

# 2024

## 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

Ohio recognizes that high-quality teachers come from high-quality teacher preparation programs. To help improve the quality of educator preparation programs in Ohio, H.B. 1 of the 128th General Assembly directed the Chancellor of the Ohio Department of Higher Education to develop a system for evaluating Ohio's educator preparation programs (ORC section 3333.048).

The Metrics Report requirements were developed in collaboration with the leaders of both the public and private educator preparation programs. Approved Ohio Educator Preparation programs are required to complete the report between October 1-November 30, annually.

Components of the Educator Preparation Reports

The Ohio Department of Higher Education works with the State Board of Education, the Department of Education and Workforce, and higher education institutions to collect data on the following identified metrics for the annual reports:

- Licensure Test Pass Rates
- Ohio Teacher Evaluation System (OTES) Results of Program Graduates
- Ohio Principal Evaluation System (OPES) Results of Program Graduates
- Value-added Data (EVAAS)
- Candidate Academic Measures Considered for Program Admission
- Field/Clinical Experiences
- Pre-Service Teacher Candidate Survey Results
- Resident Educator Survey Results
- Principal Intern Survey Results
- Principal Mentor Survey Results
- Resident Educator Persistence Data
- Excellence and Innovation Initiatives
- National Accreditation

Limitations of the Report

- Principal licensure pass rate data are reported by each institution and have not undergone the rigorous verification and matching process required by Title II.

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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 September 1, 2023 to August 31, 2024.  
(Data Source: State Board 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.

Note that the data on this page is not 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 within the previous four effective years.
2. The teacher evaluation data in this report are provided by the Ohio Department of Education.
3. Due to ORC 3333.041(B), annual results must be masked for institutions with fewer than 10 completers with OTES data.

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2020	17	42	N<10	N<10
2021	N<10	43	N<10	N<10
2022	N<10	47	N<10	N<10
2023	N<10	22	N<10	N<10

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

Reporting period from September 1, 2023 to August 31, 2024.  
(Data Source: State Board 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 within the previous four effective years.

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 are 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>2020</b>	N<10	N<10	N<10	N<10
<b>2021</b>	N<10	N<10	N<10	N<10
<b>2022</b>	N<10	N<10	N<10	N<10
<b>2023</b>	N<10	N<10	N<10	N<10

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

Reporting period from September 1, 2023 to August 31, 2024.

(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.

**Teacher Preparation Programs**

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	109
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	165
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	98.77%

**Principal Preparation Programs**

Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	52
Number of candidates who started internship	9
Number of candidates who completed internship	8
Percentage of principal candidates who satisfactorily completed internship	88.89%

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**Description of Data:**

Teacher Licensure Tests	
Summary Rating: EFFECTIVE	
Completers Tested	Pass Rate
66	100%

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

Reporting period from September 1, 2023 to August 31, 2024.  
(Data Source: Muskingum University)

**Description of Data:**

Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. Principal pass rate data is not included in the Title II reporting process, and is submitted by the Educator Preparation Providers

Principal Licensure Tests	
Completers Tested	Pass Rate
N<10	N/A

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

Reporting period from September 1, 2023 to August 31, 2024.

**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 the previous four reporting effective years.
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 2020, 2021, 2022, 2023		Associated Value-Added Classifications		
Employed as Teachers	Teachers with Value-Added Data	Yellow	Green	Light Blue
223	81	N=17 21%	N=60 74%	N=5 6%

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**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=18	N=27	N=3	N=32	N/A
22%	33%	4%	40%	N/A

**Teachers Serving by School Type**

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=2	N=78	N/A	N/A	N/A	N/A
2%	96%	N/A	N/A	N/A	N/A

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

A	B	C	D	F	NR
N/A	N/A	N/A	N/A	N/A	N=82
N/A	N/A	N/A	N/A	N/A	101%

**Teachers Serving by Minority Enrollment by Quartiles**

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=2	N=18	N=20	N=40	N/A
2%	22%	25%	49%	N/A

**Teachers Serving by Poverty Level by Quartiles**

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=20	N=24	N=25	N=11	N/A
25%	30%	31%	14%	N/A

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

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

Initial Licensure Effective Years 2020, 2021, 2022, 2023		Principals Serving by Letter Grade of Overall Building Value-Added				
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F
N<10	N<10	N/A	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A	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<10	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/A	N/A	N/A	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

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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<10	N/A
N/A	N/A	N/A	N/A	N/A





