4	0.70462	0.25407	0.24784	0.23395	0.15426
Pedagogy and Assessment	Q10_4	0.66325	0.20458	0.30018	0.20337	0.2386
Pedagogy and Assessment	Q9_2	0.64976	0.27301	0.21231	0.17186	0.13505
Pedagogy and Assessment	Q10_2	0.64122	0.25388	0.25372	0.16909	0.25102
Pedagogy and Assessment	Q8_4	0.63271	0.21833	0.26034	0.14689	0.18587
Pedagogy and Assessment	Q9_3	0.63227	0.31128	0.21119	0.17599	0.12094
Pedagogy and Assessment	Q9_5	0.61756	0.23422	0.19994	0.27286	0.13674
Pedagogy and Assessment	Q8_5	0.61694	0.29409	0.21499	0.19604	0.1302
Pedagogy and Assessment	Q11_2	0.61693	0.12839	0.26862	0.1904	0.35166
Pedagogy and Assessment	Q8_1	0.61441	0.23245	0.25315	0.21276	0.17402
Pedagogy and Assessment	Q10_7	0.6077	0.27197	0.26858	0.19383	0.17561
Pedagogy and Assessment	Q10_5	0.60647	0.22506	0.24806	0.22537	0.20905
Pedagogy and Assessment	Q10_1	0.59285	0.29251	0.22718	0.24905	0.16628
Ethics	Q10_6	0.59025	0.18093	0.24247	0.12583	0.32424
Pedagogy and Assessment	Q8_2	0.57323	0.20444	0.20358	0.29017	0.1151
Learning Environment	Q10_3	0.55064	0.25241	0.22096	0.18276	0.19307
Collaboration	Q11_4	0.5335	0.28473	0.23706	0.30538	0.27455
Candidate Assessed Fairly	Q11_5	0.53098	0.28388	0.21929	0.25995	0.25051
Academic Content Stds	Q9_1	0.5201	0.37233	0.14639	0.10054	0.18073
Academic Content Stds	Q8_3	0.48399	0.27564	0.21521	0.13559	0.23633
Technology	Q11_3	0.43328	0.34474	0.23896	0.29226	0.18247
Ohio-Specific Requirements	Q12_5	0.2703	0.73782	0.15576	0.17913	0.12366
Ohio-Specific Requirements	Q12_4	0.2863	0.70439	0.19093	0.11781	0.19368
Ohio-Specific Requirements	Q12_2	0.28757	0.6801	0.11662	0.24893	0.11575
Ohio-Specific Requirements	Q12_7	0.22474	0.67261	0.10965	0.17713	0.08626
Ohio-Specific Requirements	Q12_3	0.16082	0.66719	0.12271	0.12163	0.03533
Ohio-Specific Requirements	Q12_1	0.29656	0.61505	0.16271	0.1952	0.14275
Academic Content Stds	Q12_6	0.33609	0.5283	0.15865	0.10069	0.20861
RE Overall	Q16_4	0.3588	0.4496	0.38492	0.19636	0.18421
Program Faculty	Q15_1	0.37258	0.15237	0.6984	0.14364	0.28325
Program Faculty	Q15_3	0.32966	0.13933	0.69292	0.27328	0.2107
Program Faculty	Q15_2	0.4069	0.20338	0.67304	0.22553	0.20496
Program Faculty	Q15_6	0.33002	0.12643	0.6642	0.11848	0.32519
Program Faculty	Q15_4	0.34218	0.21863	0.57715	0.37527	0.10556
Program Faculty	Q15_5	0.31964	0.27217	0.53184	0.30008	0.12253
Program Support	Q16_3	0.31947	0.3848	0.51938	0.1587	0.23521
Program Support	Q16_1	0.34592	0.39666	0.497	0.20037	0.21002
Program Support	Q16_2	0.28478	0.43922	0.47403	0.22612	0.15838
Cultural Diversity	Q14_4	0.24007	0.23505	0.20838	0.79626	0.17258
Cultural Diversity	Q14_3	0.23134	0.25115	0.18065	0.79354	0.20073
Cultural Diversity	Q14_5	0.28887	0.21292	0.26556	0.72438	0.15125
Cultural Diversity	Q14_2	0.33219	0.21871	0.18847	0.68229	0.21205
Learning Differences	Q14_1	0.34119	0.19728	0.24862	0.54583	0.28823
Cultural Diversity	Q11_1	0.47913	0.19419	0.17857	0.48876	0.20023
Field and Clinical	Q13_3	0.30638	0.13809	0.18811	0.19592	0.75396
Field and Clinical	Q13_1	0.33847	0.14548	0.23673	0.20835	0.68638
Field and Clinical	Q13_4	0.2352	0.14957	0.22092	0.15177	0.68155
Field and Clinical	Q13_5	0.26817	0.18746	0.34941	0.17455	0.54269
Field and Clinical	Q13_2	0.19947	0.23862	0.13165	0.35293	0.5162

A final factor analysis test was performed on the principal intern survey. Results from the PROC FACTOR output in **Figure 5** show that three factors alone accounted for virtually all of the data variance explained. A

similar rotation in the factor pattern was implemented to allow for unique factor descriptions. Again, only moderately high to high "loadings" of 0.60 or greater were selected because it signifies a stronger correlation between a variable and a factor. The factor summary table in **Figure 6** displays the three unique categories (factors) generated from testing the survey instrument. Instructional Leadership (Factor 1) alone accounted for 90.5% of the variance in the data while Collaborative Environment (5.4%) and Communication and Partnerships (3.1%) explained the remainder (aside from the 1% of unnecessary information that did not warrant inclusion for analysis).

Figure 5 – Principal Intern Factor Analysis

Eigenvalues of the Reduced Correlation Matrix: Total = 15.8206078 Average = 0.68785251 Variance Explained Prior to Rotation				
Top Factors	Eigenvalue	Difference	Proportion	Cumulative
1	14.3261703	13.467596	**0.9055**	0.9055
2	0.8585746	0.3679625	0.0543	0.9598
3	0.4906121	0.0971306	0.031	0.9908
	15.675357			

Rotated Variance Explained by Each Factor			
Factor1	Factor2	Factor3	
6.9567125	5.5386459	3.1799985	**15.675357**

CE	**Co_Sh_Lead_3**	**0.37915**	**0.74576**	**0.27802**
CE	**Co_Sh_Lead_2**	**0.35442**	**0.71422**	**0.30683**
CE	**Co_Sh_Lead_4**	**0.41207**	**0.69868**	**0.33803**
CE	**Co_Sh_Lead_1**	**0.33612**	**0.69685**	**0.31375**
CE	**Co_Sh_Lead_5**	**0.39018**	**0.67879**	**0.3306**
CE	**Op_Res_Env_4**	**0.41479**	**0.62435**	**0.28215**
	Op_Res_Env_2	**0.48237**	**0.55834**	**0.29019**
	Op_Res_Env_1	**0.51385**	**0.55473**	**0.28054**
CP	**Par_Comm_3**	**0.33182**	**0.36154**	**0.67418**
CP	**Par_Comm_2**	**0.35034**	**0.44172**	**0.63857**
CP	**Par_Comm_1**	**0.38216**	**0.31167**	**0.61275**
	Par_Comm_4	**0.46776**	**0.40815**	**0.55449**

IL = Instructional Leadership CE = Collaborative Environment
CP = Communication and Partnerships

Results from the correlation and linear regression tests indicated there is a strong relationship between the teacher pre-service and resident educator surveys. An r value (correlation coefficient in **Figure 1**) of 0.93658 between the candidate and resident educator surveys signifies the strength of association between the independent and dependent variables is very high.

Figure 1 – Pre-Service and Resident Educator Predictive Validity

Pearson Correlation Coefficients, N = 48 Prob > |r| under H0: Rho=0		
	Pre-Service	Resident Educator
Pre-Service	1	0.93658 <.0001
Resident Educator	0.93658 <.0001	1

Figure 6 – Principal Intern Factor Analysis

Principal Intern Survey (2012-2015) Rotated Factor Pattern Analysis				
Category	Variable	Factor1	Factor2	Factor3
IL	Instruct_3	0.73754	0.3465	0.31893
IL	Instruct_2	0.70131	0.27246	0.28886
IL	Cont_Imp_3	0.69816	0.38645	0.2614
IL	Cont_Imp_2	0.69732	0.38035	0.26028
IL	Instruct_1	0.69678	0.30148	0.29397
IL	Instruct_6	0.68841	0.34877	0.29224
IL	Cont_Imp_1	0.67922	0.38588	0.25802
IL	Instruct_7	0.67039	0.40909	0.28678
IL	Instruct_4	0.65634	0.36177	0.27629
IL	Instruct_5	0.62226	0.35674	0.28363
	Op_Res_Env_3	0.53686	0.40473	0.31651

Other statistics supported the validation of this linear regression model. If we square the correlation coefficient to get r-squared, we arrive at a number equal to 0.8772 (see **Figure 2**). This is significant because it tells us that the teacher pre- service instrument accounts for 87.7% of the variation in the resident educator survey. The F-test evaluates the model overall and indicates if the observed r-squared is statistically reliable. Figure 2 shows that the Pr>F value of the total model is less than .0001 meaning we can reject the null hypothesis that all of the regression coefficients are equal to zero.

