CAEP Assessment Cover Form	Satisfaction of completers: Ohio Department of Higher Education Survey of Ohio Pre-Service Teacher Candidates
Administration and Purpose	The Ohio Department of Higher Education (ODHE) assists EPPs in collecting completer data by surveying all teacher education candidates as they end their student teaching assignment. ODHE sends the raw data back to each EPP with the results from their completers. The purpose of this assessment is to gauge existing candidates' perceptions of how well they were prepared to take their place as a professional educator in the public schools in this state. This survey is delivered electronically.
Informing Candidates	Candidates are informed that this survey will be emailed to them in their student teaching semester (typically March). Candidates are given time during a student teaching seminar to complete the survey. Faculty leave the room while candidates complete the survey.
Content of Assessment	See the list of 49 items below. During a department meeting EPP faculty members sorted the 49 survey items into zero, one, or more InTASC categories. Each member sorted some of the items, and all faculty members checked each category for accuracy, and realigned as needed.
Scoring	Each survey item has a 4-point Likert type scale with 1 representing "strongly disagree" and 4 representing "strongly agree."
Data Validity or Survey Content	The Pre-Service Teacher Survey is found to have strong content validity, shown in the excel crosswalk found at this link Ohio Educator Surveys Crosswalk With Ohio Standards aligning the survey to the Ohio Standards for the Teaching Profession (InTASC aligned), the Ohio School Operating Standards, and the Ohio Standards for Professional Development. A linear regression model applied found a strong linear relationship between the Pre-Service Teacher Survey and the Resident Educator Survey completers fill out in their second year of their Resident Educator license, indicating that that Pre-Service Teacher survey is a strong predictor. More information about ODHE survey validity and reliability is found here:
Data Reliability or Data Quality	

	https://highered.ohio.gov/static/files/uploads/education-prep/documents/Measuring%20Reliability%20and%20Predictive%20Validity_Ohio_Educator_Preparation_Survey_Instruments.pdf
Comments	In general, the data in the table indicate that across all areas, our graduates are in agreement that they are well-prepared to go and teach in their own classrooms. Response rates returned to pre-pandemic levels with 76%-83.33% response rates from our preservice teachers in the past two years. During the pandemic years, our response rate had fallen well below previous levels (e.g., 2020-2021 38.89%). Anecdotally, our faculty noted the exhaustion and apathy present in our preservice candidates at the time they were asked to complete this survey during the pandemic. Starting in 2021, emphasis was placed on the importance of completing this survey and the increased response rate indicates that preservice candidates did take the time to submit their responses. Having more candidates complete this survey provides the EPP with additional confidence that our candidates feel well-prepared for teaching in their future classrooms.

ODHE Survey of Ohio Pre-Service Teacher Candidates Aligned to InTASC Categories					
		InTASC Category (no. of survey items)			
Program	**N**	**The Learner and Learning** (10 items)	**Content Knowledge** (3 items)	**Instructional Practice** (12 items)	**Professional Responsibility** (9 items)
2020-2021					
Early Childhood	-	-	-	-	-
Middle Childhood	1	3.9	4	4	4
AYA	1	3.2	3.33	3.33	3.22
Multi-Age	4	3.13	3.33	3.13	3.19
Intervention Specialist	1	3.3	3	3.67	3.11
EPP Average	**7**[a]	**3.38**	**3.42**	**3.53**	**3.38**
State Comparison	*2,514*[b]	*3.57*	*3.53*	*3.61*	*3.46*
[a] OWU response rate = 38.89% [b] Statewide response rate = 51.6%					
2021-2022					
Early Childhood	-	-	-	-	-
Elementary	7	3.47	3.49	3.51	3.28
Inclusive Elementary	5	3.59	3.63	3.58	3.43
Middle Childhood	1	3.9	3.67	3.92	3.56
AYA	8	3.62	3.64	3.64	3.48
Multi-Age	2	3.57	3.41	3.63	3.36
Intervention Specialist	2	3.58	3.65	3.61	3.46
EPP Average	**25**[a]	**3.62**	**3.64**	**3.64**	**3.48**
State Comparison	*2,379*[b]	*3.52*	*3.48*	*3.55*	*3.42*
[a] OWU response rate = 83.33% [b] Statewide response rate = 61.6%					
2022-2023					
Early Childhood	-	-	-	-	-
Elementary	1	3.9	4	3.5	3.78
Inclusive Elementary	5	3.54	3.53	3.57	3.58
Middle Childhood	1	3.9	3.33	3.83	4
AYA	5	3.5	3.53	3.68	3.24
Multi-Age	5	3.72	3.6	3.78	3.51

Intervention Specialist	2	3.8	3.5	3.75	3.56
EPP Average	**19[a]**	**3.73**	**3.58**	**3.69**	**3.61**
*State Comparison**	*2,228[b]*	*3.50*	*3.47*	*3.53*	*2.99*

[a] OWU response rate = 76%
[b] Statewide response rate = 37.2%

2023-2024					
Early Childhood	-	-	-	-	-
Elementary					
Inclusive Elementary					
Middle Childhood					
AYA					
Multi-Age					
Intervention Specialist					
EPP Average					
*State Comparison**					

[a] OWU response rate =
[b] Statewide response rate = *

Statewide comparison data used to measure the performance of EPPs in the state of Ohio from 2023-2024 was not available at the time our CAEP Annual Report was submitted in 2025

ODHE Pre-Service Student Teaching Survey Item	InTASC Category			
	The Learner & Learning	**Content Knowledge**	**Instructional Practice**	**Professional Responsibility**
1. My teacher licensure program prepared me with knowledge of research on how students learn.	X			
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.	X			
3. My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.		X		
4. My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.			X	
5. My teacher licensure program prepared me understand the importance of linking interdisciplinary experiences.		X		
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.			X	
7. My teacher licensure program prepared me to use assessment data to inform instruction.			X	
8. My teacher licensure program prepared me to clearly communicate learning goals to students.			X	

9. My teacher licensure program prepared me to apply knowledge of how students learn to inform instruction.	**X**			
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.	**X**		**X**	
11. My teacher licensure program prepared me identify strategies to increase student motivation and interest in topics of study.	**X**			
12. My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	**X**		**X**	
13. My teacher licensure program prepared me to use strategies for effective classroom management.			**X**	
14. My teacher licensure program prepared me to communicate clearly and effectively.				**X**
15. My teacher licensure program prepared me to understand the importance of communication with families and caregivers.				**X**
16. My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.				**X**
17. My teacher licensure program prepared me to use a variety of diagnostic,			**X**	

formative, and summative assessments.				
18. My teacher licensure program prepared me to communicate high expectations for all students.			X	
19. My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	X			
20. My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	X			
21. My teacher licensure program prepared me to use technology to enhance teaching and student learning.			X	
22. My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.				X
23. My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.				X
24. My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).				X
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 Ohio Resident Educator Program.				
27. My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.				**X**
28. My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.				**X**
29. My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.		**X**		
30. My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.				**X**
31. My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.			**X**	
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.			**X**	
34. My teacher licensure program provided cooperative 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).	X			
37. My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	X			
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.				