



## ABOUT

Central State University was established in 1887 by the Ohio General Assembly as the Normal and Industrial Department of Wilberforce University. In 1947, the General Assembly expanded the Department to a College of Education and Industrial Arts, which provided four-year programs. In 1947 the College began operating independently from Wilberforce University and the College continued programs in teacher education, industrial arts, and business, and added a four-year liberal arts program under the name of Wilberforce State College. In 1951, the legislature authorized a name change to Central State College. The College was granted university status in 1965, changing the name to Central State University. The University, an 1890 Land Grant institution, is accredited by the Higher Learning Commission, North Central Association of Colleges and Schools.

Central State is Ohio's only predominantly African American public institution of higher education (HBCU). The Ohio legislation of 1887, however, stipulated that the institution would be open to all persons of good moral character. The University continues to actively promote ethnic diversity in the student population, faculty, and staff as a means to enrich the learning environment. Educating African American youth for success, leadership, and service on the State, national, and global levels remains paramount to the University's core historical mission.

The University's Art Program is accredited by the National Association of Schools of Art and Design. The Music Program is accredited by the National Association of Schools of Music; the program in Manufacturing Engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology; the College of Business is accredited by the Accreditation Council for Business Schools and Programs; the educator preparation programs are accredited by the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, and approved by the Ohio Department of Higher Education.

As an 1890 Land Grant institution, the University's Mission Statement confirms a commitment to prepare students from diverse backgrounds and experiences for leadership, research, and service. The University fosters academic excellence within a nurturing environment and provides a strong foundation in the liberal art.

The University has an ongoing commitment to core values of **Service...Protocol...Civility**<sup>®</sup>. Students, faculty, and staff provide **Service** to the institution and communities for the greater good and, in doing so, are guided by **Protocol** and adherence to best practices to achieve desired results; University representatives actively demonstrate **Civility** with the understanding that respect for each voice is essential to a learned society. The University actively promotes honesty, hard work, caring, and excellence.

Serving more than 1500 students, the University offers 38 baccalaureate majors in 13 academic departments organized in the College of Business; College of Education; College of Humanities, Arts, and Social Sciences; and the College of Science and Engineering. Located in Wilberforce, Ohio, the campus is located 18 miles east of Dayton. The University has a satellite location in Dayton.

## DEPARTMENTS, UNITS AND PROGRAMS

The Professional Education Unit at Central State University is comprised of academic divisions within the College of Education, College of Science and Engineering, and the College of Humanities, Arts, and Social Science. The Dean of the College of Education serves as Unit Head. The faculty members from the educator preparation programs serve as the Unit's core faculty and meet regularly on pertinent matters of curriculum, policy, and procedures. The Chair of the College of Education's Department of Professional Education serves as chair of the Unit's faculty group.

The Unit offers the following Educator Preparation Programs:

- Integrated Language Arts Education (Grades 7-12)
- Integrated Mathematics Education (Grades 7-12)
- Integrated Social Studies Education (Grades 7-12)
- Life Science Education (Grades 7-12)
- Physical Science Education (Grades 7-12)
- Early Childhood Education (Grades P-3)
- Intervention Specialist Education (Grades K-12)
- Middle Childhood Education (Grades 4-9)

Subject area options:

Language Arts & Reading Education  
Mathematics Education  
Science Education  
Social Studies Education

- Physical Education (Grades P-12)
- Health Education (Grades P-12)
- Visual Arts Education (Grades P-12)
- Music Education (Grades P-12)

The Professional Education Council serves as an informed advisory group and provides the opportunity for stakeholders to review, advise, revise, and offer specific suggestions on the Unit's efforts in preparing future educators. The stakeholders include community leaders; administrators

and classroom teachers from K-12 schools that serve as hosts for the programs' 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

<u>Gender:</u>	Female	59	(67%)
	Male	29	(33%)
<u>Race:</u>	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)

<u>Average Test Scores:</u>	ACT:	16
	SAT:	802

<u>Residency:</u>	In-state students	72%
	Out-of-state students	28%

Students came from 8 states and the District of Columbia.

#### Ohio (63)

Beavercreek	1
C Winchester	1
Cincinnati	10
Cleveland	10
Cleveland Hts	1
Columbus	7
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

Oceanside	1
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#### District of Columbia

1

#### Delaware

Wilmington	1
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#### 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
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#### Michigan (6)

Belleville	1
Detroit	3
Muskegon	1
Romulus	1

#### New Jersey

Camden	1
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#### 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 learning for 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 communications 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 assessment(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:

The Teacher Work Sample is an important approach to demonstrating candidates' impact on student learning. The holistic approach to assessing the candidates' performance level is designed to evaluate the candidate's impact on student learning. Candidates' mastery in identifying learning goals, instructional design, analyzing student learning, and reflection through Teacher Work Sample format are strategies designed to help all students learn. With a mean score of 1.82 (2.0 scale), Early Childhood and Intervention Specialist candidates from the Spring Semester of 2015, demonstrated mastery of the Teacher Work Sample 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 candidate's 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.

## 2. 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 ruric 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 educators who have a broad understanding of the pedagogical theories that undergird the teaching profession;

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 future employment with the District; to develop strong professional relationship between the College of Education and the "home" school district.