Whereas r-squared is a relative measure of fit, the root MSE is an absolute measure of fit. The RMSE is essentially the standard deviation of the unexplained variance. In the case of this linear model, the low RMSE value of 0.074 indicates the model is a good fit for accurately predicting a response. Furthermore, the Type III Sum of Squares p-value is <.0001 indicating the model explains a statistically significant proportion of the variance or that the two surveys are linearly related.

Figure 2 – Pre-Service and Resident Educator Predictive Validity

The GLM Procedure

Dependent Variable: Resident Educator

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	1.80308662	1.80308662	328.53	<.0001
Error	46	0.25246686	0.00548841		
Corrected Total	47	2.05555348			

R-Square	Coeff Var	Root MSE	Resident Educator Mean
0.877178	2.237238	0.074084	3.311396

Source	DF	Type I SS	Mean Square	F Value	Pr > F
preservice	1	1.80308662	1.80308662	328.53	<.0001

Source	DF	Type III SS	Mean Square	F Value	Pr > F
preservice	1	1.80308662	1.80308662	328.53	<.0001

Parameter	Estimate	Standard Error	t Value	Pr > |t|
Intercept	-0.54481893	0.2130218	-2.56	0.0139
preservice	1.130944593	0.06239594	18.13	<.0001

While the model has been supported, residuals and potential outliers have to be investigated. In doing so, a fit diagnostics test (seen in **Figure 3** on the next page) was run to examine observations that exerted a greater than normal influence on the overall outcome of the model or the prediction limits.
Nearly all of the observations' residuals hovered around the zero line. Only four variables demonstrated outlier characteristics. Further testing shows (in **Figure 4**) Questions 9_1, 12_3, 12_6, and 12_7 each exert an influence on the model greater than Cook's D threshold of (4/N = 0.08).

Interestingly enough, of the four influential questions, the two questions (12_3 and 12_7) that ask about Ohio-Specific Requirements impact the model the most. The reason for this is because they stray farther from the mean than the two variables that ask about Academic Content Standards (9_1 and 12_6). Thus, an observation will have more influence with more discrepancy and leverage.

Figure 3 – Pre-Service and Resident Educator Predictive Validity

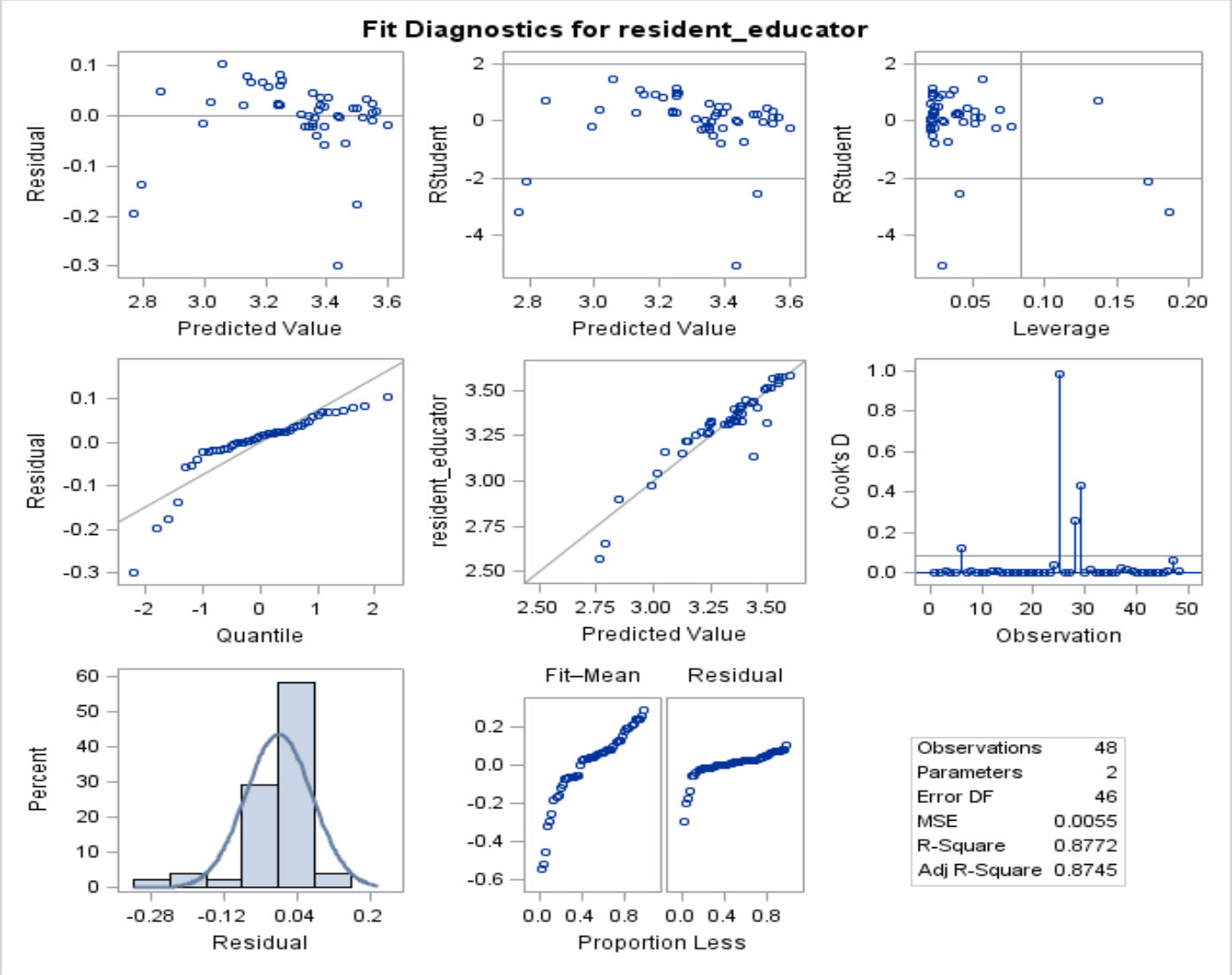


Figure 4 – Pre-Service and Resident Educator Predictive Validity

OBS	Var	Pre-Service	RE	Cook's D Influence	Leverage	Standard Influence	Residual	Student Residual	-2-1 0 1 2	RStudent*
25	Q12_3	2.927	2.569	0.98803	0.18613	-1.54279	-0.1965	-2.939	| *****| |	-3.226
29	Q12_7	2.949	2.652	0.43527	0.17141	-0.96817	-0.1383	-2.051	| ****| |	-2.1287
28	Q12_6	3.521	3.138	0.25656	0.02962	-0.88945	-0.2992	-4.1	|******| |	-5.0913
6	Q9_1	3.577	3.324	0.12555	0.04068	-0.53098	-0.1766	-2.433	| ****| |	-2.5785
12	Q10_2	3.54	3.404	0.00959	0.03287	-0.13781	-0.0547	-0.751	| *| |	-0.7475
8	Q9_3	3.478	3.331	0.00766	0.02414	-0.12328	-0.0576	-0.787	| *| |	-0.7838
35	Q14_1	3.458	3.327	0.00326	0.02249	-0.0801	-0.039	-0.532	| *| |	-0.5281
19	Q11_2	3.664	3.58	0.00251	0.0667	-0.0701	-0.019	-0.265	| | |	-0.2622
27	Q12_5	3.127	2.977	0.00178	0.07754	-0.05905	-0.0146	-0.206	| | |	-0.2037
7	Q9_2	3.447	3.332	0.00096	0.02182	-0.04348	-0.0215	-0.294	| | |	-0.2911

***An absolute studentized deleted residual (RStudent) value of 2 indicates the observation should be investigated.**

Face and Content Validity

The Pre-Service Survey, Resident Educator Survey, Principal Intern Survey, Principal Mentor Survey, and Employer Survey were found to have strong content validity as demonstrated through crosswalks detailing the alignment of the items on each instrument to the related standards and requirements. The Pre-Service Survey, Resident Educator Survey, and Employer Survey are aligned to the Ohio Standards for the Teaching Profession (InTASC-aligned), Ohio School Operating Standards, and the Ohio Professional Development Standards. The Principal Intern Survey and Principal Mentor Survey are aligned to the Ohio Standards for Principals and the Educational Leadership Constituent Council (ELCC) Standards. The face validity of each instrument was affirmed through evaluation of each instrument to subject matter experts. Feedback from the experts resulted in modifications to each instrument.

Conclusion

Validating survey instruments is important to ensure accurate results when assessing teacher candidate and educator perceptions. Using Cronbach's Alpha to measure internal consistency provided substantial evidence for the support in proving the reliability of the surveys. To gain a better explanation of the data elements within each survey, factor analyses were conducted to categorize the data into broader explanations. This basic approach allowed us to discover the unique dimensions within each data set and also between like surveys, such as the pre-service and resident educator instruments. Ultimately, we can use the factor analyses results to provide a first assessment of the key issues in the data, which can be used for further analysis.

