

# Educator Preparation Quality and Performance Measures

## Contents

- CAEP Annual Reporting Measures .....2
- Measure 1: Completer Impact on Student Learning – Ohio Value-Added Ratings.....2
- Measure 2: Indicators of Teaching Effectiveness – OTES Data for Recent Graduates .....2
- Measure 3: Results of Employer Surveys and Employment Milestones.....3
- Resident Educator Data .....4
- Measure 4: Results of Program Completer and Graduate Surveys.....5
  - Description of Data: Program Completer Survey Results 2020-21 .....5
- Measure 5: Graduation Rates from Preparation Programs – Completion of Student Teaching.....7
- Measure 6: Ability of Completers to Meet Licensing (certification) and Any Additional State Requirements .....8
- OAE Content Exams – Data for 2020-21 .....8
- Measure 7: Ability of Completers to be Hired in Education Positions for Which They are Prepared –  
Employment Data.....9
- Measure 8: Student Loan Default Rates for Marietta College.....9
- Marietta College Student Loan Default Rate: .....9
- Marietta College Student Loan Average:.....9
- Additional Data: edTPA Data .....9
  - Description of Data: .....9

## 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. There are still some limitations to the data due to the impacts of COVID closures.

2021 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
13	23%	39%	0%	14%	23%

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

---

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

Reporting Period from Sept 1, 2020 to Aug 31, 2021  
(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.

LICENSE_YEAR	N_INEFFECTIVE	N_DEVELOPING	N_PROFICIENT	N_ACCOMPLISHED
2017	<3	<3	7	5
2018	<3	<3	6	<3
2019	<3	<3	6	<3
2020	<3	<3	5	<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 .

*NOTE: Ohio no longer administers an employer survey. A consortium of Ohio institutions now administer the survey annually and collect data for the year so that there is benchmark data for each institution. The survey closes on June 1<sup>st</sup> each year. The data below reflects what was collected and analyzed as of June 1<sup>st</sup> last year. The data coordinator pulled this data for our AIMS report last year in April to get us on track as we did not have data from the previous year due to COVID, but moving forward we need to wait until June 1<sup>st</sup> to get annual data.*

<b>Marietta College prepares its graduates to:</b>	<b>EPP Survey Mean (n=20)</b>	<b>State Means (n=459)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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

Marietta College prepares its graduates to:	EPP Survey Mean (n=20)	State Means (n=459)	Strongly Agree	Agree	Disagree	Strongly Disagree
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

## Resident Educator Data

### OHIO RESIDENT EDUCATOR PROGRAM DATA 2020-21

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

YEAR	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	RESA PASSED
2020-21	10	2	5	12	year 2=2 year 3=3

The table above indicates the number of graduates completing each year of the Ohio Residency. The final column indicates the number passing the Resident Educator Summative Assessment.

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

### Description of Data: Program Completer Survey Results 2020-21

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 below; however, you will note that even though our reported response rate exceeds the minimum for reporting, our report indicates that our N for each question is below the threshold of 10 responses and therefore no data is publicly available. A total of 2,514 respondents completed the survey statewide for a response rate of 51.6 percent.

## 2021 Ohio Educator Preparation Provider Performance Report Marietta College

### Pre-Service Teacher Survey Results

Reporting Period from Sept 1, 2020 to Aug 31, 2021

#### 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 2,514 respondents completed the survey statewide for a response rate of 51.6 percent.

**Marietta College Survey Response Rate = 1000%**

**Total Survey Responses = 20**

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.	N<10	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.	N<10	3.40
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.42
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N<10	3.52
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	3.47
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	N<10	3.69
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.55

8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.58
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.60
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.	N<10	3.51
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.49
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.66
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.41
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	3.65
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.60
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.73
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.62
18	My teacher licensure program prepared me to communicate high expectations for all students.	N<10	3.70
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.56
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.78
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.56
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.60
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	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).	N<10	3.25
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.	N<10	3.16
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	3.10
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.42
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	3.28
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	N<10	3.69
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	N<10	3.00



31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.74
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.50
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N<10	3.73
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.74
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.66
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.57

No.	Question	Institution Average	State Average
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.54
38	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.28
39	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.32
40	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.38
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.69
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.61
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.69
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.61
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.67
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.71
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.50
48	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	3.29
49	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	3.51

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

	Number Admitted to Student Teaching	Number Successfully Completing Student Teaching
2020-2021	21	20

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

### Teacher Licensure Test Pass Rates: 2020-21

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 2020-21

License Program	N (Total number of candidates)	N (# of Retakes)	Marietta Mean Pass Rate	State Mean Pas Rate	Marietta Avg Scaled Score
<b>Elementary Subtest I (Primary License)</b>	11	<b>1</b>	<b>91%</b>	76%	241
<b>Elementary Subtest II (Primary License)</b>	11	<b>3</b>	<b>82%</b>	61%	238
<b>Special Education</b>	10	<b>0</b>	<b>100%</b>	81%	241
<b>Middle Childhood Language Arts</b>	1	<b>0</b>	<b>100%</b>	89%	244
<b>Middle Childhood Social Studies</b>	1	<b>1</b>	<b>100%</b>	<b>67%</b>	224
<b>AYA English Language Arts</b>	2	<b>100%</b>	<b>100%</b>	83%	252.2
<b>AYA Mathematics</b>	2	<b>100%</b>	<b>100%</b>	63%	255
<b>Music (K-12)</b>	<b>1</b>	<b>100%</b>	<b>100%</b>	<b>80%</b>	<b>230</b>

