

## Measuring the Performance of Teacher Preparation Programs

Ohio recognizes that high-quality teachers come from high-quality teacher preparation programs. To improve the quality of teacher preparation programs in Ohio, H.B. 1 of the 128th General Assembly directed the Chancellor of the Ohio Board of Regents to develop a system for evaluating Ohio's teacher preparation programs.

The report card announced by the Chancellor contains both quantitative and qualitative measurements that will provide the public, prospective students, K-12 officials, higher education leaders and state policymakers with a comprehensive and easily comparable summary of the quality of teachers each program produces and the program's overall service to primary and secondary education in Ohio.

This report card has been developed in collaboration with the leaders of both the public and private teacher preparation programs. The success of this effort depends on their commitment to provide relevant data in a timely manner. Their support speaks volumes about their dedication to their profession and to the education of every child in the state.

The Board of Regents will begin collecting data immediately and making it public as soon as possible. The first comprehensive evaluation of all teacher preparation programs on all measurements will be available by the end of calendar year 2012.

### Teacher Preparation Quality Measurements

#### A

##### Minimum Standards

Every teacher preparation program in Ohio will report on the success of each graduate on the following measurements:

- Whether the graduate passed the state licensure exam<sup>1</sup>
- The performance of the graduate on the Teacher Performance Assessment<sup>2</sup>
- The value-added growth metric (as determined by the Ohio Department of Education)<sup>3</sup>

The Chancellor will work with higher education leaders to determine minimum scores for the teacher performance assessment and the value-added growth metric. Minimum scores for state licensure exams are determined by the Ohio Department of Education. Programs will be required to meet the minimum scores to maintain the authorization to offer teacher preparation programs in Ohio.

#### B

##### Excellence and Innovation

Additional recognition will be given to institutions that demonstrate commitment and success in the following areas:

- Placement of graduates in hard-to-staff schools in urban and rural settings (both public and private)
- Quality of partnerships with all P-12 schools (public and private)
- Partnerships to improve the performance of low performing schools
- Education students gaining international experiences
- Use of innovative technologies for instruction
- Other initiatives determined by the Chancellor<sup>4</sup> (STEMM partnerships, Woodrow Wilson Fellowship, etc.)



## Continuous Improvement

In order to gauge the continuing progress of efforts to raise the quality of entering teacher candidates, student teaching experiences, and alignment with employer needs, each school will report on:

- The quality of candidates entering teacher preparation programs
- The quality of field and clinical experiences
- The satisfaction of teachers with the quality of their preparation program
- Performance surveys from mentors and employers
- Percent of newly hired teachers completing the state residency program<sup>5</sup>

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<sup>1</sup> This is the only data contained in the new report card that is currently being collected.

<sup>2</sup> The Teacher Performance Assessment is a method for evaluating teacher performance developed by Stanford University. It grades incumbent teachers on critical skills such as classroom management, lesson structure and delivery, and parent communication.

<sup>3</sup> The Ohio Department of Education is developing the capacity to measure the academic progress students make in each teacher's class. When this data is available, the Board of Regent will organize and report this data to reflect the performance of the graduates of each teacher preparation program.

<sup>4</sup> This category could include partnerships with STEMM schools, participation in programs like the Woodrow Wilson Fellowship, offering innovative masters level programs on-site for incumbent teachers or non-traditional teaching candidates.

<sup>5</sup> The Ohio Department of Education is currently designing the rules for completing the state residency requirement for newly hired teachers, a step to full licensure. When this is completed, and newly hired teachers have had the opportunity to go through the program, the schools will report on the success rate of their graduates.