

Features and Accomplishments

- actively engaged in UC|21, our initiative to define the new urban research institution
- committed to key relationships with over 150 partnerships with school districts, businesses, local and state government agencies, and other community partners
- dedicated to practicing theory in action, grounded in research excellence
- placing students at the center through relationships with faculty members and over 250 scholarships based on achievement and contributions to the community
- emphasis on working successfully with students and clients from diverse cultural, ethnic, and linguistic groups
- a commitment to innovative research-based program development

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This report is provided in compliance with the requirements of the Title II Higher Education Act.

College of Education, Criminal Justice, and Human Services

Report on the Quality of Teacher Preparation 2006-2007

Special features of teacher preparation:

- Strong links between theory and practice with an emphasis on scientifically based strategies
- Use of performance assessments and critical performances for the continuous improvement of performance and operations
- Commitment to preparing candidates to address issues of diversity with equity
- Infusion of technology throughout our preparation programs
- Commitment to teaching all students with special expertise regarding those in urban settings



The mission of the University of Cincinnati educator preparation community is *to prepare committed, caring, and competent educators*. In view of this mission, the unit's standards for performance expectations for candidates are *committed, caring, competent educators...*

- who acquire and develop foundation knowledge, including knowledge of how individuals learn and develop.
- who, with content knowledge, are able to articulate the central concepts, tools of inquiry, and structures of their discipline.
- who successfully collaborate and demonstrate leadership.
- who are able to address issues of diversity with equity.
- who are able to use technology to support their practice.
- who use assessment to inform their efforts.

For those who are teachers in initial preparation or who are pursuing continuing education, we have the additional standard:

- Candidates of the University of Cincinnati are *committed, caring, competent educators* who demonstrate pedagogical knowledge, including organizing content knowledge for learning, creating supportive learning environments, instruction which maximizes the opportunity for learning, and professionalism.

Accreditation:

The University of Cincinnati is accredited by the North Central Association of Colleges and Schools (NCA). Programs for the initial and continuing education of teachers and other school personnel are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education.

Admission Requirements:

Admission to Teacher Education Cohort:

Admission is competitive. Candidates must have completed at least two years of a preparation program with a minimum 2.8 grade point average and demonstrate competence in reading, writing, and mathematics.

Admission to Art Education:

Applicants must have a 3.0 grade point average in Art and Education.

Admission to Music Preparation Program:

Applicants audition in their applied performance area, are interviewed, and must have a 3.0 grade average.

University of Cincinnati

Praxis II Pass-Rate: Teacher Preparation Programs

Academic Year: 2006-2007 Testing Period: September 1, 2006 - August 31, 2007 Program Completers: 194¹

<i>Type of Assessment</i>	<i># Taking Praxis II</i>	<i># Passing Praxis II</i>	<i>UC Pass Rate (%)</i>	<i>OH Passing Scores</i>	<i>OH Pass Rate (%)</i>	<i>National Pass Rate (%)</i>
Professional Knowledge						
Principles Learning & Teaching Early Childhood	64	64	100%	166	99%	93%
Principles Learning & Teaching 5-9	52	52	100%	168	93%	63%
Principles Learning & Teaching 7-12	71	71	100%	165	96%	78%
Academic Content Areas						
Early Childhood Education	***			570	96%	85%
Education of Young Children	62	62	100%	166	100%	94%
Biology and General Science	***			560	100%	81%
Eng. Lang. Lit. Comp. Content Knowledge	14	14	100%	167	95%	69%
Middle School English Language Arts	27	27	100%	156	97%	86%
Mathematics: Content Knowledge	***			139	95%	58%
Middle School Mathematics	24	24	100%	143	99%	86%
Chem. Physics and General Science	***			520	96%	77%
Social Studies: Content Knowledge	13	13	100%	157	94%	72%
Middle School Social Studies	34	34	100%	151	94%	79%
Music Content Knowledge	***			154	98%	82%
Art Content Knowledge	17	17	100%	157	96%	85%
Spanish Content Knowledge	***			160	97%	76%
Biology Content Knowledge	***			148	97%	77%
Chemistry Content Knowledge	***			153	87%	64%
Physics Content Knowledge	***			134	90%	77%
Middle School Science	15	15	100%	144	96%	81%
Earth Science Content Knowledge	***			151	98%	77%
SE Knowledge-Based Core Principles	25	25	100%	151	95%	77%

Aggregate and Summary Institution Level Pass Rate Data

<i>Type of Assessment</i>	<i># Taking Assessment</i> ³	<i># Passing Assessment</i> ⁴	<i>Institution Pass Rate</i>	<i>Statewide # Taking Assessment</i> ³	<i>Statewide # Passing Assessment</i> ⁴	<i>Statewide Pass Rate</i>
Aggregate - Professional Knowledge	193	193	100%	7405	7145	96%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	219	219	100%	7699	7474	97%
Aggregate - Teaching Special Populations (Special Education, ESL, etc.)	25	25	100%	998	951	95%
Summary Totals and Pass Rates ²	194	194	100%	7557	7165	95%

1 The number of program completers found, matched, and used in the passing rate calculation may not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

2 Summary Totals and Pass-Rates: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass-rate.

3 Number of completers who took one or more tests in a category and within their area of specialization.

4 Number who passed all tests they took in a category and within their area of specialization.

***No pass-rate calculated when fewer than 10 candidates take the Praxis II test.

Number of students in teacher preparation, all specializations, in academic year 2005-2006	837
Number of students in supervised student teaching in academic year 2005-2006	194
Number of faculty members who supervised student teachers in 2005-2006	33
Student teacher/faculty ratio	6 : 1
Total faculty appointed full-time in Professional Education	86
The average number of student teaching hours per week required	33
The average number of weeks of supervised student teaching required	14