THE CATHOLIC UNIVERSITY OF AMERICA

School of Arts and Sciences
DEPARTMENT OF EDUCATION

ANNUAL KEY ASSESSMENTS FINDINGS REPORT

Completers of Class of 2021

Data compiled by the Office of Teacher Education
Summer 2022

INTRODUCTION

The Department of Education is uniquely situated in the School of Arts and Sciences of The Catholic University of America where students benefit from a rigorous, liberal arts curriculum and a professional program that leads to teaching licensure. Undergraduate teacher education programs at CUA prepare future teachers for early childhood, elementary, and secondary classrooms. By developing a reflective, problem-solving orientation toward teaching, graduates of our teacher education programs can critically examine their own actions as well as their impact on P-12 students, schools, and communities. The outcome is self-directed teachers who use professional knowledge to improve their practice.

All of the CU's teacher education programs are designed to meet specific standards set by applicable Specialized Professional Associations which include:

National Association for the Education of Young Children [NAEYC],

CAEP Accreditation Expectations for Elementary Education [CAEP],

National Council of Teachers of Mathematics [NCTM],

National Council for the Social Studies [NCSS],

National Council of Teachers of English [NCTE].

INTRODUCTION

Upon completion of the teacher education program, teacher education students:

1. Demonstrate sufficient knowledge of the content they are prepared to teach to help all P-12 students meet standards appropriate to either early childhood, elementary or secondary education;

2. Apply content-specific pedagogical knowledge and skills to teach their subject matter meaningfully so that all P-12 students can learn. This includes using a broad range of effective instructional strategies and practices, integrating technology and considering the needs of the family, school, and community;

3. Focus on P-12 student learning by systematically monitoring student progress and adjusting instruction accordingly;

4. Are familiar with the professional dispositions, which the CU and relevant professional associations expect, and demonstrate these dispositions in their classroom behaviors and relationships with students, families, colleagues, and communities, and

5. Are familiar with the CU's conceptual framework and use their reflective skills to guide and improve their own practice.

Key Assessments Focus for this Report Summary

Explanation to Key Assessments 1 and 4

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 4: 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 2019	Cumulative GPA Spring 2020	Cumulative GPA Spring 2021
		N = 4	
Mean	3.53	3.65	3.70
Standard Deviation	0.32	0.25	0.21
Minimum in Cohort	3.05	3.27	3.37
% of 3.00* GPA or Higher	100%	100%	100%

*Minimum program requirement

Key Assessment 3: Disposition Assessment

EARLY CHILDHOOD EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 11		
Learner and Learning (11 items)	**5.27**	**.17**	**2 (4-6)**
Content Knowledge (4 items)	**5.13**	**.13**	**2 (4-6)**
Instructional Practice (10 items)	**5.16**	**.17**	**2 (4-6)**
Professional Responsibility (7 items)	**5.29**	**.13**	**1 (5-6)**

Key Assessment 5: Action Research Project

EARLY CHILDHOOD EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 1		
Educational Philosophy	5.00	0.00	0
Discussion of Problematic Situation and Dilemma	5.00	0.00	0
Identifying Causes	5.00	0.00	0
Pre/Post Data Collection and Analysis	5.0	0.00	0
Impact on P-12 Student Learning	5.00	0.00	0
Proposed Solutions	6.00	0.00	0
Describing Individual Interventions	5.00	0.00	0
Development, Learning, and Motivation: Connections to Course Theories	5.00	0.00	0
Reflecting on P-12 Impact	6.00	0.00	0
Collaboration with Colleagues	5.00	0.00	0
Use of Literature	4.00	0.00	0
Professional Presentation	5.00	0.00	0

Elementary Education

Key Assessment 1: Licensure

ELEMENTARY EDUCATION	Passing Rate (N =14)
PRAXIS I - Core; or Alternate Test Scores	
Reading	**100%**
Writing	**100%**
Math	**100%**
PRAXIS II - Content Knowledge	
Reading	**93%**
Math	**93%**
Social Studies	**79%**
Science	**93%**
PRAXIS II - Principles of Learning and Teaching	
Grades K-6	**100% (N =7)**

Key Assessment 2: GPA

ELEMENTARY EDUCATION	Cumulative GPA Spring 2019	Cumulative GPA Spring 2020	Cumulative GPA Spring 2021
		N = 9	
Mean	3.35	3.49	3.53
Standard Deviation	0.37	0.32	0.27
Minimum in Cohort	2.62	3.02	3.22
% of 3.00* GPA or Higher	86%	100%	100%

*Minimum program requirement

Key Assessment 3: Disposition Assessment

ELEMENTARY EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 11		
Learner and Learning (11 items)	5.67	0.16	1 (5-6)
Content Knowledge (4 items)	5.57	0.10	1 (5-6)
Instructional Practice (10 items)	5.66	0.08	1 (5-6)
Professional Responsibility (7 items)	5.78	0.02	1 (5-6)

Key Assessment 4: Student Teaching Evaluation

ELEMENTARY EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N =		
Content Knowledge (15 items)			
Instructional Practice (22 items)			
Learner and Learning (16 items)			
Professional Responsibility (14 items)			
Student Impact (2 items)			

