

Educator Preparation Quality and Performance Measures

Teacher Licensure Exams

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 2014-15 through 2016-17

License Program	N	Pass Rate	Marietta Mean	State Mean
Early Childhood Education	20	100%	251.6	251.1
Intervention Specialist, Mild/Moderate	13	100%	249.4	241.5
Middle Childhood Language Arts	6	100%	242.8	237.6
Middle Childhood Mathematics	7	100%	245.4	230.9
Middle Childhood Science	6	100%	249	233.9
Middle Childhood Social Studies	4	100%	228.8	227.6
AYA English Language Arts	3	100%	242	241.1
AYA Mathematics	3	100%	242	236.5
AYA Social Studies	3	100%	245	232.4
AYA Science	<3	100%		

OAE Assessment of Professional Knowledge – Data for 2014-15 through 2016-17

License Program	N	Pass Rate	Marietta Mean	State Mean
Early Childhood Education	20	100%	251.1	244.1
Intervention Specialist, Mild/Moderate	10	100%	252.8	242.9
Middle Childhood	10	100%	252.8	242.9
AYA English Language Arts	3	100%	257.3	254.2
AYA Mathematics	3	100%	277	254.2
AYA Social Studies	3	100%	263	254.2
AYA Science	<3	100%		

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 Hiram 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.

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. The table below shows results for 2015 and 2016.

2016 DATA compared to State Data						
Initial Licensure Effective Years: 2012, 2013, 2014, 2015						
		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added	Most Effective	Above Average	Average	Approaching Average	Least Effective
Marietta 49	Marietta * 24	n=1 4%	n=1 4%	n=10 42%	n=4 17%	n=8 33%
State 12,655	State ** 4,259	n=833 20%	n=389 9%	n=1394 33%	n=575 14%	n=1068 25%
2015 DATA						
Initial Licensure Effective Years: 2011, 2012, 2013, 2014						
Employed as Teachers	Teachers with Value-Added	Most Effective	Above Average	Average	Approaching Average	Least Effective
Marietta 46	Marietta 20	n=5 25%	n=2 10%	n=9 45%	n=3 15%	n=1 5%
State 10,992	State ** 3,496	n=707 20%	n=314 9%	n=1043 30%	n=495 14%	n=937 37%
AYA Lang Arts	1					n=1
AYA Mathematics	3	n=2 66%		n=1 33%		
Early Childhood	7	n=2 29%	n=1 14%	n=3 43%	n=1 14%	
Intervention Specialist	6		n=1 17%	n=4 67%	n=1 17%	
Middle Childhood	3	n=1 33%		n=1 33%	n=1 33%	

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.

Framework Used for the OTES Rating for Individual Teachers

- 50% Teacher Performance on Standards as Rated by Principal/Supervisor (formal observation and classroom walkthroughs/informal observations)
- 50% Student Growth Measures - state value-added assessment or approved vendor assessment for grades/subjects not measured by state value-added or LEA measure if no approved assessment data is available

Final Summative Rating Categories:

- Ineffective
- Developing
- Skilled
- Accomplished

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

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

Licensed_Year	N_Ineffective	N_Developing	N_Skilled	N_Accomplished
2012	<3	<3	6	5
2013	<3	<3	8	6
2014	<3	<3	10	<3
2015	<3	4	3	3

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

Survey of Employers (2012-2015 graduates) Comparison with State Means and EPP Response

EPP Survey = Data from ODHE Survey sent by Marietta to employers of graduates from 2012-2015

ODHE Survey = Data for Marietta from survey distributed by ODHE to principals in Ohio with 2012-15 graduates

State Average= Data for all EPPs aggregated from ODHE Survey of principals

Note: The 2016 survey state-distributed survey removed several items that were included in the survey distributed by the EPP.

Survey Item	EPP Survey Mean (n=12)	ODHE Survey Mean (n=7)	State Average for ODHE Survey for all Ohio EPPs
MC graduates are . . .			
1. well-prepared with knowledge of how students learn.	3.42	3.0	3.3
2. prepared to recognize characteristics of students with disabilities and at-risk students in order to plan and differentiate instruction.	3.17	2.86	3.02
3. high levels of knowledge of content knowledge	3.33	3.43	3.35
4. use instructional strategies appropriate to content areas	3.17	3.14	3.24
5. create interdisciplinary links to content	2.92	n/a	n/a
6. know and align goals and activities with state academic content standards and college and career readiness standards.	3.08	2.86	3.16
7. prepared to use assessment data to inform instruction	2.92	2.71	2.99
8. prepared to use effective classroom management strategies	3.25	3.29	3.30
9. able to communicate clearly and effectively	3.25	3.14	3.25
10. able to communicate effectively with families and caregivers.	3.20	n/a	n/a
11. prepared to use a variety of diagnostic, formative, and summative assessments.	3.0	2.57	3.04
12. familiar with value-added growth measures	2.70	n/a	n/a
13. know and demonstrate professional ethics and conduct	3.50	3.14	3.33
14. understand students' diverse cultures, languages, and background experiences.	3.36	n/a	n/a
15. use technology to enhance teaching and learning	3.33	n/a	n/a
16. demonstrate positive impact on student academic growth	3.33	n/a	n/a
17. collaborate with colleagues	3.25	3.14	3.26
18. prepared with the knowledge and skills to successfully enter the Ohio Resident Educator Program	3.83	n/a	n/a
19. prepared with knowledge of the Ohio Standards for the Teaching Profession.	3.58	n/a	n/a

