

# 2018

## Ohio Educator Preparation Provider Performance Report

### Muskingum University

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#### Institution Profile

(Data Source: Muskingum University)

The mission of Muskingum University is to offer quality academic programs in the liberal arts and sciences in the setting of a residential, coeducational, church-related college and in the context of a caring community where individual fulfillment is encouraged and human dignity is respected. Its primary purpose is to develop intellectually, spiritually, socially and physically whole persons, by fostering critical thinking, positive action, ethical sensitivity and spiritual growth, so that they may lead vocationally productive, personally satisfying and socially responsible lives.

#### Educator Preparation Provider

Muskingum's purpose is to educate students through quality academic programs that prepare them to lead vocationally productive, personally satisfying, and socially responsible lives. The Department of Education offers a range of licensure and degree opportunities at undergraduate and graduate levels. Our faculty consists of professional educators known for teaching excellence, extensive professional experience, and innovative scholarship. For mutual benefit we work closely with LEAs, state agencies and IHEs on initiatives to enhance our programs for MU teacher and administrator candidates.

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#### Report Overview

The Ohio Department of Higher Education gathers data annually from multiple sources to report the following performance metrics in the Educator Preparation Provider Performance Reports:

- Ohio Teacher Evaluation System Results for Ohio Teachers Prepared by an Ohio Educator Preparation Provider
- Ohio Principal Evaluation System Results for for Ohio Principals Prepared by an Ohio Educator Preparation Provider
- Field and Clinical Experiences Required by Ohio Educator Preparation Provider Candidates
- Licensure Test Results for Ohio Educator Preparation Provider Program Completers
- Value-added Data for K-12 Students Taught by Ohio Teachers Prepared by an Ohio Educator Preparation Provider
- Demographic Information for Schools in Which Ohio Educator Preparation Provider-Prepared Teachers with Value-Added Data Serve
- Academic Measures Used to Inform Admissions Decisions at Ohio Educator Preparation Provider Programs
- Survey Results of Pre-Service Teacher Candidates Enrolled in Ohio Educator Preparation Provider Programs
- Survey Results of Ohio Resident Educators Who Were Prepared by Ohio Educator Preparation Providers
- Survey Results of Ohio Principal Interns Enrolled in Ohio Educator Preparation Provider Programs
- Survey Results of Mentors Serving Principal Interns Enrolled in Ohio Educator Preparation Provider Programs
- Survey Results of Employer Perceptions of Ohio Educator Preparation Provider Programs
- Ohio Educator Preparation Provider National Accreditation Status
- Persistence in the Ohio Resident Educator Program of Teachers Who Were Prepared by Ohio Educator Preparation Providers
- Ohio Educator Preparation Provider Excellence and Innovation Initiatives

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

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**Ohio Teacher Evaluation System (OTES) Results for Ohio Teachers Prepared  
by an Ohio Educator Preparation Provider at Muskingum University**

Reporting Period from Sept 1, 2017 to Aug 31, 2018  
(Data Source: Ohio Department of Education)

**Description of Data:**

Ohio's system for evaluating teachers (Ohio's Teacher Evaluation System) provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's school districts. Furthermore, it builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice. Teacher performance and student academic growth are the two key components of Ohio's evaluation system.

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results is actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

Limitations of the Ohio Teacher Evaluation System (OTES) Data:

1. The information in the report is for those individuals receiving their licenses with effective years of 2014, 2015, 2016, and 2017.
2. The teacher evaluation data in this report are provided by the Ohio Department of Education.
3. Due to Ohio law, results must be masked for institutions with fewer than 10 completers with OTES data.

<b>Associated Teacher Evaluation Classifications</b>				
<b>Initial Licensure Effective Year</b>	<b># Accomplished</b>	<b># Skilled</b>	<b># Developing</b>	<b># Ineffective</b>
<b>2014</b>	37	36	N<10	N<10
<b>2015</b>	23	32	N<10	N<10
<b>2016</b>	14	26	N<10	N<10
<b>2017</b>	13	17	N<10	N<10

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

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**Ohio Principal Evaluation System (OPES) Results for Individuals  
Completing Principal Preparation Programs at Muskingum University**

Reporting Period from Sept 1, 2017 to Aug 31, 2018  
(Data Source: Ohio Department of Education)

**Description of Data:**

Ohio's system for evaluating principals (Ohio's Principal Evaluation System) provides building leaders with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement.

