At the initial level, decisions about candidate performance are based on multiple assessments made at multiple transition points before program completion, during practice, and after program completion.

The unit established a Student Success Team to assist candidates overcome individual issues and unit concerns, it offers candidates a large number and variety of student organizations. Particularly impressive are the Science and Math Education in ACTION and the Educators in Context and Community (ECCO) groups. Both enhance the breadth and depth of participants' field experiences. The unit also provides multiple study abroad opportunities for candidates, opportunities that offer rich field experiences. In 2013-2014, 74 candidates studied in countries throughout the world.

The unit has upgraded its classrooms and constructed six state-of-the-art Active Learning Classrooms. One of the computer labs is open to students seven hours a week. The Instructional Technology (IT) Director and his staff are available “on call” seven days a week. During the spring semester the lab is open on Saturdays to accommodate the unit’s increased number of student teachers. One of the unique characteristics of the computer lab is that it is unit controlled and staffed.

### AREAS FOR IMPROVEMENT AS CITED BY ON-SITE TEAM

Although programs are involved in the collection, analysis, and use of data for improvement at the program level, the unit does not systematically analyze, evaluate, and use those data for unit improvement.

### CONTINUOUS IMPROVEMENT PLANS

The process was redesigned for the collection, analysis, and use of data for unit-wide continuous improvement and results are shared at data sharing events each semester.
Students came from 8 states and the District of Columbia. Out-of-state students 28%

SAT: 802

Average Test Scores: 
ACT: 16
Average College GPA: 3.1 (At admission to Teacher Education)

Average High School GPA: 2.56 (71% reporting and those not reporting are transfers or admitted on a non-traditional basis)

Home Race: 
Black 83 (94%)
Hispanic 2 (2%)
White 1 (1%)
Unknown 1 (1%)

Average Age: 27

2. Number of candidates participating in edTPA:

In the reporting year, 42 candidates completed the edTPA during clinical practice. All 42 assessments were locally scored.

3. Overall GPA of candidates in program upon graduation:
The average GPA for Undergraduate/Post-baccalaureate candidates completing the program in the reporting year is 3.14.

Expected Outcomes for Educator Preparation Candidates

The unit’s Conceptual Framework identifies outcomes for candidates in three focus areas of emphasis: Knowledge, Practice, and Professionalism.

Knowledge:
Candidates will: Master In-depth knowledge of Content, and Master pedagogical knowledge.

Practice:
Professional and Pedagogical Skills: Candidates will be able to: 
Apply a variety of instructional and classroom management strategies to enhance all students, integrate technology as a teaching tool to enhance student learning, and use data for formative and summative assessments to inform instruction.

Professionalism:

Professional Dispositions: Candidates will demonstrate Commitment to professional development, self-improvement, and response professionally to constructive criticism (Life-long Learner). Multiple strategies so that all children have opportunities to learn, and demonstrate respect for diverse beliefs and cultures (Fairness); exhibit collaborative and cooperative behaviors in all professional activities (Collaboration, Cooperation).

Exhibit patience, flexibility and engage in self-reflections (Self-Efficacy). Professional behavior, including effective communication, and appropriate appearance (Professional Decorum), and Honor confidentiality and value academic integrity (Ethical and Legal Responsibilities).

Evaluation of Outcomes
Candidates’ mastery of the content is progressively monitored and assessed at different points in the program’s delivery process. The focus point of knowledge presented in the Conceptual Framework stipulates that all candidates will master the content knowledge as specified in the program of study. Each program, then, identifies how the content knowledge to be mastered will be delivered throughout the delivery of the program (e.g. designation of courses, assignments/activities within the designated courses, clinical experiences). Program key assessments are identified to assess candidates’ progression of mastery at various intervals of program delivery. The progressive approach to assessment allows for candidates’ level of mastery to be classified as unacceptable or acceptable, and remedial intervention can be instituted as may be appropriate. The culminating key assessment of candidates’ mastery of content knowledge is the content portion of the State’s licensure examination, the Ohio Assessment of Educators (OAE). Candidates must demonstrate content mastery on the Exam before approval to enroll in student teaching is granted. Following the successful completion of the OAE, Candidates must demonstrate content mastery during the student teacher experience.

