

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 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: 2017-2023			
NOTE: Some teachers have multiple sets of value-added data reported. All data was included			
	Associated Value-Added		
Teachers with Value-Added Data Reported	Yellow	Green	Light Blue
54	25%	65.5%	9.5%

Indicators of Teaching Effectiveness – OTEs Data for Recent Graduates

2023
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, 2022 to August 31, 2023.

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 2019, 2020, 2021 and 2022.
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 2019, 2020, 2021, 2022		Associated Value-Added Classifications		
Employed as Teachers	Teachers with Value-Added Data	Yellow	Green	Light Blue
42	16	N=5 31%	N=9 56%	N=2 13%

2023
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, 2022 to August 31, 2023.
 (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 2019, 2020, 2021 and 2022.
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
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
2022	N<10	N<10	N<10	N<10

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=698)	Difference
1. Understand student learning and development.	3.6	3.53	+07
2. Respect the diversity of the students they teach.	3.55	3.59	-.04
3. Know and understand the content area for which they have instructional responsibility.	3.55	3.54	+01
4. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	3.65	3.44	+21
5. Be knowledgeable about assessment types, their purposes, and the data they generate.	3.55	3.36	+19
6. Analyze data to monitor student progress and learning.	3.55	3.28	+19
7. Use data to plan, differentiate, and modify instruction.	3.45	3.22	+17
8. Align their instructional goals and activities with school and district priorities.	3.7	3.44	+23
9. Differentiate instruction to support the learning needs of all students.	3.5	3.41	+09
10. Treat students fairly and establish an environment that is respectful, supportive, and caring.	3.55	3.63	-.08
11. Maintain an environment that is conducive to learning for all students.	3.55	3.55	0
12. Communicate clearly and effectively.	3.65	3.54	+11
13. Collaborate effectively with other teachers, administrators, and district staff.	3.7	3.58	+12
14. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.7	3.57	+13
15. Assume responsibility for professional growth.	3.7	3.53	+17

Clinical Partnerships Summary: 2022-2023

Marietta City Schools, Warren Local Schools, Fort Frye Local Schools, Wolf Creek 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

Washington, Phillips, and Marietta Elementary School – Literacy Placements in Science of Reading

- Teachers trained in the Science of Reading hosted teacher candidates in three different reading courses: Foundations of Reading, Principles of Phonics, and Diagnosis of Reading
- 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.
- Curriculum in the classrooms was aligned with the Science of Reading

Partnership Meeting Summary-Fall 2022

In Fall of 2022, a Stakeholder’s Dinner was held on campus for the principals and superintendents that we partner with at Marietta College. The Agenda was as follows: an overview of our dual philosophy, a discussion of the clinical model of field placements, the enrollments of our programs and then a data discussion. In the data discussion we went over our Quality Assurance System with our partners and shared targeted data that we might inform discussion. We then broke into small groups to discuss the following questions: How do we ensure that prior to the internship year the teacher candidates get to work with an Intervention Specialist (this conversation led to the development of a stand-alone Special Education Methods placement). Are the checklists for what teacher candidates are to do in their clinical experience a support or a barrier to drawing quality cooperating teachers (this led to the development of unified checklists in the senior year). What should the internship year look like?

We then gave updates on our Bridges to Teaching (Post-Bac and CCP) and our Literacy Grant. We discussed the Apprenticeship model in Ohio, which did not seem to meet the needs of our constituency. We asked for our partners to identify needs for professional development.

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
2022-2023	12	12

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 2023 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	8	44.3	42.5	42.9	15.2	13.9	14.2	14.3	14.1	14.3	14.8	14.3	14.4
MC Soc. Stud	2	40	43.3	45.2	13	15	15.6	14	13.8	14.5	13	14.2	15.1
Sec. Math	1	45	38.4	39.9	15	12.2	12.9	15	12.9	13.2	15	13.1	13.5
Sec. Science	1	52	41.4	43	15	13.7	14.3	17	13.2	13.7	20	14.3	14.8
Music	1	45.6	43.3	44.5	15.9	14.8	15.1	14	14	14.3	15.6	14.3	15.1
Sec. Soc. Stud	1	42	43.9	44.8	14	14.5	14.9	14	14.5	14.7	14	14.6	15.1

edTPA Performance Data AY 2019 through AY 2023 by Rubric

	AY 19 N=13	AY 20 N=13	AY 21 N=17	AY 22 N=20	AY 23 N=18	Avg by Rubric
1.Planning for Content Understandings	2.87	2.92	3.00	2.85	2.89	
2. Planning for Various Learning Needs	3.23	3.04	2.88	2.73	3.03	
3. Planning: Using Knowledge of Students	2.85	3.08	3.18	3	3.28	
4. Identifying and Supporting Language Demands	2.77	2.83	2.82	2.85	2.94	
5. Planning: Assessments	2.81	2.91	2.53	2.7	3.0	