The linear regression model is a good fit overall. Testing reveals there is a strong linear relationship between the teacher pre-service candidate survey and the resident educator survey; thus, indicating that the prior is a good predictor of the latter's response outcomes. That being said, questions focused on Ohio's specific requirements and academic content standards fell outside the 95% confidence limits, suggesting a resident educator's opinions about those topics might not necessarily be a reflection of how they responded during their teacher candidate learning experience.

ODHE Pre-Service Teacher Survey

Reporting Period from Sept 1, 2015 to Aug 31, 2016

Description of Data:
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

1. My teacher licensure program prepared me with knowledge of research on how students learn.
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. My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.
4. My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.
5. My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.
6. My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.
7. My teacher licensure program prepared me to use assessment data to inform instruction.
8. My teacher licensure program prepared me to clearly communicate learning goals to students
9. My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.
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.
11. My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.
12. My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.
13. My teacher licensure program prepared me to use strategies for effective classroom management.
14. My teacher licensure program prepared me to communicate clearly and effectively.
15. My teacher licensure program prepared me to understand the importance of communication with families and caregivers.
16. My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.
17. My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.
18. My teacher licensure program prepared me to communicate high expectations for all students.
19. My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.
20. My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.
21. My teacher licensure program prepared me to use technology to enhance teaching and student learning.
22. My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.
23. My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.
24. My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).
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.
26. My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.

27. My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.
28. My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.
29. My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.
30. My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.
31. My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.
32. My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).
33. My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.
34. My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).
35. My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).
36. My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).
37. My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.
38. My teacher licensure program provided opportunities to work with diverse teachers.
39. My teacher licensure program provided opportunities to interact with diverse faculty
40. My teacher licensure program provided opportunities to work and study with diverse peers.
41. Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.
42. Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.
43. Overall, the faculty in my teacher licensure program modeled respect for diverse populations.
44. Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.
45. Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.
46. Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.
47. My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.
48. My teacher licensure program provided opportunities to voice concerns about the program.
49. My teacher licensure program provided advising to facilitate progression to program completion.

ODHE Resident Educators Survey

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

1. My teacher licensure program prepared me with knowledge of research on how students learn.
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. My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.
4. My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.
5. My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.
6. My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.
7. My teacher licensure program prepared me to use assessment data to inform instruction.
8. My teacher licensure program prepared me to clearly communicate learning goals to students
9. My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.
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.
11. My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.
12. My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.
13. My teacher licensure program prepared me to use strategies for effective classroom management.
14. My teacher licensure program prepared me to communicate clearly and effectively.
15. My teacher licensure program prepared me to understand the importance of communication with families and caregivers.
16. My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.
17. My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.
18. My teacher licensure program prepared me to communicate high expectations for all students.
19. My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.
20. My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.
21. My teacher licensure program prepared me to use technology to enhance teaching and student learning.
22. My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.
23. My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.
24. My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).
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.
26. My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.
27. My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.

28. My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.
29. My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.
30. My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.
31. My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.
32. My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).
33. My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.
34. My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).
35. My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).
36. My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).
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38. My teacher licensure program provided opportunities to work with diverse teachers.
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41. Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.
42. Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.
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44. Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.
45. Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.
46. Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.
47. My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.
48. My teacher licensure program provided opportunities to voice concerns about the program.
49. My teacher licensure program provided advising to facilitate progression to program completion.
50. My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.

Proprietary Assessment: Ohio Assessments for Educators (OAE)

Introduction

The Ohio Assessments for Educators (OAE): For candidates seeking initial licensure in a subject area (OAE: Initial Licensure) program assesses the content-area and professional (pedagogical) knowledge of candidates who are either seeking initial Ohio educator licensure or adding a new licensure area. The OAE program, administered by Pearson, includes 39 content-area assessments and four professional (pedagogical) knowledge assessments. Five OAE assessments include two separate tests each (i.e., Subtest I and Subtest II) for a total of 48 unique tests. The OAE tests are aligned with Ohio Educational Preparation Standards, Ohio Standards for the Teaching profession, and Ohio Student Standards.

Each test was validated for use in Ohio in accordance with the practices recommended by the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014). The Standards require a clear definition of content domain and a rationale to support a claim that the knowledge, skills, and abilities being assessed in a licensure test are required for credential-worthy performance. Educators, educator preparation faculty, and administrators from across Ohio were involved in reviewing the test materials for content, job-relatedness, and prevention of bias; validating their appropriateness for use in Ohio; and making recommendations for the passing score for each test. In addition, in accordance with State of Ohio requirements, assessment materials, where available, were to have been previously administered to educator licensure candidates in states other than Ohio.

The OAE tests are computer-based and delivered through a national network of Pearson computer-based testing centers. Most tests are available year round by appointment.

The OAE program offers several web-based resources to help candidates prepare for the tests. These resources include online study guides, practice tests, detailed score reports, and computer-based testing tutorials. In addition, a suite of faculty resources and interactive worksheets are available to assist in candidate preparation. The Ohio Department of Education and educator preparation programs have access to an interactive, electronic database that allows them to create customized reports of candidate test results, institution performance, or perform customized data queries.

Composition of the OAE Program

Currently, 48 OAE tests are available for test administration. The OAE program includes four professional (pedagogy) knowledge tests that are matched to Ohio licensure grade bands (Early Childhood, Middle Childhood, Adolescence to Young Adult, and Multi-Age). Content-area tests match Ohio license types. Thirty-two OAE tests have been operational since September 3, 2013; 12 OAE tests have been operational since January 21, 2014; two OAE tests have been operational since September 2, 2014; two new OAE tests, Dance and Foundations of Reading, have been operational since August 29, 2016, and Dec 19, 2016, accordingly.

Ohio Assessments for Educators

Pedagogical Knowledge Assessments

001 Assessment of Professional Knowledge: Early Childhood (PK–3)
002 Assessment of Professional Knowledge: Middle Childhood (4–9)
003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)
004 Assessment of Professional Knowledge: Multi-Age (PK–12)

Content Knowledge Assessments

5 Agriscience
6 Art
7 Biology
8 Business Education
9 Chemistry
10 Computer Information Science
11 Dance
12 Early Childhood Education
13 Early Childhood Special Education
14 Earth and Space Science
15 Educational Leadership
16 Computer/Technology (Subtest I)
17 Computer/Technology (Subtest II)
18 Elementary Education (Subtest I)
19 Elementary Education (Subtest II)
20 English Language Arts
21 English to Speakers of Other Languages
22 Family and Consumer Sciences
090 Foundations of Reading (FOR)
23 Health
24 Integrated Science
25 Integrated Social Studies
26 Marketing
27 Mathematics
28 Middle Grades English Language Arts
29 Middle Grades Science
30 Middle Grades Mathematics
31 Middle Grades Social Studies
32 Music
34 Physical Education
35 Physics
36 Prekindergarten (Subtest I)
37 Prekindergarten (Subtest II)
38 Reading (Subtest I)
39 Reading (Subtest II)
40 School Counselor
41 School Library Media Specialist
42 School Psychologist
43 Special Education
44 Special Education Specialist: Deaf/Hard of Hearing
45 Special Education Specialist: Visually Impaired
46 Technology Education (Subtest I)
47 Technology Education (Subtest II)
48 Theater

Assessment Design and Framework

Example: Field 012: Early Childhood Education

Website Reference: http://www.oh.nesinc.com/PageView.aspx?f=GEN_Tests.html

The assessment design below describes general assessment information. The framework that follows is a detailed outline that explains the knowledge and skills that this assessment measures.

Assessment Design

Format	Computer-based test (CBT)
Number of Questions	150 multiple-choice questions
Time*	180 minutes
Passing Score	220

*Does not include 15-minute CBT tutorial

Framework

Domain		Range of Competencies	Approximate Percentage of Assessment Score
I	Child Development and Learning	0001–0003	21%
II	Language and Literacy Development	0004–0007	29%
III	Learning Across the Curriculum	0008–0012	36%
IV	Professional Relationships and Responsibilities	0013–0014	14%

Domain I–Child Development and Learning

0001 Understand early childhood development from birth through age 8 and factors that influence young children's development and learning.

Includes:

1. Demonstrate knowledge of theoretical foundations and current scientifically based research regarding the development and learning of children from birth through age 8.
2. Recognize characteristics, progressions, and variations of development in the physical, cognitive, social, emotional, language, sensory, and aesthetic domains and the interrelationships between the various domains.

3. Demonstrate knowledge of appropriate procedures for meeting the health, nutrition, and safety needs of infants, toddlers, and children through age 8.
4. Demonstrate knowledge of exceptionalities and health conditions and their implications on development, safety, and learning.
5. Recognize the role of play in development and learning.
6. Demonstrate knowledge of factors (e.g., family, culture, and community) that influence young children's development and learning and how these factors interact with one another.
7. Analyze potential influences of early childhood programs on short- and long-term outcomes for children.