The process for the development of and outcomes from key assessments is progressive and follows procedural elements as presented:

1) program content and outcomes are aligned with professional, state, and national standards,
2) various modes of delivery (courses, fieldwork, assignments, etc.) of the content knowledge are utilized
3) key assessments are used to assess at different intervals of program delivery the candidates’ progression at mastering content knowledge throughout the program delivery,

4) candidates’ mastery of content knowledge is comprehensively assessed by the candidates’ successful completion of the State’s licensure test, and
5) candidates demonstrate application of content mastery through required activities during the student teaching clinical experience.

The syllabus for each content course includes an identification of the program content knowledge to be delivered and identifies the program’s key assessments(s) to be used to monitor the candidates’ progression toward content knowledge mastery.

CLINICAL PRACTICE REQUIREMENTS AND OUTCOMES

1) How many field clinical hours prior to student teaching are required of candidates in the school of education?
Prior to student teaching, candidates complete up to 200 hours of field and clinical experiences through enrollment in various content and pedagogical courses.

2) How many weeks is the student teaching experience?
Candidates complete 16 consecutive weeks of student teaching in a classroom setting appropriate to meeting the requirements for the respective licensure area.

3) The percentage of teacher candidates in the reporting year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project.
During the reporting academic year, 100% of candidates enrolled successfully completed the requirements for both clinical practice and capstone.

CANDIDATE IMPACT ON P-12 STUDENT PERFORMANCE DURING STUDENT TEACHING

As part of Unit - school partnerships, the Candidates’ impact on student learning has been carefully reviewed for all clinical experiences. The Unit, in consultation with the partner school / Cox Elementary School, adopted the Northwest Evaluation Association’s Measures of Academic Progress (MAP) that allows candidates to demonstrate valid and reliable evidence regarding their ability to design instruction and facilitate and evidence student learning. Candidates track students’ academic growth in the areas of mathematics and reading. Students are assessed in mathematics and reading at the beginning of the semester (September) to establish a benchmark score. From September to mid-December, candidates provide instructional intervention. A second assessment is administered during the month of December to determine students’ progress relative to the benchmark score obtained in September. The process through the application of MAP provides informative data pertaining to student academic progress in the two content areas, and essential information on what the student is ready to learn.

1. The percent of candidates who completed a work portfolio or other collection of student work/culminating assessment, which provided evidence of candidates’ ability to use assessment effectively.
and classroom teachers from K-12 schools that serve as hosts for the program's clinical experiences; designated Unit faculty; and University student currently enrolled in an educator preparation program. The Council is chaired by the Dean of the College of Education.

MISSION
The Mission of the University’s Professional Education Unit is to prepare reflective educators who practice evidence-based instruction by advocating and demonstrating appropriate learning strategies for diverse student populations. The Unit’s programs are designed to produce educators who are knowledgeable in both subject area content and professional pedagogy, and who process and demonstrate the skills and dispositions appropriate and necessary to promote the ideal that all students can learn. The pedagogical design of all educator preparation programs is based on meeting the requirements set forth in the Ohio Standards for the Teaching Profession; the content of all programs are aligned with the Ohio Standards, national standards, and informed by the professional requirements of the appropriate specialized program associations.

TEACHER CANDIDATE OUTCOMES AND MEASURES USED TO EVALUATE OUTCOMES

CANDIDATE CHARACTERISTICS AND OUTCOMES
1. Characteristics of Candidates in the Unit
   Gender: Female 59 (67%) Male 29 (33%)
   Race: Black 83 (94%) Hispanic 2 (2%) Multi 1 (1%) White 1 (1%) Unknown 1 (1%)
   Average Age: 27
   Average High School GPA: 2.56 (71% reporting and those not reporting are transfers or admitted on a non-traditional basis)
   Average College GPA: 3.1 (At admission to Teacher Education)
   Average Test Scores: ACT: 16 SAT: 802
   Residency: In-state students 72% Out-of-state students 28%
   Students came from 8 states and the District of Columbia.

