2013
Educator Preparation Performance Report
Marietta College

Institution Profile

(Data Source: Marietta College)

Marietta College is a private, coeducational, nonsectarian, undergraduate, residential, contemporary liberal arts institution founded in 1835. Academic majors range from the liberal arts to pre-professional programs such as education, sports medicine, and petroleum engineering. It is one of America's 37 "Revolutionary Colleges," institutions with origins reaching back to the 18th century. Marietta College was originally founded as the Muskingum Academy in 1797. Enrollment during the 2011-12 academic year was 1450 students from more than 40 states and 20 countries.

Education Department

The Education Department seeks to prepare educators as leaders for 21st century schools by providing our candidates with the coursework and clinical experiences necessary to demonstrate high levels of content knowledge, effective pedagaogy, efficacy, reflection, and collaboration skills. Candidates may pursue teaching licenses in early childhood education, middle childhood education, mild to moderate intervention specialist or adolescent young adult content areas of biology, chemistry, physics, English language arts, mathematics or social studies.

Licensure Test Scores for Individuals Completing Educator Preparation Programs at Marietta College

Reporting period for 9/1/2011 through 8/31/2012

(Data Source: Marietta College)

Description of Data:

For the period reflected on this report, Ohio required that teacher candidates pass Praxis II® examinations by scoring at or above the state's established required score to be recommended for licensure and receive endorsements in specific fields. The reporting for Teacher Licensure Test Scores is based on Federal Title II data and therefore reflects only initial licensure for 2011-2012. Data are not provided for additional licenses that an educator earns after her/his initial license. Individual candidates often take more than one licensure examination; the number of licensure program completers reported reflects the unduplicated number of individuals taking examinations. For institutions with fewer than 10 linked teachers or principals, only the N is reported.

Summary Rating: Effective		
	Completers Tested	**Pass Rate Percentage**
All Teacher Licensure Tests	20	100%

2013
Educator Preparation Performance Report
Marietta College

Licensure Test Scores for Individuals Completing Principal Preparation Programs at

Reporting period for 9/1/2012 through 8/31/2013
(Data Source:)

Description of Data:

For the period reflected on this report, Ohio required that principal candidates pass the Praxis II® examination (0411) by scoring at or above the state's established required score to be recommended for licensure. The scores are self-reported by each institution for 2012-2013.

	Completers Tested	Pass Rate Percentage
Principal Licensure Data	NA	NA

2013
Educator Preparation Performance Report
Marietta College

Value-Added Data for Individuals Completing Educator Preparation Programs at Marietta College

Reporting period for 9/1/2012 through 8/31/2013

Description of Data:

Ohio's value-added data system provides educators a more complete picture of student growth. 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). From a state perspective, value-added data provide insights into student performance. For example, schools that do not appear to be achieving at high levels as traditionally measured can demonstrate through value-added data that many of their students are achieving significant progress. It is important to recognize these gains, as schools work to support students who have chronically struggled to perform. Student growth measures also provide students and parents with evidence of the impact of their efforts.

Limitations of the Value-Added Data:
1. The information in the report is for those individuals receiving their licenses with effective years of, 2009, 2010, 2011, and 2012.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on reading and mathematics achievement tests in grades 4-8.
3. The number of teachers and principals (N) with associated value-added data remains small at this point. For institutions with fewer than 10 linked teachers or principals with value-added data, only the N is reported.

Value-Added Data for Marietta College-Prepared Teachers

Teachers with Effective Licensure Dates 2009, 2010, 2011, 2012		Associated Value-Added Classifications				
Employed as Teachers	**Teachers with Value-Added Data**	**Most Effective**	**Above Average**	**Average**	**Approaching Average**	**Least Effective**
20	5	N = 1 % = 20	N = 0 % = 0	N = 2 % = 40	N = 1 % = 20	N = 1 % = 20

2013
Educator Preparation Performance Report
Marietta College

Demographic Information for Schools where Marietta College-Prepared Teachers with Value-Added Data Serve

