

2013 Educator Preparation Performance Report Notre Dame College of Ohio

Institution Profile

(Data Source: Notre Dame College of Ohio)

Notre Dame College, a Catholic institution established by the Sisters of Notre Dame, welcomed students in 1922. Over the past 91 years, the changing needs of its students and ongoing local and national trends have shaped the institution. The Sisters transplanted to the Cleveland area a cohesive and student-centered educational heritage with the establishment of the College. The Sisters' beliefs about the value of the teacher, the worth of each student, and the transformative nature of education guide all college programs. The Sisters have a history of reaching out to diverse populations.

Division of Professional Education

The Division prepares knowledgeable, effective, and reflective teachers and school leaders at the graduate, post-baccalaureate, and undergraduate levels. Courses are offered on campus and online. We believe that education is a process and a product. The process is evident in dynamic and ongoing professional relationships inside and outside the college and clinical classrooms. The process integrates the cognitive, affective, and spiritual development of the individuals in the relationships. The product is evident in the actions, words, and artifacts that result from the educational endeavor.

Licensure Test Scores for Individuals Completing Educator Preparation Programs at Notre Dame College of Ohio

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

(Data Source: Notre Dame College of Ohio)

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	144	100%

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**Licensure Test Scores for Individuals Completing Principal Preparation Programs
at**

(Data Source:)

Description of Data:

	Completers Tested	Pass Rate Percentage
Principal Licensure Data		

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Value-Added Data for Individuals Completing Educator Preparation Programs at
Notre Dame College of Ohio
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 Notre Dame College of Ohio-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
160	43	N = 2 % = 5	N = 3 % = 7	N = 23 % = 53	N = 10 % = 23	N = 5 % = 12

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Demographic Information for Schools where Notre Dame College of Ohio-Prepared Teachers with Value-Added Data Serve

Characteristic						
	Elementary School	Middle School	Junior High School	High School	Ungraded	
Teachers Serving by School Level	N = 12 % = 28	N = 24 % = 56	N = 3 % = 7	N = 4 % = 9	N = 0 % = 0	
	Community School	Public School	STEM School	Educational Service Center		
Teachers Serving by School Type	N = 5 % = 12	N = 38 % = 88	N = 0 % = 0	N = 0 % = 0		
	A	B	C	D	F	NR
Teachers Serving by Overall Letter Grade of Building Value-Added	N = 15 % = 35	N = 2 % = 5	N = 3 % = 7	N = 4 % = 9	N = 19 % = 44	N = 0 % = 0
	High Minority		Middle Minority		Low Minority	
Teachers Serving by Minority Enrollment by Tertiles	N = 14 % = 33		N = 21 % = 49		N = 8 % = 19	
	High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty		
Teachers Serving by Poverty Level by Quartiles	N = 10 % = 23	N = 13 % = 30	N = 11 % = 26	N = 9 % = 21		

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

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Value-Added Data for Notre Dame College of Ohio-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 Notre Dame College of Ohio-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	

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Notre Dame College of Ohio Candidate Academic Measures

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

(Data Source: Notre Dame College of Ohio)

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

Criterion	Required Score	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		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
Undergraduate GPA	2.75 / 2.75 / 2.75	73 / 111 / 72	3.29 / 3.06 / 3.03	251 / 305 / 291	3.19 / 3.66 / 3.7	30 / 86 / 39	3.3 / 3.74 / 3.81
ACT Composite Score	20 / NA / NA	73 / NA / NA	23 / NA / NA	251 / NA / NA	24 / NA / NA	30 / NA / NA	23 / NA / NA
Praxis I Reading	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
SAT Writing Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis I Writing	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
GRE Writing Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
SAT Composite Score	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
MAT	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA

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Criterion	Required Score	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		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
SAT Verbal 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
Praxis II	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
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 Verbal Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Transfer GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis I Math	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
ACT Reading 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		N		N		N	
EMPATHY/Omaha Interview		N		N		N	
Essay		N		N		N	
High School Class Rank		N		NA		NA	
Interview		N		Y		Y	
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	

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

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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
Undergraduate GPA	3	N<10	N<10	N<10	N<10	N<10	N<10
Praxis I Reading	NA	NA	NA	NA	NA	NA	NA
ACT Math Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Composite Score	NA	NA	NA	NA	NA	NA	NA
SAT Writing Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Writing	NA	NA	NA	NA	NA	NA	NA
ACT English Subscore	NA	NA	NA	NA	NA	NA	NA
GRE Writing Subscore	NA	NA	NA	NA	NA	NA	NA
SAT Composite Score	NA	NA	NA	NA	NA	NA	NA
Graduate GPA	NA	NA	NA	NA	NA	NA	NA
MAT	NA	NA	NA	NA	NA	NA	NA
SAT Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
GRE Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis II	NA	NA	NA	NA	NA	NA	NA
High School GPA	NA	NA	NA	NA	NA	NA	NA
SAT Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA
GRE Verbal Subscore	NA	NA	NA	NA	NA	NA	NA

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		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
Praxis I Math	NA	NA	NA	NA	NA	NA	NA
GRE Composite Score	NA	NA	NA	NA	NA	NA	NA
ACT Reading Subscore	NA	NA	NA	NA	NA	NA	NA
Other Criteria							
Portfolio				N			
Interview				Y			
Letter of Recommendation				Y			
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			

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Field and Clinical Experiences for Notre Dame College of Ohio Candidates

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

(Data Source: Notre Dame College of Ohio)

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	Notre Dame College of Ohio Requirements
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	135
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	350
Average number of weeks required to teach full-time within the student teaching experience at the institution	15
Percentage of teacher candidates who satisfactorily completed student teaching	97.62%

Principal Preparation Programs

Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	24
Number of candidates admitted to internship	0
Number of candidates completing internship	0
Percentage of principal candidates who satisfactorily completed internship	N/A

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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.

