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

	201	.8			20	_			20			
20			18		18		19		19		020	1 - strongly disagree 2 - disagree
Pre-Se			mni		ervice		mni		ervice		mni	3 - agree 4 - strongly agree
27	3342	1	305	48	3451	3	399	60	3156	8	453	Survey N
84%	69%	NR	8%	94%	74%	NR	12%	97%	70%	NR	12%	Survey Return Rate
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	
3.63	3.51	3.00	3.48	3.63	3.50	3.33	3.43	3.57	3.52	3.63	3.43	My teacher licensure program prepared me with knowledge of research on how students learn.
3.41	3.32	3.00	3.18	3.58	3.32	3.00	3.16	3.45	3.34	3.50	3.19	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.
3.48	3.36	3.00	3.32	3.54	3.34	3.33	3.30	3.50	3.39	3.63	3.27	3 My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.
3.52	3.48	3.00	3.37	3.60	3.46	3.33	3.40	3.58	3.48	3.50	3.27	4 My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.
3.59	3.43	3.00	3.32	3.60	3.41	3.33	3.31	3.57	3.44	3.75	3.26	5 My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.
3.78	3.62	4.00	3.53	3.69	3.64	3.33	3.53	3.67	3.67	3.63	3.53	6 My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.
3.48	3.48	4.00	3.40	3.75	3.46	3.33	3.40	3.65	3.47	3.63	3.40	7 My teacher licensure program prepared me to use assessment data to inform instruction.
3.59	3.50	3.00	3.41	3.65	3.48	3.00	3.41	3.58	3.51	3.75	3.30	My teacher licensure program prepared me to clearly communicate learning goals to students.
3.56	3.55	3.00	3.47	3.65	3.53	3.33	3.44	3.62	3.57	3.75	3.43	9 My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.
3.44	3.46	3.00	3.28	3.58	3.44	3.00	3.32	3.67	3.46	3.75	3.31	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.
3.44	3.39	3.00	3.24	3.38	3.37	3.00	3.25	3.43	3.41	3.38	3.23	11 My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.
3.67	3.58	3.00	3.43	3.58	3.59	3.33	3.38	3.62	3.60	3.50	3.39	12 My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.
3.37	3.32	2.00	3.06	3.29	3.31	3.00	3.15	3.47	3.31	3.38	3.12	13 My teacher licensure program prepared me to use strategies for effective classroom management.
3.56	3.55	3.00	3.46	3.58	3.54	3.00	3.46	3.72	3.57	3.63	3.42	14 My teacher licensure program prepared me to communicate clearly and effectively.
3.67	3.54	3.00	3.41	3.65	3.55	3.33	3.43	3.70	3.56	3.38	3.35	15 My teacher licensure program prepared me to understand the importance of communication with families and caregivers.
3.70	3.68	3.00	3.58	3.69	3.67	3.33	3.57	3.75	3.70	3.63	3.56	16 My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.
3.63	3.55	3.00	3.42	3.77	3.54	3.33	3.43	3.62	3.57	3.63	3.42	17 My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.

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

	201	.8			20	19			20	20		
20	17	20	18	20	18	2019		2019		2020		1 - strongly disagree 2 - disagree
Pre-Se	Pre-Service Alumni		mni	Pre-Service		Alumni		Pre-Service		Alumni		3 – agree 4 – strongly agree
27	3342	1	305	48	3451	3	399	60	60 3156		453	Survey N
84%	69%	NR	8%	94%	74%	NR	12%	97%	70%	NR	12%	Survey Return Rate
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	MSJ State MS		State	-
3.67	3.63	3.00	3.34	3.75	3.62	3.33	3.31	3.67	3.65	3.63	3.31	18 My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.
3.67	3.49	3.00	3.59	3.56	3.51	3.33	3.57	3.55	3.52	3.63	3.58	19 My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.
3.74	3.72	3.00	3.28	3.77	3.73	2.67	3.31	3.77	3.74	3.25	3.22	20 My teacher licensure program prepared me to use technology to enhance teaching and student learning.
3.48	3.42	3.00	3.41	3.38	3.42	3.33	3.41	3.45	3.42	3.50	3.39	21 My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.
3.63	3.51	3.00	3.36	3.65	3.51	3.33	3.43	3.58	3.53	3.50	3.34	22 My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.

