

**Educator Preparation Program
Muskingum University**

CANDIDATE PERFORMANCE DATA

ENROLLMENT

The educator preparation program at Muskingum University prepares individuals (candidates) as P-12 classroom teachers and as building and district-level administrators. During the 2012-2013 academic year, 891 candidates were enrolled as undergraduate and graduate students in the program. Three hundred (300) were enrolled in teacher preparation at the undergraduate level, 514 were enrolled in teacher preparation at the graduate level, and 77 were enrolled in the educational leadership program at the graduate level.

STATE LICENSURE EXAMINATIONS

A candidate seeking an Ohio educator license which allows her/him to teach and/or to serve as an administrator in the public schools of the State, is required to successfully complete at least one state licensure examination within her/his respective area(s) of specialization (e.g., early childhood education, mathematics, and special education). During the 2012-2013 academic year, 230 of these examinations were taken by Muskingum University candidates. Of the 230 taken, 208 (90.434%) were passed. During this same time period, 101 Muskingum University candidates were recommended for their very first teaching license. **All** 101 (100%) of these candidates passed all of the required licensure examinations.

GRADE POINT AVERAGES

Of the 101 Muskingum University candidates recommended for their very first teaching license, 62 were undergraduate students while 39 were graduate students. Upon program completion, the average GPA of these 101 candidates was 3.513. Additionally, the average GPA of the undergraduates was 3.491 while the average GPA of the graduate students was 3.548.

SURVEY RESULTS

The teacher preparation portion of the program has eight overarching goals. They are:

1. *help students develop intellectually, ethically, socially, and physically (Student Growth and Development);*
2. *set learning goals and plan and implement learning activities and assessments that ensure that all learners are both successful and challenged (Instruction and Assessment);*

3. *create learning environments that empower students by encouraging positive social interactions, active engagement in learning, self-motivation, democratic decision-making, equity, and social justice (Learning Environments);*
4. *reflect on instruction and assessment in order to improve student learning (Reflection);*
5. *actively seek opportunities to grow professionally (Professional Growth);*
6. *serve and lead in communities of learners, including classrooms, schools, and the wider communities (Leadership);*
7. *use knowledge of individuals, families, communities, and cultures to create communities of learners (Collaboration with Partners Outside the School Setting); and*
8. *recognize the importance of working cooperatively with teachers, staff, and administrators to create positive school cultures (Collaboration with Partners Within the School Setting).*

Upon completion of student teaching, student teachers are asked to complete an end-of-program survey that inquires about the degree to which they believe the teacher preparation program has prepared them to meet each of the program goals noted above. They rate each of the goals in terms of strongly agree, agree, disagree, or strongly disagree. During the 2012-2013 academic year, student teachers rated the eight goals as follows:

<i>Candidates believed that the teacher preparation program prepared them to:</i>	Fall 2012 (N = 37)	Spring 2013 (N = 74)
<i>Goal 1: help students develop intellectually, ethically, socially, and physically</i>	97.3 ¹	100
<i>Goal 2: set learning goals and plan and implement learning activities and assessments that ensure that all learners are both successful and challenged</i>	97.3	98.7
<i>Goal 3: create learning environments that empower students by encouraging positive social interactions, active engagement in learning, self-motivation, democratic decision-making, equity, and social justice</i>	97.3	100
<i>Goal 4: reflect on instruction and assessment in order to improve student learning</i>	94.6	100
<i>Goal 5: actively seek opportunities to grow professionally</i>	91.9	98.7
<i>Goal 6: serve and lead in communities of learners, including classrooms, schools, and the wider communities</i>	94.6	98.7
<i>Goal 7: use knowledge of individuals, families, communities, and cultures to create communities of learners</i>	97.3	98.7
<i>Goal 8: recognize the importance of working cooperatively with teachers, staff, and administrators to create positive school cultures</i>	97.3	100

¹Percentage of responses marked as *strongly agree* or *agree*.

Additionally, principals of buildings in which candidates complete their student teaching are surveyed the spring of each year regarding the degree to which they believe the Muskingum teacher preparation program prepared the Muskingum University student teachers from the past year to meet each of the program goals. The same rating scale as previously noted is used. During spring 2013, principals provided ratings as follows:

<i>Principals believed that the teacher preparation program prepared student teachers to:</i>	Spring 2013 (N = 24)
<i>Goal 1: help students develop intellectually, ethically, socially, and physically</i>	95.8
<i>Goal 2: set learning goals and plan and implement learning activities and assessments that ensure that all learners are both successful and challenged</i>	95.6
<i>Goal 3: create learning environments that empower students by encouraging positive social interactions, active engagement in learning, self-motivation, democratic decision-making, equity, and social justice</i>	95.6
<i>Goal 4: reflect on instruction and assessment in order to improve student learning</i>	95.6
<i>Goal 5: actively seek opportunities to grow professionally</i>	87.0
<i>Goal 6: serve and lead in communities of learners, including classrooms, schools, and the wider communities</i>	73.9
<i>Goal 7: use knowledge of individuals, families, communities, and cultures to create communities of learners</i>	87.0
<i>Goal 8: recognize the importance of working cooperatively with teachers, staff, and administrators to create positive school cultures</i>	95.6

¹Percentage of responses marked as *strongly agree* or *agree*.

Furthermore, superintendents from the geographical area surrounding Muskingum University are surveyed each year regarding the degree to which candidates completing fieldwork in their respective districts and the degree to which the Muskingum program completers they have employed in their districts have been prepared to work in P-12 schools. The same rating scale as previously noted is used. During summer 2013, superintendents provided ratings as follows:

	Summer 2013 (N = 14)
Candidates and program completers recognize the importance of working cooperatively with teachers, staff, and administrators to create positive school cultures.	100
Candidates and program completers assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.	100
The teacher preparation program at Muskingum University provides its graduates with the knowledge, skills, and professional dispositions needed for teaching in today's schools.	100

¹Percentage of responses marked as *strongly agree* or *agree*.

Should you have any questions regarding these candidate performance data, please contact the Muskingum University education department chair, Dr. Rae White, at rwhite@muskingum.edu.

USE OF CANDIDATE PERFORMANCE DATA

Performance data are used to provide feedback to candidates and to assist candidates in extending the development of their knowledge, skills, and professional dispositions. Additionally, candidate performance data are reviewed by the faculty of the educator preparation program, the Educator Preparation Advisory Team (EPAT), and the Muskingum Education Student Advisory Group (MESAG) who, following the reviews, provide recommendations regarding programmatic and operational changes to the chair of the education department.