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.	

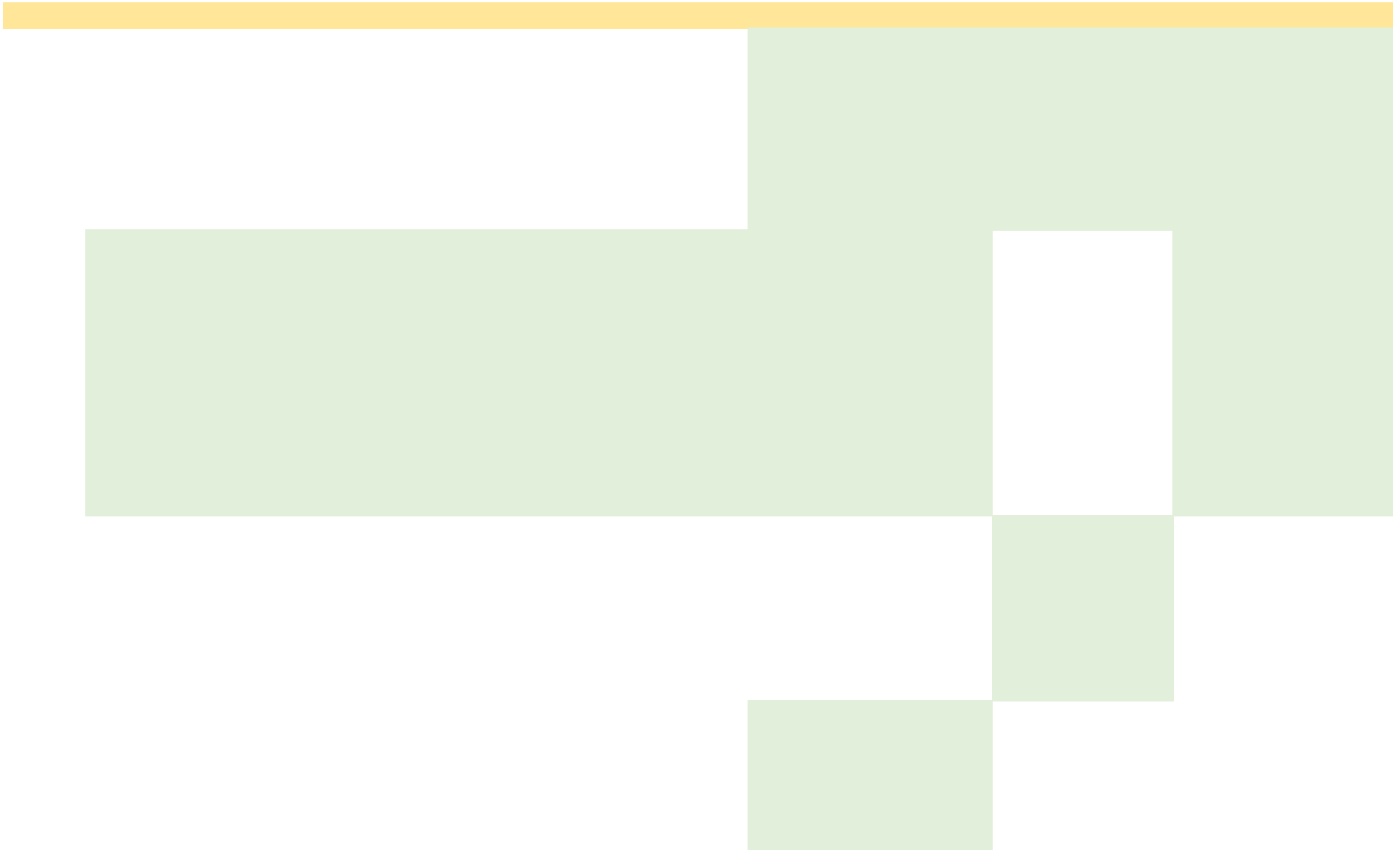# Standards and Key Assessment Crosswalk Example, Page 2
Professional Educator Initial Licensure

Criterion	NAEYC (ECE)	AAHE (Health)	NBEA (Business)	NCTE (ILA)	NCTM (IME)
	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.
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Standards and Key Assessment Crosswalk Example, Page 3

Professional Educator Initial Licensure

Criterion	IRA (Reading)	CEC (IS)	NCSS (ISS)	NSTA (LSE & PSE)

Data Means by Gate for Education for Professional Educator License

	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

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
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							
	2.9	2.8	2.9	2.7			

* Candidate Profile Field Final Assessments: Diversity

Data Means by Gate for Intervention Specialist Advanced

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
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
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

Final Semester
* Review of Portf2 Tf2.2 306.9 Tm0 g0 G(3)-21(.)17(6)]TJETq0.6 -0.