

Annual Educator Preparation Program Report
2018
Marian University

Section I. Testing

Average Test Scores

Test Number	Test Name (code)	STATE	EPP
Average Scaled/Standard Score of Program Completers*: Core Academic Skills Assessment (CASA)			
001	CASA Reading	234	246
002	CASA Math	227	237
003	CASA Writing	230	240
Average Scaled/Standard Score of Program Completers: Pedagogy/Developmental (Pearson)			
004	Early Childhood Education	225	<10
005	Elementary Education	242	249
006	Secondary Education	253	260
007	P-12 Education	241	252
Average Scaled/Standard Score of Program Completers*: Content (Pearson) Assessments			
008	Business	227	<10
009	Career and Technical Education—Agriculture	227	
010	Career and Technical Education—Business and Information Technology	229	
011	Career and Technical Education—Family and Consumer Sciences	<10	
012	Career and Technical Education—Marketing	<10	
013	Computer Education	<10	
014	Early Childhood Education Subtest 1: Reading and English Language Arts	228	206
015	Early Childhood Education Subtest 2: Mathematics	241	213
016	Early Childhood Education Subtest 3: Science, Health, and Physical Education	232	219
017	Early Childhood Education Subtest 4: Social Studies and Fine Arts	223	209
018	Engineering and Technology Education	<10	<10
019	English Learners	242	<10
020	Middle School English Language Arts	226	
021	English Language Arts	226	218
022	Exceptional Needs—Blind or Low Vision	225	
023	Exceptional Needs—Deaf or Hard of Hearing	<10	
024	Exceptional Needs—Intense Intervention	234	
025	Exceptional Needs—Mild Intervention	243	255
026	Fine Arts—General Music	226	<10
027	Fine Arts—Instrumental Music	217	<10
028	Fine Arts—Vocal Music	228	
029	Fine Arts—Theatre Arts	<10	<10
030	Fine Arts—Visual Arts	237	<10
032	High Ability		
033	Journalism	<10	
034	Middle School Mathematics	221	212
035	Mathematics	218	206
036	Middle School Science	204	173
037	Middle School Social Studies	223	<10
038	Reading	208	
043	Science—Chemistry	236	<10
044	Science—Earth/Space Science	206	<10
045	Science—Life Science	223	208
046	Science—Physical Science	<10	
047	Science—Physics	247	<10
048	Social Studies—Economics	223	<10
049	Social Studies—Geographical Perspectives	195	
050	Social Studies—Government and Citizenship	243	<10
051	Social Studies—Historical Perspectives	214	<10
052	Social Studies—Psychology	227	<10
053	Social Studies—Sociology	239	<10
054	World Languages—Chinese (Mandarin)	<10	
055	World Languages—French	<10	
056	World Languages—German	<10	
057	World Languages—Japanese	<10	
058	World Languages—Latin	<10	
059	World Languages—Spanish	234	<10
060	Elementary Education Gen. Subtest 1: Reading and English Language Arts	227	209
061	Elementary Education Gen. Subtest 2: Mathematics	229	204
062	Elementary Education Gen. Subtest 3: Science, Health, and Physical Education	234	222
063	Elementary Education Gen. Subtest 4: Social Studies and Fine Arts	221	212
066	Health	232	
067	Physical Education	237	<10

Section I. Continued.....

