THE CATHOLIC
UNIVERSITY
OF AMERICA

School of Arts and Sciences
DEPARTMENT OF EDUCATION

ANNUAL KEY ASSESSMENTS FINDINGS REPORT

Completers of Class of 2020

Data compiled by the Office of Teacher Education
April 2021

INTRODUCTION

Explanation to Key Assessments 1 and 5

Key Assessment 1: Licensure

Qualifying scores on alternate licensure basic skills exams (i.e., ACT, SAT, or GRE) may be presented to meet the required basic skills reading and mathematics exam requirement. Applicants with a passing score for the GRE (writing) exam may present those scores, in lieu of the Praxis basic skills writing exam.

Key Assessment 5: Student Teaching Evaluation

Items on this assessment instrument are grouped in InTASC categories. In parenthesis, we indicated the number of items included in the evaluation of each InTASC category. The mean for each category has been calculated by averaging candidates' average scores across the items included in the category. The standard deviation indicates the spread of candidates' average scores. The range indicates the spread of scores across all candidates at the item level.

UNDERGRADUATE PROGRAMS

Early Childhood Education

Elementary Education

Secondary English Education

Secondary Mathematics Education

Early Childhood Education

Key Assessment 1: Licensure

EARLY CHILDHOOD EDUCATION	Passing Rate (N = 4)
PRAXIS I – Core; or Alternate Test Scores	
Reading	100%
Writing	100%
Math	100%
PRAXIS II - Content Knowledge	
Early Childhood Education	100%
PRAXIS II - Principles of Learning and Teaching	
Early Childhood Education	100%

Key Assessment 2: GPA

EARLY CHILDHOOD EDUCATION	Cumulative GPA Spring 2018	Cumulative GPA Spring 2019	Cumulative GPA Spring 2020
		N = 4	
Mean	3.38	3.50	3.51
StdDev	0.31	0.25	0.27
Minimum in Cohort	2.91	3.10	3.16
% of 3.00* GPA or Higher	75%	100%	100%

*Minimum program requirement

Key Assessment 3: Unit Plan

EARLY CHILDHOOD EDUCATION	Mean (Min. Passing: 2.00)	StdDev	Range (1 - 3)
	N = 4		
Description of Rationale of Unit within Curriculum	2.25	0.83	1 - 3
P-12 College and Career-ready Standards (i.e., CCSS and/or National Professional Standards)	2.38	0.70	1 - 3
Use of Literature	2.00	0.87	1 - 3
Collaboration with Various Stakeholders	2.13	0.60	1 - 3
Assessment	2.50	0.50	1 - 3
Adaptation to Diverse Students	2.25	0.66	1 - 3
Annotated Bibliography	2.13	0.78	1 - 3
Reflection	1.88	0.93	1 - 3
Professional Presentation	2.38	0.70	1 - 3

Key Assessment 4: Disposition Assessment

EARLY CHILDHOOD EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 4		
Learner and Learning (11 items)	5.52	0.30	4 - 6
Content Knowledge (4 items)	4.94	0.46	4 - 6
Instructional Practice (10 items)	5.14	0.60	4 - 6
Professional Responsibility (7 items)	5.39	0.61	4 - 6

Key Assessment 5: Student Teaching Evaluation

EARLY CHILDHOOD EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 4		
Content Knowledge (15 items)	5.18	0.51	4 - 6
Instructional Practice (22 items)	5.15	0.59	4 - 6
Learner and Learning (16 items)	5.24	0.57	4 - 6
Professional Responsibility (14 items)	5.50	0.55	4 - 6
Student Impact (2 items)	5.92	0.14	5 - 6