The Ohio Principal Evaluation System (OPES) data reported here are limited in that the information in the report is for those individuals receiving their licenses with effective years of 2014, 2015, 2016, and 2017.

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results is actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

<b>Associated Principal Evaluation Classifications</b>				
<b>Initial Licensure Effective Year</b>	<b># Accomplished</b>	<b># Skilled</b>	<b># Developing</b>	<b># Ineffective</b>
<b>2014</b>	N<10	N<10	N<10	N<10
<b>2015</b>	N<10	N<10	N<10	N<10
<b>2016</b>	N<10	N<10	N<10	N<10
<b>2017</b>	N<10	N<10	N<10	N<10

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

**Field and Clinical Experiences for Candidates at Muskingum University**

Reporting Period from Sept 1, 2017 to Aug 31, 2018

(Data Source: Muskingum University)

**Description of Data:**

Ohio requires that educator 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 by Ohio Educator Preparation Providers.

<b>Teacher Preparation Programs</b>	
Field/Clinical Experience Element	Requirements
Require edTPA National Scoring from candidates in teacher preparation programs at the institution	N
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	103
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	219
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	98.48%

<b>Principal Preparation Programs</b>	
Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	52
Number of candidates who started internship	12
Number of candidates who completed internship	10
Percentage of principal candidates who satisfactorily completed internship	83.33%

# 2018

## Ohio Educator Preparation Provider Performance Report Muskingum University

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### Ohio Educator Licensure Examination Pass Rates at Muskingum University

Reporting Period from Sept 1, 2016 to Aug 31, 2017  
(Data Source: USDOE Title II Report)

**Description of Data:**

Ohio educator licensure requirements include passage of all requisite licensure examinations at the state determined cut score. The reported results reflect Title II data, and therefore represent pass rate data solely for initial licenses. Further, because the data are gathered from the Title II reports, there is a one year lag in accessing the data. Teacher licensure pass rate data are the only reported metric for which the data do not reflect the reporting year 2017-2018.

As of 2013, the Ohio Assessments for Educators replaced the Praxis subject assessments for initial licensure. Some Praxis II assessments are still being reported because recent program completers took those tests in or before 2013.

#### Teacher Licensure Tests

<b>Summary Rating: Effective</b>	
<b>Completers Tested</b>	<b>Pass Rate</b>
78	100%

### Ohio Principal Licensure Examination Pass Rates at Muskingum University

Reporting Period from Sept 1, 2017 to Aug 31, 2018  
(Data Source: Muskingum University)

**Description of Data:**

Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. The 2017-2018 program completer pass rates are reported by each Ohio educator preparation provider.

#### Principal Licensure Tests

<b>Completers Tested</b>	<b>Pass Rate</b>
N<10	N/A

# 2018

## Ohio Educator Preparation Provider Performance Report Muskingum University

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### Value-Added Data for Students Taught by Teachers Prepared by Ohio Educator Preparation Providers at Muskingum University

Reporting Period from Sept 1, 2017 to Aug 31, 2018

**Description of Data:**

Ohio's value-added data system provides information on student academic gains. 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). Schools can demonstrate through value-added data that many of their students are achieving significant progress. Student growth measures also provide students and parents with evidence of the impact of their efforts. Educators and schools further use value-added data to inform instructional practices.

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with effective years of, 2014, 2015, 2016, and 2017.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on Elementary and Middle School Tests (Grades 4-8) and End-of-Course Tests for high school credit.
3. For Educator Preparation Providers with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported.

#### Value-Added Data for Muskingum University-Prepared Teachers

Initial Licensure Effective Years 2014, 2015, 2016, 2017		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value- Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
235	94	N=10 11%	N=6 6%	N=39 41%	N=15 16%	N=24 26%

# 2018

## Ohio Educator Preparation Provider Performance Report Muskingum University

### Demographic Information for Schools where Muskingum University-Prepared Teachers with Value-Added Data Serve

#### Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Level
N=25	N=26	N=4	N=38	N=1
27%	28%	4%	40%	1%

#### Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=8	N=85	N/A	N/A	N=1	N/A
9%	90%	N/A	N/A	1%	N/A

#### Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N=31	N=4	N=12	N=6	N=35	N=6
33%	4%	13%	6%	37%	6%

#### Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=7	N=14	N=30	N=42	N=1
7%	15%	32%	45%	1%

#### Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=21	N=44	N=23	N=5	N=1
22%	47%	24%	5%	1%

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

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

**Value-Added Data for Muskingum University-Prepared Principals**

Initial Licensure Effective Years 2014, 2015, 2016, 2017		Principals Serving by Letter Grade of Overall Building Value-Added				
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F
10	N<10	N<10 N/A	N/A N/A	N<10 N/A	N/A N/A	N<10 N/A

**Demographic Information for Schools where Muskingum University-Prepared Principals with Value-Added Data Serve**

Principals Serving by School Level				
Elementary School	Middle School	Junior High School	High School	No School Level
N<10	N<10	N/A	N<10	N/A
N/A	N/A	N/A	N/A	N/A

Principals Serving by School Type					
Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N/A	N<10	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

Principals Serving by Overall Letter Grade of School					
A	B	C	D	F	NR
N/A	N<10	N<10	N<10	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

Principals Serving by Minority Enrollment by Quartiles				
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N<10	N<10	N<10	N<10	N/A
N/A	N/A	N/A	N/A	N/A

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

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**Principals Serving by Poverty Level by Quartiles**

<b>High Poverty</b>	<b>Medium-High Poverty</b>	<b>Medium-Low Poverty</b>	<b>Low Poverty</b>	<b>No Poverty Quartile</b>
N<10	N<10	N<10	N/A	N/A
N/A	N/A	N/A	N/A	N/A



**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Required Score	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
<b>GPA - Transfer</b>	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
<b>GPA - Undergraduate</b>	U= 3.00 P= 3.00 G=N/A	U=64 P=N<10 G=N/A	U= 3.58 P=N<10 G=N/A	U=169 P=N<10 G=N/A	U= 3.53 P=N<10 G=N/A	U=31 P=N<10 G=N/A	U= 3.41 P=N<10 G=N/A
<b>GRE Composite Score</b>	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
<b>GRE Quantitative Subscore</b>	U=N/A P=134 G=134	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
<b>GRE Verbal Subscore</b>	U=N/A P=138 G=138	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
<b>GRE Writing Subscore</b>	U=N/A P=2 G=2	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10	U=N/A P=N<10 G=N<10
<b>MAT</b>	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
<b>Praxis CORE Math</b>	U=150 P=150 G=150	U=N<10 P=N<10 G=14	U=N<10 P=N<10 G=158.43	U=16 P=N<10 G=14	U=160 P=N<10 G=158.9	U=N<10 P=N<10 G=13	U=N<10 P=N<10 G=157.5
<b>Praxis CORE Reading</b>	U=156 P=156 G=156	U=N<10 P=N<10 G=15	U=N<10 P=N<10 G=171.8	U=16 P=N<10 G=17	U=168.8 P=N<10 G=172.2	U=N<10 P=N<10 G=14	U=N<10 P=N<10 G=173.1
<b>Praxis CORE Writing</b>	U=162 P=162 G=162	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=12 P=N<10 G=10	U=168.3 P=N<10 G=168.8	U=N<10 P=N<10 G=10	U=N<10 P=N<10 G=168
<b>Praxis I Math</b>	U=170 P=172 G=172	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10
<b>Praxis I Reading</b>	U=170 P=173 G=173	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10
<b>Praxis I Writing</b>	U=170 P=172 G=172	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10
<b>Praxis II</b>	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
<b>SAT Composite Score</b>	U=1000 P=1000 G=1000	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10
<b>SAT Quantitative Subscore</b>	U=532 P=532 G=532	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10
<b>SAT Verbal Subscore</b>	U=543 P=543 G=543	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10
<b>SAT Writing Subscore</b>	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
<b>Other Criteria</b>		<b>Undergraduate</b>		<b>Post-Baccalaureate</b>		<b>Graduate</b>	
<b>Dispositional Assessment</b>		Y		Y		Y	
<b>EMPATHY/Omaha Interview</b>		N		N		N	
<b>Essay</b>		N		N		N	