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

	201	8			20	19			20	20		
20	17	20	18	20	18	20	19	20	2019)20	1 - strongly disagree 2 - disagree
Pre-Se	ervice	Alu	mni	Pre-Service		Alumni		Pre-Service		Alumni		3 – agree 4 – strongly agree
27	3342	1	305	48	3451	3	399	60	3156	8	453	Survey N
84%	69%	NR	8%	94%	74%	NR	12%	97%	70%	NR	12%	Survey Return Rate
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	-
3.63	3.52	3.00	3.36	3.60	3.52	3.33	3.18	3.68	3.53	3.63	3.15	23 My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).
3.63	3.21	2.00	3.14	3.40	3.23	3.00	3.08	3.57	3.26	3.50	3.04	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
3.56	3.08	3.00	3.03	3.29	3.08	3.00	3.08	3.38	3.11	3.50	3.04	25 My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator License.
3.37	3.03	3.00	3.03	3.19	3.00	3.33	3.27	3.22	3.01	3.50	3.30	26 My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.
3.44	3.34	3.00	3.24	3.38	3.35	3.33	3.10	3.60	3.38	3.38	3.15	27 My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.
3.37	3.21	3.00	3.11	3.27	3.21	3.33	3.43	3.42	3.24	3.63	3.46	28 My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.
3.81	3.58	3.00	3.44	3.69	3.59	3.00	2.71	3.78 3.64 3.25 2.85		2.85	29 My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	

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

	201	.8			20	19			20	20		
20	17	20	18	20	18	20	2019		2019		020	1 - strongly disagree 2 - disagree
Pre-Se	Pre-Service Alumni		mni	Pre-Service		Alumni		Pre-Service		Alumni		3 – agree 4 – strongly agree
27	3342	1	305	48	3451	3 399 60 3156 8 453		Survey N				
84%	69%	NR	8%	94%	74%	NR	12%	97%	70%	NR	12%	Survey Return Rate
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	
3.19	2.95	2.00	2.73	3.25	2.93	3.00	3.56	3.25	2.97	3.63	3.26	30 My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.
3.78	3.67	4.00	3.55	3.81	3.67	2.67	3.32	3.78	3.68	3.13	3.33	31 My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).
3.26	3.40	2.00	3.30	3.48	3.42	3.00	3.54	3.37	3.42	3.63	3.52	32 My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.
3.70	3.69	4.00	3.53	3.83	3.68	3.00	3.51	3.73	3.69	3.75	3.52	33 My teacher licensure program provided cooperating teachers who supported me through observation and conferences (faceto-face or via electronic media).
3.67	3.68	4.00	3.51	3.71	3.65	2.67	3.51	3.77	3.68	3.63	3.50	34 My teacher licensure program provided university supervisors 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 Alumni Resident Educator Reflections: FIELD DIVERSITY (Source: EPP Reports, ODHE)

	201	.8			20	19			20	20		
_	2017 2018 Pre-Service Alumni		_	_	18 ervice	2019 Alumni		2019 Pre-Service)20 mni	1 - strongly disagree 2 - disagree 3 - agree 4 - strongly agree
27	3342	1	305	48	3451	3	399	60	3156	8	453	Survey N
84%	69%	NR	8%	94%	74%	NR	12%	97%	70%	NR	12%	Survey Return Rate
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	
3.85	3.63	4.00	3.51	3.75	3.62	2.67	3.33	3.75	3.64	3.38	3.33	35 My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).
3.52	3.53	3.00	3.31	3.69	3.52	3.00	3.33	3.65	3.54	3.50	3.34	36 My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.
3.52	3.49	4.00	3.38	3.65	3.50	3.33	3.18	3.58	3.52	3.50	3.13	37 My teacher licensure program provided opportunities to work with diverse teachers.
3.22	3.29	3.00	3.18	3.35	3.26	3.33	3.22	3.52	3.30	3.50	3.17	38 My teacher licensure program provided opportunities to interact with diverse faculty.
3.26	3.31	3.00	3.22	3.38	3.31	3.33	3.25	3.43	3.33	3.63	3.20	39 My teacher licensure program provided opportunities to work and study with diverse peers.

