Education Graduate Validation of Unit Performance
Standards and Key Assessment Crosswalk Example for Planning

Criterion	As of 2015-16	Conceptual Framework	GATES	InTASC	Ohio Standards	Diversity
Planning	Planning for Understanding	Outcome:Content Areas - CF 2D: Candidates demonstrate competency in the content areas. OSTP 2.1: Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.	**Outcome Set:**Gates 2014-15	**Outcome:**7(a) Performances: Learning Experiences Appropriate for Curriculum Goals - The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners	Outcome:4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.	
	Planning to Support Varied Student Learning Needs		**Outcome Set:**Gates 2014-16	**Outcome:**7(l) Essential Knowledge: When and How to Adjust Plans - The teacher knows when and how to adjust plans based on assessment information and learner responses.	Outcome:4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.	
	Using Knowledge of Students to Inform Teaching and Learning (lesson plans and video clips)		**Outcome Set:**Gates 2014-17	Outcome:1(d) Essential Knowledge: How Learning Occurs - The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.	Outcome:1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	
	Criterion:Planning: Identifying and Supporting Language Demands		**Outcome Set:**Gates 2014-18	Outcome:4(n) Essential Knowledge: Student Content Standards and Learning Progressions - The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.		2.3 Candidate demonstrates knowledge of the characteristics associated with English Language Learners and instructional strategies associated with optimal outcomes for this population
	Criterion:Planning: Planning Assessment to Monitor and Support Students' Learning	Outcome:Assessment - CF 2E: Candidates demonstrate the ability to assess student learning using formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, physical, and moral/spiritual development of all learners. OSTP 3.2: Teachers select, develop and use a variety of diagnostic, formative and summative assessments.	**Outcome Set:**Gates 2014-19	Outcome:6(j) Essential Knowledge: Differences between Formative and Summative Assessment - The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.	Outcome:3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.	

Standards and Key Assessment Crosswalk Example, Page 2
Professional Educator Initial Licensure

Criterion	NAEYC (ECE)	AAHE (Health)	NBEA (Business)	NCTE (ILA)	NCTM (IME)
Planning	5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.		2.1 Candidates plan and organize a business program and/or courses.	**Outcome:**3.3 Experiences in Reading - Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.	**Outcome:**3.1 Knowledge of Curriculum Standards - Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.
	5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	3B: Candidates design a logical scope and sequence of learning experiences that accommodate all students.	3.2 Candidates understand what students know and are able to do and use this knowledge to meet the needs of all students.	**Outcome:**4.1 Students' Engagement in Lessons - Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	**Outcome:**3.3 Plan Lessons and Units - Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.
	1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.	3D: Candidates select developmentally appropriate strategies to meet learning objectives.	3.1 Candidates display knowledge of how students learn and of the developmental characteristics of age groups.	Outcome:4.4 Community Languages - Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.	Outcome:4.2 Learning Opportunities - Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.
			3.4 Candidates model respect for students' diverse cultures, language skills and experiences.	Outcome:3.1 Learning Experiences - Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.	Outcome:4.3 Diversity - Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.
	3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.	5A: Candidates develop assessment plans.	4.1 Candidates are knowledgeable about assessment types, their purposes and the data they generate, including authentic and performance assessments.	Outcome:3.2 Authentic Assessments - Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.	Outcome:3.7 Student's Progress - Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.

Standards and Key Assessment Crosswalk Example, Page 3

Professional Educator Initial Licensure

Criterion	IRA (Reading)	CEC (IS)	NCSS (ISS)	NSTA (LSE & PSE)
Planning	SECTION 2.1: Foundational Knowledge Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.		6. Planning Instruction - Social studies teachers should possess the knowledge, capabilities, and dispositions to plan instruction for the appropriate school levels based on understanding of subject matter, students, the community, and curriculum goals.	**Outcome:**1.3 State/National Standards - Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.
	SECTION 4.2: Literacy Curriculum Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	**Outcome:**1.2 Individual Differences - Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	2. Differences in Learning Styles - Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.	**Outcome:**3.1 Candidates' Knowledge - Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.
		Outcome:5.1 Selecting Learning Experience - Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	1. Learning and Development: Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development.	Outcome:2.1 Lesson Planning - Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.
		Outcome:5.4 Language/Communication Development - Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.		
	SECTION 3.1: Types of Assessments Candidates understand types of assessments and their purposes, strengths, and limitations.			Outcome:3.3 Assessment Strategies - Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

Professional Educator Initial Licensure

Criterion	AMLE (MCE)	NASM (Music)	NASPE (PE)	ACTFL (Spanish)	NASAD (Visual Arts)
Planning			3.3 Design and implement content that is aligned with lesson objectives.	**Outcome:**4.1 understand Standards for Foreign Language Learning and state standards	6.5 Candidates create or select teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students that are aligned with the objectives of the lesson.
	Outcome:2.2 Knowledge of Standards - Middle Level Student Standards: Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.	5.1 Candidates are able to create accurate and musically expressive performances with various types of performing groups and in general P-12 classroom situations.	3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.		6.1 Candidates develop lessons that address the needs of diverse learners.
	Outcome:1.1 Adolescent Development - Knowledge of Young Adolescent Development:Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.	5.10 Candidates demonstrate the ability to modify instruction at all grade levels to accommodate all ability levels and special needs based upon research-based knowledge.	3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.		6.2 Candidates become familiar with relevant aspects of students' background knowledge and experiences.
				Outcome:3.1 understand and use language acquisition at various developmental levels	
			5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.		

