

Bluffton College

Praxis II – Pass-Rate Data: Regular Teacher Preparation Program

Academic Year: 2000-01

Testing Period: 7/00 – 6/01

Number of Program Completers ¹: 68

Type of Assessment ²	#Taking Praxis II ³	# Passing Praxis II ⁴	Ave. Pass Rate (%)	OH Pass Rate (%)
Professional Knowledge				
Professional Knowledge (520)	4	***	***	99%
Principles of Learning and Tchg (K-6) (522)	36	33	92%	91%
Principles of Learning and Tchg (5-9) (523)	2	***	***	85%
Principles of Learning and Tchg (7-12) (524)	25	25	100%	94%
Academic Content Areas				
Elem. Ed. Curriculum, Instruction, Assess. (011)	34	32	94%	94%
Early Childhood Education (020)	1	***	***	97%
English Language Lit Comp Content Knowledge (041)	3	***	***	83%
Mathematics: Content Knowledge (061)	9	***	***	89%
Social Studies: Content Knowledge (081)	2	***	***	90%
Physical Education (090)	1	***	***	92%
Physical Education: Content Knowledge (091)	5	***	***	83%
Music Content Knowledge (113)	3	***	***	90%
Art Content Knowledge (133)	3	***	***	94%
Spanish Content Knowledge (191)	1	***	***	86%
Spanish Productive Language Skills (192)	1	***	***	
Other Content Areas				
Home Economics Education	3	***	***	100%
Health Education (550)	7	***	***	100%
Teaching Special Populations				
Ed of Students with Mental Retardation (320)	9	***	***	100%
Tchg Students with Learning Disabilities (380)	9	***	***	100%
Aggregate Data				
Aggregate – Basic Skills				
Aggregate – Professional Knowledge	67	63	94%	93%
Aggregate – Academic Content Areas (Math, English, Biology, etc.)	62	59	95%	92%
Aggregate – Other Content Areas (Career/Technical Education, Health Education, etc.)	10	10	100%	100%
Aggregate – Teaching Special Populations (Special Education, ESL, etc.)	18	18	100%	97%
Aggregate – Performance Assessments				
Summary Totals and Pass Rates⁵	68	64	94%	89%

- The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.
- Institutions and/or States did not require the assessments within an aggregate where data cells are blank.
- Number of completers who took one or more tests in a category and within their area of specialization.
- Number who passed all tests they took in a category and within their area of specialization.
- Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

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

Bluffton College chooses to report all students who complete their teacher education program regardless of whether or not they have passed the Praxis II assessments. We believe this gives an accurate picture of the quality of our program and we are proud of our students' performance on these assessments. Those who do not pass Praxis II receive individualized, intensive, on going support as they prepare to retake the tests.

Prospective students are encouraged to determine how each teacher education program defines program completers and if their data represent all students or only those who pass the Praxis II assessments.

Contextual Information

Student Teaching Information

Number of students in supervised student teaching in academic year 2000-01	78
• Full-time faculty in professional education	7
• Part-time faculty in professional education but full time in the institution	2
• Part-time faculty in professional education, but not otherwise employed by the institution	11
Total faculty student teaching supervisors	19
Student teacher/faculty ratio	4:1
The average number of student teaching hours per week required	40
The total number of weeks of supervised student teaching required	10
Average total number of hours required	400

Bluffton College seeks to prepare students of all backgrounds for life as well as vocation, for responsible citizenship, for service to all peoples and ultimately for the purposes of God's universal kingdom.

– from the Bluffton College
mission statement

Bluffton College Teacher Education

Educators Nurturing Communities of Learning and Respect

Bluffton College offers 14 baccalaureate programs leading to state teacher certification and a master of arts in education program designed for both secondary and elementary teachers. All of the 14 teacher education programs offered by Bluffton College are approved by the Ohio Department of Education.

Best practices

- Classroom placements and field experience throughout the teacher preparation program support early student learning and development.
- Bluffton College requires 12 credit hours of reading instruction for all early and middle childhood and intervention specialists majors.

Distinctive programs and resources

- The Lion and Lamb Peace Arts Center of Bluffton College partners with the education department to provide peace and conflict resolution programs and resources for education students and public school teachers and students.
- Bluffton College is one of only 10 programs in the state of Ohio offering a TESOL (Teaching English to Speakers of Other Languages) minor. The certification prepares students to teach English in this country or abroad and for graduate work in TESOL.
- The Career Development Center offers extensive programs specifically designed for education students. Education students at BC have excellent success rates in employability.

"We consider superior teacher preparation to be a distinctive of Bluffton College. Our program is grounded in a unique mission that guides our high quality classroom instruction, practical training and individual attention for students. Approximately 35% of our graduates earn degrees in education and go on to successful careers in teaching and administration. These graduates are in high demand by employers and they tell us Bluffton has prepared them well."

— Lee Snyder, president

Praise for the teacher preparation program

"Bluffton College has done an exceptional job of preparing me to be a teacher. The excellent faculty provides their students with real life experiences and practical information and truly prepared me for the educational profession."

— Jamie Evans, teacher
Shawnee Middle School
2000 BC graduate

"Dr. Gayle Trollinger, mentor grant coordinator from Bluffton College, has been instrumental this year in the development of the Allen County Mentor Program in Lima City and Allen County schools. The Bluffton College connection is a critical component in the entry year program as schools look more closely at teacher performance and move into licensure."

— Nancy Wood Allison
supervisor of instruction Lima City Schools

"When I am looking for a placement for a student teacher, the first question I am asked is 'Where is the student teacher from?' The Bluffton College student teachers are always easily placed. They are well prepared, possess a good work ethic, and are focused on the teaching experience."

— Tom Schaaf, principal
Bath Elementary School
1973 BC graduate

Bluffton College at a glance

Bluffton College has a total of 1050 students, of which 743 are residential students; approximately 89 percent are Ohio residents. Six percent of all students are minority students. The average ACT score for first-year students in the fall 2001 was 22.8.

Partnerships

The education department is committed to creating community partnerships that further excellence in student learning.

- **Two Ohio Board of Regents grants** of \$9,000 each have been awarded to Bluffton College arts and science professors who work with education department faculty members to retool classes for teacher candidates to better prepare them for classroom instruction.
- **Making Connections** enhances middle school math instruction in partnership with Lima City Schools, \$67,000 funded by Ohio Board of Regents
- **PEER** (Professionals Enhancing Educational Relationships) supports mentors for entry level teachers. This program is offered in partnership with the Lima City Schools and funded by the Ohio Department of Education.
- **Inquiry-based teaching** supports summer curriculum development in mathematics and science courses to create model classes in collaboration with teacher education, two \$9,000 grants funded by Ohio Board of Regents