Average Number of Attempts Before Passing

Test Number	Test Name (code)	STATE	EPP
Average Number of Attempts before Passing: Core Academic Skills Assessment (CASA)			
001	CASA Reading	1.3	1.2
002	CASA Math	1.6	1.3
003	CASA Writing	1.4	1.2
Average Number of Attempts before Passing: Pedagogy/Developmental (Pearson)			
004	Early Childhood Education	1.2	<10
005	Elementary Education	1.1	1
006	Secondary Education	1	1
007	P-12 Education	1.1	1.1
Average Number of Attempts before Passing: Content (Pearson) Assessments			
008	Business	1.3	<10
009	Career and Technical Education—Agriculture	1.2	
010	Career and Technical Education—Business and Information Technology	<10	
011	Career and Technical Education—Family and Consumer Sciences	<10	
012	Career and Technical Education—Marketing	<10	
013	Computer Education	<10	
014	Early Childhood Education Subtest 1: Reading and English Language Arts	1.4	<10
015	Early Childhood Education Subtest 2: Mathematics	1.2	<10
016	Early Childhood Education Subtest 3: Science, Health, and Physical Education	1.2	<10
017	Early Childhood Education Subtest 4: Social Studies and Fine Arts	1.6	<10
018	Engineering and Technology Education	<10	<10
019	English Learners	1	<10
020	Middle School English Language Arts	1.4	
021	English Language Arts	1.4	1.6
022	Exceptional Needs—Blind or Low Vision	1.4	
023	Exceptional Needs—Deaf or Hard of Hearing	<10	
024	Exceptional Needs—Intense Intervention	1	
025	Exceptional Needs—Mild Intervention	1.1	1
064	Exceptional Needs—Mild Intervention: Reading Instruction	1.6	<10
026	Fine Arts—General Music	1.4	<10
027	Fine Arts—Instrumental Music	1.6	<10
028	Fine Arts—Vocal Music	1.3	
029	Fine Arts—Theatre Arts	<10	<10
030	Fine Arts—Visual Arts	1.1	<10
032	High Ability		
033	Journalism	<10	
034	Middle School Mathematics	1.7	2.4
035	Mathematics	1.7	2.3
036	Middle School Science	1.3	<10
037	Middle School Social Studies	1.2	<10
038	Reading	1.1	
043	Science—Chemistry	1.2	<10
044	Science—Earth/Space Science	2.4	<10
045	Science—Life Science	1.5	<10
046	Science—Physical Science	<10	
047	Science—Physics	1.1	<10
048	Social Studies—Economics	1.2	<10
049	Social Studies—Geographical Perspectives	<10	
050	Social Studies—Government and Citizenship	1.1	<10
051	Social Studies—Historical Perspectives	1.8	<10
052	Social Studies—Psychology	1.2	<10
053	Social Studies—Sociology	1.3	<10
054	World Languages—Chinese (Mandarin)	<10	
055	World Languages—French	<10	
056	World Languages—German	<10	
057	World Languages—Japanese	<10	
058	World Languages—Latin	<10	
059	World Languages—Spanish	1.3	<10
060	Elementary Education Gen. Subtest 1: Reading and English Language Arts	1.3	1.9
061	Elementary Education Gen. Subtest 2: Mathematics	1.3	1.6
062	Elementary Education Gen. Subtest 3: Science, Health, and Physical Education	1.2	1.4
063	Elementary Education Gen. Subtest 4: Social Studies and Fine Arts	1.5	1.7
066	Health	1.2	
067	Physical Education	1.1	<10

Section I. Continued.....

Percentage Passing on First Attempt

Test Number	Test Name (code)	STATE	EPP
Percent of Program Completers* Passing on First Attempt: Core Academic Skills Assessment (CASA)			
001	CASA Reading	79%	86%
002	CASA Math	69%	76%
003	CASA Writing	76%	69%
Percent of Program Completers* Passing on First Attempt: Pedagogy/Developmental (Pearson)			
004	Early Childhood Education	66%	<10
005	Elementary Education	88%	90%
006	Secondary Education	96%	100%
007	P-12 Education	90%	95%
Percent of Program Completers* Passing on First Attempt: Content (Pearson) Assessments			
008	Business	65%	<10
009	Career and Technical Education—Agriculture	83%	
010	Career and Technical Education—Business and Information Technology	<10	
011	Career and Technical Education—Family and Consumer Sciences	<10	
012	Career and Technical Education—Marketing		
013	Computer Education	<10	
014	Early Childhood Education Subtest 1: Reading and English Language Arts	77%	<10
015	Early Childhood Education Subtest 2: Mathematics	87%	<10
016	Early Childhood Education Subtest 3: Science, Health, and Physical Education	81%	<10
017	Early Childhood Education Subtest 4: Social Studies and Fine Arts	67%	<10
018	Engineering and Technology Education	<10	<10
019	English Learners	92%	<10
020	Middle School English Language Arts	67%	
021	English Language Arts	72%	63%
022	Exceptional Needs—Blind or Low Vision		
023	Exceptional Needs—Deaf or Hard of Hearing	<10	
024	Exceptional Needs—Intense Intervention	93%	
025	Exceptional Needs—Mild Intervention	89%	100%
064	Exceptional Needs—Mild Intervention: Reading Instruction	45%	<10
026	Fine Arts—General Music	68%	<10
027	Fine Arts—Instrumental Music	56%	<10
028	Fine Arts—Vocal Music	80%	
029	Fine Arts—Theatre Arts	<10	<10
030	Fine Arts—Visual Arts	84%	<10
033	Journalism	<10	
034	Middle School Mathematics	54%	30%
035	Mathematics	56%	<10
036	Middle School Science	56%	<10
037	Middle School Social Studies	62%	<10
038	Reading	45%	
043	Science—Chemistry	82%	<10
044	Science—Earth/Space Science	8%	<10
045	Science—Life Science	70%	<10
046	Science—Physical Science	<10	
047	Science—Physics	94%	<10
048	Social Studies—Economics	70%	<10
049	Social Studies—Geographical Perspectives	22%	
050	Social Studies—Government and Citizenship	90%	<10
051	Social Studies—Historical Perspectives	48%	<10
052	Social Studies—Psychology	73%	<10
053	Social Studies—Sociology	92%	<10
054	World Languages—Chinese (Mandarin)	<10	
055	World Languages—French	<10	
056	World Languages—German	<10	
057	World Languages—Japanese	<10	
058	World Languages—Latin	<10	
059	World Languages—Spanish	76%	<10
060	Elementary Education Gen. Subtest 1: Reading and English Language Arts	71%	48%
061	Elementary Education Gen. Subtest 2: Mathematics	73%	52%
062	Elementary Education Gen. Subtest 3: Science, Health, and Physical Education	79%	70%
063	Elementary Education Gen. Subtest 4: Social Studies and Fine Arts	64%	58%
066	Health	87%	
067	Physical Education	87%	<10