Data Means by Gate for Education for Professional Educator License

Graduate: PEL (Initial)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Gate 1-PEL Admission to Graduate Status and the PEL Program												
Undergraduate GPA (Admissions Data)	3.02	2.96	3.11	3.26	3.24	3.07	3.06	3.15	3.16	3.08	3.03	3.17
Gate 2-PEL Admission to Teacher Education Program												
Second Semester												
* Candidate Profile Field Final Assessments: Fundamentals	3.5	3.5	3.4	2.9	2.9	2.9	2.8	2.7	2.7	2.78	3.27	2.81
* Dispositions: Teacher Education	na	3.6	3.4	3.3	3.4	3.2	3.5	3.3	3.3	3.49	3.60	3.35
Overall Gate Score (Selected Key Rubrics - Technology for Educators, Philosophy of Educ)	na	3.1	3.4	2.9	2.9	3.6	3.7	3.6	3.3	3.71	3.60	3.67
Gate 3-PEL Admission to Clinical Practice												
Third Semester												
* Candidate Profile Field Final Assessments: Diversity	3.5	3.5	3.3	3.4	3.4	3.5	3.4	2.9	3.1	3.41	Since J-term discontinu	3.36
* Dispositions: Clinical	na	3.6	3.7	3.7	3.7	3.5	3.7	3.5	3.7	3.59	3.60	3.49
* Lesson Plan Assessment	3.5	3.6	3.7	3.7	3.7	3.6	3.8	3.7	3.4	3.52	Since J-term discontinu	
Diversity Field Reflection (Journal)											3.75	3.56
** Overall Gate Score (Selected Key Rubrics - Classroom Mgt Philosophy, Ed Psych Portrait of a Learner, Inclusion & Differentiated Instruction, Philosophy Revisited substituted by Leadership Management in 2015-16)	na	3.5	3.4	3.4	3.4	3.7	3.6	3.7	3.6	3.51	3.48	3.45
Gate 4-PEL Program Completion												
Final Semester												
* Review of Portfolio Reflections Starting in 2015-16, Student Teaching Reflection	na	3.4	2.8	3.2	3.2	3.2	2.8	2.9	2.9	3.23	3.33	3.11
* Candidate Profile Student Teaching Final Assessment	3.4	3.4	3.4	3.6	3.5	3.6	3.5	3.4	3.4	3.26	3.30	3.24
* Teacher Perf. Assessment (Imp. on Student Lrng prior to '13-14) edTPA	3.5	3.6	3.7	3.7	3.7	3.6	3.5	3.3	2.9	2.97	3.03	3.02
* Ohio Assessment for Educators (Praxis II PLT prior to 2013-14)	3.6	3.5	3.6	3.5	3.4	3.5	3.5	3.1	3.2	3.13	3.36	3.33
* Interdisciplinary Unit Plan	3.5	3.6	3.7	3.7	3.7	3.8	3.7	3.7	3.8	3.30	3.54	3.50
* Internal Stakeholder Assessments of Candidates & Programs (Faculty Survey, ODHE Completer Survey)	2.8	3.1	3.4	3.5	3.3	3.3	3.2	3.3	3.5	3.49	3.50	3.50
* External Stakeholder Assessments of Candidates & Programs (ODHE Alumni Survey, LaVern's Cooperating Teacher Survey, Principal Survey)	3.5	3.4	3.5	3.0	3.0	3.1	3.3	3.0	3.2	3.33	3.43	3.34
** Overall Gate Score (Selected Key Rubrics - NONE from 2016-on)	na	3.5	3.4	3.4	3.4	3.5	3.5	3.3	3.7	3.24	3.36	n/a

