

**2013 Educator Preparation Performance Report  
Middle Childhood (4-9)  
Notre Dame College of Ohio**

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**Licensure Test Scores for Individuals Completing 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 reported, Ohio licensure requirements included passage of the Praxis ® licensure exam at the state determined cut score, for some licensure programs, Ohio required that teacher candidates pass additional examinations at the established cut scores. The 2013 Report for Teacher Licensure Test Scores for the 2011-2012 year is based on Title II data and therefore reflects pass rate data for only initial licenses.

**Teacher Licensure Test Scores**

Licensure Test	Test Score Range	Test Cut Score	Completers Tested	Program Average Scaled Score	Completers Passed	Program Pass Rate	State Average Pass Rate	State Average Scaled Score
ETS0049 - MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	100-200	156	N<10	N<10	N<10	N<10	96	174
ETS0069 - MIDDLE SCHOOL MATHEMATICS	100-200	143	N<10	N<10	N<10	N<10	100	173
ETS0089 - MIDDLE SCHOOL SOCIAL STUDIES	100-200	151	N<10	N<10	N<10	N<10	96	167
ETS0439 - MIDDLE SCHOOL SCIENCE	100-200	144	N<10	N<10	N<10	N<10	96	160

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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:**

The data in this section reflect candidate performance on assessments prior to program admission as well as performance in previous academic coursework.

**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
<b>U=Undergraduate PB=Post-Baccalaureate G=Graduate</b>							
	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>
Graduate GPA	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
High School GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Undergraduate GPA	2.75 / 2.75 / NA	N<10 / 26 / NA	N<10 / 3.27 / NA	23 / 57 / NA	3.16 / 3.42 / NA	N<10 / 14 / NA	N<10 / 3.89 / 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 Reading 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
ACT Composite Score	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
SAT Verbal Subscore	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
SAT Composite Score	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
Praxis I Math	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / 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
Praxis II	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Writing	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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		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
<b>U=Undergraduate PB=Post-Baccalaureate G=Graduate</b>							
	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>
Subscore							
GRE 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
GRE Composite Score	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
<b>Other Criteria</b>	<b>Undergraduate</b>		<b>Post-Baccalaureate</b>		<b>Graduate</b>		
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		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		
Teacher Insight	NA		N		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 for these placements vary by unit 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	200
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	250
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	100%

# 2013 Educator Preparation Performance Report

## Middle Childhood (4-9)

### Notre Dame College of Ohio

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#### Teacher Pre-Service Survey Results

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

#### 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 educator preparation programs collaborated to develop a survey of Ohio's pre-service teachers. Questions on the survey align 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. A total of 3570 respondents completed the survey statewide for a response rate of 81 Percent.

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.	3.67	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.	3.56	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	2.89	3.39
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.56	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.56	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.	3.67	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.44	3.44
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.56	3.47
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.67	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.	3.67	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.56	3.35
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.67	3.51
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.67	3.33
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.67	3.50

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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.	3.56	3.44
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.67	3.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.56	3.45
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.78	3.57
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.78	3.41
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.78	3.63
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.67	3.33
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.33	3.42
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.33	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).	3.33	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.	3.33	3.01
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	3.11	2.94
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.44	3.24
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.56	3.12
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.67	3.43
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	3.33	2.97
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.56	3.54
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.56	3.30
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student	3.67	3.59

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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
	learning.		
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.78	3.58
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.78	3.56
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.67	3.43
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.67	3.40
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.78	3.25
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.56	3.26
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.78	3.30
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.78	3.57
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.56	3.46
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.67	3.54
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.67	3.44
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.56	3.42
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.78	3.60
47	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	3.33	3.32
48	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.56	3.18
49	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.33	3.33

# 2013 Educator Preparation Performance Report

## Middle Childhood (4-9)

### Notre Dame College of Ohio

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

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

#### Description of Data:

To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Board of Regents and a committee of representatives from Ohio educator preparation programs collaborated to develop a survey of Ohio's resident educators. Questions on the survey align with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation.

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

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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.	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 educator focused on student learning.	N<10	3.58
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic	N<10	3.53

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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
	media).		
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