



Teacher Quality Partnership

is a comprehensive, longitudinal study of how the preparation and development of new teachers affect their success in the classroom as measured by the academic performance of their students.

A research partnership of Ohio's 50 colleges and universities providing teacher preparation programs, this P-16 collaboration is designed to inform future public policy decisions and to suggest new directions for teacher preparation and professional development programs in Ohio and across the nation.

For more information, contact:

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Developing Profile of Ohio Future Teachers

TQP has surveyed nearly 10,000 graduates of Ohio teacher preparation programs from 2003 through 2005. They make up Cohort I and II of the five planned TQP cohorts. In addition, the 50 partner institutions have supplied demographic data from which we are building a pre-service teacher profile. Much of the demographic information is consistent with that found by other researchers.

These future teachers are overwhelmingly Caucasian (92.3%) and female (76.6%). Ohio public institutions graduate 66% of the completers and private institutions 34%. Ohio has four licensure bands: Early Childhood (PK-grade 3), Middle Childhood (grade 4-grade 9), Adolescent to Young Adult (grades 7-12), and Multi-Age (PK-12 or grade 4-12). Early Childhood is the most frequently chosen license (39.5%) with the traditional secondary areas next (22.7%), Multi-Age third (21.3%), and Middle Childhood fourth (16.5%).

These completers have an overall grade point average of 3.47 on a four point scale, which includes courses in arts and sciences, their major field of study, as well as pedagogy. Their ACT (22.52) and SAT (1074.04) scores are about one standard deviation above the national and Ohio means. These grades and test scores create a stronger academic profile than some would expect, given the annual widely reported data from ACT exams. It is important to note that ACT reports of scores in the bottom quartiles reflect intended college majors for high school juniors and seniors. They are not limited to those who actually enter college nor those who eventually major in some area of education. They are certainly not those who actually complete their degrees and are eligible to be licensed as teachers. While only two of the five years of data have been collected so far, these indicators of strong academic ability for Ohio's future teachers are both promising and welcome.

TQP Recent Awards Announced

At their March board meeting, the Carnegie Corporation of New York voted to approve a two year award of \$668,700 toward the TQP "research project examining the relationship among teacher education, classroom practices and student achievement." In April the Joyce Foundation board approved a two year award of \$400,000 for TQP research. Each had made initial awards of \$200,000 in 2004. Both of these organizations have a long history of funding efforts to increase the quality of our educational systems. We are very grateful for their support as TQP researchers seek to identify findings that will lead to better teachers for all learners.

Other TQP funders include the P & G Fund, The Ohio Department of Education, The Ohio Board of Regents, U. S. Department of Education, The George Gund Foundation, Martha Holden Jennings, Bank One and the Student Loan Fund. In addition, participating institutions have contributed many dollars through support of their faculty's involvement in TQP.

Currently under consideration is a proposal to the Jacob Schmidlapp Trust, Fifth Third Bank, Trustees, as well as a FIPSE grant from the U. S. Department of Education. Preliminary work has begun to identify and contact additional funders.

EXTERNAL AUDIT PANEL PROFILE

Ed Crowe Brings Expertise to TQP

A graduate of Boston College who later earned a doctoral degree in political science from the University of North Carolina, Chapel Hill, Dr. Ed Crowe is one of the nation's leading authorities on teacher quality and K-16 initiatives. He serves as a consultant to the Academy for Educational Development (AED) and the Carnegie Corporation of New York, and he is a senior consultant on higher education initiatives for the National Commission on Teaching and America's future. With other colleagues at AED, he also advises the Scottish National Executive and the Hunter Foundation of Scotland on their work in education reform, particularly the Scottish Teachers for a New Era initiative at the University of Aberdeen.

Crowe has extensive experience in state higher education policy, with the Office of the President of the University of North Carolina system (1979-87), as senior staff to the state higher education coordinating board in Arkansas (1987-99), and as senior manager of a statewide math and science education reform project funded by the National Science Foundation.

Earlier in his career, Crowe was the first director of the U.S. Department of Education's Title II Teacher Quality Enhancement Program, which awarded and supported over 90 competitive grants to states and to partnerships between universities and high need schools to improve the quality of teacher preparation. And today, he is serving as a member of TQP's external audit panel where he's providing valuable counsel on the project's research design and execution. Currently, Dr. Crowe's policy interests are focused on higher education information systems, K-16 policy initiatives and teacher quality reform, as well as academic and finance planning issues in higher education.

TQP Surveys Match NCATE Indicators

Ohio institutions collecting data for an initial or renewal NCATE accreditation are discovering that participation in TQP has an unexpected, but valuable benefit. Anne Bauer, NCATE coordinator for the University of Cincinnati, recently agreed to serve as the TQP Institutional Representative for UC. She discovered that these two roles overlap and offered to investigate how the survey items might be used as evidence for the NCATE standards and indicators. When used with the annual report showing the statewide norm and the campus mean for each of the items, a wealth of information is available for all 50 Ohio institutions. Institutional Representatives are finding this chart very helpful in preparing reports for both internal and external uses. A copy is available at <http://www.tqpohio.org/research.html>.

New TQP Web Address

Your previous TQP bookmark will still work, but we have added another easier-to-remember URL. Go to <http://www.tqpohio.org> for the latest on TQP activities.

UPCOMING DATES...



April 19, 2006
10:00 a.m. – 1:00 p.m.
Institutional Representatives
Meeting and Luncheon
Columbus Airport Marriott Hotel



April 19, 2006
4:00 p.m. – 6:30 p.m.
Advisory Board Dinner Meeting
Columbus Airport Marriott Hotel



May 11, 2006
10:00 a.m. – 2:00 p.m.
TQP Research Team Meetings
(As called by Team PIs)
MVNU Polaris Campus



June 11-14, 2006
CLASS Train the Trainers
University of Virginia

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