0002 Understand the goals, benefits, types, and uses of assessment.

Includes:

1. Recognize types, characteristics, goals, uses, and limitations of various formal and informal assessments and their applications in early childhood programs.
2. Apply knowledge of considerations and strategies for selecting, designing, adapting, and modifying assessments in given situations.
3. Apply knowledge of strategies, procedures, and tools for administering assessments and documenting outcomes.
4. Apply knowledge of the interpretation of assessment results and the use of that information to differentiate instruction and to guide practice.
5. Demonstrate knowledge of the rationales and strategies for involving families and other professionals in the assessment, application, and referral processes.
6. Recognize legal and ethical issues related to assessment and responsible assessment practices.

0003 Understand how to create positive indoor and outdoor learning environments for children from birth through age 8.

Includes:

1. Apply knowledge of the development, characteristics, and needs of young children to create learning environments that are safe and healthy and that promote children's sense of security and independence.
2. Demonstrate knowledge of strategies for creating learning environments that reflect respect for children as individuals and that are respectful of their cultural, family, and community contexts.
3. Apply knowledge of the development, characteristics, and needs of young children to create supportive and challenging learning environments that promote children's sense of competence and motivation to learn.
4. Apply knowledge of how to develop curricula that build on children's individual interests and prior knowledge, respond to children's needs, and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.

5. Apply knowledge of how to select appropriate learning resources and materials, including technology, and how to set up the physical environment to meet the needs of all children, including those with exceptionalities.
6. Demonstrate knowledge of the continuum of teaching strategies—from child-initiated to teacher-directed learning—for promoting children's learning, ways to capitalize on incidental and spontaneous opportunities for teaching, and ways of using the environment, daily routines, and personal and social interactions to teach young children.
7. Apply knowledge of how to manage the learning environment by creating schedules and routines, facilitating transitions, and addressing behaviors through scientifically valid, research-based guidance strategies.

Domain II–Language and Literacy Development

0004 Understand oral language development and how to promote listening and speaking skills in children from birth through age 8.

Includes:

1. Apply knowledge of language development, factors that affect language development, and indicators that a child may be experiencing difficulties or demonstrating exceptional abilities in language development.
2. Apply knowledge of developmentally appropriate strategies for fostering the ability to listen and speak for various purposes (e.g., expressing needs, interacting with others, responding to experiences, developing concepts).
3. Demonstrate knowledge of the relationships between listening, speaking, reading, and writing and of strategies for building on children's oral language to lay the foundations for formal reading and writing instruction.
4. Demonstrate knowledge of how having a home language other than standard English may influence oral language development and of strategies for using English Language Learners' linguistic and cultural backgrounds to promote their listening and speaking skills.
5. Demonstrate knowledge of how to infuse opportunities for meaningful language and communication into all areas of the early childhood curriculum.

0005 Understand the foundations of literacy development in children from birth through age 8.

Includes:

1. Demonstrate knowledge of literacy development, factors that affect the development of reading skills, and indicators that a child may be experiencing difficulties or demonstrating exceptional abilities in reading.
2. Apply knowledge of the role of phonological and phonemic awareness in early reading development, methods of assessing phonological and phonemic awareness, and strategies for fostering the development of phonological and phonemic awareness.

3. Demonstrate knowledge of concepts about print, ways to assess children's understanding of concepts about print, and strategies and resources for promoting understanding in this area.
4. Demonstrate knowledge of the alphabetic principle and its significance for reading, ways to assess children's understanding of the alphabetic principle, and strategies for promoting skills and understanding in this area.
5. Demonstrate knowledge of spelling development and its relationship to reading, stages of spelling development, ways to evaluate children's spelling development, and strategies and resources for promoting spelling skills.
6. Apply knowledge of approaches for integrating literacy with other areas of the curriculum and with everyday activities.
7. Demonstrate knowledge of the rationales and strategies for involving families and other professionals in literacy development.

0006 Understand instruction in reading and reading comprehension for children from birth through age 8.

Includes:

1. Demonstrate knowledge of phonics and its role in decoding, ways to assess children's phonics skills, and strategies for promoting the development of phonics skills.
2. Demonstrate knowledge of word identification strategies other than phonics (e.g., syllabication, morphology, context cues), ways to assess children's use of word identification strategies, and strategies for promoting word identification skills.
3. Demonstrate knowledge of the role of sight words in reading, ways to assess children's mastery of common irregular sight words, and strategies for promoting sight word recognition.
4. Demonstrate knowledge of the role of fluency in reading comprehension, ways to assess children's reading fluency, and strategies for promoting reading fluency.
5. Demonstrate knowledge of the role of vocabulary development in reading, ways to assess children's vocabulary development, and strategies for promoting vocabulary development.
6. Demonstrate knowledge of various comprehension strategies (e.g., previewing, self-monitoring, self-correcting, rereading), factors that affect reading comprehension, ways to assess children's use of comprehension strategies, and strategies and resources for promoting skills in this area.
7. Demonstrate knowledge of strategies for promoting children's ability to locate, organize, and use information from various sources for purposes such as answering questions, solving problems, communicating ideas, and making connections.
8. Demonstrate knowledge of strategies for promoting children's literary response and analysis and for motivating children to read independently.

0007 Understand writing processes and strategies for developing children's writing competence.

Includes:

1. Demonstrate knowledge of children's writing development, factors that influence the development of writing skills (e.g., phonemic awareness, fine-motor skills), and indicators that a child may be experiencing difficulties or demonstrating exceptional abilities in written language development.
2. Apply knowledge of strategies and resources for promoting children's development and application of skills for communicating through writing (e.g., writing in various formats and for various purposes, applying conventions of standard English, using effective writing processes).
3. Demonstrate knowledge of strategies for integrating writing instruction with the other language arts and other content areas.
4. Demonstrate knowledge of how having a home language other than standard English may affect writing development and instruction and how to use children's linguistic and cultural backgrounds to promote writing competence.

Domain III–Learning Across the Curriculum

0008 Understand music, drama, creative movement, dance, and visual arts and how to facilitate arts learning for children from birth through age 8.

Includes:

1. Demonstrate knowledge of the elements, characteristics, tools, technologies, and materials of music and approaches for creating developmentally meaningful music experiences.
2. Demonstrate knowledge of the elements, characteristics, tools, technologies, and materials of drama, creative movement, and dance and approaches for creating developmentally meaningful drama, creative movement, and dance experiences.
3. Demonstrate knowledge of the elements, characteristics, tools, technologies, and materials of the visual arts and approaches for creating developmentally meaningful art experiences.
4. Recognize connections between the arts and effective approaches for integrating the arts with other areas of the curriculum and with everyday activities.

0009 Understand health, safety, and physical activity and how to facilitate learning about health and safety and participation in physical activities for children from birth through age 8.

Includes:

1. Demonstrate knowledge of basic principles and practices of personal, interpersonal, and community health and safety relevant to children.
2. Apply knowledge of strategies and procedures for promoting children's health and safety in the learning environment and strategies for promoting understanding and application of health and safety principles and practices.
3. Demonstrate knowledge of various types of age-appropriate and developmentally appropriate motor skills and physical activities; indicators that a child may be

experiencing difficulties in motor skills development; and skills, techniques, and safety practices for leading children in a variety of physical activities.
4. Apply knowledge of how to plan activities for children, including integrating health and safety principles and physical activities with other areas of the curriculum and with everyday activities; strategies for modifying activities to address individual needs; and strategies for promoting social skills, confidence, and enjoyment of movement.

0010 Understand mathematical concepts, processes, and skills and how to facilitate mathematical learning for children from birth through age 8.

Includes:

1. Demonstrate knowledge of basic concepts, processes, and skills related to the various areas of mathematics (e.g., number sense, operations, algebra, geometry, measurement, data analysis, probability).
2. Identify characteristics of and processes in children's mathematical development and indicators that a child may be experiencing difficulties or demonstrating exceptional abilities in mathematics.
3. Apply knowledge of approaches for determining children's current mathematical knowledge, identifying their individual needs, and providing instruction that follows a logical progression, builds on previous learning, challenges children appropriately, and is well integrated across grades and developmental levels.
4. Demonstrate knowledge of developmentally appropriate learning experiences and resources, including technology, for promoting children's understanding of basic concepts and acquisition of mathematical skills, knowledge, and vocabulary.
5. Apply knowledge of approaches for integrating mathematical content with other areas of the curriculum and with everyday activities.

0011 Understand social studies concepts and skills and how to facilitate social studies learning for children from birth through age 8.

Includes:

1. Demonstrate knowledge of basic concepts of culture, geography, U.S. and world history, economics, and civics for children and the relationships between the areas of social studies.
2. Demonstrate knowledge of processes, skills, technologies, and resources used in exploring and understanding social studies content and phenomena.
3. Demonstrate knowledge of developmentally appropriate learning experiences and resources for promoting children's understanding of basic social studies concepts and acquisition of social studies skills, knowledge, and vocabulary.
4. Apply knowledge of approaches for integrating social studies content with other areas of the curriculum and with everyday activities.
5. Demonstrate knowledge of human diversity and of strategies for promoting children's appreciation and understanding of and respect for all people.