Section I. Guiding Questions

- Reflect on your testing data. Where do you see areas for improvement? Where are you doing very well?
- Are there strategies currently employed by faculty in stronger performing areas that may be of help to those in poorer performing areas?
- Are there any licensure areas where candidates consistently perform well? What factors do you attribute this success to?
- Are there any licensure areas where average scores are lower than state averages, or where candidates are retaking exams multiple times? What steps can your program take to address these areas (i.e. offer further candidate support, re-aligning coursework, etc.)?

Section II. Candidate Selection

Minimum Cumulative Grade Point Average (GPA) Required for Entry in EPP*		
Type	STATE	EPP
Traditional	2.65	2.50
Alternative	2.82	2.50
Average Cumulative GPA of Admitted Teacher Candidates*		
Type	STATE	EPP
Traditional	3.31	3.46
Alternative	3.39	3.39

Section II. Guiding Questions

- Do you think overall minimum GPA requirements are a good indicator of candidate success later in the program? Why or why not?
- Is a very high overall average GPA a possible sign of “grade inflation” or simply the result of stronger candidates being selected and retained? Both? Unsure?

Section III. Attrition-Retention-Completion

	STATE	EPP
Total Number of Education Candidates**	9458	472
Total Number Completion/Graduation	3048	146
Percentage Completion/Graduation	32%	31.0%
Total Number Retained in Education	5786	271
Percentage Retained in Education	61%	57.4%
Total Number Program Attrition	216	0
Percentage Program Attrition	2.30%	0.0%
Total Number Institutional Attrition	408	55
Percentage Institutional Attrition	4.30%	11.7%
Percentage Total***	100%	100%

Section III. Guiding Questions

- Are you identifying the major “push and pull factors” that are influencing candidate retention and attrition? If so, what the top three (3) reasons why candidates are leaving your EPP, though not necessarily the institution?
- Have you identified content areas with the most successful completion rates? If so, what do you think is the reason for their success and how might this help programs with lower retention rates?
- After reviewing the institutional and program attrition rates, are you able to identify whether any current efforts to retain candidates have been successful, or whether there is any need to further develop actions related retention?

Section IV. Impact of EPP (Principal Survey, Teacher Survey, Effectiveness Ratings)

