### Mount St. Joseph University, School of Education Pre-Service Teacher and Resident Educator Reflections PEDAGOGY

(Source: EPP Reports, ODHE)

	201	7			20	18			20	19					
	16 ervice	_	)17 mni		)17 ervice		)18 mni		)18 Service		)19 Imni				
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State				
3.67	3.50	3.80	3.46	3.63	3.51	3.00	3.48	3.57	3.52	3.33	3.43	My teacher licensure program prepared me with knowledge of research on how students learn.			
3.40	3.31	3.60	3.19	3.41	3.32	3.00	3.18	3.45	3.34	3.00	3.16	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.			
3.43	3.33	3.80	3.32	3.48	3.36	3.00	3.32	3.50	3.39	3.33	3.30	3 My teacher licensure program prepared me with high levels of knowle and the academic content I plan to teach.			
3.52	3.46	3.90	3.38	3.52	3.48	3.00	3.37	3.58	3.48	3.33	3.40	4 My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.			
3.50	3.38	3.80	3.31	3.59	3.43	3.00	3.32	3.57	3.44	3.33	3.31	5 My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.			
3.69	3.61	3.80	3.50	3.78	3.62	4.00	3.53	3.67	3.67	3.33	3.53	6 My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards,			
3.40	3.44	3.60	3.38	3.48	3.48	4.00	3.40	3.65	3.47	3.33	3.40	7 My teacher licensure program prepared me to use assessment data to inform instruction.			
3.60	3.46	3.60	3.39	3.59	3.50	3.00	3.41	3.58	3.52	3.00	3.41	8 My teacher licensure program prepared me to clearly communicate learning goals to students.			
3.64	3.53	3.80	3.43	3.56	3.55	3.00	3.47	3.62	3.57	3,33	3.44	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.			
3.55	3.42	3.60	3.30	3.44	3.46	3.00	3.28	3.67	3.46	3.00	3.32	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.			
3.40	3.37	3.50	3.24	3.44	3.39	3.00	3.24	3.43	3.41	3.00	3.25	11 My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.			
3.67	3.57	3.70	3.37	3.67	3.58	3.00	3.43	3.62	3.60	3.33	3.38	12 My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.			
3.45	3.30	3.20	3.15	3.37	3.32	2.00	3.06	3.47	3.31	3.00	3.15	13 My teacher licensure program prepared me to use strategies for effective classroom management.			
3.74	3.53	3.70	3.43	3.56	3.55	3.00	3.46	3.72	3.57	3.00	3.46	14 My teacher licensure program prepared me to communicate clearly and effectively.			
3.57	3.51	3.90	3.37	3.67	3.54	3.00	3.41	3.70	3.56	3.33	3.43	15 My teacher licensure program prepared me to understand the importance of communication with families and caregivers.			
3.67	3.67	3.90	3.58	3.70	3.68	3.00	3.58	3.75	3.70	3.33	3.57	16 My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.			
3.67	3.52	3.60	3.41	3.63	3.55	3.00	3.42	3.62	3.57	3.33	3.43	17 My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.			

NR = NONE REPORTED

### Mount St. Joseph University, School of Education Pre-Service Teacher and Resident Educator Reflections DIVERSITY

	201	7			20	18			20	19		
202	16	20	17	20	17	20	18	20	18	20	)19	
Pre-Se	ervice	Alu	mni	Pre-S	ervice	Alu	mni	Pre-S	ervice	Alu	mni	
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	
3.64	3.63	3.70	3.33	3.67	3.63	3.00	3.34	3.67	3.65	3.33	3.31	18 My teacher licensure program prepared me to communicate high expectations for all students.
3.55	3.46	3.90	3.59	3.67	3.49	3.00	3.59	3.55	3.52	3.33	3.57	19 My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.
3.74	3.71	3.80	3.28	3.74	3.72	3.00	3.28	3.77	3.74	2.67	3.31	20 My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.
3.40	3.37	3.90	3.40	3.48	3.42	3.00	3.41	3.45	3.42	3.33	3.41	21 My teacher licensure program prepared me to use technology to enhance teaching and student learning.
3.57	3.49	3.80	3.34	3.63	3.51	3.00	3.36	3.58	3.53	3.33	3.43	22 My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.