0012 Understand science concepts and skills and how to facilitate science learning for children from birth through age 8.

Includes:

1. Demonstrate knowledge of basic concepts of the life sciences, physical sciences, and Earth and space sciences for children.
2. Demonstrate knowledge of processes, skills, technologies, and resources used in exploring and understanding science content and phenomena.
3. Demonstrate knowledge of developmentally appropriate learning experiences and resources for promoting children's understanding of basic concepts and acquisition of science skills, knowledge, and vocabulary.
4. Apply knowledge of approaches for integrating science content with other areas of the curriculum and with everyday activities.

Domain IV–Professional Relationships and Responsibilities

0013 Understand strategies for building positive, collaborative relationships with children's families, other professionals, and community agencies and organizations.

Includes:

1. Demonstrate knowledge of the roles of parents/guardians as primary caregivers and informal teachers of children, of factors in the home and community that may affect children's development and learning, and of strategies for working collaboratively with all families.
2. Apply knowledge of family dynamics and its implications for building positive and supportive relationships with children and their families.
3. Apply knowledge of strategies for initiating and sustaining communication with families to promote children's development and learning and for providing families with information, support, and referrals.
4. Demonstrate knowledge of strategies for creating meaningful, respectful, and reciprocal relationships with all families and for engaging families' and communities' active participation in promoting children's development and learning.
5. Demonstrate knowledge of the roles of other professionals, community agencies, and organizations that provide services to young children and their families and of strategies for working effectively with such entities.
6. Demonstrate knowledge of strategies for building collaborative partnerships with colleagues, supervisors, support staff, and administrators.

0014 Understand the roles and responsibilities of early childhood educators.

Includes:

1. Demonstrate knowledge of the historical and philosophical foundations of early childhood education and their influence on practices in the field.

2. Recognize the roles and responsibilities of early childhood educators (e.g., promoting children's learning; advocating for children, families, and early childhood programs; reporting suspected abuse and/or neglect).
3. Demonstrate awareness of current issues and trends in programs and services for young children and their significance for early childhood professionals.
4. Demonstrate knowledge of major laws, regulations, guidelines, and ethical standards related to early childhood education.
5. Demonstrate knowledge of the responsibilities and requirements of early childhood educators regarding the development of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
6. Demonstrate knowledge of strategies for engaging in ongoing professional development and personal reflection, including developing, implementing, and evaluating professional development plans.
7. Demonstrate knowledge of organizations, publications, and other resources relevant to the field of early childhood education.

Demonstrate knowledge of the roles and responsibilities of early childhood educators in regard to organizational skills (e.g., time management; record keeping; stress reduction; and developing, implementing, and evaluating lesson plans).

Evidence for CAEP Evidence Guide

Ohio Assessments for Educators Reliability

There are many common reasons for individual scores to fluctuate over time. Score fluctuation from one testing occasion to another has an impact on reliability. Some factors that affect reliability include:

- **Number of candidates.** The number of candidates whose test scores contribute to a statistical estimate of reliability affects the stability of the estimate. In general, reliability estimates based on larger numbers of candidates are more stable than estimates based on smaller numbers. For this reason, reliability estimates are calculated for tests that are taken by one hundred or more candidates.
- **Self-selection of candidates by test administration date.** Typically, candidates can decide when to take a particular test. OAE tests are administered throughout the year, and candidates can select when to take and retake the tests. This self-selection can affect the composition, ability level, and variability of the group taking a particular test at a given test administration.
- **Variability of the group tested.** In general, the larger the true variance or true spread of the scores of the candidate group (i.e., the greater the individual differences in the true level of knowledge, skills, and abilities of the candidates in the particular group taking a test on a particular occasion), the greater will be the reliability coefficient. Reliability estimates tend to be higher if candidates in the group have widely varying levels of knowledge, and lower if they tend to have similar levels of knowledge.
- **Test length.** Statistical estimates of reliability are typically higher for tests with greater numbers of questions. A more reliable estimate of a person's knowledge is obtained by asking more questions.
- **Test content.** Reliability estimates are typically higher for tests that cover narrow, homogeneous content than for tests (such as many used for educator licensure) that cover a broad range of content. Tests for educator licensure must typically test a broad base of knowledge, skills, and abilities that pertain to licenses that will apply in a wide range of educational settings, grade levels, and teaching assignments.

Because the tests included in the OAE program are used to make high-stakes decisions, several indicators of decision consistency (that is the degree to which the same decisions are made from two tests) and measures that indicate score reliability (consistency of scores across administrations) are calculated. Statistics presented not only consider the reliability of the test scores, but also indicate the reliability of the decisions made using the test results.

Several measures are employed to assess the reliability of each test in the OAE program. These measures are described below.

- **Livingston-Lewis estimate of decision consistency.** For a test used to make licensure requirement decisions such as the OAE, the consistency of such decisions becomes a primary focus (Crocker & Algina, 1986). Decision consistency refers to the degree to which the same decisions are made from two tests. For the OAE program, the Livingston and Lewis (1995) estimate of decision consistency is used. This multi-stage method calculates decision consistency and accuracy using four types of input including: distribution of scores on one form, the minimum and maximum possible scores, the cut points used for classification, and the reliability coefficient (Livingston & Lewis, 1995). Decision consistency is reported in the range of 0 to 1, with estimates close to 1 indicating more consistent or reliable decisions.
- **Kuder-Richardson formula 20 (KR20).** The Kuder-Richardson index of item homogeneity (KR20) is an overall test consistency (reliability) estimate based on a single test administration (Kuder & Richardson, 1937). It is applicable to the multiple-choice section of tests. KR20 is reported in the range 0 to 1, with a higher number indicating a greater level of consistency (reliability). Homogeneity refers to the degree to which the items on the test are consistent with one another. For the OAE, KR20 is computed for tests composed of multiple-choice items only as well as for multiple-choice sections of tests that also include constructed-response items.
- **Stratified coefficient alpha.** Stratified coefficient alpha is an estimate of total test score reliability for a test containing a mixture of item types (e.g., multiple- choice and constructed-response) (Qualls, 1995). Each item type component of the test is treated as a subtest. Internal consistency estimates for the separate subtests are combined to compute stratified coefficient alpha. Stratified coefficient alpha is reported in the range 0 to 1, with a higher number indicating a greater level of consistency (reliability). This statistical estimate was

deemed most appropriate for estimating total reliability of tests with both multiple-choice and constructed-response items for the OAE because it takes into account differences in test length and variance of the two item types.

- **Standard error of measurement.** The *Standards for Educational and Psychological Testing* define the standard error of measurement as the estimate of the difference between observed scores and estimated true scores by estimating the variability of measurement errors. This statistic speaks to the reliability of test scores, with smaller standard errors of measurement indicating more reliable test scores (AERA, APA, & NCME, 2014).
- **Generalizability coefficient (G).** The Generalizability (G) coefficient is a measure of the percent of total score variance that is attributable to persons (i.e., factors within the candidate, such as subject matter knowledge). It reflects the proportion of variability in individuals' scores that is attributable to true score variability rather than to measurement error (Brennan, 2001). It is reported in the range 0 to 1, with a higher number indicating a greater level of generalizability. The G-coefficient is applicable to test sections composed of constructed-response items. It gauges the degree to which the results from one test form of the constructed-response items are generalizable to other forms, or other test administrations.
- **Scorer Agreement.** Scorer agreement is the degree of agreement between constructed-response scores assigned by independent scorers. Independent scorers are in agreement if the scores they award are either exact or adjacent. The scorers are not in agreement if the scores awarded differ by more than one point. The percent of cases in which the first two independent scorers are in agreement is computed as a measure of scorer agreement (reliability). The following scorer agreement statistics are reported:
  - *Percent Agreement.* Overall agreement determined by summing exact and adjacent agreement.
  - *Percent Exact.* This is the percentage of scores in which the first two scorers were in exact agreement.
  - *Percentage Adjacent.* This is the percentage of scores in which the two scorers assigned adjacent scores.
  - *Inter-rater Reliability.* This is the intraclass correlation between the first and second score assigned to each response, corrected using the Spearman- Brown formula.

Validity

The *Standards for Educational and Psychological Testing* state that validity is a fundamental consideration in developing and evaluating tests (AERA, APA, & NCME, 2014). Validity relates to the use and interpretation of test scores rather than describing a test itself. For the OAE program, collection of both content-based and construct-based validity evidence is a continuous process.

Content-Based Validity Evidence

Because the OAE program is composed of licensure tests, gathering content-based validity evidence is essential to confirm that the assessment frameworks (which represent the content domain) are representative and relevant of the knowledge, skills, and abilities required to be an entry-level educator in the classroom. Content-based validity evidence for the OAE program was gathered throughout the assessment validation process, starting with the frameworks.

