

## **I-Wheel Strategic Exploration Ohio University**

### **Details for the Center**

1. Pre-service preparation is not fully aligned with real-world expectations for teachers.
2. The skill set of the cooperating teacher does not completely match the supervisory needs of the pre-service teacher.
3. An inability exists in the current educational system to obtain graduate credit for demonstrated mastery of content.
4. The existing field experiences do not provide enough exposure to cultural diversity.
5. Existing teacher candidates do not have an adequate knowledge of assessments.
6. Existing professional development opportunities are not always aligned with identified needs.
7. Faculty who prepare educators do not have enough direct involvement in schools and school systems.
8. Professional development opportunities are not always highly aligned with ODE, colleges, RSITs, ESCs, LPDCs, districts and schools.
9. There is not enough collaboration between geographically dispersed service agencies and educational institutions in order to serve regional needs.
10. Pre-K – 12 classrooms are not being utilized as educational laboratories.
11. A culture of conflict avoidance rather than a culture of improvement exists within teaching.
12. New educators do not have adequate support and mentoring during their first two years of experience.
13. Technology is not being used effectively and efficiently within Pre-K – 20.
14. Resources are shared inefficiently due to geographical limitations.
15. Inadequate funding exists to support educational needs within Ohio Appalachian counties.
16. Teacher candidates have an inadequate knowledge of federal and state initiatives.
17. Our stakeholders exist within a regionally impoverished area.
18. The alternative licensure program does not meet regional P-12 needs.
19. Higher education philosophical barriers and failure to be proactive prevent the alternative licensure program from meeting regional needs.
20. Logistical barriers of scheduling and geography inhibit the alternative licensure program from meeting regional needs.
21. Within education culture, avoidance of truthful evaluations precludes meaningful professional development, improvement and growth.