

# Educator Preparation Quality and Performance Measures

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## CAEP Annual Reporting Measures

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 Impact on Student Learning – 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.

Evaluation data for the 2019-2020 school year will be limited or not available due to Ohio's ordered school-building closure and subsequent emergency legislation addressing the coronavirus pandemic-related issues (House Bill 197 of the 133rd General Assembly).

2019 Value Added Data Initial Licensure Effective Years: 2016, 2017, 2018, 2019 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
104	6%	6%	45%	24%	19%

### Measure 2: Indicators of Teaching Effectiveness – OTES Data for Recent Graduates

The Ohio Teacher Evaluation System (OTES) collects data for all teachers employed in Ohio public schools. Districts use OTES to monitor educator performance and student growth measures.

#### **Data for Recent Marietta College Graduates Teaching in the Ohio Resident Educator Program**

Note: Identifying data and data on license areas is not provided.

Evaluation data for the 2019-2020 school year will be limited or not available due to Ohio's ordered school-building closure and subsequent emergency legislation addressing the coronavirus pandemic-related issues (House Bill 197 of the 133rd General Assembly). As a result, data for licensed years 2017-2019 are reported.

Licensed Year	Ineffective	Developing	Proficient	Accomplished
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2017	<3	<3	3	<3
2018	<3	<3	4	<3
2019	<3	<3	5	<3
2020	Not Available	Not Available	Not Available	Not Available

### **Measure 3: Results of Employer Surveys and Employment Milestones**

**Employer Survey Data** – a survey of employers’ perception of the quality of recent Marietta College graduates (2016-20).

*NOTE: Ohio no longer administers an employer survey, and currently we have no available statewide data for comparison at this time.*

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

### **Resident Educator Data**

#### **OHIO RESIDENT EDUCATOR PROGRAM DATA 2019-20**

# of graduates in Ohio Resident Educator Program Years 1 through 4

YEAR	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	RESA PASSED	RESA NOT PASSED
2019-20					year 2= year 3= year 4=	year 2 = year 3= year 4=

The table above indicates the number of graduates completing each year of the Ohio Residency. The final 2 columns indicate the number passing the year 3 or 4 Resident Educator Summative Assessment.

## Measure 4: Results of Program Completer and Graduate Surveys

### Description of Data: Program Completer Survey Results 2019-20

Due to the COVID-19 pandemic-related issues, including school closures and staff transitions in Ohio during the 2019-2020 school year, the distributions of some surveys were delayed, contributing to lower response rates.

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio candidates receive an invitation to complete the survey during their professional internship (student teaching). The results of this survey are reflected here. A total of 2,903 respondents completed the survey statewide for a response rate of 68 percent.

**Marietta College Survey Response Rate = 100%**

**Total Survey Responses =**

**1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree**

No.	Question	Institution Average (N=10)	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.4	3.56
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.6	3.38
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.3	3.42
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.6	3.53
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.5	3.49
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.7	3.69
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.4	3.52
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.3	3.55
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.5	3.61
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.7	3.52
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.3	3.47
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.5	3.66
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.4	3.38
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.7	3.62

No.	Question	Institution Average	State Average
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.4	3.61
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.6	3.74
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.7	3.60
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.7	3.68
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.4	3.58
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.8	3.78
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.3	3.49
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.5	3.59
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.4	3.59
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.0	3.27
25	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.1	3.16
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.2	3.06
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.3	3.40
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.2	3.29
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.6	3.70
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	3.4	2.99
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.9	3.73
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.4	3.50
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.6	3.73
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.7	3.73
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.6	3.71
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.6	3.60

No.	Question	Institution Average	State Average
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.4	3.58
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.4	3.36
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.2	3.40
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.2	3.43
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.7	3.71
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.7	3.61
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.6	3.70
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.5	3.62
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.7	3.61
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.5	3.71
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.4	3.53
48	My teacher licensure program provided opportunities to voice concerns about the program.	3.3	3.32
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.5	3.54

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**Measure 5: Graduation Rates from Preparation Programs – Completion of Student Teaching**

	<b>Number Admitted to Student Teaching</b>	<b>Number Successfully Completing Student Teaching</b>
<b>2019-20</b>	13	13