   Ohio (63)
   Beavercreek 1
   Cincinnati 10
   Cleveland 10
   Cleveland Hts 1
   Columbus 27
   Dayton 19
   Euclid 1
   Huber Hts 1
   Kettering 1
   Reynoldsburg 1
   Toledo 1
   Trotwood 3
   Troy 1
   Twinsburg 1
   Xenia 1
   Yellow Springs 1
   Youngstown 1
   California
   Oceanide 1
   District of Columbia 1
   Delaware
   Wilmington 1
   Georgia (2)
   Snellville 1
   Sandy Springs 1
   Illinois (11)
   Chicago 6
   Crete 1
   Fairview Hts 1
   Forest Park 1
   Hazel Crest 1
   Maywood 1
   Skokie 1
   Indiana
   Indianapolis 1
   Michigan (6)
   Belleville 1
   Detroit 3
   Muskegon 1
   Romulus 1
   New Jersey
   Camden 1
   2. Number of candidates participating in edTPA:
   In the reporting year, 42 candidates completed the edTPA during clinical practice. All 42 assessments were locally scored.
   3. Overall GPA of candidates in program upon graduation:
   The average GPA for Undergraduate/Post-baccalaureate candidates completing the program in the reporting year is 3.14.
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   The progressive approach to assessment allows for candidates’ level of mastery to be classified as unacceptable or acceptable, and remedial intervention can be instituted as may be appropriate. The culminating key assessment of candidates’ mastery of content knowledge is the content portion of the State’s licensure examination, the Ohio Assessment of Educators (OAE). Candidates must demonstrate content mastery on the Exam before approval to enroll in student teaching is granted. Following the successful completion of the OAE, Candidates must demonstrate content mastery during the student teacher experience. The process for the development of and outcomes from key assessments is progressive and follows procedural elements as presented:
   1) program content and outcomes are aligned with professional, state, and national standards,
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   4) candidates’ mastery of content knowledge is comprehensively assessed by the candidates’ successful completion of the State’s licensure test, and
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   The syllabus for each content course includes an identification of the program content knowledge to be delivered and identifies the program’s key assessments(s) to be utilized to monitor the candidates’ progression toward content knowledge mastery.

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   3. The percentage of teacher candidates in the reporting year who satisfactorily completed clinical practice requirements, including but not limited to student teaching and a capstone project:
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1. The percent of candidates who completed a work portfolio or other collection of student work culminating assessment, which provided evidence of candidates’ ability to use assessment effectively.
To produce educators who have a broad understanding of the outcomes of the Partnership are:

experiences.

a programmatic process that includes the study of pedagogical partners to the preparation of future educators by developing the Teacher Work Sample format or strategies designed to help students learn. Candidates, through the Teacher Work Sample, design instructional strategies that build on each student’s strengths, needs, and prior experiences.

By applying the pre-post-test approach through edTPA, the majority of Early Childhood Education candidates scored at levels 4 and 5 on the category of Analysis of Children’s Learning. Previously, candidates implementing the edTPA approach during Fall Semester of 2014, the majority of the Early Childhood Education candidates scored at acceptable level of level 3 and above on the category of Analysis of Children Learning. All Central State University candidates are required to complete the edTPA during student teaching.

The edTPA is a multi-faceted instrument designed to assess the candidates ability to prepare 3-5 learning segments in which they demonstrate: planning for instruction, delivery of instruction, and assessment of student learning outcomes. Candidates are to analyze data with the intent of informing their instruction. Of all candidates for the reporting year, 91% successfully completed the edTPA.

1. Quantitative summary of student teaching evaluations:

Students completing student teaching during the reporting year scored as follows on the Mid-Term and Final evaluations: Fall Mid-Term: 2014: 2.67 Fall Final: 2014: 2.79 (Scale 3-1) Spring Mid-Term: 2015: 2.55 Spring Final: 2015: 3.18 (Scale 4-0) (The scoring rubric was revised between the fall and spring terms, going from a scale of 3-1 in the fall to a scale of 4-0 in the spring).

SCHOOLS/DISTRICTS/EDUCATION NON-EDUCATION ENTITIES IN PARTNERSHIP

The Educator Preparation Unit has a formal partnership with the Xenia Community School District.

The mission of the Partnership is:

To apply the combined expertise and professionalism of the two partners to the preparation of future educators by developing a programmatic process that includes the study of pedagogical theories integrated with supervised classroom clinical experiences.

In addition to expected program outcomes, the anticipated outcomes of the Partnership are:

- To produce teachers who have a broad understanding of the pedagogical theories that undergird the teaching profession,

- To produce educators who, through clinical experiences, understand and appreciate the practical application of pedagogical theories represented by a sound professional belief system; to establish a cadre of potential teachers for professional education with the District; to develop strong professional relationships between the College and the “home” school district.