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

<b>Other Criteria</b>	<b>Undergraduate</b>	<b>Post-Baccalaureate</b>	<b>Graduate</b>
<b>High School Class Rank</b>	N/A	N/A	N/A
<b>Interview</b>	N	N	N
<b>Letter of Commitment</b>	N	N	Y
<b>Letter of Recommendation</b>	N	N	N
<b>Myers-Briggs Type Indicator</b>	N/A	N	N
<b>OAE Content Assessment</b>	N/A	N/A	N
<b>Portfolio</b>	N	N	N
<b>Prerequisite Courses</b>	Y	Y	N
<b>SRI Teacher Perceiver</b>	N/A	N/A	N
<b>Superintendent Statement of Sponsorship</b>	N/A	N/A	N
<b>Teacher Insight</b>	N	N	N



**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

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

# 2018

## Ohio Educator Preparation Provider Performance Report

### Muskingum University

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#### Pre-Service Teacher Survey Results

Reporting Period from Sept 1, 2017 to Aug 31, 2018

#### Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio candidates receive an invitation to complete the survey during their professional internship (student teaching). The results of this survey are reflected here. A total of 3,451 respondents completed the survey statewide for a response rate of 74 percent.

**Muskingum University Survey Response Rate = 76.24%**

**Total Survey Responses = 77**

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.53	3.50
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	3.32
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.47	3.34
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.58	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.42	3.41
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.62	3.64
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.57	3.46
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.58	3.48
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.66	3.53
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.	3.64	3.44
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.51	3.37
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.65	3.59
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.42	3.31
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.60	3.54

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

<b>No.</b>	<b>Question</b>	<b>Institution Average</b>	<b>State Average</b>
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.69	3.55
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.68	3.67
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.68	3.54
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.69	3.62
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.62	3.51
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.79	3.73
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.57	3.42
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.61	3.51
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.61	3.52
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAAYC, CEC, NCTM).	3.40	3.23
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.	3.29	3.08
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	2.94	3.00
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.47	3.35
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.40	3.21
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.60	3.59
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	3.14	2.93
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.58	3.67
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.45	3.42
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.60	3.68
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.62	3.65
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.65	3.62
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.62	3.52

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

<b>No.</b>	<b>Question</b>	<b>Institution Average</b>	<b>State Average</b>
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.58	3.50
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.38	3.26
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.39	3.31
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.45	3.34
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.61	3.63
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.58	3.51
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.64	3.63
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.60	3.53
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.68	3.54
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.64	3.63
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.48	3.42
48	My teacher licensure program provided opportunities to voice concerns about the program.	3.36	3.20
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.51	3.41

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

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

Reporting Period from Sept 1, 2017 to Aug 31, 2018

**Description of Data:**

To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio Resident Educators who completed their preparation in Ohio receive an invitation to complete the survey in the fall semester as they enter Year 2 of the Resident Educator program. A total of 305 respondents completed the survey statewide for a response rate of eight percent.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N<10	3.48
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	3.18
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	3.37
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	3.32
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	N<10	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.40
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.41
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.47
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	3.28
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.24
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.43
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.06

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

<b>No.</b>	<b>Question</b>	<b>Institution Average</b>	<b>State Average</b>
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	3.46
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.41
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.58
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.42
18	My teacher licensure program prepared me prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.34
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.59
20	My teacher licensure program prepared me prepared me to use technology to enhance teaching and student learning.	N<10	3.28
21	My teacher licensure program prepared me prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.41
22	My teacher licensure program prepared me collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.36
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAAYC, CEC, NCTM).	N<10	3.14
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	3.03
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	3.03
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.24
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	3.11
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	N<10	3.44
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	2.73
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.55
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.30
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N<10	3.53
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.51
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	3.31

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

No.	Question	Institution Average	State Average
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.38
37	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.18
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.22
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.29
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.55
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.46
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.55
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.41
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.40
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.59
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.33
47	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	3.13
48	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	3.31
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N<10	3.27

# 2018 Ohio Educator Preparation Provider Performance Report Muskingum University

## Principal Intern Survey Results

Reporting Period from Sept 1, 2017 to Aug 31, 2018

### Description of Data:

To gather information the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation. A total of 450 respondents completed the survey statewide for a response rate of 44 percent.