OAE Frameworks. In validating the frameworks, content-based validity evidence is initially gathered through an alignment study. Alignment can be used to gather content- based validity evidence by corroborating that the knowledge, skills, and other constructs measured by the tests are consistent with those specified in the frameworks (Koretz & Hamilton, 2006). The OAE assessment frameworks are based on state-approved and nationally recognized professional and academic standards, and contain a competency component with information about the knowledge and/or skills necessary for performing the job of a licensed educator in Ohio public and non-public schools. Therefore, the competencies collectively define the range of content to be measured by the test.

Pearson conducted an alignment study of each OAE framework to Ohio Educational Preparation Standards, Ohio Student Standards, and Ohio Educator Standards. These alignment studies were carried out to confirm that the test content, and therefore the tests are aligned with appropriate standards related to the intended purpose of the test. Additional information on the alignment studies can be found in the Ohio Assessments for Educators

Technical Report, Development and Validation, 2012-2014 and Technical Report Addendum, Development and Validation, 2014–2016.
Another source of content-based validity evidence was gathered by conducting an initial review of the frameworks by Ohio educators and teacher educators. During this review, Ohio educators and teacher educators checked that the content domain represented the knowledge, skills, and abilities required by an entry-level educator in that test field by considering the criteria of alignment, completeness, clarity of language and terminology, and freedom from bias.

OAE Content Validation Surveys. Content Validation Surveys provide content-based validity evidence through the input of experts and stakeholders in educator licensure regarding the importance of the necessary knowledge, skills, and abilities specified in each framework for an entry-level educator. Results of these surveys guided the final definition of the content domain. Practicing educators rated the test components of each framework on a 1–5 scale. Results of the surveys were used to determine the final status of all of the assessment framework components. Results of the content validation surveys for the OAE indicated that across test fields, almost all competencies and descriptive statements achieved a rating of at least 4.0, representing "great importance." Additional information on the content validation surveys is included in the Ohio Assessments for Educators Technical Report, Development and Validation, 2012- 2014.

OAE Test Items. As described in the Ohio Assessments for Educators Technical Report, Development and Validation, 2012-2014, the item validation activities by the Bias Review Committee (BRC) and Content Advisory Committees (CACs) provided additional content-based validity evidence. The BRC validated that the items were free from bias in content, language, offensiveness, and stereotypes, and that the items were fair and represented the diversity of the Ohio population. The CACs validated items to indicate that they matched the test competency or content domain to which they were written and were accurate, free from bias, and job-related. Any items that were judged to be problematic were eliminated.

Construct-Based Validity Evidence
The *Standards for Educational and Psychological Testing* refer to construct validity as the degree to which scores from an assessment can be interpreted as indicating the candidate's standing on the knowledge, skills, and abilities assessed by the test (AERA, APA, & NCME, 2014). Some threats to construct validity include construct irrelevance and construct underrepresentation. Construct irrelevance is "variance in test-taker scores that is attributable to extraneous factors that distort the meaning of the scores and thereby decrease the validity of the proposed interpretation" (AERA, APA, & NCME, 2014, p 217). Construct underrepresentation is defined as "the extent to which a test fails to capture important aspects of the construct domain that the test is intended to measure" (AERA, APA, & NCME, 2014, p. 217).

OAE Content Validation Surveys. For the OAE program, Pearson conducted content validation surveys that were aimed at gathering evidence to show that each assessment framework adequately reflects the knowledge, skills, and abilities necessary for an
entry-level educator in Ohio. Survey participants were asked to rate the importance of the knowledge, skills, and abilities described by each competency and accompanying descriptive statements. The third item on the survey asked participants to rate a set of competencies in terms of how well they represented important aspects of the knowledge, skills, and abilities required for performing the job of an entry-level educator. Results showed that the set of competencies for each test adequately represent the knowledge, skills, and abilities the test is intended to measure.

OAE Test Items. The item validation activities by the BRC and CACs provided additional construct-based validity evidence. The BRC validated that the items were free from bias in content, language, offensiveness, and stereotypes and that the items were fair and represented the diversity of the Ohio population. The CACs validated items to indicate that they matched the test competency or content domain to which they were written and were accurate, free from bias, and job-related. Any items that were judged to be problematic were eliminated.

OSU Employer Focus Group/Interview Questions

Addresses CAEP Standard 4.3

Process:

- Acquire the list of buildings of the hires in Spring/Summer 2016 (i.e., 2015-2016 completers)
    - NOTE: Calculate the ODHE Employer Survey return rate (target = 160 buildings or less)
- Select focus groups representative of those hires, and representative of the following areas
    - Preschool, Elementary, Middle, High School
    - Urban, Suburban, Rural
    - Campuses
    - Various licensure areas
- Focus groups would be led by: Nina and Erica (train Casey and Josh to take notes)

Focus Group Questions:

1) Describe your overall impression of novice teachers who are graduates of Ohio State and were employed in your building/school district within the last year (or two)

2) With those employees in mind, to what extent do you believe they were prepared to:
    a. Make a positive impact for learners and/or meet the needs of learners;
    b. Use technology to promote meaningful learning experiences for learners;
    c. Align their instructional goals and activities with school and district priorities;
        i. (NOTE: On state employer survey, this was the lowest score)
    d. Differentiate instruction to support the learning needs of all students;
    e. Analyze data to monitor student progress and learning;
    f. Maintain an environment that is conducive to learning for all students;
    g. (if time) Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.

3) What additional areas or increase in emphasis would better prepare the next generation of educators?

4) If you could make any suggestion to Ohio State's educator preparation programs, what would it be?

CAEP instrument questions

OSU Employer interviews

1. During which part of the candidate's experience is the assessment used? Is the assessment used just once or multiple times during the candidate's preparation?

   The instrument is given to employers that have hired candidates from all programs once every three years. An employer list is obtained from the Ohio Department of Education and each building is ranked according to the number of completers hired from the last three cohort years. Employers are selected to represent the various programs, levels, and types of district.

2. Who uses the assessment and how are the individuals trained on the use of the assessment?

   Interviewers were members of the Office of Educator Preparation and trained by the Assistant Dean on standard focus group protocol.

3. What is the intended use of the assessment and what is the assessment purported to measure?

   The assessment is provide rich qualitative descriptions for triangulation with the employer surveys (from ODHE and Ohio State).

4. Please describe how validity/trustworthiness was established for the assessment.

   Credibility is established through triangulation with other data (employer surveys, alumni surveys, OTES data). The survey is transferrable to any education employment context. Responses to questions were typed during the phone call. Unedited responses are included in the data file for review.

5. Please describe how reliability/consistency was established for the assessment.

   Reliability was established because two individuals conducted the interviews and followed the protocol. After initial interviews, they discussed the process to ensure consistency of conducting the interviews. Additionally, because interviews were conducted on the phone, the absence of non-verbal cues increases the consistency. Additionally, reliability is increased because the interviewers are not scoring or evaluating responses.

Employer Survey Questions (from ODHE and also used by OSU)

Addresses CAEP Standard 4.3

Process:

- Acquire the list of buildings of the hires in Spring/Summer 2016 (i.e., 2015-2016 completers)
    - NOTE: Calculate the ODHE Employer Survey return rate (target = 160 buildings or less, because there were 32 returned surveys)
- Select buildings that have the greatest number of Ohio State hires
- Upon advise from our district partners, have a raffle for a Brutus Buckeye visit to the school
- Determine building principals and send email.

Survey

In order to compare employer survey date, the ODHE survey, including instructions, was used. The survey was administered through Qualtrics, the same as the ODHE survey. There was one exception, the ODHE survey did not ask about technology and it asked about diversity more than once. We deleted one of the diversity questions and replaced it with a question about technology. Other questions aligned with diversity include questions 7, 9, 10, and 11.

Survey Questions:

Survey Question- The Institution prepares its graduates to…
1) …understand student learning and development.
2) …respect the diversity of the students they teach. - DELETED and all questions MOVED UP
3) …know and understand the content area for which they have instructional responsibility.
4) …understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
5) …be knowledgeable about assessment types, their purposes, and the data they generate.
6) …to analyze data to monitor student progress and learning.
7) …use data to plan, differentiate, and modify instruction.
8) …align their instructional goals and activities with school and district priorities.
9) …differentiate instruction to support the learning needs of all students.
10) …treat students fairly and establish an environment that is respectful, supportive, and caring.
11) …maintain an environment that is conducive to learning for all students.
12) …communicate clearly and effectively.
13) …collaborate effectively with other teachers, administrators, and district staff.
14) …understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.
15) …assume responsibility for professional growth.
16) … Use technology to promote meaningful learning experiences for learners ADDED

Return Rate: Efforts to have an acceptable return rate were to include a raffle for a visit by Brutus Buckeye. Also, surveys were sent and reminders were sent twice.

Data: Means are calculated and state comparison scores are included when reporting to stakeholders.