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<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
<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	N
<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	Y
<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



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Other Criteria	
Dispositional Assessment	Y
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

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**National Accreditation Status**

Reporting period from September 1, 2023 to August 31, 2024.  
(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 Association for Advancing Quality in Educator Preparation (AAQEP) or 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>	AAQEP
<b>Date of Last Review</b>	Spring 2022
<b>Accreditation Status</b>	Accredited

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## Teacher Residency Program

Reporting period from September 1, 2023 to August 31, 2024.  
(Data Source: Muskingum University)

**Description of Data:**

The Ohio Resident Educator (RE) Program is a comprehensive, two-year initiative to assist beginning teachers with mentoring and professional development as they start their education careers. Requirements of the program include successful completion of two years of locally determined mentoring activities as well as the Resident Educator Summative Assessment (RESA), and it results in eligibility for professional licensure. The RE Program is designed to improve teacher retention, enhance teacher quality, and result in improved student achievement. Prior to the 2023-2024 school year the RE Program was a four-year initiative.

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 for 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 Muskingum University

Initial Licensure Effective Year	Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
2020	1	N/A	%	2	N/A	%	N/A	N/A	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	2	N/A	%	N/A	N/A	N/A	N/A	N/A	N/A

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	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
<b>2022</b>	N/A	N/A	N/A	20	N/A	%	N/A	N/A	N/A	N/A	N/A	N/A
<b>2023</b>	9	N/A	%	34	N/A	%	N/A	N/A	N/A	N/A	N/A	N/A

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**Excellence and Innovation Initiatives**

Reporting period from September 1, 2023 to August 31, 2024.  
(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>	The Appalachia Teacher Apprenticeship
<b>Purpose:</b>	To "grow" teachers from the Appalachian region through a residency-based teacher education model
<b>Goal:</b>	Address the teacher shortage in Appalachia Ohio by using grow-your-own recruiting strategy
<b>Number of Participants:</b>	28
<b>Strategy:</b>	Identify high school juniors in local high schools. As grow your own teacher candidates. Enroll in 30 CCP credits. Enroll in 30 community college credits Enroll in Muskingum Early childhood/IS program. Take classes online. Embed in a classroom for two years as a teacher resident. After two years, graduate with Early childhood/IS license and teach in school where residency was completed. Over the past year, a consortium of school districts, community colleges, and higher education institutions (including Muskingum) have worked on a grant to fund the apprenticeship program. This past July the group received a 1.4 million dollar grant for teacher apprenticeship. Now the group is meeting regularly to build the program. Recruitment will begin in early spring with the first cohort to begin in Fall 2025.
<b>Demonstration of Impact:</b>	Increased EPP enrollment. Number of apprentices completing the program to fill teaching vacancies.
<b>External Recognition:</b>	Registered teacher apprenticeship application with ODHE. OCTEO conference presentation <a href="https://www.ohioteachered.org/conferences.php">https://www.ohioteachered.org/conferences.php</a>
<b>Programs:</b>	The Appalachia Teacher Apprenticeship

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**Principal Preparation Programs**

<b>Initiative:</b>	Applied Leadership/Principal Licensure
<b>Purpose:</b>	This will strengthen building principal preparation by embedding cutting-edge leadership pedagogy and philosophy.
<b>Goal:</b>	The goal of this initiative is to provide a curriculum that prepares building principals for the job of a transformative leader to enact the system change needed to better serve children, teachers, and K-12 communities.
<b>Number of Participants:</b>	4
<b>Strategy:</b>	Leaders within the education profession are living in an ever-changing, evolving world and more than ever before are engaged in developing the workforce that is in demand, in part due to dramatic technological changes. Collaborative efforts among leaders in education, industry, human and social services, and various organizations can provide the synergy needed to creatively respond to the demands. Principal candidates will become connected to the leadership world beyond schools while simultaneously offering opportunities for those leaders outside schools to more clearly understand the critical need for collaboration and mutual understanding with K-12 educators. 4 teacher leaders were selected to enroll in the first cohort of the applied leadership/principal licensure program. Using a fully asynchronous format, candidates have engaged with the latest scholarship, philosophy, and practices in system change leadership. In addition, candidates worked collaboratively with K-12 buildings in experiential learning opportunities that call for the direct application of administrative tasks and leadership challenges.
<b>Demonstration of Impact:</b>	Successful completion of all coursework and licensure requirements.
<b>External Recognition:</b>	n/a