**Muskingum University Survey Response Rate = 41.67%**

**Total Survey Responses = 5**

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	My program prepared me to lead and facilitate continuous improvement efforts within a school building setting.	N<10	3.55
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	N<10	3.54
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	N<10	3.53
4	My program prepared me to lead instruction.	N<10	3.47
5	My program prepared me to ensure the instructional content being taught is aligned with the academic standards (e.g. national, Common Core, state) and curriculum priorities of the school and district.	N<10	3.48
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	N<10	3.50
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	N<10	3.56
8	My program prepared me to advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	N<10	3.57
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	N<10	3.50
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	N<10	3.51
11	My program prepared me to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning.	N<10	3.57
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	N<10	3.49
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	N<10	3.44
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	N<10	3.60
15	My program prepared me to share leadership with staff, students, parents, and community members.	N<10	3.64

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

<b>No.</b>	<b>Question</b>	<b>Institution Average</b>	<b>State Average</b>
16	My program prepared me to establish effective working teams and developing structures for collaboration between teachers and educational support personnel.	N<10	3.59
17	My program prepared me to foster positive professional relationships among staff.	N<10	3.64
18	My program prepared me to support and advance the leadership capacity of educators.	N<10	3.59
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	N<10	3.64
20	My program prepared me to connect the school with the community through print and electronic media.	N<10	3.42
21	My program prepared me to involve parents and communities in improving student learning.	N<10	3.50
22	My program prepared me to use community resources to improve student learning.	N<10	3.45
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	N<10	3.50

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

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**Principal Internship Mentor Survey Results**

Reporting Period from Sept 1, 2017 to Aug 31, 2018

**Description of Data:**

To gather information the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education distributes a survey to individuals who serve as mentors to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation. A total of 174 respondents completed the survey statewide for a response rate of 19 percent.

**Muskingum University Survey Response Rate = 7.14%**  
**Total Survey Responses = 1**

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	The principal preparation program prepared the school leader candidate to understand leading and facilitating continuous improvement efforts within a school building setting.	N<10	3.33
2	The principal preparation program prepared the school leader candidate to understand leading the process of setting, monitoring, and achieving specific and challenging goals for all students and staff.	N<10	3.33
3	The principal preparation program prepared the school leader candidate to understand anticipating, monitoring, and responding to educational developments affecting the school and its environment.	N<10	3.32
4	The principal preparation program prepared the school leader candidate to understand ensuring the instructional content being taught is aligned with the academic standards (i.e., national, Common Core, state) and curriculum priorities of the school and district.	N<10	3.39
5	The principal preparation program prepared the school leader candidate to understand Ensuring effective instructional practices that meet the needs of all students at high levels of learning.	N<10	3.39
6	The principal preparation program prepared the school leader candidate to understand advocating for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	N<10	3.39
7	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of data by self and staff.	N<10	3.46
8	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of research by self and staff.	N<10	3.35
9	The principal preparation program prepared the school leader candidate to understand supporting staff in planning and implementing research-based professional development.	N<10	3.33
10	The principal preparation program prepared the school leader candidate to understand establishing and maintaining procedures and practices supporting staff and students with a safe environment conducive to learning.	N<10	3.45
11	The principal preparation program prepared the school leader candidate to understand establishing and maintaining a nurturing school environment addressing the physical and mental health needs of all.	N<10	3.45
12	The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning.	N<10	3.39

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

No.	Question	Institution Average	State Average
13	The principal preparation program prepared the school leader candidate to understand upholding and modeling professional ethics; local, state, and national policies; and, legal codes of conduct.	N<10	3.53
14	The principal preparation program prepared the school leader candidate to understand connecting the school with the community through print and electronic media.	N<10	3.30
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	N<10	3.35
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	N<10	3.28
17	The principal preparation program prepared the school leader candidate to understand establishing expectations for using culturally responsive practices that acknowledge and value diversity.	N<10	3.33
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	N<10	2.74
19	I participated in and/or accessed the provided mentor training and/or materials.	N<10	2.88
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	N<10	2.14

# 2018

## Ohio Educator Preparation Provider Performance Report Muskingum University

### Employer Perceptions of Ohio EPP Programs Survey Results

Reporting Period from Sept 1, 2017 to Aug 31, 2018

(Data Source: Ohio Department of Higher Education administered survey of Employers of Ohio Educators)