Characteristic					
	Elementary School	**Middle School**	**Junior High School**	**High School**	**Ungraded**
Teachers Serving by School Level	N = 1 % = 20	N = 4 % = 80	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0

	Community School	**Public School**	**STEM School**	**Educational Service Center**
Teachers Serving by School Type	N = 0 % = 0	N = 5 % = 100	N = 0 % = 0	N = 0 % = 0

	A	**B**	**C**	**D**	**F**	**NR**
Teachers Serving by Overall Letter Grade of Building Value-Added	N = 1 % = 20	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 4 % = 80	N = 0 % = 0

	High Minority	**Middle Minority**	**Low Minority**
Teachers Serving by Minority Enrollment by Tertiles	N = 0 % = 0	N = 2 % = 40	N = 3 % = 60

	High Poverty	**Medium-High Poverty**	**Medium-Low Poverty**	**Low Poverty**
Teachers Serving by Poverty Level by Quartiles	N = 0 % = 0	N = 4 % = 80	N = 0 % = 0	N = 1 % = 20

*** Due to the preliminary nature of the data and staffing at ESC/district level, certain demographic variables have not been reported for some schools.**

2013
Educator Preparation Performance Report
Marietta College

Value-Added Data for Marietta College-Prepared Principals

Principals with Effective Licensure Dates 2009, 2010, 2011, 2012		Principals Serving by Letter Grade of Overall Building Value-Added					
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F	NR
0	0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0

Demographic Information for Schools where Marietta College-Prepared Principals with Value-Added Data Serve

Characteristic

	Elementary School	Middle School	Junior High School	High School	Ungraded
Principals Serving by School Level	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0

	Community School	Public School	STEM School	Educational Service Center
Principals Serving by School Type	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0

	A	B	C	D	F	NR
Principals Serving by Overall Letter Grade of School	NOT AVAILABLE UNTIL 2015					

	High Minority	Middle Minority	Low Minority
Principals Serving by School Minority Enrollment by Tertiles	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0

	High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty
Principals Serving by School Poverty Level by Quartiles	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0

2013
Educator Preparation Performance Report
Marietta College

Marietta College Candidate Academic Measures

Reporting period for 9/1/2012 through 8/31/2013
(Data Source: Marietta College)

Description of Data:

Educator preparation programs (EPPs) reported academic measures for students completing their teacher and principal preparation programs. Academic measures reported include assessment results for the ACT®, SAT®, Praxis I®, GRE®, and MAT®, as well as high school, undergraduate, graduate, transfer grade point average, and program admission (GPA). The Ohio Board of Regents calculated statewide weighted mean values based on the EPP-reported data. For institutions with fewer than 10 linked teachers or principals, only the N is reported. Academic measures which do not apply to a specific unit or program are represented by NA.

Teacher Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Criterion	**Required Score**	**Number of Admissions**	**Average Score of All Admissions**	**Number Enrolled**	**Average Score of All Enrollments**	**Number of Program Completers**	**Average Score All Program Completers**
U=Undergraduate PB=Post-Baccalaureate G=Graduate							
	U/PB/G	**U/PB/G**	**U/PB/G**	**U/PB/G**	**U/PB/G**	**U/PB/G**	**U/PB/G**
Praxis I Reading	175 / NA / NA	N<10 / NA / NA	N<10 / NA / NA	23 / NA / NA	178.5 / NA / NA	N<10 / NA / NA	N<10 / NA / NA
ACT Composite Score	23 / NA / NA	22 / NA / NA	27.5 / NA / NA	52 / NA / NA	26.2 / NA / NA	13 / NA / NA	27 / NA / NA
Praxis I Writing	173 / NA / NA	N<10 / NA / NA	N<10 / NA / NA	23 / NA / NA	175.4 / NA / NA	N<10 / NA / NA	N<10 / NA / NA
Undergraduate GPA	2.75 / NA / NA	26 / NA / NA	3.41 / NA / NA	91 / NA / NA	3.32 / NA / NA	25 / NA / NA	3.29 / NA / NA
Praxis I Math	174 / NA / NA	N<10 / NA / NA	N<10 / NA / NA	23 / NA / NA	175.6 / NA / NA	N<10 / NA / NA	N<10 / NA / NA
SAT Composite Score	1060 / NA / NA	N<10 / NA / NA	N<10 / NA / NA	N<10 / NA / NA	N<10 / NA / NA	N<10 / NA / NA	N<10 / NA / NA
SAT Writing Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT English Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT Math Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Writing Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT Reading Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA

2013
Educator Preparation Performance Report
Marietta College

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Criterion	**Required Score**	**Number of Admissions**	**Average Score of All Admissions**	**Number Enrolled**	**Average Score of All Enrollments**	**Number of Program Completers**	**Average Score All Program Completers**
U=Undergraduate PB=Post-Baccalaureate G=Graduate							
	U/PB/G	**U/PB/G**	**U/PB/G**	**U/PB/G**	**U/PB/G**	**U/PB/G**	**U/PB/G**
Transfer GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
SAT Verbal Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
MAT	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Composite Score	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Verbal Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
High School GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Graduate GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis II	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
SAT Quantitative Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Quantitative Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA

Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Dispositional Assessment	Y	N	N
EMPATHY/Omaha Interview	N	N	N
Essay	Y	N	N
High School Class Rank	N	NA	NA
Interview	N	N	N
Letter of Commitment	N	N	N
Letter of Recommendation	N	N	N
Myers-Briggs Type Indicator	NA	N	N
Portfolio	N	N	N
Prerequisite Courses	Y	N	N
SRI Teacher Perceiver	NA	NA	N
Superintendent Statement of Sponsorship	NA	NA	N

2013
Educator Preparation Performance Report
Marietta College

Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Teacher Insight	NA	N	N

2013
Educator Preparation Performance Report
Marietta College

Principal Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Criterion	**Required Score**	**Number of Admissions**	**Average Score of All Admissions**	**Number Enrolled**	**Average Score of All Enrollments**	**Number of Program Completers**	**Average Score All Program Completers**
SAT Writing Subscore	NA	NA	NA	NA	NA	NA	NA
ACT English Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Math Subscore	NA	NA	NA	NA	NA	NA	NA
GRE Writing Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Reading Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Math	NA	NA	NA	NA	NA	NA	NA
SAT Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Reading	NA	NA	NA	NA	NA	NA	NA
Undergraduate GPA	NA	NA	NA	NA	NA	NA	NA
SAT Composite Score	NA	NA	NA	NA	NA	NA	NA
Praxis I Writing	NA	NA	NA	NA	NA	NA	NA
MAT	NA	NA	NA	NA	NA	NA	NA
GRE Composite Score	NA	NA	NA	NA	NA	NA	NA
GRE Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
High School GPA	NA	NA	NA	NA	NA	NA	NA
Graduate GPA	NA	NA	NA	NA	NA	NA	NA
Praxis II	NA	NA	NA	NA	NA	NA	NA

2013
Educator Preparation Performance Report
Marietta College

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Criterion	**Required Score**	**Number of Admissions**	**Average Score of All Admissions**	**Number Enrolled**	**Average Score of All Enrollments**	**Number of Program Completers**	**Average Score All Program Completers**
SAT Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Composite Score	NA	NA	NA	NA	NA	NA	NA
GRE Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA

Other Criteria

Portfolio	N
Interview	N
Letter of Recommendation	N
Essay	N
Prerequisite Courses	N
Dispositional Assessment	N
Letter of Commitment	N
Superintendent Statement of Sponsorship	N
Myers-Briggs Type Indicator	N
SRI Teacher Perceiver	N
Teacher Insight	N
EMPATHY/Omaha Interview	N

2013
Educator Preparation Performance Report
Marietta College

Field and Clinical Experiences for Marietta College Candidates

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: Marietta College)

Description of Data:

Ohio requires that teacher candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include early and ongoing field-based opportunities and the culminating pre-service clinical experience commonly referred to as "student teaching." The specific requirements beyond the requisite statewide minimums for these placements vary by institution and by program. The information below is calculated based on data reported at the unit level.