***NOTE: 4 of these completers are dually certified in Early Childhood Education and Intervention Specialist/Mild Moderate.***



## Measure 6: Ability of Completers to Meet Licensing (certification) and Any Additional State Requirements

### Teacher Licensure Test Pass Rates: 2019-20

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 100% pass rate on teacher licensure exams 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.***

### OAE Content Exams – Data for 2019-2020

License Program	N (Total number of candidates)	N (# of Retakes)	Marietta Mean Pass Rate	State Mean Pas Rate	Marietta Avg Scaled Score	State Avg Scaled Score
<b>Early Childhood Education</b>	5	<b>0</b>	<b>100%</b>	99%	251	246
<b>Intervention Specialist, Mild/Moderate</b>	9	<b>0</b>	<b>100%</b>	97%	241	239
<b>Middle Childhood Language Arts</b>	0	0	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Middle Childhood Mathematics</b>	0	0	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Middle Childhood Science</b>	0	0	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Middle Childhood Social Studies</b>	0	0	<b>N/A %</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>AYA English Language Arts</b>	1	<b>1</b>	<b>100%</b>	97%	221	243
<b>AYA Mathematics</b>	2	<b>0</b>	<b>100%</b>	97%	256	227
<b>AYA Social Studies</b>	0	<b>0</b>	<b>N/A %</b>	<b>N/A %</b>	<b>N/A %</b>	<b>N/A %</b>
<b>AYA Science</b>	0	<b>0</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Music (K-12)</b>	<b>0</b>	<b>0</b>	<b>N/A %</b>	<b>N/A %</b>	<b>N/A %</b>	<b>N/A %</b>

**NOTE: 4 of these completers are dually certified in Early Childhood Education and Intervention Specialist/Mild Moderate.**

### OAE Foundations of Reading Exam – Data for 2019-20

Exam	N (Total number of candidates)	N (# of Retakes)	Marietta Mean Total Pass Rate	State Mean Total Pass Rate	Marietta Avg Scaled Score	State Avg Scaled Score
<b>Foundations of Reading</b>	10	<b>2</b>	<b>100%</b>	96%	238	244

**OAE Assessment of Professional Knowledge – Data for 2019-20**

*NOTE: No data is reported for AYA and Middle Childhood as the number of test takers were too low to have data reported.*

License Program	N (Total Number of Candidates)	N (# of Retakes)	Marietta Mean Pass Rate	State Mean Pass Rate	Marietta Avg Scaled Score	State Avg Scaled Score
<b>APK: Early Childhood</b>	5	<b>0</b>	<b>100%</b>	96%	254	244
<b>APK: Middle Childhood</b>	0	<b>0</b>	<b>100%</b>	96%	N/A	N/A
<b>APK: Intervention Specialist</b>	5	<b>0</b>	<b>100%</b>	97%	250	248
<b>APK: Adolescent/Young Adult</b>	3	<b>0</b>	<b>100%</b>	99%	260	256
<b>APK: Music</b>	0	<b>0</b>	<b>100%</b>	98%	N/A	N/A

## 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.

### Measure 7: Ability of Completers to be Hired in Education Positions for Which They are Prepared – Employment Data

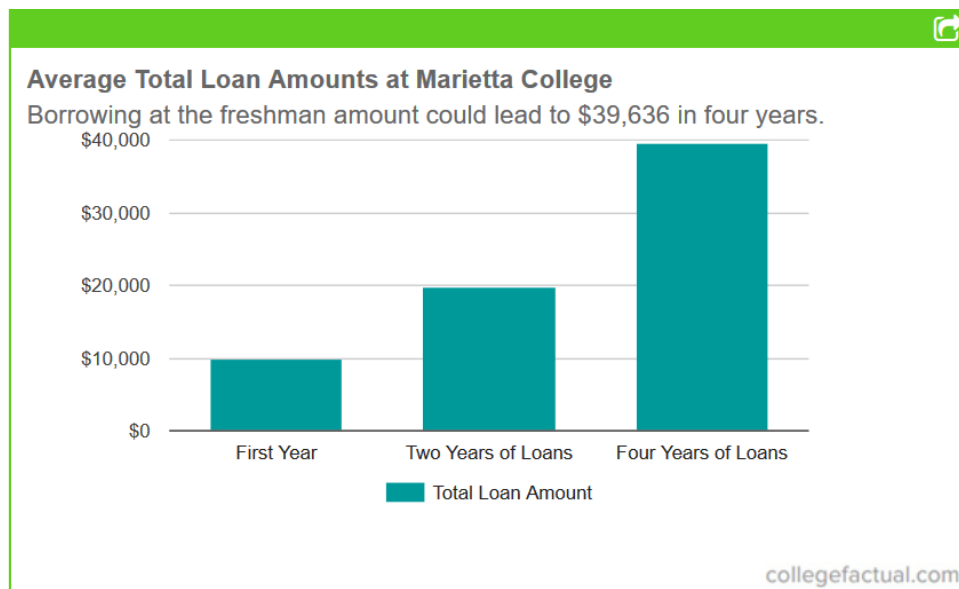
	Number of Graduates	Employed in Teaching Field	Attending Graduate School	Joined Military
2019-2020	13	12	0	1