Principal Survey

Principal Survey Results for Marian University				
Principals are responding to statements divided into three domains (knowledge, disposition, and performance) and reflect elements of both national professional standards (NCATE/CAEP) and the Model Core Teaching Standards, Interstate Teacher Assessment and Support Consortium (InTASC). EPPs are expected to meet these standards in order to prepare educators for licensure (511 IAC 13-1-1).				
Knowledge Preparation of Teacher				
For each of the following, please provide your assessment of how well the EPP prepared this teacher in the following categories. The range is from 1 (strongly disagree) to 4 (strongly agree).	Strongly Disagree	Disagree	Agree	Strongly Agree
	(1)	(2)	(3)	(4)
<i>The EPP did an outstanding job of preparing this teacher to...</i>				
1. ...understand how students learn and develop at the grade level they are teaching.	0	1	18	12
2. ...meet expectations of a beginning teacher for content preparation and knowledge.	0	1	15	15
3. ...adhere to the ethical requirements of the teaching profession.	0	0	9	22
4. ...adhere to the legal requirements of the teaching profession.	0	0	11	18
Pedagogical Preparation of Teacher				
<i>The EPP did an outstanding job of preparing this teacher to...</i>				
5. ...provide an appropriate and challenging learning experience.	0	1	20	10
6. ...provide an inclusive learning environment.	0	0	18	13
7. ...provide a rigorous learning environment.	0	1	19	10
8. ...use a variety of assessment methods to guide, adjust, and improve instruction.	0	1	22	8
9. ...develop content specific assessments to test for student understanding of the lesson objectives.	0	2	20	8
10. ...differentiate instruction to meet all students' learning needs.	0	2	16	13
11. ...work effectively with students with all exceptionalities.	0	1	20	10
12. ...analyze student assessment data to improve classroom instruction.	0	2	19	10
13. ...use effective strategies to manage the learning environment.	0	3	18	10
14. ...integrate technological tools as appropriate to advance student learning.	0	1	21	9
Professional Disposition of Teacher				
<i>The EPP did an outstanding job of preparing this teacher to...</i>				
15. ...openly accept suggestions/constructive feedback.	0	1	9	21
16. ...exhibit ethical practice expected of educators.	0	0	8	23
17. ...work effectively with other professionals.	0	0	12	19
18. ...work effectively with parents/guardians.	0	0	12	19
19. ...work effectively with school leaders.	0	1	8	22
20. ...work effectively within the school culture.	0	1	12	17
Overall Assessment				
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
21. Overall, how satisfied are you with the training this teacher received from this EPP?	0	0	14	16

Section IV. Continued.....

Effectiveness Ratings

Percent of Teachers Achieving Effective or Highly Effective Rating 2016-2017										
Name of Institution	Teachers with One (1) Year Experience			Teachers with Two (2) Years of Experience			Teachers with Three (3) Years of Experience			Grand Totals
	Effective	Highly Effective	Total of Teachers Evaluated	Effective	Highly Effective	Total of Teachers Evaluated	Effective	Highly Effective	Total of Teachers Evaluated	
Marian University	65	6	83	33	5	42	46	8	55	
Grand Total Rated Effective										144
Grand Total Rated Highly Effective										19
Grand Total Effective and Highly Effective										163
Grand Total Teachers Evaluated										180
Final Percent										91%
<p><i>**Year" defined as September 1 - August 31.</i></p> <p>Visit http://www.doe.in.gov/evaluations for additional information.</p>										

Section IV. Continued.....

Principal Survey Open-Ended Responses

22. What additional training/professional preparation should this teacher have received from the EPP?

Professional Development given to her by IDOE and Geist Montessori Academy.
Additional support in Special Education (MI).
Integration of technology in the classroom
Integration of technology in the classroom, blended learning
Maximizing instructional time and classroom management
Integration of school wide culture in the classroom setting.
Building relationships with colleagues, co-teaching models for special education
Relationship building with colleagues, understanding the day to day operations of a school that impact the classroom.
Discipline strategies for students who have an IEP.
Need more time spent on learning objectives, differentiation, data, and classroom management. They need more time in real classrooms seeing and doing real teaching.
Classroom management is always an area for improvement. It's difficult to learn without actually doing it. It takes time and practice.
Cultural Relevant Teaching
More explicit teaching of how to teach reading to elementary students. Technology integration with technology used in schools today.

23. Please provide any other comments you would like to share, including any questions or topics you would like added to future surveys.

No Data Available

Section IV. Guiding Questions

- Are you reviewing and sharing the “open-ended” responses? If so, who is involved and how are they shared? Have any comments led to any significant changes or, if positive, recognition?
- Which areas can you identify as areas for improvement? What strategies and resources would your program utilize to address these?
- Are there ways that your EPP can continue to support completers, in order to enhance their effectiveness during their first 3 years of teaching?
- Are there any trends that you can identify comparing this data with your EPPs other measures for CAEP Standard 4?