Teacher Preparation Programs

Field/Clinical Experience Element	Marietta College Requirements
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	150
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	280
Average number of weeks required to teach full-time within the student teaching experience at the institution	14
Percentage of teacher candidates who satisfactorily completed student teaching	100%

Principal Preparation Programs

Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	
Number of candidates admitted to internship	
Number of candidates completing internship	
Percentage of principal candidates who satisfactorily completed internship	

2013
Educator Preparation Performance Report
Marietta College

Teacher Pre-Service Survey Results

Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Board of Regents and a committee of representatives from Ohio institutions of higher education collaborated to develop a survey of Ohio's Pre-Service Teachers as a special research project. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. The Ohio Board of Regents distributed the online survey to candidates completing their student teaching experiences and collected the data for the Reporting period for 9/1/2012 through 8/31/2013. A total of 3570 respondents completed the survey statewide for a response rate of 81 percent.

Marietta College Survey Response Rate = 0%

Total Survey Responses = N<10

No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.90	3.49
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.	3.70	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.70	3.39
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.70	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.50	3.40
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.	3.80	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.90	3.44
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.80	3.47
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.70	3.52
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.	3.80	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.50	3.35
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively,	3.80	3.51

2013
Educator Preparation Performance Report
Marietta College

No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
	and/or a whole class.		
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.50	3.33
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.80	3.50
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.80	3.44
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.80	3.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.70	3.45
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.90	3.57
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.60	3.41
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.90	3.63
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.60	3.33
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.50	3.42
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.70	3.43
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	3.15
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	3.01
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	3.20	2.94
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.50	3.24
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.40	3.12
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core	3.80	3.43

2013
Educator Preparation Performance Report
Marietta College

No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
	State Standards.		
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	2.97
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.80	3.54
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.10	3.30
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.70	3.59
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.70	3.58
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.70	3.56
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.70	3.43
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.40	3.40
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.10	3.25
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.00	3.26
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.10	3.30
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.70	3.57
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.70	3.46
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.70	3.54
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.80	3.44
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.60	3.42
46	Overall, the faculty in my teacher licensure program conducted	3.80	3.60

2013
Educator Preparation Performance Report
Marietta College

No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
	themselves in a professional manner.		
47	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	3.70	3.32
48	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.50	3.18
49	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.80	3.33

2013
Educator Preparation Performance Report
Marietta College

Statewide Survey of OHIO Resident Educators' Reflections on their Educator Preparation Program

Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Board of Regents and a committee of representatives from Ohio institutions of higher education collaborated to develop a survey of Ohio's Resident Educators as a special research project. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. The Ohio Board of Regents distributed the online survey to candidates completing their Resident Educator experiences and collected the data for the Reporting period for 9/1/2012 through 8/31/2013

No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N<10	3.40
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	3.21
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.32
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N<10	3.38
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	3.28
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.	N<10	3.24
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.24
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.24
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.24
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	3.24
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.23
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.36
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.27
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	3.40

2013
Educator Preparation Performance Report
Marietta College

No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.39
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.56
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.29
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.28
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.55
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.23
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.36
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.31
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	N<10	2.97
24	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	2.40
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	2.40
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.07
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	2.93
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	N<10	2.98
29	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	2.61
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.58
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.31
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective	N<10	3.58

No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
	educator focused on student learning.		
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.53
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.29
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.27
37	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.17
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.16
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.24
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.49
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.37
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.47
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.31
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.25
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.56
46	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.30
47	My teacher licensure program provided provided opportunities to voice concerns about the program.	N<10	3.12
48	My teacher licensure program provided provided advising to facilitate progression to program completion.	N<10	3.29
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N<10	3.17

2013
Educator Preparation Performance Report
Marietta College

National Accreditation

(Data Source: Ohio Board of Regents)

Description of Data:

Educator preparation programs (EPPs) reported academic measures for students completing their teacher and principal preparation programs. Academic measures reported include assessment results for the ACT®, SAT®, Praxis I®, GRE®, and MAT®, as well as high school, undergraduate, graduate, transfer grade point average, and program admission (GPA). The Ohio Board of Regents calculated statewide weighted mean values based on the EPP-reported data. For institutions with fewer than 10 linked teachers or principals, only the N is reported. Academic measures which do not apply to a specific unit or program are represented by NA.