#### Description of Data:

To gather information on the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey to employers of Ohio educators. Questions on the survey are aligned with Ohio's Learning Standards, Ohio licensure requirements, and elements of national accreditation. A total of 141 respondents completed the survey statewide.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	The institution prepares its graduates to understand student learning and development.	N<10	3.39
2	The institution prepares its graduates to respect the diversity of the students they teach.	N<10	3.43
3	The institution prepares its graduates to know and understand the content area for which they have instructional responsibility.	N<10	3.45
4	The institution prepares its graduates to understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	N<10	3.35
5	The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate.	N<10	3.22
6	The institution prepares its graduates to analyze data to monitor student progress and learning.	N<10	3.12
7	The institution prepares its graduates to use data to plan, differentiate, and modify instruction.	N<10	3.13
8	The institution prepares its graduates to align their instructional goals and activities with school and district priorities.	N<10	3.23
9	The institution prepares its graduates to differentiate instruction to support the learning needs of all students.	N<10	3.20
10	The institution prepares its graduates to treat students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.47
11	The institution prepares its graduates to maintain an environment that is conducive to learning for all students.	N<10	3.42
12	The institution prepares its graduates to communicate clearly and effectively.	N<10	3.38
13	The institution prepares its graduates to collaborate effectively with other teachers, administrators, and district staff.	N<10	3.38
14	The institution prepares its graduates to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.45
15	The institution prepares its graduates to assume responsibility for professional growth.	N<10	3.34

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

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**National Accreditation Status**

Reporting Period from Sept 1, 2017 to Aug 31, 2018  
(Data Source: Ohio Department of Higher Education)

**Description of Data:**

All educator preparation programs (EPPs) in Ohio are required to be accredited by either the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or their successor agency, the Council for Accreditation of Educator Preparation (CAEP). Accreditation is a mechanism to ensure the quality of an institution and its programs. The accreditation of an institution and/or program helps employers evaluate the professional preparation of job applicants.

<b>Accrediting Agency</b>	CAEP
<b>Date of Last Review</b>	April 2018
<b>Accreditation Status</b>	Accredited



# 2018

## Ohio Educator Preparation Provider Performance Report Muskingum University

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### Excellence and Innovation Initiatives

Reporting Period from Sept 1, 2017 to Aug 31, 2018  
(Data Source: Muskingum University)

#### Description of Data:

This section reflects self-reported information from Ohio Educator Preparation Providers on a maximum of three initiatives geared to increase excellence and support innovation in the preparation of Ohio educators.

### Teacher Preparation Programs

<b>Initiative:</b>	Year-long Clinical Internships-Teacher Candidates
<b>Purpose:</b>	The purpose of the Internships is to promote Co-Teaching and P-12 learning through extended clinical experiences.
<b>Goal:</b>	The goal is to meet local needs for teachers in shortage areas and to enhance Muskingum University teacher candidates' knowledge, skill and professional dispositions.
<b>Number of Participants:</b>	6
<b>Strategy:</b>	Internships have continued to expand with the following districts participating: Crooksville Local/Muskingum Valley ESC, Franklin Local, Maysville Local, East Muskingum, Northern Local, Ridgewood Local, Rolling Hills Local and West Muskingum Local Schools. The internships utilize the clinical model a year-long (fall through spring or spring through fall) student teaching experience. The interns have been selected through an application/interview process. The applications are first reviewed by the Muskingum University Department of Education, then individuals are interviewed by local school district administrators. Memoranda of Understanding (MOU) outline the responsibilities of all parties, including defining the mentor teacher, the intern, and the university supervisor roles.
<b>Demonstration of Impact:</b>	Affirmative Surveys results from school district partners; strong individual intern participants' feedback; P-12 student evaluations; mock interview feedback; and mentor teacher feedback on students' achievement/progress reports all indicate the positive impact of this initiative. An added benefit is significant achievement/progress and success of P-12 students by having capable interns who can support individual needs through collaborative instruction with classroom teachers.
<b>External Recognition:</b>	Invitations for Interns and Mentor Teachers to present at regional conferences; MU Black & Magenta articles; BASA, CORAS and SEOTDC connections and requests to present information on our Clinical Model internship program.
<b>Programs:</b>	Each intern placement has been unique due to the LEA's current and future needs. All interns received full time teaching positions as the districts had retirements. Interns were given first consideration in the interview process.

