

University of Cincinnati

Praxis II Pass-Rate: Teacher Preparation Programs

Academic Year 2007 - 2008
Testing Period: September 1, 2007 - August 31, 2008
Program Completers: 208

Assessment	# Taking ³	# Passing ⁴	Institution Pass Rate	Statewide # Taking ³	Statewide # Passing ⁴	Statewide Pass Rate
Aggregate – Professional Knowledge	208	208	100%	7016	6854	98%
Aggregate – Academic Content Areas (<i>Math, English, Biology, etc.</i>)	224	224	100%	7315	7177	98%
Aggregate – Teaching Special Populations (<i>Special Education, ESL, etc.</i>)	33	33	100%	1017	965	95%
Summary Totals and Pass Rates²	208	208	100%	7129	6866	96%

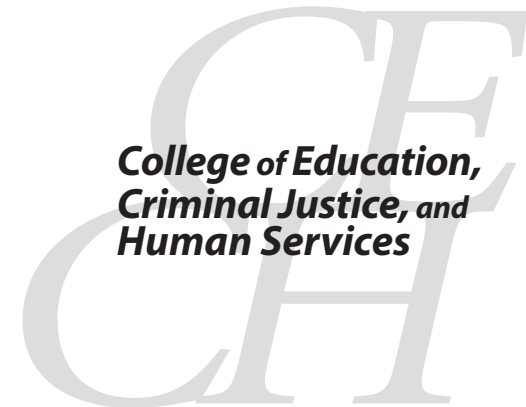
2 Summary Totals and Pass-Rates: # of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass-rate.

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

4 # 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

Type of Assessment	# Taking Praxis II	# Passing Praxis II	UC Pass Rate (%)	OH Pass Scores	OH Pass Rate (%)	National Pass Rate (%)
Professional Knowledge						
Principles Learning & Teaching Early Childhood	60	60	100	166	100	91
Principles Learning & Teaching K-6	19	19	100	168	95	75
Principles Learning & Teaching 5 – 9	56	56	100	168	96	65
Principles Learning & Teaching 7 – 12	73	73	100	165	97	80
Academic Content Areas						
Early Childhood Education	***	***	***	570	N/A	N/A
Education of Young Children	60	60	100	166	100	94
Biology and General Science	***	***	***	560	100	81
English Lang. Lit. Comp. Content Knowledge	17	17	100	167	96	69
Middle School English Language Arts	18	18	100	156	99	85
Mathematics: Content Knowledge	10	10	100	139	96	56
Middle School Mathematics	26	26	100	143	99	86
Chem Physics and General Science	***	***	***	520	97	74
Social Studies: Content Knowledge	***	***	***	157	99	73
Middle School Social Studies	30	30	100	151	96	81
Music Content Knowledge	14	14	100	154	98	83
Art Content Knowledge	12	12	100	157	97	84
French Content Knowledge	***	***	***	160	100	83
German Content Knowledge	***	***	***	165	N/A	78
Spanish Content Knowledge	***	***	***	160	96	78
Biology Content Knowledge	***	***	***	148	97	75
Chemistry Content Knowledge	***	***	***	152	93	65
Physics Content Knowledge	***	***	***	132	92	76
Middle School Science	24	24	100	144	98	79
Earth Science Content Knowledge	***	***	***	151	98	72
Teaching Special Populations						
SE Knowledge-Based Core Principles	33	33	100	151	95	76



**College of Education,
Criminal Justice, and
Human Services**

Number of students in teacher preparation, all specializations, in academic year 2007-2008	569
Number of students in supervised student teaching in academic year 2007-2008	326
Number of faculty members who supervised student teachers in 2007-2008	35
Student teacher/faculty ratio	9:1
Total faculty appointed full-time in Professional Education	50
The average number of student teaching hours per week required	36
The average number of weeks of supervised student teaching required	12



Standards for Performance Expectations

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 and work toward positive systems change
- *who are able to address issues of diversity with equity
- *who are able to use technology to support their practice
- *who use assessment and research 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 grounded in evidence based practice, 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) Higher Learning Commission. 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:

Competitive admission. 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 point average.

Features and Accomplishments

- *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

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

Quality of Teacher Preparation Report 2007-2008

Special features of teacher preparation:

- *The use of research based models as the basis of coursework and field experience
- *An emphasis on collaboration and co-teaching
- *Use of performance assessments and critical performances to assess and document candidates' learning
- *Commitment to preparing candidates to address issues of diversity with equity
- *Infusion of technology throughout our preparation programs