Resident Educator Data

OHIO RESIDENT EDUCATOR PROGRAM DATA 2014-2015 and 2015-2016

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
2014-15	19	13	7		year 3= 4 year 4= 0	year 3= 3 year 4= 0
2015-16	17	19	13	7	year 2= 1 year 3=12 year 4= 3	year 2 =0 year 3= 1 year 4= 0

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.

All of the 2015-16 Year 4 graduates passed the RESA either during year 3 or year 4.

Measure 4: Results of Program Completer and Graduate Surveys

Pre-Service Teacher Survey Results

Reporting Period from Sept 1, 2015 to Aug 31, 2016

Description of Data:

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 3,445 respondents completed the survey statewide for a response rate of 69 percent.

Marietta College Survey Response Rate = 90.91%

Total Survey Responses = 10

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

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.60	3.50
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.	3.60	3.31
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.60	3.33
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.40	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.40	3.38
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	3.70	3.61
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.50	3.44
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.70	3.46
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.90	3.53
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.	3.60	3.42
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.40	3.37
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.60	3.57
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.60	3.30
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.80	3.53
15	My teacher licensure program prepared me to understand the importance of communication	3.60	3.51

No.	Question	Institution Average	State Average
	with families and caregivers.		
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.70	3.67
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.60	3.52
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.80	3.63
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.60	3.46
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.80	3.71
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.30	3.37
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.60	3.49
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.40	3.50
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.50	3.21
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.	3.30	3.07
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	3.30	2.96
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.50	3.31
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.40	3.17
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.70	3.59
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	3.30	2.94
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.90	3.64
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.20	3.41
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.80	3.68
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.80	3.65
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.60	3.62
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.70	3.49
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.40	3.46

No.	Question	Institution Average	State Average
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.50	3.29
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.50	3.32
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.50	3.34
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.80	3.64
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.60	3.52
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.50	3.64
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.40	3.51
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.60	3.51
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.90	3.67
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.60	3.42
48	My teacher licensure program provided opportunities to voice concerns about the program.	2.90	3.19
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.30	3.42

Graduate Survey Data – a survey of graduates’ perception of the quality of their preparation

Survey of Graduates (2012-2015) Comparison with State Means and EPP Response

EPP Survey = Items from ODHE Survey sent by MC to all MC graduates from 2012-2015

ODHE Survey = items distributed by ODHE to MC grads in resident educator program in Ohio

State Average= Data aggregated from ODHE Survey of resident educators from all Ohio programs

Survey Item	EPP Survey of EPP Grads Mean (n=37)	ODHE Survey of EPP Grads Mean (n=4)	State Average for ODHE Survey of Graduates
1. program prepared me with knowledge of how students learn.	3.7	3.5	3.42
2. program prepared me to recognize characteristics of students with disabilities and at-risk students in order to plan and differentiate instruction.	3.57	3.4	3.42
3. program prepared me to teach with high levels of knowledge of the academic content I planned to teach.	3.49	3.4	3.34
4. program prepared me to identify instructional strategies appropriate to my content area.	3.59	3.3	3.38
5. program prepared me to understand the importance of linking interdisciplinary experiences.	3.46	3.2	3.29
6. program prepared me to align goals and activities with state academic content standards and college and career readiness standards.	3.65	3.4	3.44
7. program prepared me to use assessment data to inform instruction	3.57	3.5	3.34
8. prepared me to identify strategies to increase student motivation and interest in the topics of study.	3.49	3.3	3.25
9. program prepared me to use strategies for effective classroom management.	3.44	3.3	3.21
10. program prepared me to communicate clearly and effectively.	3.73	3.4	3.43
11. program prepared me to recognize the importance of communication with families and caregivers.	3.65	3.4	3.43
12. program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.69	3.4	3.39
13. program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct	3.86	3.6	3.57
14. program prepared me to understand students' diverse cultures, language skills, and experiences.	3.54	3.2	3.3
15. program prepared me to use technology to enhance teaching and student learning	3.51	3.4	3.28
16. program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.62	3.4	3.4