# Mount St. Joseph University, School of Education Pre-Service Teacher and Resident Educator Reflections STANDARDS KNOWLEDGE (Source: EPP Reports, ODHE)

	201	7			20	18			20	19		
20		_	17		17		18		018	_	)19	
Pre-Se	1		mni		ervice		mni		ervice		mni	
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	
3.62	3.50	3.50	3.12	3.63 3.52		3.00	3.36	3.68	3.53	3.33	3.18	23 My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.
3.48	3.21	3.50	2.96	3.63	3.21	2.00	3.14	3.57	3.26	3.00	3.08	24 My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).
3.26	3.07	3.50	2.96	3.56	3.08	3.00   3.03		3.38	3.11	3.00	3.08	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.
3.19	2.96	3.50	3.26	3.37	3.03	3.00	3.03	3.22	3.01	3.33	3.27	26 My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.
3.55	3.31	3.20	3.10	3.44	3.34	3.00	3.24	3.60	3.38	3.33	3.10	27 My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.
3.50	3.17	3.80	3.39	3.37 3.21 3.00		3.00	3.11	3.42 3.24		3.33	3.43	28 My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.
3.67	3.59 3.10 2.69 3.81 3.58		3.58	3.00	3.44	3.78	3.54	3.00	2.71	29 My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.		

NR = NONE REPORTED

## Mount St. Joseph University, School of Education Pre-Service Teacher and Resident Educator Reflections FIELD EXPERIENCE

	201	.7			20	18			20	19		
20 Pre-Se	_	_	)17 mni		17 ervice	_	)18 mni	_	018 ervice	1	)19 mni	
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	
3.36	2.94	3.80	3.53	3.19	2.95	2.00	2.73	3.25	2.97	3.00	3.56	30 My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.
3.71	3.64	3.60	3.33	3.78	3.67	4.00	3.55	3.78	3.68	2.67	3.32	31 My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.
3.55	3.41	3.80	3.53	3.26	3.40	2.00	3.30	3.37	3.42	3.00	3.54	32 My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).
3.71	3.68	3.70	3.54	3.70	3.69	4.00	3.53	3.73	3.69	3.00	3.51	33 My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.
3.69	3.65	3.60	3.54	3.67	3.68	4.00	3.51	3.77	3.68	2.67	3.51	34 My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).

## Mount St. Joseph University, School of Education Pre-Service Teacher and Resident Educator Reflections FIELD DIVERSITY

	201	.7			20	18			20	19		
20	16	20	17	20	17	2018		2018		20	19	
Pre-Se	ervice	Alu	mni	Pre-S	ervice	Alu	mni	Pre-S	ervice	Alu	mni	
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	
3.76	3.62	3.70	3.29	3.85	3.63	4.00	3.51	3.75	3.64	2.67	3.33	35 My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).
3.55	3.49	3.70	3.31	3.52	3.53	3.00	3.31	3.65	3.54	3.00	3.33	36 My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).
3.60	3.46	3.60	3.19	3.52	3.49	4.00	3.38	3.58	3.52	3.33	3.18	37 My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.
3.33	3.29	3.50	3.23	3.22	3.29	3.00	3.18	3.52	3.30	3.33	3.22	38 My teacher licensure program provided opportunities to work with diverse teachers.
3.31	3.32	3.70	3.24	3.26	3.31	3.00	3.22	3.43	3.33	3.33	3.25	39 My teacher licensure program provided opportunities to interact with diverse faculty.