Key Assessment 6: Action Research Project

EARLY CHILDHOOD EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 4		
Educational Philosophy	4.50	0.87	4 - 6
Discussion of Problematic Situation and Dilemma	4.75	0.83	4 - 6
Identifying Causes	4.75	0.83	4 - 6
Pre/Post Data Collection and Analysis	4.75	0.83	4 - 6
Impact on P-12 Student Learning	5.25	0.43	5 - 6
Proposed Solutions	4.75	0.83	4 - 6
Describing Individual Interventions	5.25	0.43	5 - 6
Development, Learning, and Motivation: Connections to Course Theories	4.50	0.50	4 - 6
Reflecting on P-12 Impact	4.50	0.50	4 - 6
Collaboration with Colleagues	4.75	0.83	4 - 6
Use of Literature	4.75	0.83	4 - 6
Professional Presentation	5.00	0.71	4 - 6

Elementary Education

Key Assessment 1: Licensure

ELEMENTARY EDUCATION	Passing Rate (N = 9)
PRAXIS I - Core; or Alternate Test Scores	
Reading	100%
Writing	100%
Math	100%
PRAXIS II - Content Knowledge	
Reading	100%
Math	100%
Social Studies	100%
Science	100%
PRAXIS II - Principles of Learning and Teaching	
Grades K-6	100%

Key Assessment 2: GPA

ELEMENTARY EDUCATION	Cumulative GPA Spring 2018	Cumulative GPA Spring 2019	Cumulative GPA Spring 2020
		N = 9	
Mean	3.53	3.59	3.64
StdDev	0.32	0.25	0.22
Minimum in Cohort	3.14	3.35	3.40
% of 3.00* GPA or Higher	100%	100%	100%

*Minimum program requirement

Key Assessment 3: Unit Plan

ELEMENTARY EDUCATION	Mean (Min. Passing: 2.00)	StdDev	Range (1 - 3)
	N = 9		
Description of Rationale of Unit Within Curriculum	2.83	0.50	1 - 3
P-12 College and Career-ready Standards (i.e., CCSS and/or National Professional Standards)	2.50	0.69	1 - 3
Use of Literature	2.61	0.76	1 - 3
Collaboration with Various Stakeholders	2.39	0.76	1 - 3
Assessment	2.78	0.42	2 - 3
Adaptation to Diverse Students	2.50	0.69	1 - 3
Annotated Bibliography	2.72	0.45	2 - 3
Reflection	2.50	0.60	1 - 3
Professional Presentation	2.28	0.73	1 - 3

Key Assessment 4: Disposition Assessment

ELEMENTARY EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 9		
Learner and Learning (11 items)	5.43	0.50	5 - 6
Content Knowledge (4 items)	5.31	0.45	5 - 6
Instructional Practice (10 items)	5.39	0.52	4 - 6
Professional Responsibility (7 items)	5.45	0.49	5 - 6

Key Assessment 5: Student Teaching Evaluation

ELEMENTARY EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 9		
Content Knowledge (15 items)	5.04	0.52	4 - 6
Instructional Practice (22 items)	5.19	0.54	4 - 6
Learner and Learning (16 items)	5.24	0.42	4 - 6
Professional Responsibility (14 items)	5.62	0.49	4 - 6
Student Impact (2 items)	5.78	0.16	5 - 6

Key Assessment 6: Action Research Project

ELEMENTARY EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 9		
Educational Philosophy	5.33	0.67	4 - 6
Discussion of Problematic Situation and Dilemma	5.11	0.74	4 - 6
Identifying Causes	5.22	0.63	4 - 6
Pre/Post Data Collection and Analysis	5.11	0.88	3 - 6
Impact on P-12 Student Learning	5.44	0.50	5 - 6
Proposed Solutions	5.11	0.88	3 - 6
Describing Individual Interventions	5.22	0.63	4 - 6
Development, Learning, and Motivation: Connections to Course Theories	5.00	0.94	2 - 6
Reflecting on P-12 Impact	4.89	1.20	4 - 6
Collaboration with Colleagues	5.44	0.50	5 - 6
Use of Literature	5.33	0.67	4 - 6
Professional Presentation	4.89	1.52	1 - 6

Secondary English Education

Key Assessment 1: Licensure

SECONDARY ENGLISH EDUCATION	Passing Rate (N = 5)
PRAXIS I - Core; or Alternate Test Scores	
Reading	100%
Writing	100%
Math	100%
PRAXIS II - Content Knowledge:	
English Language Arts	100%
PRAXIS II - Principles of Learning and Teaching:	
Grades 7-12	100%