### OAE Foundations of Reading Exam – Data for 2020-21

Exam	N (Total number of candidates)	N (# of Retakes)	Marietta Mean Total Pass Rate	State Mean Total Pass Rate	Marietta Avg Scaled Score
<b>Foundations of Reading</b>	13	<b>3</b>	<b>100%</b>	78%	<b>247.5</b>

### OAE Assessment of Professional Knowledge – Data for 2020-21

Marietta College has moved to using the edTPA as an alternative to requiring the OAE Assessment Professional Knowledge as of academic year 2020-21. [See below for the edTPA data analysis.](#)



## 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
2020-21	20	19	1	0

### 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 6.2% as compared to the 10.1% default rate nationally. Source: <https://www.collegefactual.com/colleges/marietta-college/>

#### Marietta College Student Loan Average:

Currently the average loan for Marietta College students is \$7,238.

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

### 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 2019 through Spring 2021 by Handbook

Scores are aggregated over 3 years due to our small size. The minimum number of test takers for data reported is 3.

Test Name	N	Avg Score-EPP	Avg Score-OH	Avg Score-National	Task 1 Avg-EPP	Task 1 Avg-OH	Task 1 Avg-National	Task 2 Avg	Task 2 Avg-OH	Task 2 Avg-National	Task 3 Avg	Task 3 Avg-OH	Task 3 Avg-National
Early Childhood	7	44.9	41.3	41.4	14.9	14.1	14.3	14.6	13.7	13.8	15.2	13.4	13.3
Literacy	17	44.4	41.4	43.3	15.2	13.8	14.3	14.5	14	14.2	14.6	13.6	14.8
K-12 Performing Arts	3	46.3	42.1	43.8	16	14.4	14.8	14.3	14	14.2	16	13.7	14.8
Secondary ELA	3	41	43.4	45.8	14.3	14.9	15.6	13	14.1	14.7	13.7	14.4	15.5
Secondary Math	4	37.6	12	39.4	13.3	12.9	12.9	14.3	13.8	13	13	12.7	13.5
SPED	7	40.6	43	43.8	13.1	14.7	15	14.4	14.6	14.7	13	13.8	14
All		42.5	42.2	43.2	14.5	14.3	14.6	14.2	14.0	14.2	14.3	13.8	14.4

*\*NOTE: The Special Education edTPA is no longer used by the EPP. Candidates in dual programs complete their TPA in their general education content area.*

### Marietta College edTPA Scores 2020-21

edTPA EPP Performance Summary  
July 2020 - June 2021  
Marietta College

	N	Total Score Mean	Planning					Instruction					Assessment					Mean by Task		
			P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	P	I	A
All 15-Rubric Handbooks	20	42.7	3.0	3.0	3.2	2.8	2.6	3.0	3.1	2.7	3.0	2.5	2.8	3.5	2.5	2.5	2.7	14.5	14.2	13.9
Elementary Literacy	12	44.3	3.2	3.3	3.3	3.0	2.6	2.9	3.0	2.8	3.2	2.7	2.9	3.5	2.6	2.5	3.0	15.3	14.5	14.5
K-12 Performing Arts																				
Middle Childhood English-Lang. Arts																				
Middle Childhood Science																				
Secondary English-Language Arts																				
Secondary Mathematics																				
Special Education																				

*\*NOTE: Scores are only included for programs with more than 3 candidates.*

### edTPA Performance Data Spring 2019 through Spring 2021 by Rubric

	SP '17 N=20	SP '18 N=14	FL '18 N=1	SP'19 N=10	SP'20 N=10	SP'21 N=15	Avg by Rubric
1.Planning for Content Understandings	3.13	2.92	3.00	3	2.78	3	2.97
2. Planning for Various Learning Needs	2.88	2.92	3.00	3.33	3.06	2.93	3.04

3. Planning: Using Knowledge of Students	3.31	2.92	3.00	2.78	3.00	3.27	3.00
4. Identifying and Supporting Language Demands	3	3	2.00	2.67	2.83	2.8	2.70
5. Planning: Assessments	3.06	3	3.00	2.89	2.89	2.53	2.97
6. Learning Environment	3	3	3.00	3	3.00	2.93	2.99
7. Engaging Learners	2.94	2.85	3.00	3.22	3.00	3.00	3.00
8. Deepening Learning	2.89	2.77	3.00	2.67	2.89	2.73	2.83
9. Subject-specific Pedagogy	2.89	2.64	3.00	2.78	2.94	3.07	2.89
10. Analyzing Teaching Effectiveness	2.75	3.07	3.00	3.11	2.78	2.53	2.94
11. Analysis of Student Learning	3.13	3.64	3.00	2.78	2.78	2.73	3.07
12. Providing Feedback	3.13	4.07	4.00	3.28	3.78	3.67	3.66
13. Student Use of Feedback	2.69	3.64	3.00	2.61	3.06	2.67	3.00
14. Analyzing Students' Language Use and Content Learning	2.75	3.79	3.00	2.89	2.78	2.4	2.94
15. Use of Assessment to Inform Instruction	2.88	3.86	3.00	3.44	2.89	2.73	3.21
Average Rubric Score	2.96	3.21	3.00	2.96	2.96	2.87	3.02
Mean Composite Score	44.38	43.54	45.00	44.30	44.56	43.00	44.13
Range Composite Scores	33-55	35-50	N/A	36-52	39-50	28-49	