17. program collected evidence of my performance and monitored my progress.	3.59	3.5	3.35
18. I was prepared with knowledge of operation of Ohio schools as delineated in the Ohio School Operating Standards	3.33	3.2	2.89
19. I was prepared with knowledge of the Ohio Standards for the Teaching Profession.	3.45	3.1	3.22
20. I was prepared with knowledge of the value-added growth measure as defined by the Ohio State Board of Education.	3.0	3.4	2.79
21. program provided field experiences that helped me develop as an effective educator.	3.81	3.5	3.56
22. program provided field experiences in a variety of settings (rural, suburban, multicultural).	2.95	3.3	3.37
23. program provided opportunities to work with diverse students (gifted, students with disabilities, at-risk students).	3.35	3.3	3.31
24. Overall, faculty in the education program demonstrated in-depth knowledge of their fields.	3.86	3.3	3.31
25. Overall, faculty in the education program used effective teaching methods to promote learning.	3.58	3.5	3.45
26. Overall, faculty in the education program integrated diversity-related subject matter within coursework.	3.49	3.5	3.42
27. Overall, faculty in the education program used technology to facilitate teaching and learning.	3.51	3.2	3.39
28. program provided advising to facilitate progression to program completion.	3.68	3.5	3.34
29. I feel I was prepared with the knowledge and skills to successfully enter and complete the Resident Educator Program	3.53	3.3	3.27

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

Number Admitted to Student Teaching	Number Successfully Completing Student Teaching
17	16

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

Teacher Licensure Test Pass Rates: 2014-15 through 2016-2017

State Rating: Effective		
Year	Completers Tested	Pass Rate
2014-2015	18	100%
2015-2016	12	100%
2016-2017	20	100%

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
17	16	1

Measure 8: Student Loan Default Rates for Marietta College

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

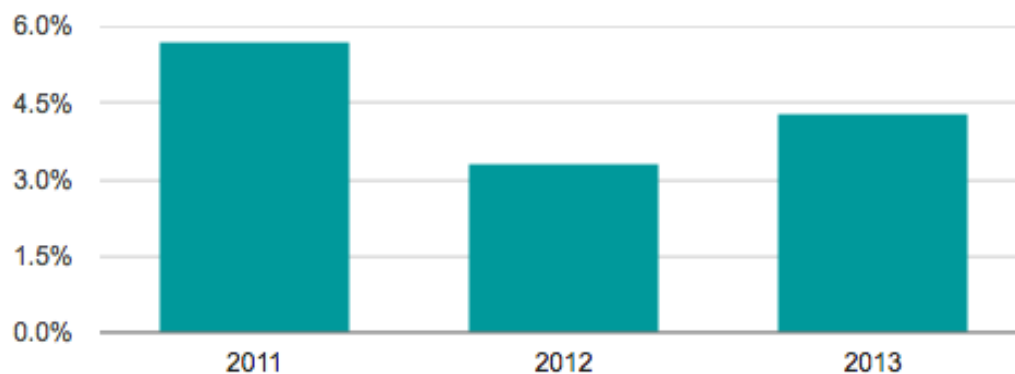
Link to Marietta College Student Loan Default Rate:

[http://www.collegefactual.com/colleges/marietta-college/paying-for-college/student-loan-debt/ - secDefault](http://www.collegefactual.com/colleges/marietta-college/paying-for-college/student-loan-debt/-secDefault)



Student Loan Default Rates - Marietta College

Compare Trend

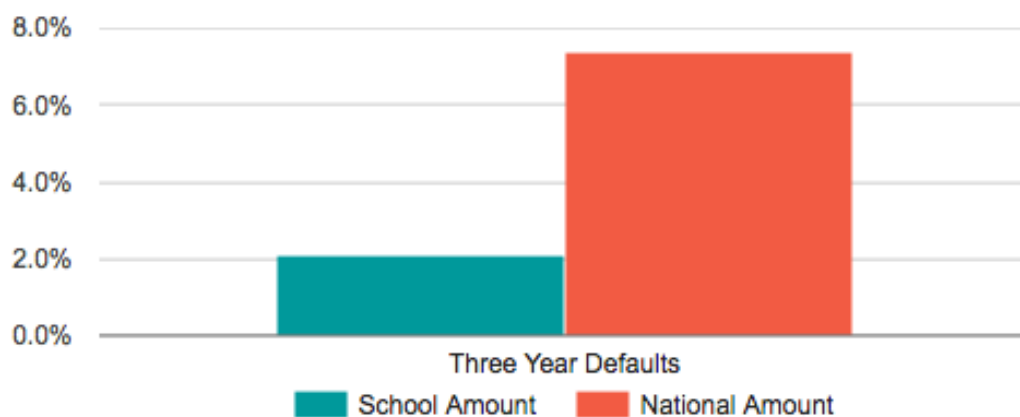


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