

<p>CAEP Assessment Form</p>	<p>Satisfaction of employers and employment milestones: Resident Educator Progression and The Resident Educator Summative Assessment</p>
<p>Administration and Purpose</p>	<p>The Ohio Resident Educator (RE) Program is required of all new Ohio teachers as a component of their 4-year Resident Educator license. Successful completion of the Resident Educator Summative Assessment (RESA) is required to obtain a 5-year professional license. Though the RE Program has evolved since it began in 2011, the four-year program offers professional mentoring and professional development to new teachers. It enables mentors and other colleagues to guide and support Resident Educators over time and move them more deeply into the process of being effective teachers. (See https://education.ohio.gov/Topics/Teaching/Resident-Educator-Program for more information.)</p>
<p>Informing Candidates</p>	<p>Candidates have been informed about the RE program and the RESA specifically prior to their student teaching experience. Candidates complete an online module on the RE program prior to student teaching, which they must pass with 80% accuracy or better. Completers are informed of and prepared for the RESA during years one and two of the RE program through their mentor,</p>

	<p>the RESA website (www.ohioresa.com), and possibly a RE coordinator or other district supports.</p>
Content of Assessment	<p>The RE program requires schools to provide new teachers with mentors that work with them on goal-setting, reflection, and self-assessment. Though activities may vary, they must align to state mentoring requirements, and/or be tailored to the needs of the new teacher, school, or district.</p> <p>The RESA is completed in the 3rd year of the RE program. The structure of the RESA has continually evolved since its inception. As of 2017-2018, the RESA consists of a single task, The Lesson Reflection, which includes (1) teaching and learning context form, (2) video recording of the lesson, and (3) video commentary and reflection form. Prior versions of the RESA (reflected by some data shared here) included multiple tasks requiring formative and summative assessment; evidence of communication, professional growth, and collaboration; and reflection on teaching practice and feedback. These are now evaluated only at the local level. At one point in the RE program, teachers could choose to take the RESA in Year 3 or Year 4. Some Year 4 RESA data here reflects teachers who retook the RESA after failing the prior year.</p>
Scoring	<p>RESA components are scored either pass/fail, or numerically on a 100-300 point scale, with 200 or above indicating passing. However, the only data provided to EPPs is if completers took the RESA and passed the RESA.</p>

<p>Data Validity or Survey Content and Data Reliability or Data Quality</p>	<p>As an Ohio Department of Education assessment, RESA has been determined to be valid and reliable.</p> <p>RESA assessors are all licensed teachers from the state of Ohio with at least ten years of teaching experience. Assessors undergo up to 10 hours of online training, during which they learn how to consistently assess the evidence Resident Educators provide about their practice, using the domains and criteria for the assessment. Assessors also review rationales for feedback for different kinds and levels of evidence for each aspect of the seven domains of the Lesson Reflection.</p> <p>Prior to scoring RESA submissions, assessors must pass a certification test in which they score a set of sample submissions, and meet a minimum accuracy standard. Assessors are monitored for accuracy (http://www.ohioresa.com/faq/).</p>
<p>Comments</p>	<p>Care should be taken when comparing data across years, as the RE Program and the RESA assessment have changed multiple times in its first six years. Anecdotally, completers have had a range of experiences with the RE program, from well-organized programs with meaningful PD and active mentors, to completing RE tasks independently with minimal or no contact with assigned mentors.</p>

2020
Ohio Educator Preparation Provider Performance Report
College of Wooster

**Statewide Survey of Ohio Resident Educators'
Reflections on their Educator Preparation Program**

Reporting Period from Sept 1, 2019 to Aug 31, 2020

Description of Data:

Due to the COVID-19 pandemic-related issues, including school closures and staff transitions in Ohio during the 2019-2020 school year, the distributions of some surveys were delayed, contributing to lower response rates.

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. A total of 453 respondents completed the survey statewide for a response rate of 12 percent.

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

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N<10	3.43
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.	N<10	3.19
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.27
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N<10	3.37
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	3.26
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	N<10	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.40
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.39
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.42
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.	N<10	3.31
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.23

2020
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College of Wooster

No.	Question	Institution Average	State Average
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.39
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.12
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	3.42
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.35
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.56
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.42
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.31
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.58
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.22
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.39
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.34
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	N<10	3.15
24	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.	N<10	3.04
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	3.04
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.30
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	3.15
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	N<10	3.46
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	N<10	2.85
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.56
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.33
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N<10	3.52
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.52

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College of Wooster

No.	Question	Institution Average	State Average
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.50
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.33
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.34
37	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.13
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.17
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.20
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.52
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.43
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.49
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.37
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.35
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.54
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.35
47	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	3.12
48	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	3.34
49	My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N<10	3.28