<b>Initiative:</b>	Address Ohio Learning Standards & Changing Demographics
<b>Purpose:</b>	The purpose is to expand on partnerships with local school districts and Muskingum University for mutual benefit to improve professional skills of teachers, administrators and college faculty.
<b>Goal:</b>	The goals are to build upon the knowledge and skills of veteran teachers specifically in mathematics, ELL instruction, Trauma Informed Strategies and to improve the Muskingum University teacher candidates' experiences in the P-12 school settings as well as their preparation coursework.
<b>Number of Participants:</b>	500
<b>Strategy:</b>	Muskingum University Education Professor Dr. Ky Davis continues to expand her published materials for grades K-8 to include high school courses (algebra, geometry) that align with the Ohio K-12 Mathematics Learning Standards and offers school district/ESC professional learning workshops. Through partnerships MU has candidates in field and student teacher placements who model lessons, activities and hands-on materials (including interactive technology) that align with the standards and support student success. Another Muskingum University education professor, Dr. Joy Cowdery, offers workshops on co-teaching, SIOP strategies, multicultural literature in the classroom, and mentoring English as a Second Language (ESL) teachers. With changing demographics, in 2017-2018 Dr. Traci Tuttle and Dr. Rae White have expanded on the Trauma Informed Schools training and worked with local districts . Ridgewood Local and Rolling Hills Local to offer professional development in recognizing Adverse Childhood Experiences (ACEs) that may be impacting student learning. Additional

# 2018

## Ohio Educator Preparation Provider Performance Report Muskingum University

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<b>Demonstration of Impact:</b>	Big Idea workshops continue to be offered in the 2018-19 year to all local school teachers and administrators. These strategies by educator faculty members are responding to local, regional and statewide requests for professional development. Results have yielded evidence of improved confidence in working with mathematics instruction as well as an increasingly diverse student population. Local districts have requested support in these three specific areas (mathematics, ELL student learning strategies and awareness of trauma informed practices)
<b>External Recognition:</b>	Presentations: OCTEO Conference; Ohio Deans Compact; Award from National Association for Multi-Cultural Education (NAME); and invitations to speak and share at educational service centers, local school districts, educational groups and at regional conferences.
<b>Programs:</b>	Teacher Preparation Programs at undergraduate and graduate level

<b>Initiative:</b>	Incorporation of Trauma Informed Strategies (TIS)
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<b>Purpose:</b>	With consideration of the overwhelming number of Adverse Childhood Experiences (ACEs) that students in P-12 classrooms are facing, MU EPP is weaving Trauma Informed Strategies in all licensure programs
<b>Goal:</b>	All Muskingum licensure candidates will have resources and strategies to help recognize students who have experienced trauma; to assist them in recovering, to build resilience and to avoid re-traumatization.
<b>Number of Participants:</b>	200
<b>Strategy:</b>	1) Training of all education faculty members in Trauma Informed Strategies (TIS); 2) Curriculum Mapping has ensured TIS incorporated into all preparation programs; 3) Provide resources for all licensure candidates from first classes through the final clinical experience; 4) Modules for training/ resources provided to all Muskingum education candidates
<b>Demonstration of Impact:</b>	In our Appalachian region there has been a significant increase in students struggling with poverty, home lives with mental health issues, food insecurity and opioid/drug addiction. Teachers are the front line in helping students overcome these challenges. Already we have heard that local teachers, principals and human resource personnel appreciate Muskingum's emphasis on recognizing and helping young students overcome traumatic experiences.
<b>External Recognition:</b>	Ohio Deans Compact recognized the work of the Muskingum Educator Preparation Program for expanding the dual licensure with special education and the incorporation of Trauma Informed Strategies.
<b>Programs:</b>	All initial licensure programs will address Trauma Informed Strategies in syllabi of specific courses from the Introduction to Education through the Clinical Practice/Student Teaching Seminars

# 2018

## Ohio Educator Preparation Provider Performance Report Muskingum University

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### Principal Preparation Programs