Because the survey is nearly identical to the ODHE survey, content validity

CAEP instrument questions

ODHE Employer Survey (also given by OSU)

1. **During which part of the candidate's experience is the assessment used? Is the assessment used just once or multiple times during the candidate's preparation?**
   The instrument is given to employers that have hired candidates from all programs once every three years. An employer list is obtained from the Ohio Department of Education and each building ranked according to the number of completers hired from the last three cohort years. Employers are selected that have at least three hires.

2. **Who uses the assessment and how are the individuals trained on the use of the assessment?**
   Interviewers were members of the Office of Educator Preparation and trained by the Assistant Dean on standard focus group protocol.

3. **What is the intended use of the assessment and what is the assessment purported to measure?**
   The assessment is provide rich qualitative descriptions for triangulation with the employer surveys (from ODHE and Ohio State).

4. **Please describe how validity/trustworthiness was established for the assessment.**
   Credibility is established through triangulation with other data (employer surveys, alumni surveys, OTES data). The survey is transferrable to any education employment context. Responses to questions were typed during the phone call. Unedited responses are included in the data file for review.

5. **Please describe how reliability/consistency was established for the assessment**.
   Reliability was established because two individuals conducted the interviews and followed the protocol. After initial interviews, they discussed the process to ensure consistency of conducting the interviews. Additionally, because interviews were conducted on the phone, the absence of non-verbal cues increases the consistency. Additionally, reliability is increased because the interviewers are not scoring or evaluating responses.

Table 1 Response to CAEP Evidence Guide for Surveys

CAEP Evidence Guide (Survey)	OSU Response
1. HOW THE SURVEYS ARE USED	
Are the purpose and intended use of the survey clear and unambiguous?	The survey is designed to collect employers' perception about recent OSU hires.
Is the point in the curriculum at which the survey is administered clear (e.g., first year, last year, etc.)?	The survey is implemented every three years to coincide with the employer interviews
2. HOW THE SURVEYS ARE CONSTRUCTED	
Is it clear how the EPP developed the survey?	The Ohio Department of Higher Education in collaboration with Ohio public and private institutions developed the survey. When disseminated by Ohio State, one question was added to collect data specific to technology integration.

Are the individual items or questions in the survey constructed in a manner consistent with sound survey research practice?	The questions in the survey are simple and direct and maintain a parallel structure. Each question contains one single attribute. The language in the questions are clear and concise. Response choices are mutually exclusive and exhaustive.
3. HOW RESULTS ARE SCORED AND REPORTED	
What efforts were made to ensure an acceptable return rate for surveys? Has a benchmark been established?	Because the return rate for ODHE was low and data is not disaggregated, we decided to disseminate the survey directly. We communicate clearly and succinctly the purpose of the survey, how long you expect it to complete, and how the information will be used. Reminders are sent as the close of the survey approaches. To decrease the nonresponse bias, we set the benchmark response rate to 20%.
What conclusions can or cannot be determined by the data based on return rate?	The data can provide information about employers' perception of new OSU hires. With this result, it is not possible to make global or program-specific inferences. Triangulating data with other sources (interviews, OTES, alumni survey, alumni interviews) can help to tell a more complete story and a stronger case with actionable results.
Is there a comparison of respondent characteristics with the full population or sample of intended respondents?	We compare student teachers' responses by programs, level, campus, gender, race, ethnicity, and placement setting.
How are qualitative data being evaluated?	Qualitative data are aggregated and themes are identified and used along with data sharing and are part of data triangulation analysis.
How are results summarized and reported? Are the conclusions unbiased?	We share the data with programs through Newsletters, UTEC meeting, subcommittee meeting, open forum meeting, Data Days, and district meeting.
Is there consistency across the data and are there comparisons with other data?	Common themes are identified across instruments/surveys. Please see "Data Triangulation" document.
5. INFORMING SURVEY RESPONDENTS	
Is the intent of the survey clear to respondents and reviewers?	Before taking the survey, respondents are given clear description about what they are being asked to do and why. Questions are grouped under appropriate headings and is presented in a logical order.
Are clear and consistent instructions provided to respondents so they know how to answer each section?	Instructions are written in simple, easy-to-understand language.

Table 2 Response to CAEP Evaluation Framework for EPP-Created Assessments

CAEP Evaluation Framework for EPP-Created Surveys	OSU Response
1. ADMINISTRATION AND PURPOSE	
a. The point or points when the assessment is administered is explicit.	✓
b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.	✓
c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous.	✓
d. The basis for judgment (criterion for success, or what is "good enough") is made explicit for candidates (or respondents to surveys).	✓
e. Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/ professional and state standards.	✓
2. CONTENT OF ASSESSMENT	
a. Indicators assess explicitly identified aspects of CAEP, InTASC, and national/ professional and state standards.	✓
b. Indicators reflect the degree of difficulty or level of effort described in the standards.	N/A
c. Indicators unambiguously describe the proficiencies to be evaluated.	N/A
d. When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply).	N/A
e. Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	N/A
6. SURVEY CONTENT	
a. Questions or topics are explicitly aligned with aspects of the EPP's mission and also CAEP, InTASC, national/professional, and state standards.	✓
b. Individual items have a single subject; language is unambiguous.	✓
c. Leading questions are avoided.	✓
d. Items are stated in terms of behaviors or practices instead of opinions, whenever possible.	✓
e. Surveys of dispositions make clear how survey is related to effective teaching.	✓
7. SURVEY DATA QUALITY	
a. Scaled choices are qualitatively defined using specific criteria aligned with key attributes.	✓
b. Feedback provided to the EPP is actionable.	✓
c. EPP provides evidence that questions are piloted to determine that candidates interpret them as intended and modifications are made if called for.	N/A ODHE developed

ODHE Employer Perceptions Survey

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

No.	Question
1	The institution prepares its graduates to understand student learning and development.
2	The institution prepares its graduates to respect the diversity of the students they teach.
3	The institution prepares its graduates to know and understand the content area for which they have instructional responsibility.
4	The institution prepares its graduates to understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
5	The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate.
6	The institution prepares its graduates to analyze data to monitor student progress and learning.
7	The institution prepares its graduates to use data to plan, differentiate, and modify instruction.
8	The institution prepares its graduates to align their instructional goals and activities with school and district priorities.
9	The institution prepares its graduates to differentiate instruction to support the learning needs of all students.
10	The institution prepares its graduates to treat students fairly and establish an environment that is respectful, supportive, and caring.
11	The institution prepares its graduates to maintain an environment that is conducive to learning for all students.
12	The institution prepares its graduates to communicate clearly and effectively.
13	The institution prepares its graduates to collaborate effectively with other teachers, administrators, and district staff.
14	The institution prepares its graduates to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.
15	The institution prepares its graduates to assume responsibility for professional growth.

Data Triangulation

Our programs collect both qualitative and quantitative data of teacher candidate performance and program quality using different tools (i.e. assessments and surveys developed internally and assessments and surveys developed externally) at different stages (i.e. prior to admission, during the program, and after graduation) from different stakeholders (e.g., student teacher, cooperating teacher, university supervisor, assessment agency, employer). We believe "increased sensitivity can be gained when measures are framed in a language specific to the populations targeted for improvement and contextualized around experiences common to these individuals" (CAEP, 2015). Table 1 demonstrates some of the common themes that have been addressed in different tools at different stages. These themes are not exhaustive but samples of themes identified across multiple tools. In the following paragraph, we will describe how data on some of the themes is gathered at the different stages to illustrate the progression of the teacher candidates in our programs.

Use of Technology to Engage Learners

Evidence that teacher candidates promote the use of technology to engage learners is collected through instruments (Pre-CPAST and CPAST) and surveys (Student Teaching Survey, Cooperating teacher Survey, Alumni Survey, and Employer Focus Group) developed internally by EPP and surveys (Preservice Teacher Survey and Resident Educator Survey) developed by external agencies. While both Pre-CPAST and CPAST are completed by the university supervisor, the Pre-CPAST is completed during the field placement and the CPAST is completed during student teaching. While the levels of performance on the row "Digital Tools and Resources" in the Pre-CPAST include Does Not Meet Expectations (1), Emerging (2), and Meets Expectations (3), the level of performance on the row "Digital Tools and Resources" in the CPAST include Does Not Meet Expectations (0), Emerging (1), Meets Expectations (2), and Exceeds Expectations (3). For instance, in 2015-2016, our 244 student teachers have an average score of 2.24 on the row "Digital Tools and Resources" of the Pre-CPAST; in 2015-2016, our 352 student teachers have an average score of 2.54 on the row "Digital Tools and Resources" of the CPAST. This suggests an improvement on teacher candidates' use of technology to engage learners. Student Teaching Survey asks the student teachers to what extend they are challenged by their mentor/cooperating teachers to use a variety of technologies in their practice. Cooperating Teacher Survey asks the cooperating teacher to what extent they agree that the teacher education programs at OSU prepared the candidate to promote the responsible use of technology to actively engage learners. The Alumni Survey asks the graduates from our teacher education programs the effectiveness of the program in developing their ability to use technology to promote K-12 engagement. Employer Focus Group Interview asks the employer's opinion whether the graduates from our programs were prepared to use technology to promote meaningful learning experiences for learners. These internally developed surveys provided data about teacher candidates' use of technology to engage learners from different stakeholders at different stages of the program. Developed by Ohio Department of Higher Education, the Preservice Teacher Survey (distributed during student teaching) and the Resident Educator Survey (distributed after admission into resident educator program) asks a teacher candidate to what extent

whether his/her teacher licensure program prepared him/her to use technology to enhance teaching. For instance, For instance, in 2015-2016, our 212 student teachers have an average score of 3.32 on the question “use technology to enhance teaching and student learning” of the Preservice Teacher Survey; in 2016-2017, our 55 teacher Alumni have an average score of 3.35 on the row “use technology to enhance teaching and student learning” of the Resident Educator Survey.