### Mount St. Joseph University, School of Education Pre-Service Teacher and Resident Educator Reflections FACULTY

	201	.7			20	18			20	19				
20	16	20	17	20	17	20	18	20	18	20	)19			
Pre-Se	ervice	Alu	mni	Pre-S	ervice	Alu	mni	Pre-S	ervice	Alu	ımni			
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State			
3.43	3.34	3.70	3.51	3.41	3.34	4.00	3.29	3.53	3.36	3.33	3.55	40 My teacher licensure program provided opportunities to work and study with diverse peers.		
3.69	3.64	3.50	3.44	3.78	3.65	4.00	3.55	3.75	3.66	3.33	3.47	41 Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.		
3.55	3.52	3.70	3.53	3.67	3.55	3.00	3.46	3.68	3.55	3.33	3.54	42 Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.		
3.60	3.64	3.50	3.43	3.81	3.65	4.00	3.55	3.70	3.66	3.33	3.45	43 Overall, the faculty in my teacher licensure program modeled respect for diverse populations.		
3.52	3.51	3.60	3.39	3.70	3.55	3.00	3.41	3.63	3.56	2.67	3.43	44 Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.		
3.62	3.51	3.80	3.59	3.63	3.54	3.00	3.40	3.62	3.54	3.33	3.57	45 Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.		

# Mount St. Joseph University, School of Education Pre-Service Teacher and Resident Educator Reflections PROGRAM SUPPORT

(Source: EPP Reports, ODHE)

	201	.7			20	18			20	19		
20 Pre-Se	_	_	17 mni	_	)17 ervice		)18 mni	_	18 ervice		)19 mni	
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ State		
3.60	3.67	3.60	3.36	3.81	3.68	4.00	3.59	3.72	3.67	3.00	3.40	46 Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.
3.64	3.42	3.50	3.18	3.67	3.41	3.00	3.33	3.63	3.43	3.33	3.23	47 My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.
3.33	3.19	3.50	3.37	3.74	3.20	3.00	3.13	3.50	3.22	3.33	3.36	48 My teacher licensure program provided opportunities to voice concerns about the program.
3.62	3.42	3.60	3.28	3.74	3.41	3.00	3.31	3.53	3.44	3.33	3.34	49 My teacher licensure program provided advising to facilitate progression to program completion.

NR = NONE REPORTED

#### 2019

### Ohio Educator Preparation Provider Performance Report Mount St. Joseph University

#### **Teacher Residency Program**

Reporting Period from Sept 1, 2018 to Aug 31, 2019 (Data Source: Mount St. Joseph University)

#### **Description of Data:**

The Resident Educator Program in Ohio encompasses a robust four-year teacher development system. The data below show the persistence of Ohio Educator Preparation Provider graduates through the program.

Data from this table captures a year-to-year snapshot of the persistence of Ohio Educator Preparation Provider graduates through the program. Corrections to prior year reporting may be captured in the current year's reporting. Data used to create this "snapshot" table is sourced not only from the current year's resident educator completion data results, but also prior year results because a Resident Educator may fail to complete all the program year requirements within the same academic year.

Numerous scenarios were taken into account and discussions were held on how each should impact the counts. Some of the scenarios addressed in the design of the table are as follows:

- 1. A normal scenario, where a student is reported each year and is listed as completed. In this case, we only include them in the Entering/Persisting counts for the current year.
- 2. A scenario where a student is reported as entering one year, but not as completed, but then reported the following year as completing the previous year and current year. In this case, we include them in the Persisting count for the previous year, but not the Entering count. We also include them in the Entering and Persisting counts for the current year.
- 3. A scenario where a student is not reported one year, but reported with records for the previous year and the current year the following year (both as completed). In this scenario, we include them in both the Entering and Persisting counts for both years.