Key Assessment 2: GPA

SECONDARY ENGLISH EDUCATION	Cumulative GPA Spring 2018	Cumulative GPA Spring 2019	Cumulative GPA Spring 2020
		N = 5	
Mean	3.88	3.90	3.91
StdDev	0.11	0.08	0.08
Minimum in Cohort	3.68	3.75	3.75
% of 3.00* GPA or Higher	100%	100%	100%

*Minimum program requirement

Key Assessment 3: Unit Plan

SECONDARY ENGLISH EDUCATION	Mean (Min. Passing: 2.00)	StdDev	Range (1 - 3)
	N = 5		
Description of Rationale of Unit Within Curriculum	3.00	0.00	3
P-12 and Professional Standards	3.00	0.00	3
Use of Literature	2.80	0.40	2 - 3
Collaboration with Various Stakeholders	1.20	0.40	1 - 2
Assessment	2.60	0.80	1 - 3
Adaptation to Diverse Students	2.60	0.49	2 - 3
Annotated Bibliography	2.60	0.80	1 - 3
Reflection	2.60	0.80	1 - 3
Professional Presentation	2.60	0.80	1 - 3

Key Assessment 4: Disposition Assessment

SECONDARY ENGLISH EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 5		
Learner and Learning (11 items)	5.96	0.07	5 - 6
Content Knowledge (4 items)	6.00	0.00	6
Instructional Practice (10 items)	5.96	0.08	5 - 6
Professional Responsibility (7 items)	6.00	0.00	6

Key Assessment 5: Student Teaching Evaluation

SECONDARY ENGLISH EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 5		
Content Knowledge (15 items)	5.81	0.34	5 - 6
Instructional Practice (22 items)	5.64	0.45	5 - 6
Learner and Learning (16 items)	5.59	0.42	5 - 6
Professional Responsibility (14 items)	5.93	0.13	5 - 6
Student Impact (2 items)	6.00	0.00	6

Key Assessment 6: Action Research Project

SECONDARY ENGLISH EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	*N = 5		
Educational Philosophy	6.00	0.00	6
Discussion of Problematic Situation and Dilemma	5.60	0.49	5 - 6
Identifying Causes	5.80	0.40	5 - 6
Pre/Post Data Collection and Analysis (*N=4)	5.40	0.80	4 - 6
Impact on P-12 Student Learning	5.75	0.43	5 - 6
Proposed Solutions	5.80	0.40	5 - 6
Describing Individual Interventions	5.80	0.40	5 - 6
Development, Learning, and Motivation: Connections to Course Theories	6.00	0.00	6
Reflecting on P-12 Impact	5.80	0.40	5 - 6
Collaboration with Colleagues	6.00	0.00	6
Use of Literature	5.80	0.40	5 - 6
Professional Presentation	5.60	0.49	5 - 6

Secondary Mathematics Education

Key Assessment 1: Licensure

SECONDARY MATHEMATICS EDUCATION	Passing Rate N < 3
PRAXIS I - Core; or Alternate Test Scores	
Reading	100%
Writing	100%
Math	100%
PRAXIS II - Content Knowledge	
Mathematics	100%
PRAXIS II - Principles of Learning and Teaching	
Grades 7-12	100%

Key Assessment 2: GPA

SECONDARY MATHEMATICS EDUCATION	Cumulative GPA Spring 2018	Cumulative GPA Spring 2019	Cumulative GPA Spring 2020
	N < 3		
Mean	3.63	3.66	3.70
StdDev	0.00	0.00	0.00
Minimum in Cohort	3.63	3.66	3.70
% of 3.00* GPA or Higher	100%	100%	100%

*Minimum program requirement

Key Assessment 3: Unit Plan

SECONDARY MATHEMATICS EDUCATION	Mean (Min. Passing: 2.00)	StdDev	Range (1 - 3)
	N < 3		
Description of Rationale of Unit Within Curriculum	3.00	0.00	3
P-12 and Professional Standards	3.00	0.00	3
Use of Literature	3.00	0.00	3
Collaboration with Various Stakeholders	3.00	0.00	3
Assessment	3.00	0.00	3
Adaptation to Diverse Students	3.00	0.00	3
Annotated Bibliography	3.00	0.00	3
Reflection	3.00	0.00	3
Professional Presentation	3.00	0.00	3