Notre Dame College of Ohio Survey Response Rate = 95%

Total Survey Responses = 57

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.	3.49	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.	3.44	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.28	3.39
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.41	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.41	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.	3.45	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.48	3.44
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.51	3.47
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.52	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.	3.51	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.36	3.35
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively,	3.48	3.51

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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.	3.47	3.33
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.53	3.50
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.48	3.44
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.54	3.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.44	3.45
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.51	3.57
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.46	3.41
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.56	3.63
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.38	3.33
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.42	3.42
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.45	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).	3.14	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.	3.16	3.01
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	3.10	2.94
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.32	3.24
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.25	3.12
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core	3.41	3.43

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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.	2.99	2.97
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.46	3.54
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.23	3.30
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.51	3.59
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.57	3.58
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.51	3.56
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.43	3.43
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.43	3.40
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.36	3.25
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.33	3.26
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.41	3.30
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.55	3.57
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.42	3.46
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.52	3.54
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.44	3.44
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.51	3.42
46	Overall, the faculty in my teacher licensure program conducted	3.54	3.60

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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.	3.28	3.32
48	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.27	3.18
49	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.26	3.33

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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.	3.16	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.	3.26	3.21
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	2.89	3.32
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	2.95	3.38
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.16	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.	3.05	3.24
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.05	3.24
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.05	3.24
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.05	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.	3.05	3.24
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.32	3.23
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.26	3.36
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.37	3.27
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.37	3.40

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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.	3.37	3.39
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.42	3.56
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.32	3.29
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.32	3.28
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.32	3.55
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.32	3.23
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.16	3.36
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.21	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).	2.74	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.	2.26	2.40
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	2.26	2.40
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	2.95	3.07
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.68	2.93
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	2.79	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.	2.58	2.61
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.53	3.58
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.21	3.31
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective	3.53	3.58

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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).	3.53	3.53
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.47	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.21	3.29
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.32	3.27
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.21	3.17
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.16	3.16
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.21	3.24
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.32	3.49
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.21	3.37
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.42	3.47
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.16	3.31
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.16	3.25
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.53	3.56
46	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	2.95	3.30
47	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.00	3.12
48	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.11	3.29
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.05	3.17

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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	April 2010
Accreditation Status	Accredited

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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 Notre Dame College of Ohio

Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
Entering	Completing		Entering	Completing		Entering	Completing		Entering	Completing	
168	158	94%	111	109	98%						

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Excellence and Innovation Initiatives at Notre Dame College of Ohio

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

(Data Source: Notre Dame College of Ohio)

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:	Online Professional Learning Communities
Purpose:	Provide real time interaction with and evaluation of teacher candidates as they progress through their professional program
Goal:	Maintain and sustain professional learning communities in each online class
Number of Participants:	372
Strategy:	Weekly interactive sessions are conducted in graduate and undergraduate online courses. The online learning communities act as a flipped classroom. During the week, teacher candidates complete coursework independently. During the required online, interactive sessions shared learning tasks are discussed and interrogated by the learning community. Synchronous session allow teacher candidates to function as presenters and small group leaders in breakout sessions. Teacher candidates must attend online sessions in order to be successful in coursework.
Demonstration of Impact:	1. Online course evaluations. 2. Capstone assignments. 3. License exam scores.
External Recognition:	None
Programs:	Interaction between all licensure programs. Online courses in related academic discipline areas.
Initiative:	Are you a 10?
Purpose:	Provide student teachers with authentic feedback from local principals in northeast Ohio regarding the candidate's ability to secure a teaching position.
Goal:	Prepare teacher candidates for the professional interviews that will lead to a job offer.
Number of Participants:	25
Strategy:	5-6 area principals from different districts are scheduled to meet with a pilot group of Notre Dame College student teachers for 20 minute interviews. The principal brings to the interview session a clear understanding of the position, grade level and/or subject matter expertise she/he is seeking to fill in the building. The interview format is approved of and edited prior to the interviews by the respective principals. Each candidate is evaluated in 10 areas on a 3 level scale : .25 minimal skills, .50 promising skills, and 1.00 on target skills. 1. Professional demeanor and dress 2. Communication skills 3. Knowledge of Ohio academic content standards 4. Example of effective planning and instruction 5. Knowledge of differentiating instruction 6. Examples of effective assessment 7. Understanding of value-added 8. Example of effective collaboration with two school stakeholders 9. Knowledge of OTES 10. Knowledge of professional ethics
Demonstration of Impact:	Pilot program in fall 2013 and spring 2014

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External Recognition:	none
Programs:	Complemented by 25 interviews by Notre Dame College faculty

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Principal Licensure Programs

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