<b>Initiative:</b>	Established Thought Leadership Collaborative
<b>Purpose:</b>	To examine the Principal Licensure program to assure its relevancy for today's building leaders. By transitioning to NELP, CAEP Advanced Standards, and OSTP we examine courses' relevancy & quality.
<b>Goal:</b>	To infuse the suggestions of current instructors & 15 principals in the design of a relevant curriculum that meets standards & provides authentic learning experiences & opportunities for practice for future building leaders.
<b>Number of Participants:</b>	20
<b>Strategy:</b>	Current course instructors and 15 regional principals are being asked to review & react to the new NELP standards, Ohio Principal standards (2018), and CAEP Advanced standards. We will jointly begin the 1-1 alignment of these standards with current courses & look for instructional gaps. Current courses will be accordingly adjusted or redesigned to more clearly align with needs of today's school leaders. Additionally, our EPAT (Educator Preparation Advisory Team) will be asked for suggestion and reaction to the proposed changes.
<b>Demonstration of Impact:</b>	Demonstration of the Collaborative's work will be measured in the student performance assessment and course evaluations. As we will use our own survey results from employing school districts to gauge the degree of preparation of our principal candidates. The implementation of a menu of revised aligned courses to be in the fall 2019 will demonstrate the completion of the work collaborative.
<b>External Recognition:</b>	The strategy of collaboration can be shared with other principal licensure programs through our involvement with Ohio Council of Professors of Educational Leadership

<b>Initiative:</b>	Regional administrators as Principal Instructors
<b>Purpose:</b>	Candidates preparation is enriched by including regional leaders, whose daily work occurs in the context of the changing educational climate. MU graduates/alums are eager to give back to our program.
<b>Goal:</b>	Empowered future principals engage in discussions of authentic examples reflecting real challenges. Enrichment occurs as administrators conduct student teacher mock interviews & serve on the Muskingum Educator Preparation Advisory Team (EPAT): analyze data & offer feedback for continual improvement
<b>Number of Participants:</b>	12
<b>Strategy:</b>	The process for securing course instructors and linking with regional educational leaders is approached through such organizations as CORAS (Coalition of Rural and Appalachian Schools) and the Educational Service Centers. Recommendations are solicited and interviews with potential instructors are conducted by the Graduate and Continuing Studies Office and the Chair of the Education Department. The Dave Longaberger Endowed Chair and Distinguished Professor of Education also coordinates mock interviews each semester for licensure candidates. In this way multiple perspectives are considered when selecting course instructors. Quarterly meetings of the EPAT Advisory Team helps to analyze data (including OAE and survey results) to make recommendations for the EPP.
<b>Demonstration of Impact:</b>	End of Course surveys indicate an appreciation for the actual leadership experience of %a the field%o instructors and the practical guidance on relevant topics. Additional testimonials from candidates confirm their knowledge, skills and dispositions as a direct result of the role models they have during the principal preparation program.
<b>External Recognition:</b>	Educational Leadership Constituent Council (ELCC) national accreditation was approved on February 1, 2016 feedback posted on the AIMS site including the highest level of mastery on the content knowledge, pedagogical skills and skill in affecting student learning.

<b>Initiative:</b>	NON-NARRATIVE ASSESSMENT
<b>Purpose:</b>	Challenges emerging leaders to find ways of communicating understanding through non-traditional approaches. It encourages extensive thinking, challenging candidates to think outside the box.
<b>Goal:</b>	Demonstrates ELCC standards can be assessed in divergent manner. Assessments for principal courses reflect professional & content knowledge plus are convergent in nature.
<b>Number of Participants:</b>	12
<b>Strategy:</b>	This non-narrative assessment approach requires a different way of thinking and responding to the prescribed assessment tasks in a more synergistic style. The synergy occurs as a result of merging a divergent approach with the very specific convergent and finite elements of the standard. We chose Standard 2 which holistically addresses the course content. Candidates are still asked to present

**2018**  
**Ohio Educator Preparation Provider Performance Report**  
**Muskingum University**

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**Demonstration of Impact:** the content of the course (based upon the discrete and finite standard and elements) that outline the course. So the major elements are still addressed and aligned but in a non-narrative manner. At first, principal candidates were puzzled by the assignment, in part because of its contrast with the other traditional assessments in the other courses. They have come to enjoy the freedom and flexibility of the assessment and are creating products we could not have envisioned, a sampling of which includes creating children's books, writing songs and singing them, storytelling and many more.

**External Recognition:** Educational Leadership Constituent Council (ELCC) national accreditation was approved on February 1, 2016 feedback posted on the AIMS site including the highest level of mastery on the content knowledge, pedagogical skills and skill in affecting student learning.