Key Assessment 4: Disposition Assessment

SECONDARY MATHEMATICS EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N < 3		
Learner and Learning (11 items)	5.45	0.00	5 - 6
Content Knowledge (4 items)	5.00	0.00	5
Instructional Practice (10 items)	5.00	0.00	5
Professional Responsibility (7 items)	5.00	0.00	5

Key Assessment 5: Student Teaching Evaluation

SECONDARY MATHEMATICS EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N < 3		
Content Knowledge (15 items)	4.76	0.00	4 - 6
Instructional Practice (22 items)	4.65	0.00	3 - 6
Learner and Learning (16 items)	4.81	0.00	3 - 6
Professional Responsibility (14 items)	5.13	0.00	4 - 6
Student Impact (2 items)	5.50	0.00	5 - 6

Key Assessment 6: Action Research Project

SECONDARY MATHEMATICS EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N < 3		
Educational Philosophy	5.00	0.00	5
Discussion of Problematic Situation and Dilemma	4.00	0.00	4
Identifying Causes	4.00	0.00	4
Pre/Post Data Collection and Analysis	5.00	0.00	5
Impact on P-12 Student Learning	4.00	0.00	4
Proposed Solutions	4.00	0.00	4
Describing Individual Interventions	5.00	0.00	5
Development, Learning, and Motivation: Connections to Course Theories	4.00	0.00	4
Reflecting on P-12 Impact	5.00	0.00	5
Collaboration with Colleagues	N/A	N/A	N/A
Use of Literature	5.00	0.00	5
Professional Presentation	5.00	0.00	5

GRADUATE PROGRAMS

Secondary Mathematics Education (M.A.)

Secondary Mathematics Education (M.A.)

Key Assessment 1: Licensure

SECONDARY MATHEMATICS EDUCATION (M.A.)	Passing Rate (N < 3)
PRAXIS I - Core; or Alternate Test Scores	
Reading	100%
Writing	100%
Math	100%
PRAXIS II - Content Knowledge	
Mathematics	100%
PRAXIS II - Principles of Learning and Teaching	
Grades 7-12	100%

Key Assessment 2: GPA

SECONDARY MATHEMATICS EDUCATION (M.A.)	Cumulative GPA Spring 2018	Cumulative GPA Spring 2019	Cumulative GPA Spring 2020
	N < 3		
Mean	N/A	4.00	4.00
StdDev	0.00	0.00	0.00
Minimum in Cohort	N/A	4.00	4.00
% of 3.00* GPA or Higher	100%	100%	100%

*Minimum program requirement

Key Assessment 3: Unit Plan

SECONDARY MATHEMATICS EDUCATION (M.A.)	Mean (Min. Passing: 2.00)	StdDev	Range (1 - 3)
	N < 3		
Description of Rationale of Unit Within Curriculum	3.00	0.00	3
P-12 and Professional Standards	3.00	0.00	3
Use of Literature	3.00	0.00	3
Collaboration with Various Stakeholders	3.00	0.00	3
Assessment	3.00	0.00	3
Adaptation to Diverse Students	3.00	0.00	3
Annotated Bibliography	3.00	0.00	3
Reflection	3.00	0.00	3
Professional Presentation	3.00	0.00	3

Key Assessment 4: Disposition Assessment

SECONDARY MATHEMATICS EDUCATION (M.A.)	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N < 3		
Learner and Learning (11 items)	5.45	0.00	5 - 6
Content Knowledge (4 items)	5.00	0.00	5
Instructional Practice (10 items)	5.70	0.00	5 - 6
Professional Responsibility (7 items)	5.83	0.00	5 - 6