### Measure 8: Student Loan Default Rates for Marietta College

Link to Consumer Information Guide: <http://www.marietta.edu/consumer-information-guide>

#### Marietta College Student Loan Default Rate:

Currently the student loan default rate at Marietta College is 3.5% as compared to the 10.1% default rate nationally. Source: <https://www.collegefactual.com/colleges/marietta-college/>



<https://www.collegefactual.com/colleges/marietta-college/paying-for-college/student-loan-debt/>  
 (Accessed 4/22/21)

## Additional Data: edTPA Data

### Description of Data:

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 2016 through Spring 2020

Rubric Name	SP '16 N=10	SP '17 N=20	SP '18 N=14	FL '18 N=1	SP'19 N=10	FL '19 N=2	SP' 20 N=	Avg by Rubric
1.Planning for Content Understandings	3.6	3.13	2.92	3	3	2.00	2.78	
2. Planning for Various Learning Needs	3.7	2.88	2.92	3	3.33	3.00	3.06	
3. Planning: Using Knowledge of Students	3.8	3.31	2.92	3	2.78	3.00	3.00	
4. Identifying and Supporting Language Demands	3.7	3	3	2	2.67	3.00	2.83	
5. Planning: Assessments	3.2	3.06	3	3	2.89	2.5	2.89	
6. Learning Environment	3.3	3	3	3	3	3.00	3.00	
7. Engaging Learners	3.5	2.94	2.85	3	3.22	2.50	3.00	
8. Deepening Learning	3.3	2.89	2.77	3	2.67	2.50	2.89	
9. Subject-specific Pedagogy	3	2.89	2.64	3	2.78	2.50	2.94	
10. Analyzing Teaching Effectiveness	3.1	2.75	3.07	3	3.11	3.00	2.78	
11. Analysis of Student Learning	3.5	3.13	3.64	3	2.78	1.50	2.78	
12. Providing Feedback	3	3.13	4.07	4	3.28	2.50	3.78	
13. Student Use of Feedback	3	2.69	3.64	3	2.61	2.50	3.06	2.99
14. Analyzing Students' Language Use and Content Learning	3.3	2.75	3.79	3	2.89	3.00	2.78	3.15
15. Use of Assessment to Inform Instruction	3.3	2.88	3.86	3	3.44	2.50	2.89	3.30
Average Rubric Score	3.35	2.96	3.21	3	2.96	2.60	2.96	3.10
Mean Composite Score	49.90	44.38	43.54	45.00	44.30	39.00	44.56	45.71
Range Composite Scores	43-59	33-55	35-50	N/A	36-52	34-44	39-48	33-59

### Marietta College edTPA Summary Data vs. National Summary Data

edTPA Marietta College Averages	
Planning Task Average Score	15.36
Planning Task Average Rubric Score	3.07
Instruction Task Average Score	14.96
Instruction Task Average Rubric Score	2.99

edTPA National Averages	
Planning Task Average Score	15.00
Planning Task Average Rubric Score	3.02
Instruction Task Average Score	14.50
Instruction Task Average Rubric Score	2.90

Assessment Task Average Score	16.14
Assessment Task Average Rubric Score	3.23
Total Score Average Score	45.71

Assessment Task Average Score	14.50
Assessment Task Average Rubric Score	2.92
Total Score Average Score	44.1