Educator Preparation Quality and Performance Measures

Contents

<p style="text-align:center; color:orange;">**CAEP Annual Reporting Measures**</p>

CAEP ([Council for the Accreditation of Educator Preparation](#)) has eight annual reporting measures, which are used to provide information to the public on program impact and program outcomes. The CAEP measures with links to supporting evidence for each measure are as follows:

Measure 1: Completer Effectiveness and Impact on Student Learning

Completer Effectiveness: Ohio Value-Added Ratings

A component of Ohio's Accountability system, value-added calculations, utilize data from state tested subjects and grades to measure student growth. Data is provided to institutions of higher education by the state for graduates in the Ohio Resident Educator Program who are teaching value-added subjects of reading and mathematics in grades four through eight.   There are still some limitations to the data due to the impacts of COVID closures.

2022 Value Added Data Initial Licensure Effective Years: 2018-2022 NOTE: Some teachers have multiple sets of value-added data reported. All data was included					
	Associated Value-Added Classifications				
Teachers with Value-Added Data Reported	Most Effective	Above Average	Average	Approaching Average	Least Effective
40	9%	21%	39%	8%	22%

Indicators of Teaching Effectiveness – OTES Data for Recent Graduates

2022
Ohio Educator Preparation Provider Performance Report
Marietta College

Value-Added Data for Students Taught by Teachers Prepared
by Ohio Educator Preparation Providers at Marietta College

Reporting period from September 1, 2021 to August 31, 2022.

Description of Data:
Ohio's value-added data system provides information on student academic gains. As a vital component of Ohio's accountability system, districts and educators have access to an extensive array of diagnostic data through the Education Value-Added Assessment System (EVAAS). Schools can demonstrate through value-added data that many of their students are achieving significant progress. Student growth measures also provide students and parents with evidence of the impact of their efforts. Educators and schools further use value-added data to inform instructional practices.

Limitations of the Value-Added Data:
1. The information in the report is for those individuals receiving their licenses with effective years of 2017, 2018, 2019 and 2020.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on Elementary and Middle School Tests (Grades 4-8) and End-of-Course Tests for high school credit.
3. For Educator Preparation Providers with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported.

Value-Added Data for Marietta College-Prepared Teachers

Initial Licensure Effective Years 2018, 2019, 2020, 2021		Associated Value-Added Classifications		
Employed as Teachers	Teachers with Value-Added Data	Yellow	Green	Light Blue
33	14	N=3 21%	N=9 64%	N=2 14%

2022
Ohio Educator Preparation Provider Performance Report
Marietta College

Ohio Teacher Evaluation System (OTES) Results for Ohio Teachers
Prepared by an Ohio Educator Preparation Provider at Marietta College

Reporting period from September 1, 2021 to August 31, 2022.
(Data Source: Ohio Department of Education)

Description of Data:
Ohio's system for evaluating teachers (Ohio's Teacher Evaluation System) provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's school districts. Furthermore, it builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice. Teacher performance and student academic growth are the two key components of Ohio's evaluation system.

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results are actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

Limitations of the Ohio Teacher Evaluation System (OTES) Data:
1. The information in the report is for those individuals receiving their licenses with effective years of 2018, 2019, 2020 and 2021.
2. The teacher evaluation data in this report are provided by the Ohio Department of Education.
3. Due to ORC 3333.041(B), annual results must be masked for institutions with fewer than 10 completers with OTES data.

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2018	N<10	N<10	N<10	N<10
2019	N<10	N<10	N<10	N<10
2020	N<10	N<10	N<10	N<10
2021	N<10	N<10	N<10	N<10

LICENSE_YEAR	N_INEFFECTIVE	N_DEVELOPING	N_PROFICIENT	N_ACCOMPLISHED
2018	<3	<3	<3	<3
2019	<3	<3	6	<3
2020	<3	<3	5	<3
2021	<3	<3	<3	<3
OTES Data Pulled from the State MRS Reporting System with Allowances for Lower "n's"				

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Employer Survey Data

A survey of employers' perception of the quality of recent Marietta College graduates.
NOTE: Ohio no longer administers an employer survey. A consortium of Ohio institutions now administers the survey annually and collects data for the year so that there is benchmark data for each institution, posting on June 1st annually. The data below reflects what was collected and analyzed in June of 2020; we had no data in 2021 due to COVID. In 2022, we had no respondents. For the future, we have changed our approach to a more targeted, personalized outreach in hopes of updating our data.