Data Means by Gate for Intervention Specialist Initial License

Graduate: ISM (Initial)						2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Three Year Program												
Gate 1-ISM Admission to Graduate Status and the ISM Program												
Undergraduate GPA (Admissions Data)						na	2.98	3.01	3.11	3.20	3.12	3.13
Gate 2-ISM Admission to Candidacy												
* Candidate Profile Field Final Assessments: Diversity						2.9	2.8	2.9	2.7	2.85	Since J-term discontinued, none	2.90
* Dispositions: Teacher Education						3.2	3.6	3.6	3.1	3.56	3.29	3.33
** Overall Gate Score (Selected Key Rubrics - Technology for Ed, Philosophy of Educ)						3.6	3.7	3.7	3.4	3.65	3.69	3.92
Gate 3-ISM Admission to Clinical Practice												
* Candidate Profile Field Final Assessments						*	3.4	3.5	3.0	3.00	3.28	2.99
* Dispositions: Clinical						*	3.7	3.7	3.5	3.70	3.69	3.40
* Lesson Plan Assessment						*	3.9	3.5	3.2	3.24	Since J-term discontinued, none	
Overall Gate Score (Selected Key Rubrics - Classroom Mgt Philosophy, Ed Psych, Lesson Plan, Philosophy of Special Ed)						*	3.7	3.8	3.8	3.54	3.64	3.26
Gate 4-ISM Program Completion												
* Review of Portfolio Reflections (Changed to Student Teaching Artifact Reflection in 2016)						*	**	2.9	2.9	3.40	3.65	3.40
* Candidate Profile: Student Teaching Final Assessment						*	**	3.4	3.2	3.24	3.31	3.32
* Teacher Perf. Assessment (Imp. on Student Lrng prior to '13-14) edTPA						*	**	3.6	2.7	2.98	2.96	3.04
* Ohio Assessment for Educ. (Praxis II PLT & EES prior to 2013-14)						*	3.6	2.9	3.5	3.26	3.65	3.45
* Interdisciplinary Unit Plan						*	**	3.9	3.9	No data	3.29	3.58
* Internal Stakeholder Assessments of Candidates & Programs Faculty Survey, ODHE Completer Survey)						*	**	3.3	3.4	3.49	3.50	3.50
* External Stakeholder Assessments of Candidates & Programs (ODHE Alumni Survey, LaVern's Cooperating Teacher Survey, Principal Survey)						*	**	3.0	3.2	3.33	3.43	3.34
** Overall Gate Score (Selected Key Rubrics - NONE from 2014-on)						*	**	3.5	3.2			

Data Means by Gate for Intervention Specialist Advanced

Graduate: ISP (Advanced)				2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Program Enrollment Decline 2012-13												
In 2016-17, a shift is occuring between offering face-to-face and online												
Gate 1-ISP: Admission to Graduate Status												
Undergraduate GPA (Admissions Data)				na	3.24	3.41	3.35	3.1	3.48	3.42	3.59	3.35
Gate 2-ISP: Admission to Candidacy												
Second Semester												
* Dispositions: Teacher Education (Changed to Course Dispositions, Field Dispositions in 2017-18)				3.6	3.6	3.7	3.7	**	3.6	3.60	3.66	3.59
* Philosophy of Special Education				3.8	3.5	3.5	3.6	3.8	3.6	3.60	3.13	4.00
* Unit Plan				3.6	3.9	3.7	3.7	3.8	3.9	3.42	3.16	**
** Overall Gate Score (Selected Key Rubrics- Learning Environment Project, Reading Program)				3.7	3.7	3.8	3.7	3.8	3.8	3.66	3.50	4.00
Gate 3-ISP: Admission to Clinical Practice												
Third Semester												
* Proposal: Special Education Research Project (RTI/Thesis)				*	3.8	3.6	3.6	**	3.6	3.86	3.96	**
** Overall Gate Score (Selected Key Rubrics - ISP Cases Study Analysis, Collaboration, Behavior Mgt. Project)				*	3.7	3.6	3.6	3.8	3.7	3.85	3.78	3.94
Gate 4-ISP: Program Completion												
Final Semester												
* Review of Portfolio Reflections (Advanced Practicum Reflection starting in 2016-17				*	3.5	3.3	3.5	3.2	3.4	3.40	3.00	3.00
* Candidate Profile: Advanced Practicum Assessment in 2014-15 Instructional Lesson Plan				*	3.8	3.9	3.8	3.6	3.4	4.00	4.00	..
* Ohio Assessment for Educ. (EES prior to 2013-14)				*	3.6	3.5	3.6	3.3	3.7	3.14	3.70	3.57
* Completed Special Education Research Project (RTI/Thesis)				*	3.6	3.7	3.7	3.8	3.5	4.00	4.00	3.86
* Dispositions: Program Exit				*	3.6	3.7	3.8	**	3.5	3.65	3.59	3.61
* Internal Stakeholder Assessments of Candidates & Programs Faculty Survey, ODHE Completer Survey)				*	3.3	3.3	3.2	3.3	3.4	3.49	3.50	3.50
* External Stakeholder Assessments of Candidates & Programs (ODHE Alumni Survey, LaVern's Cooperating Teacher Survey, Principal Survey)				*	3.0	3.1	3.3	3.0	3.2	3.33	3.43	3.34
** Overall Gate Score (Selected Key Rubrics- NONE from 2014 on)				*	3.5	3.8	3.8	3.4	3.6			
* Candidates in early gates of new program (N = 0)												
** Insufficient number to report												
*** Not yet an assessment												