Cleveland, Ohio

Cleveland State University

SELECTED ACCOMPLISHMENTS, AWARDS, AND UNIQUE FEATURES

SELECTED FEDERAL GRANTS

National Science Foundation

- Robert Noyce Scholarship Program — $899,747
  Funding to support the recruitment, preparation, induction, and retention of STEM teachers.

- MUST Fellows — $1,199,978
  Aimed at increasing the number and quality of STEM teachers in Ohio and beyond, this project merges the best candidates of Cleveland State University’s (CSU) existing Master of Urban Secondary Teaching (MUST) program with the CSU Teach model.

- Computing Education for the 21st Century (CE21):
  Computing in Secondary Schools — $100,000
  Computing in Secondary Schools (CISS) is a CS10K project designed to provide computer science education professional development to high school teachers throughout the State of Ohio.

U.S. Department of Education

- Institute of Education Sciences: Making My Future Work: Career Passport Program — $10,068,023
  Making My Future Work, a college and career readiness program designed to prevent high school dropouts, was piloted across nine different high schools to over 800 students. After a fourth and final year of revisions and research activities, the curricular manual, accompanied by a training and orientation video, has been completed. An informational website where visitors can download the manual is under development. The following link provides more information about this exciting project: http://clevelandstate.tumblr.com/post/102535984032/dr-justin-perry-of-csu-makes-future-work-for-careers.

- National Mathematics and Science Initiative: The Teacher Preparation Reform Consortium — $1,950,894
  This project aims to build capacity for teaching mathematics and laboratory sciences in grades 7-12 through replication of UTeach, a nationally recognized model for science and mathematics teacher preparation that originated at the University of Texas-Austin. Owing to a streamlined curriculum, candidates can graduate in four years with a degree in science or mathematics and a teaching license. Throughout the program, they learn to use technology effectively and to design problem-based lessons that promote critical thinking. The latest research on learning science and mathematics is emphasized.

- Critical Social Analysis among Marginalized Youth — $48,262
  The study seeks to answer the questions, how do marginalized youth explain particular societal issues, and what factors compel them to give some explanations over others, including one’s political identification? This project will advance our understanding of marginalized youths’ critical social analysis, including how this concept can be measured, and will inform educational interventions that seek to promote youths’ civic engagement.

ABOUT

Founded in 1964, Cleveland State University (www.csuohio.edu) is a public institution with a Carnegie Classification of a doctoral-granting research university with high research activity. Cleveland State has been ranked among the best colleges and universities in the nation in two separate higher-education surveys as conducted by U.S. News & World Report and Forbes. In its 2015 Best Colleges report, U.S. News & World Report assessed nearly 1,600 four-year colleges and universities. CSU was one of only 280 institutions across the country to be listed within the “National Universities” rankings. The rankings were based on several factors, including retention and graduation rates, student selectivity, faculty resources, and assessments by academic peers and high school guidance counselors. CSU is

• Office of Special Education Programs: Special Education Pre-service Program Improvement Grant — $499,505
  Project to enhance special education programs for K-12 students with high-incidence disabilities by assisting pre-service teachers in meeting State of Ohio criteria for highly qualified status at the elementary level and for two content areas at the secondary level. This grant has been ongoing over the last 5 years and will culminate in June of 2016.

U.S. Department of Transportation

- Transportation Management Pathways: Max S. Hayes Transportation Career Pathway — $408,195
  Building upon existing partnerships among CSU, the Cleveland Metropolitan School District, and the ACE Mentor Affiliate Program, the goals of this project are to broaden secondary students’ understanding of careers in transportation, reduce stereotypes about transportation careers, and increase the number of minority and female students considering post-secondary education and careers in transportation-related fields.

U.S. Department of Transportation

- Critical Social Analysis among Marginalized Youth — $48,262
  The study seeks to answer the questions, how do marginalized youth explain particular societal issues, and what factors compel them to give some explanations over others, including one’s political identification? This project will advance our understanding of marginalized youths’ critical social analysis, including how this concept can be measured, and will inform educational interventions that seek to promote youths’ civic engagement.

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