Accrediting Agency	NCATE
Date of Last Review	October 2009
Accreditation Status	Accredited

2013
Educator Preparation Performance Report
Marietta College

Teacher Residency Program

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: Ohio Department of Education)

Description of Data:

The Resident Educator Program in Ohio is a broad system of support that encompasses a robust four-year teacher development system designed to improve teacher retention and increase student learning. Data are reported for those entering the Resident Educator Program in SY2011-2012 and SY2012-2013. Non-completion does not imply dismissal, but rather may be due to multiple factors.

Percent of Newly Hired Teachers Completing the State Residency Program

who were Prepared at Marietta College

Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
Entering	Completing		Entering	Completing		Entering	Completing		Entering	Completing	
18	18	100%	9	9	100 %						

2013
Educator Preparation Performance Report
Marietta College

Excellence and Innovation Initiatives at Marietta College

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: Marietta College)

Description of Data:

This section provides each program the opportunity to share information on a maximum of three initiatives geared to increase excellence and support innovation in the preparation of Ohio educators.

Teacher Licensure Programs

Initiative:	Co-Teaching Internship Model
Purpose:	To transition all internship (student teaching) expereinces to a coteaching model
Goal:	During the internship semester, interns and clinical mentor teachers plan and implement lessons jointly utiizing the coteaching model.
Number of Participants:	30
Strategy:	At the beginning of the internship semester, interns and their clinical mentor teachers undergo training in coteaching strategies. Interns begin the semester long experience as an active participant in all instructional segments of the school day. The intern's role tranistions as the semester progresses and the intern becomes the primary planner and teacher, with the mentor teacher assuming the role of support teacher or coteacher.
Demonstration of Impact:	This program is in its initial year. There is no data currently available. Data will be collected next year as part of a faculty member's sabbatical project.
External Recognition:	
Programs:	
Initiative:	Harmar School Partnership
Purpose:	To develop high quality clinical experiences for early childhood candidates
Goal:	Early childhood candidates will complete fall methods courses and field expereinces onsite at the school and will transition in to the spring internship semester in the same classroom.
Number of Participants:	12
Strategy:	Candidates and the methods course instructors spend two days per week at the school. Instruction for the methods courses occurs in an assigned room and candidates are able to see demonstration lessons with students. During this semester, candidates become immersed in the culture of the school and work as a co-teacher for one full day per week with a mentor teacher. The following semester, candidates complete a 14 week internship experience in the same classroom.
Demonstration of Impact:	This is a new program and there is currently no data available.
External Recognition:	N/A
Programs:	

2013
Educator Preparation Performance Report
Marietta College

Initiative:	Pioneer Pipeline
Purpose:	To provide mentoring, support, and college/work experiences for adolescents with disabilities
Goal:	To devlop a model for enabling adolescents with disabilities to transition from school to work or college
Number of Participants:	20
Strategy:	A group of high school students with disabilities and their teacher, an intervention specialist, spend two days per week on the college campus. Candidates in the intervention specialist program are assigned to mentor these students in social and academic skills. While on campus, some students audit college classes. Other students work in paid positions in campus offices. College mentors plan social and recreational activities to work on social skills with the students. Mentors also assist students with academic work. A small house on campus has been designated to serve as a gathering place for the students, their teacher, and the mentors. An education faculty member and a member of the psychology department act as faculty directors for the program.
Demonstration of Impact:	Survey data is currently being gathered from students in the program and their parents. This data-gathering will continue throughout the academic year.
External Recognition:	
Programs:	

2013
Educator Preparation Performance Report
Marietta College

Principal Licensure Programs

Initiative:	
Purpose:	
Goal:	
Number of Participants:	
Strategy:	
Demonstration of Impact:	
External Recognition:	
Programs:	