6. Learning Environment	3	3.04	2.94	3.05	3.06	
7. Engaging Learners	3.07	3.08	3	2.75	2.83	
8. Deepening Learning	2.69	2.83	2.71	2.75	2.81	
9. Subject-specific Pedagogy	2.77	2.88	3.06	2.9	3.06	
10. Analyzing Teaching Effectiveness	3.04	2.67	2.47	2.675	2.64	
11. Analysis of Student Learning	2.54	3.05	2.71	2.95	3.0	
12. Providing Feedback	3.19	3.55	3.53	3.3	3.17	
13. Student Use of Feedback	2.58	2.77	2.59	2.8	2.83	
14. Analyzing Students' Language Use and Content Learning	2.92	2.73	2.41	2.9	2.86	
15. Use of Assessment to Inform Instruction	3.19	2.86	2.71	2.83	2.94	
Average Rubric Score	2.9	2.95	2.84	2.87	2.96	
Mean Composite Score	43.5	44.5	42.53	43.05	44.33	
Range Composite Scores	34-52	39-50	28-49	32-51	32-52	

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.



Teacher Licensure Test Pass Rates: 2021-23

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.***

Because of our low ns, we have combined three reporting years to mask individual scores.

OAE Content Exams

OAE Test	2021 Ns	2021 MC	2021 MC Range	2021 Ohio	2022 Ns	2022 MC AVG	2022 MC Range	2022 Ohio	2023 Ns	2023 MC AVG	2023 MC Rang	2023 Ohio	2023 Retakes	2023 Pass Rate
Elementary Subtest 1	10	242.5	220-281	235.8	10	239.7	220-264	229.9	8	235	224-252	230.7	2	100%
Elementary Subtest 2	10	244	220-262	226.3	10	238.8	220-275	223.4	8	225	208-241	222.3	7	87.50%
Foundations of Reading	12	245.58	225-280	237.1	16	246.94	223-281	236.1	9	241	230-251	229.6	3	100%
Special Education	11	239.91	222-269	239.7	14	238.3	224-276	237.5	9	233	220-263	235	4	100%
Middle Grades ELA	1	Low N	Low N	247.6	4	250	231-269	243.3	1	Low N	Low N	244.2	0	100%
Middle Grades Math	0	na	na	na	3	239	Low N	236	1	Low N	Low N	232.8	0	100%
Middle Grades Science	0	na	na	na	3	242.3	Low N	236.2	0	na	na	na	na	na
Middle Grades Social Studies	1	Low N	Low N	232.9	2	240	Low N	230.1	2	224.5	Low N	231.5	0	100%
Secondary ELA	2	252.5	Low N	244.3	0	na	na	na	0	na	na	na	na	na
Secondary Biology	na	na	na	na	na	na	na	na	1	Low N	Low N	223.3	1	100%
Secondary Chemistry	na	na	na	na	na	na	na	na	1	Low N	Low N	237.6	0	100%
Secondary Math	1	Low N	Low N	226.7	0	na	na	na	1	Low N	Low N	228.5	1	100%
Secondary Social Studies	0	na	na	na	2	235.5	Low N	234	1	Low N	Low N	232.7	0	100%
Early Childhood	11	242.4	229-268	244.8	0	na	na	na	0	na	na	na	na	na
Early Childhood SPED	2	232.5	Low N	234.6	0	na	na	na	0	na	na	na	na	na
Passing Score = 220														

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The Ohio Assessment for Educations (OAEs) are the licensure tests for initial licensure in the State of Ohio. In order to pass the licensure exam, the teacher candidate must score a 220 or above.

Our teacher candidates take their OAEs during their junior and senior year of the program after they have completed the related coursework. In order to graduate with a dual license in Primary (PK-5) and Middle Childhood (4-9), teacher candidates must take the Foundations of Reading, Special Education, and their content exams (Elementary Subtest 1 and 2 OR TWO of the Middle Grades content tests). Music Education teacher candidates must pass K-12 Music. Secondary Education teacher candidates must pass their content area test.

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

Number of Graduates	Employed in Teaching Field
12	