Marietta College prepares its graduates to:	EPP Survey Mean (n=20)	State Means (n=459)	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Understand student learning and development.	3.56	3.43	12	8	0	0
2. Respect the diversity of the students they teach.	3.63	3.55	12	8	0	0
3. Know and understand the content area for which they have instructional responsibility.	3.75	3.51	15	5	0	0
4. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	3.63	3.44	14	5	1	0
5. Be knowledgeable about assessment types, their purposes, and the data they generate.	3.56	3.31	11	9	0	0
6. Analyze data to monitor student progress and learning.	3.44	3.27	9	11	0	0
7. Use data to plan, differentiate, and modify instruction.	3.50	3.24	11	9	0	0
8. Align their instructional goals and activities with school and district priorities.	3.50	3.36	10	10	0	0
9. Differentiate instruction to support the learning needs of all students.	3.44	3.24	9	11	0	0
10. Treat students fairly and establish an environment that is respectful, supportive, and caring.	3.69	3.64	14	6	0	0
11. Maintain an environment that is conducive to learning for all students.	3.75	3.50	14	6	1	0
12. Communicate clearly and effectively.	3.56	3.46	12	8	0	0
13. Collaborate effectively with other teachers, administrators, and district staff.	3.56	3.51	13	6	1	0
14. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.56	3.58	14	5	1	0
15. Assume responsibility for professional growth.	3.63	3.46	13	7	0	0

Clinical Partnerships Summary: 2021-22

Marietta City Schools, Warren Local Schools: Special Education Elementary Dual Program

- August – Pre-Internship Immersion Experience: Interns participate in beginning of school year professional development, meetings, and classroom set-up as well as first day of school
- Clinical Practice Teams of general and special education teachers identified in each building
- Professional development in co-teaching, mentoring, and use of high leverage practices with all students
- Onsite course instruction
- Early field experience through internships
- Fall Semester – Early childhood methods block with onsite experiences and interns working with assigned mentor teachers one full day per week
- Spring Semester- Full semester full time teaching, January – April, with assigned mentor
- Teachers and candidates participate in PD with college faculty

Beverly-Center Elementary School – Special Education Introductory Course
- Onsite delivery of mild/moderate methods and classroom management courses in spring of junior year and fall of senior year
- Candidates spend before and after-class time working with intervention specialists and in inclusion classrooms
- Candidates participate in school-wide intervention period at the end of the school day
- Two to three candidates stay at the school for full time internship semester
- Teachers and candidates participate in PD with college faculty

Jackson Middle School – Middle Childhood Model
- Onsite delivery of content methods and middle school concepts courses in spring of junior year and fall of senior year
- Principal and teachers participate in course delivery and discussions
- Candidates complete field experience and internship with assigned mentor teacher
- Candidates assigned to mentor teachers in each content area for fall content methods and remain with that teacher for spring full time internship while also being paired with a special educator.

Washington and Marietta Elementary School – Early Field Experience and Literacy
- Candidates in early, middle, and intervention specialist programs assigned for semester-log initial field experience
- Principal and teachers participate in field seminar designed to orient field students to the school and the profession
- Junior level foundations of reading taught onsite with candidates assigned to classrooms for field experience. Course instructor and selected teachers demonstrate reading methods discussed in class with selected classrooms in the school
- Junior level reading diagnosis and correction candidates work one on one with students for assessment and tutoring
- Deans Compact Implementation Grant on the Science of Reading was received to support this partnership

Partnership Meeting Summary-October 2021

A meeting of principals at our partnership sites was held on October 20, 2021. All Marietta College Education Department faculty met with principals from 6 partnership school sites to discuss assessment data from the prior academic year. Patterns of strengths and opportunities for growth were identified. The principals made a variety of recommendations for coursework and clinical experiences that may address some of the opportunities for growth identified. The process for placements of teacher candidates in field/clinical work as well as interns was

discussed. The qualifications for mentor/cooperating teachers were also reviewed. Our Field and Clinical Director was tasked with following up with the school sites to great an individualized approach to placements for future semesters. Updates were provided on all of our current and future dual licensure programs and when principals could anticipate new teachers with these credentials would be available for them to hire. Finally, principals shared their requests for professional development experiences for their schools. The primary request was for the provision of Mental Health First Aid training, which can be provided by Dr. Amanda Rider or Dr. Brian Rider, both of whom were trained in MHFA in the summer of 2020.

Measure 3: Candidate Competency at Completion

Graduation Rates from Preparation Programs – Completion of Student Teaching

	Number Admitted to Student Teaching	Number Successfully Completing Student Teaching
2021-2022	18	18

edTPA Performance

The Marietta College Education Department engages in programmatic review discussions around a variety of data sources annually. Since 2013, one of those sources of data has been the edTPA, a nationally scored performance assessment of student teaching. The scores can be disaggregated to examine performance across 15 different rubrics that represent best practices that the department can use to determine needed changes in our curriculum. The data can be viewed across programs as noted below, or further disaggregated to individual degree programs.

edTPA Performance Data Spring 2022 by Handbook: Candidates in Dual Programs complete TPA in their general education content area.