Key Assessment 5: Student Teaching Evaluation

SECONDARY MATHEMATICS EDUCATION (M.A.)	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N < 3		
Content Knowledge (15 items)	5.00	0.00	5
Instructional Practice (22 items)	5.12	0.00	4 - 6
Learner and Learning (16 items)	5.00	0.00	5
Professional Responsibility (14 items)	5.80	0.00	4 - 6
Student Impact (2 items)	5.50	0.00	5 - 6

Key Assessment 6: Action Research Project

SECONDARY MATHEMATICS EDUCATION (M.A.)	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N < 3		
Educational Philosophy	5.00	0.00	5
Discussion of Problematic Situation and Dilemma	6.00	0.00	6
Identifying Causes	5.00	0.00	5
Pre/Post Data Collection and Analysis	6.00	0.00	6
Impact on P-12 Student Learning	6.00	0.00	6
Proposed Solutions	6.00	0.00	6
Describing Individual Interventions	6.00	0.00	6
Development, Learning, and Motivation: Connections to Course Theories	5.00	0.00	5
Reflecting on P-12 Impact	6.00	0.00	6
Collaboration with Colleagues	6.00	0.00	6
Use of Literature	5.00	0.00	5
Professional Presentation	6.00	0.00	6

Key Assessment 7: Alumni Survey

INTRODUCTION

Completers have been asked to fill out a 22-item survey regarding their preparation for a teaching career they had received at The Catholic University of America. The response rate was 65%.

All 22 survey items are aligned to the InTASC standards and grouped into six categories. The survey also includes a comment section, where completers can indicate areas of strength and suggestions for improvement.

Key Assessment 7: Alumni Survey

ALL PROGRAMS	Mean (Min. Passing: 3.00)	StdDev	Range (1 - 5)
	N = 13		
The Learner and Learning (6 items)	4.25	0.72	3 - 5
Content Knowledge (5 items)	4.52	0.63	2 - 5
Instructional Practice (5 items)	4.49	0.62	2 - 5
Professional Responsibility (4 items)	4.58	0.54	3 - 5
Professional Disposition (1 item)	4.83	0.37	4 - 5
P-12 Impact (2 items)	4.85	0.36	4 - 5

Key Assessment 7: Alumni Survey

QUOTES ON STRENGTH

"I feel well prepared in the following areas:

1) focusing on social-emotional needs, as well academics,

2) collaborating with my teaching partner, and

3) supervising and working with a   teaching assistant."

"I think this program really prepared me to be a teacher. The most beneficial part of this program was the extensive in-person classroom experience. It has proved to be very valuable during my first year! Thanks to all the great professors who helped to prepare us for the wackiest first year of teaching ever!"

Key Assessment 7: Alumni Survey

SUGGESTIONS FOR IMPROVEMENT

- More coverage on legal matters in education;

- More emphasis on technology and communicating with students who are learning English as a second language;

- More emphasis on difficult conversations with parents;

- Inclusion of edTPA in student teaching.

Key Assessment 8: Employer Survey

INTRODUCTION

Employers have been asked to fill out a 22-item survey regarding the preparation of their teacher who had graduated from The Catholic University of America. The response rate was 54%.

The 22 items are aligned to the InTASC standards. The survey also includes a comment section, where employers can indicate areas of strength and suggestions for improvements.

Key Assessment 8: Employer Survey

ALL PROGRAMS	Mean (Min. Passing: 3.00)	StdDev	Range (1 - 5)
	N = 7		
The Learner and Learning (6 items)	4.37	0.98	2 - 5
Content Knowledge (5 items)	4.23	0.94	2 - 5
Instructional Practice (5 items)	4.26	1.10	2 - 5
Professional Responsibility (4 items)	3.93	1.04	2 - 5
Professional Disposition (1 item)	4.67	0.47	2 - 5
P-12 Impact (2 items)	3.86	1.12	2 - 5

Key Assessment 8: Employer Survey

QUOTES ON STRENGTH

"The completer is by far the most well-prepared first-year teacher I have encountered."

Key Assessment 8: Employer Survey

SUGGESTIONS FOR IMPROVEMENT

- Additional support in obtaining certification outside of DC.

End