Differentiating Instruction

Evidence of differentiating instruction to support the learning needs of all students is collected through CPAST and surveys (Alumni Survey and Alumni Focus Group) internally developed by EPP and surveys (Preservice Teacher Survey, Resident Educator Survey, and Employer’s Survey) and edTPA developed by external agencies. The CPAST are completed by the university supervisor during student teaching. The levels of performance on the row “Differentiated Methods” in the CPAST include Does Not Meet Expectations (0), Emerging (1), Meets Expectations (2), and Exceeds Expectations (3). The Alumni Survey asks the graduates from our teacher education programs the effectiveness of the program in developing their ability to differentiate instruction to support the learning needs of all students. Alumni Focus Group Interview asks graduates from our program whether the programs prepared them to differentiate instruction to support the learning needs of all learners. The Employer Survey asks the employer to what extent they agree the teacher education program prepares its graduates to differentiate instruction to support the learning needs of all students. Developed by Ohio Department of Higher Education, the Preservice Teacher Survey (distributed during student teaching) and the Resident Educator Survey (distributed after admission into resident educator program) asks a teacher candidate to what extent whether his/her teacher licensure program prepared him/her to differentiate instruction to support the learning needs of all students. For instance, For instance, in 2015-2016, our 212 student teachers have an average score of 3.49 on the question “differentiate instruction to support the learning needs of all students” of the Preservice Teacher Survey; in 2016-2017, our 55 teacher Alumni have an average score of 3.33 on the row “differentiate instruction to support the learning needs of all students” of the Resident Educator Survey. edTPA Task 1 asks a teacher candidate to describe and justify why his/her instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

Data-Guided Instruction

Evidence that teacher candidates analyze and use data to understand student learning and inform instruction is collected through internally developed instruments (Pre-CPAST and CPAST) and surveys (Student Teaching Survey and Cooperating Teacher Survey) as well as externally developed surveys (Preservice Teacher Survey, Resident Educator Survey, and Employer’s Survey) and instruments (OAE Pedagogy test and edTPA). While both Pre-CPAST and CPAST are completed by the university supervisor, the Pre-CPAST is completed during the field placement and the CPAST is completed during student teaching. While the levels of performance on the row “Data-Guided Instruction” in the Pre-CPAST include Does Not Meet Expectations (1), Emerging (2), and Meets Expectations (3), the level of performance on the row “Data-Guided Instruction” in the CPAST include Does Not Meet Expectations (0), Emerging

(1), Meets Expectations (2), and Exceeds Expectations (3). For instance, in 2015-2016, our 244 student teachers have an average score of 2.12 on the row “Data-Guided Instruction” of the Pre-CPAST; in 2015-2016, our 352 student teachers have an average score of 2.40 on the row “Data-Guided Instruction” of the CPAST. This suggests an improvement on teacher candidates’ use of data-guided instruction. Student Teaching Survey asks the student teachers to what extend they are challenged by their mentor/cooperating teachers to use data to guide instruction. Cooperating Teacher Survey asks the cooperating teacher the frequency that the candidate had the opportunity to collaborate with him/her on the use of data to guide instruction. The Employer Survey asks the employer to what extent they agree the teacher education program prepares its graduates to use data to plan, differentiate, and modify instruction. Developed by Ohio Department of Higher Education, the Preservice Teacher Survey (distributed during student teaching) and the Resident Educator Survey (distributed after admission into resident educator program) asks a teacher candidate to what extent whether his/her teacher licensure program prepared him/her to use assessment data to inform instruction. For instance, For instance, in 2015-2016, our 212 student teachers have an average score of 3.53 on the question “use assessment data to inform instruction” of the Preservice Teacher Survey; in 2016-2017, our 55 teacher Alumni have an average score of 3.42 on the row “use assessment data to inform instruction” of the Resident Educator Survey. The OAE Pedagogy test asks teacher candidates to apply knowledge of strategies for using assessment to monitor student understanding and to guide instruction. The edTPA Task 3 asks teacher candidates to analyze student learning and use assessment to inform instruction.

Professional ethics, policies, and legal codes of professional conduct

Evidence that teacher candidates follow professional ethics, policies, and legal codes of professional conduct is collected through internally developed surveys (Alumni Survey, and Alumni Focus Groups) and instruments (Admission Disposition Rubric, Pre-CPAST, and CPAST) as well as externally developed surveys (Preservice Teacher Survey, Resident Educator Survey, and Employer’s Survey), OAE Pedagogy test, and Module 1. Prior to admission to the program, an applicant is evaluated whether he/she demonstrates punctuality and compliance with laws, regulations, and policies using the Admission Disposition Rubric. During the field placement and student teaching, a teacher candidate is evaluated by a university supervisor whether he/she demonstrates punctuality and Meets deadlines and obligations using Pre-CAPST and CPAST, respectively. For instance, in 2015-2016, our 244 student teachers have an average score of 2.65 on the row “Meets Deadlines and Obligations” of the Pre-CPAST; in 2015-2016, our 352 student teachers have an average score of 2.74 on the row “Meets Deadlines and Obligations” of the CPAST. This suggests an improvement on teacher candidates’ disposition of meeting deadlines and obligations. The Alumni Survey and Alumni Focus Group Interview asks the graduates from our teacher education programs the effectiveness of the program in preparing them to adhere to professional and ethical standards. Developed by Ohio Department of Higher Education, the Preservice Teacher Survey (distributed during student teaching) and the Resident Educator Survey (distributed after admission into resident educator program) asks a teacher candidate to what extent whether his/her teacher licensure program prepared him/her to use assessment data to inform instruction. Employer Survey asks the employer to what

extent they agree the teacher education program prepares its graduates to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. The OAE Pedagogy test assesses teacher candidates' understanding of the roles and expectations for professional educators, legal and ethical guidelines. For instance, For instance, in 2015-2016, our 212 student teachers have an average score of 3.72 on the question "understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct" of the Preservice Teacher Survey; in 2016-2017, our 55 teacher Alumni have an average score of 3.60 on the row "understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct" of the Resident Educator Survey. The OAE Pedagogy test asks teacher candidates to apply knowledge of strategies for using assessment to monitor student understanding and to guide instruction.

Table 1: Sample of Common Themes Emerged in Multiple Instruments/Surveys

	OSU instruments			OSU Surveys			OSU Other		ODHE Surveys			Other					
	Admission Disposition Rubric	Pre-CPAST	CPAST	Student Teaching Survey	Cooperating Teacher Survey	Alumni Survey	Alumni Focus Groups	Employer Focus Groups	Employer Survey	Preservice Teacher Survey	Resident Educator Survey	OAE Pedagogy	OAE Content	edTPA	Module 1	Admission GAP	Completer GPA
When it is implemented?	Prior to Admission	Field placement	Student teaching	Student teaching	Student teaching	Graduation	Graduation	Graduation	Graduation	Student teaching	Graduation	Prior to student teaching	Prior to student teaching	Student teaching	Prior to Student Teaching	Prior to Admission	Graduation
Content knowledge									X	X	X		X			X	X
Align instructional goals and activities to standards		X	X					X	X	X	X	X		X			
Understand student learning and development									X	X	X	X		X			
Establish and maintain an environment that is conducive to learning for all students (classroom management)		X	X		X	X	X	X	X	X	X	X		X			
Promote the use of technology to engage learners		X	X	X	X	X		X		X	X						
Differentiate instruction to support the learning needs of all students			X			X	X	X	X	X	X	X		X			
Diversity						X	X		X	X	X	X		X			
Use content-specific instructional strategies					X				X	X	X			X			
Analyze and use data to understand student learning and inform instruction		X	X	X	X			X	X	X	X	X		X			
Use of various assessment		X	X						X	X	X	X		X			
Understand/ use current theories or research		X	X	X		X	X		X	X	X						
Follow professional ethics, policies, and legal codes of professional conduct	X	X	X			X	X	X	X	X	X	X			X		
Advocate for students and/or their families		X	X			X	X			X	X						
Participate in professional organizations and collaborate with colleagues		X	X			X	X		X	X	X						