## Ohio EPP Program Completers Persisting in the State Resident Educator Program who were Prepared at Mount St. Joseph University

Initial Licensure Effective Year	Resid	ency Ye	ar 1	Resid	ency Ye	ear 2	Resid	lency Ye	ear 3	Residency Year 4		
	Entering	Pers	isting	Entering Persisting			Entering	Pers	isting	Entering	Completing	
2015	N/A	N/A N/A		3	3 100%		11	11	100%	12	12	100%
2016	5	5	100%	7	8	114.3%	18	18	100%	N/A	N/A	N/A
2017	6	6 5 83.3%		18	18	100%	N/A	N/A	N/A	N/A	N/A	N/A
2018	27 26 96.3%		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

#### 2018

### Ohio Educator Preparation Provider Performance Report Mount St. Joseph University

#### **Teacher Residency Program**

Reporting Period from Sept 1, 2017 to Aug 31, 2018 (Data Source: Mount St. Joseph University)

#### **Description of Data:**

The Resident Educator Program in Ohio encompasses a robust four-year teacher development system. The data below show the persistence of Ohio Educator Preparation Provider graduates through the program.

Data from this table captures a year-to-year snapshot of the persistence of Ohio Educators Preparation Provider graduates through the program. Corrections to prior year reporting may be captured in the current year's reporting. Data used to create this "snapshot" table is sourced not only from the current year's resident educator completion data results, but also prior year results because a Resident Educator may fail to complete all the program year requirements within the same academic year.

Numerous scenarios were taken into account and discussions were held on how each should impact the counts. Some of the scenarios addressed in the design of the table are as follows:

- 1. A normal scenario, where a student is reported each year and is listed as completed. In this case, we only include them in the Entering/Persisting counts for the current year.
- 2. A scenario where a student is reported as entering one year, but not as completed, but then reported the following year as completing the previous year and current year. In this case, we include them in the Persisting count for the previous year, but not the Entering count. We also include them in the Entering and Persisting counts for the current year.
- 3. A scenario where a student is not reported one year, but reported with records for the previous year and the current year the following year (both as completed). In this scenario, we include them in both the Entering and Persisting counts for both years.

## Ohio EPP Program Completers Persisting in the State Resident Educator Program who were Prepared at Mount St. Joseph University

Initial Licensure Effective Year	Resid	ency Ye	ar 1	Resid	ency Ye	ar 2	Resid	lency Ye	ear 3	Residency Year 4		
	Entering	Pers	isting	Entering	Pers	isting	Entering	Pers	isting	Entering	Com	pleting
2014	5	5 100%		3	4 133.3%		18	18	100%	19	18	94.7%
2015	2	3	150%	11	11	100%	12	12	100%	N/A	N/A	N/A
2016	6 7 116.7%			20	19	95%	N/A	N/A	N/A	N/A	N/A	N/A
2017	20 19 95%			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

## 2017 Ohio Educator Preparation Provider Performance Report Mount St. Joseph University

#### **Teacher Residency Program**

Reporting Period from Sept 1, 2016 to Aug 31, 2017 (Data Source: Mount St. Joseph University)

#### **Description of Data:**

The Resident Educator Program in Ohio encompasses a robust four-year teacher development system. The data below show the persistence of Ohio Educator Preparation Provider graduates through the program. Of note, corrections to prior year reporting may be captured in the current year's reporting. Examples include: 1. A Resident Educator entering a program year may fail to complete all the program year requirements within the same academic year. Within set parameters, the individual may re-attempt the program year requirements in the subsequent academic year. These rare instances may affect the reported data, for example, showing persistence rates greater than 100 percent for a particular program year. 2. A Resident Educator is not reported for one year, but reported with a record for the previous year and a record for the current year during the current year reporting period. The teacher has completed both years and will be included in both the Entering and Persisting counts for both Residency Years.

Ohio EPP Program Completers Persisting in the State Resident Educator Program who were Prepared at Mount St. Joseph University

Initial Licensure Effective Year	Resid	ency Ye			lency Ye		Resid	lency Y	ear 3	Residency Year 4		
	Entering	Pers	isting	Entering Persisting			Entering	Pers	sisting	Entering	Comp	pleting
2013	3	3	100%	6	6 100%		18	16	88.9%	14	14	100%
2014	3	3	100%	18	18	100%	22	20	90.9%	N/A	N/A	N/A
2015	11	11 100%		13	13	100%	N/A	N/A	N/A	N/A	N/A	N/A
2016	22 21 95.5%			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A