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

	201	.8			20	19			20	20		
	2017 2018 Pre-Service Alumni		_	2018 Pre-Service		2019 Alumni		2019 Pre-Service		2020 Alumni		1 - strongly disagree 2 - disagree 3 - agree 4 - strongly agree
27	3342	1	305	48 3451 3 3		399	60 3156		8	453	Survey N	
84%	69%	NR	8%	94%	74%	NR	12%	97%	70%	NR	12%	Survey Return Rate
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	MSJ State		State	
3.41	3.34	4.00	3.29	3.54	3.34	3.33	3.55	3.53	3.36	3.63	3.52	40 Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.
3.78	3.65	4.00	3.55	3.63	3.63	3.33	3.47	3.75	3.66	3.63	3.43	41 Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.
3.67	3.55	3.00	3.46	3.58	3.51	3.33	3.54	3.68	3.55	3.63	3.49	42 Overall, the faculty in my teacher licensure program modeled respect for diverse populations.
3.81	3.65	4.00	3.55	3.73	3.63	3.33	3.45	3.70	3.66	3.63	3.37	43 Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.
3.70	3.55	3.00	3.41	3.63	3.53	2.67	3.43	3.63	3.56	3.38	3.35	44 Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.
3.63	3.54	3.00	3.40	3.69	3.54	3.33	3.57	3.62	3.54	3.50	3.54	45 Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.

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

	201	.8			20	19			20	20		
20	17	20	18	20	18	2019		20	2019		20	1 - strongly disagree 2 - disagree
Pre-Se	Pre-Service Al		mni	Pre-Service		Alu	mni	Pre-Service		Alumni		3 – agree 4 – strongly agree
27	3342	1	305	48	3451	3	399	60	3156	8	453	Survey N
84%	69%	NR	8%	94%	74%	NR	12%	97%	70%	NR	12%	Survey Return Rate
MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	MSJ	State	
3.81	3.68	3.60	3.36	3.73	3.63	4.00	3.40	3.72	3.67	3.63	3.35	46 My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.
3.67	3.41	3.50	3.18	3.63	3.42	3.00	3.23	3.63	3.43	3.38	3.12	47 My teacher licensure program provided opportunities to voice concerns about the program.
3.74	3.20	3.50	3.37	3.33	3.20	3.00	3.36	3.50	3.22	3.63	3.34	48 My teacher licensure program provided advising to facilitate progression to program completion.
3.74	3.41	3.60	3.28	3.54	3.41	3.00	3.34	3.53	3.44	3.63	3.28	49 My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.

2020

Ohio Educator Preparation Provider Performance Report Mount St. Joseph University

Teacher Residency Program

Reporting Period from Sept 1, 2019 to Aug 31, 2020 (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 capture 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 are 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.

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 include them in only 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.
- 4. A scenario involving a registration fluke where a student completes Year 1 of the RE program with an issued RE license, but not an effective or valid license until the following school year. For example, a teacher has all the qualifications for a full license, but completed Year 1 under a sub license (in which the work is counted) and Year 2 under a RE license.

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	ency Ye	ear 3	Residency Year 4		
	Entering	Pers	isting	Entering	Pers	isting	Entering	Pers	isting	Entering	Completing	
2016	1	1 100%		5	5	100%	8	8	100%	17	17	100%
2017	1	2	200%	5	4	80%	16	15	93.8%	N/A	N/A	N/A
2018	12	12	100%	25	25	100%	N/A	N/A	N/A	N/A	N/A	N/A
2019	37 37 100%			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A