Test Name	N	EPP AVG SCORE	OHIO AVG SCORE	NAT'L AVG SCORE	EPP TASK 1 AVG	OHIO TASK 1 AVG	NAT'L TASK 1 AVG	EPP TASK 2 AVG	OHIO TASK 2 AVG	NAT'L TASK 2 AVG	EPP TASK 3 AVG	OHIO TASK 3 AVG	NAT'L TASK 3 AVG
Literacy	11	40.91	40.9	42.5	13.18	13.4	14	14	14.2	14.2	13.7	13.3	14.2
MC Soc. Stud	8	45.63	45.5	46.5	15.19	15.5	16	14.4	14.8	14.8	15.9	15.2	15.7
MC Science	5	45.2	43.2	43.1	15.2	14.4	14.5	14.4	14.2	14.2	15.6	14.6	14.4
MC Math	1	42	43.2	44.4	14	14.4	14.7	13	14.1	14.6	15	14.6	15
Music	1	46	43.6	43.7	16	14.9	14.8	13	14	14	17	14.7	14.9
Sec. Soc. Stud	2	46	41.7	44.1	15	13.9	14.8	15.5	14.2	14.4	15.5	13.5	14.8

edTPA Performance Data AY 2019 through AY 2022 by Rubric

	AY 19 N=13	AY 20 N=13	AY 21 N=17	AY 22 N=20	Avg by Rubric
1.Planning for Content Understandings	2.87	2.92	3.00	2.85	2.91
2. Planning for Various Learning Needs	3.23	3.04	2.88	2.73	2.97
3. Planning: Using Knowledge of Students	2.85	3.08	3.18	3	3.03
4. Identifying and Supporting Language Demands	2.77	2.83	2.82	2.85	2.82
5. Planning: Assessments	2.81	2.91	2.53	2.7	2.74
6. Learning Environment	3	3.04	2.94	3.05	3.01
7. Engaging Learners	3.07	3.08	3	2.75	2.98
8. Deepening Learning	2.69	2.83	2.71	2.75	2.75
9. Subject-specific Pedagogy	2.77	2.88	3.06	2.9	2.9
10. Analyzing Teaching Effectiveness	3.04	2.67	2.47	2.675	2.7
11. Analysis of Student Learning	2.54	3.05	2.71	2.95	2.81
12. Providing Feedback	3.19	3.55	3.53	3.3	3.39
13. Student Use of Feedback	2.58	2.77	2.59	2.8	2.69
14. Analyzing Students' Language Use and Content Learning	2.92	2.73	2.41	2.9	2.74
15. Use of Assessment to Inform Instruction	3.19	2.86	2.71	2.83	2.9
Average Rubric Score	2.9	2.95	2.84	2.87	2.89
Mean Composite Score	43.5	44.5	42.53	43.05	43.51
Range Composite Scores	34-52	39-50	28-49	32-51	28-51

Title II Report on the Quality of Teacher Preparation

Title II of the Higher Education Act requires states and teacher preparation institutions to submit annual reports on the quality of teacher preparation. The Title II Report on the Quality of Teacher Education is prepared and submitted annually by the Marietta College Education Department. The federal report contains information from the 50 states and territories. From this page, users can access Ohio's current and past state reports, as well as required data from each provider.

<h1>Teacher Licensure Test Pass Rates: 2021-22</h1>

To qualify for an initial teaching license in Ohio, candidates must successfully pass teacher licensure exams. The Ohio Assessments for Educators (OAE) exams measure professional (pedagogical) knowledge and the subject-specific content area knowledge of candidates. Marietta's education department has constructed its curriculum and clinical experiences to ensure that our teacher candidates excel on these assessments. ***Marietta College has a pass rate on teacher licensure exams that well exceed state averages, demonstrating our program completers are prepared to meet licensing and state requirements. The average score for our program completers is typically above the state average on these exams as well.***

OAE Content Exams – Data for 2021-22

License Program	N (Total number of candidates)	N (# of Retakes)	Marietta Mean Pass Rate	State Mean Pas Rate	Marietta Avg Scaled Score
Elementary Subtest I (Primary License)	10	1	100%	229.9	239.70
Elementary Subtest II (Primary License)	10	8	100%	223.4	238.8
Special Education	14	4	100%	237.5	234.4
Middle Childhood Language Arts	4	0	100%	243.3	250
Middle Childhood Social Studies	2	0	100%	230.1	240
Middle Childhood Science	3	1	100%	236.2	242
Middle Childhood Math	3	0	100%	236	239
AYA History/Integrated Social Studies	2	0	100%	234	235.5
Music (K-12)	1	0	100%	237.2	230

OAE Foundations of Reading Exam – Data for 2021-22

Exam	N (Total number of candidates)	N (# of Retakes)	Marietta Mean Total Pass Rate	State Mean Total Pass Rate	Marietta Avg Scaled Score
Foundations of Reading	16	5	100%	236.1	247

Measure 4: Ability of Completers to be Hired in Education Positions in Area of Licensure

Number of Graduates	Employed in Teaching Field
18	18