

Marietta College Education Department Accreditation & Performance Measures

Accreditation

- Marietta College is accredited by the Higher Learning Commission (HLC).
- The Education Department is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Hosted site visit: Spring 2024.
- Licensure Programs approved by the Ohio Department of Higher Education (ODHE).

Measure 1: Completer Effectiveness & 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. Click here for more information about Ohio’s evaluation systems: [Value-Added and High-Quality Student Data](#)

Value-Added Data for Marietta College-Prepared Teachers

Initial Licensure Effective Years 2020, 2021, 2022, 2023		Associated Value-Added Classifications		
Employed as Teachers	Teachers with Value-Added Data	Yellow	Green	Light Blue
49	13	N=3 23%	N=10 77%	N/A N/A

Indicators of Teaching Effectiveness – OTES Data

According to the Ohio State Board of Education, “Ohio's system for evaluating teachers is research-based and designed to be transparent, fair and adaptable to the specific contexts of Ohio’s districts (rural, urban, suburban, large and small). The evaluation system builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice.”

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2020	N<10	N<10	N<10	N<10
2021	N<10	N<10	N<10	N<10
2022	N<10	14	N<10	N<10
2023	N<10	10	N<10	N<10

Measure 2: Employer Satisfaction & Stakeholder Involvement

Employer & Stakeholder Survey Data

Marietta College seeks ongoing feedback from its employers and partner school districts throughout the year. A survey developed by the Ohio Department of Education collects annual data from our graduates' employers and from our stakeholders on their satisfaction with our program and its graduates. During the 2023-2024 AY, our employer and stakeholder survey yielded no results. In order to gather feedback from our constituents to support this data, we invite our mentor and cooperating teachers to complete satisfaction surveys twice a year and engage our partner districts in feedback at our annual Stakeholder meeting.

Clinical Partnerships Summary (2023-2024)

Marietta City Schools, Warren Local Schools, Fort Frye Local Schools, Belpre City 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, Warren Local Schools – 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 Phonics taught onsite with candidates assigned to intervention groups.
- Junior level reading diagnosis and correction candidates work one on one with students for assessment and tutoring
- Mentor training in the Science of Reading offered by Michelle Elia through a grant in Summer 2024 to support future internship placements
- Curriculum in the classrooms was aligned with the Science of Reading

Measure 3: Candidate Competency at Completion

Graduation & Student Teaching Completion

Academic Year	Admitted to Student Teaching	Successfully Completed
2023-2024	19	17

Teacher Licensure Test Pass Rates: Candidates must pass Ohio Assessments for Educators (OAE) 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. In the chart below is our reporting on completers of our programs. We are defining Completers as those who graduate with a licensure track degree and are qualified to seek initial licensure in the State of Ohio.

In the data below, you will note the mid-year shift from the 2 subtest 018 and 019 to the newly aligned Primary 055 test. We had a 100% passage rate of completers on 055 which are the new standards.

OAE Content Exams AY 23-24

License Program	N (Total number of completers)	Percentage Pass Rate
Elementary Subtest I (Primary License)	9	88%
Elementary Subtest II (Primary License)	9	66%
Primary Education (055)	6	100%
Special Education (043)	14	93%
Middle Childhood Language Arts	Low N	100%
Middle Childhood Social Studies	Low N	100%
Middle Childhood Science	Low N	100%
Middle Childhood Math	Low N	100%
AYA History/Integrated Social Studies	Low N	100%
AYA English Language Arts	Low N	100%
AYA Biology	Low N	100%

OAE 190 Foundations of Reading Exam

Exam	N (Total Completers)	Percentage Pass Rate
Foundations of Reading	14	100%

edTPA Performance by Handbook

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. Below is a representation of our success in the edTPA for Completers (as described above). For Low Ns we, we identified whether the score was passing or not. The pass scores range from 37-42. Anything above a 3 for the individual 5 rubrics in each Task is considered “exceeding expectations.”

Test Name	N	EPP AVG SCORE	EPP TASK 1 AVG	EPP TASK 2 AVG	EPP TASK 3 AVG
Literacy	4	44	14.7	14.5	15
Early Child	7	43.5	14.5	14.1	13.85
Sec. ELA	low	P	P	P	P
MC Math	low	P	P	P	P
MC ELA	low	P	P	P	P
Sec. Soc. Stud	low	P	P	P	P
Sec. Science	low	P	P	P	P
Total Average		43	14.7	14.2	14.1

Title II Report on 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 4: Employment of Completers in Licensed Education Positions

Year	Number of Completers	Employed in Teaching Field
2023-2024	17	16

Accreditation Status & Reviewed Programs

- Accredited Initial Programs (CAEP – Spring 2024)

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Primary Education/Special Education Dual

- PK-5/Mild-Moderate Intervention PK-5

Middle Childhood Education Dual

- Math/Science/Mild-Moderate Intervention 4-9
- ELA/SS/Mild-Moderate Intervention 4-9

Adolescence to Young Adult Education (7-12)

- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Earth & Space Science
- Biology, Chemistry, Physics

Wellness Education (K-12)

- Physical Education/Mild-Moderate Intervention Specialist (K-12)

Educator Preparation Performance Report

The Ohio Department of Higher Education (ODHE) publishes an annual performance report for each educator preparation program approved by ODHE in Ohio. The Educator Preparation Performance Report provides the public with aggregated data on graduates statewide, as well as by institution and program area. Schools can use this report to make when hiring new teachers. Below are the links to our 2023-2024 Education Preparation Performance Report.

<https://marietta0.sharepoint.com/:b:/s/DataReporting/EeDwQvGalt9NtFq8mMbn0fsBfVDzS9ji8FyuC7BQuLlJHg?e=xPNypN>

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