Key Assessment 5: Action Research Project

ELEMENTARY EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 11 unless indicated		
Educational Philosophy	5.73	0.62	5-6
Discussion of Problematic Situation and Dilemma	5.73	0.45	5-6
Identifying Causes	5.73	0.45	5-6
Pre/Post Data Collection and Analysis	5.82	0.39	5-6
Impact on P-12 Student Learning	5.91	0.29	5-6
Proposed Solutions	5.7 (N = 10)	0.46	5-6
Describing Individual Interventions	5.8 (N = 10)	0.40	5-6
Development, Learning, and Motivation: Connections to Course Theories	5.8 (N = 10)	0.40	5-6
Reflecting on P-12 Impact	5.82	0.39	5-6
Collaboration with Colleagues	6.00 (N = 8)	0.00	0
Use of Literature	5.8 (N = 10)	0.40	5-6
Professional Presentation	5.7 (N = 10)	0.46	5-6

Secondary English Education

Key Assessment 1: Licensure

SECONDARY ENGLISH EDUCATION	Passing Rate (N =3)
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	**N/A (no test takers)**

Key Assessment 2: GPA

SECONDARY ENGLISH EDUCATION	Cumulative GPA Spring 2019	Cumulative GPA Spring 2020	Cumulative GPA Spring 2021
		N = 3	
Mean	3.48	3.54	3.57
Standard Deviation	.37	.31	.29
Minimum in Cohort	3.11	3.24	3.31
% of 3.00* GPA or Higher	100%	100%	100%

*Minimum program requirement

Key Assessment 3: Disposition Assessment

SECONDARY ENGLISH EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 3		
Learner and Learning (11 items)	5.73	0.23	1 (5-6)
Content Knowledge (4 items)	5.00	0.39	2 (4-6)
Instructional Practice (10 items)	5.40	0.23	2 (4-6)
Professional Responsibility (7 items)	5.45	0.32	2 (4-6)

Key Assessment 4: Student Teaching Evaluation 1

SECONDARY ENGLISH EDUCATION- General Rubric	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 3		
Content Knowledge (15 items)	5.57	0.52	3 (3-6)
Instructional Practice (22 items)	5.63	0.22	1 (5-6)
Learner and Learning (16 items)	5.54	0.58	1 (5-6)
Professional Responsibility (14 items)	5.78	0.23	1 (5-6)
Student Impact (3 items)	6.00	0.00	0 (6)

Key Assessment 4: Student Teaching Evaluation 2

SECONDARY ENGLISH EDUCATION- English Rubric	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 3		
Content Knowledge (6 items)	**5.50**	**0.30**	**2 (4-6)**
Content Pedagogy (items)	**5.25**	**0.38**	**4 (2-6)**
Learners and Learning (2 items)	**6.00**	**0.00**	**0 (6)**
Professional Knowledge and Skills (2 items)	**6.00**	**0.00**	**0 (6)**

Key Assessment 5: Action Research Project

SECONDARY ENGLISH EDUCATION	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 3		
Educational Philosophy	6.00	0	0
Discussion of Problematic Situation and Dilemma	6.00	0	0
Identifying Causes	3.67	1.70	4 (2-6)
Pre/Post Data Collection and Analysis	3.33	1.88	4 (2-6)
Impact on P-12 Student Learning	5.33	0.47	1 (5-6)
Proposed Solutions	4.33	1.7	4 (2-6)
Describing Individual Interventions	4.33	1.25	3 (3-6)
Development, Learning, and Motivation: Connections to Course Theories	4.00	1.41	3 (3-6)
Reflecting on P-12 Impact	4.67	1.25	3 (3-6)
Collaboration with Colleagues	5.67	0.47	1 (5-6)
Use of Literature	5.00	0.82	2 (4-6)
Professional Presentation	5.00	0.82	2 (4-6)

Secondary Mathematics Education
No Candidates

Secondary History Education
No Candidates

GRADUATE PROGRAMS (M.A.)

Secondary Mathematics Education
Secondary English Education
Secondary History Education
Graduate Certificate

Note: For purposes of maintaining anonymity, students in the four above programs, who totaled only six candidates, were combined into one dataset and all statistics reflect N= 6 unless otherwise indicated.

Key Assessment 1: Licensure

SECONDARY EDUCATION (M.A.) and Graduate Certificates)	Passing Rate (N= 6)
PRAXIS I - Core; or Alternate Test Scores	
Reading	**100%**
Writing	**100%**
Math	**100%**
PRAXIS II - Content Knowledge	
Mathematics, English, or Social Studies	**100%**
PRAXIS II - Principles of Learning and Teaching	
Grades 7-12 Mathematics, English, or Social Studies	**100%**

Key Assessment 2: GPA

SECONDARY EDUCATION (M.A.) and Graduate Certificates	Cumulative GPA Spring 2019	Cumulative GPA Spring 2020	Cumulative GPA Spring 2021
	N = 3	N = 6	N = 6
Mean	4.00	3.84	3.90
StdDev	0.00	0.29	0.20
Minimum in Cohort	4.00	3.20	3.46
% of 3.00* GPA or Higher	100%	100%	100%

*Minimum program requirement

Key Assessment 2: GPA

SECONDARY ENGLISH EDUCATION (M.A.)	Cumulative GPA Spring 2019	Cumulative GPA Spring 2020	Cumulative GPA Spring 2021
		N=2	
Mean	4.00	4.00	4.00
StdDev	0.00	0.00	0.00
Minimum in Cohort	4.00	4.00	4.00
% of 3.00* GPA or Higher	100%	100%	100%

*Minimum program requirement

Key Assessment 3: Disposition Assessment

SECONDARY EDUCATION (M.A.) and Graduate Certificates	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 6		
Learner and Learning (11 items)	5.84	0.22	2 (4-6)
Content Knowledge (4 items)	5.88	0.21	1 (5-6)
Instructional Practice (10 items)	5.87	0.20	1 (5-6)
Professional Responsibility (7 items)	5.93	0.18	1 (5-6)

Key Assessment 4: Student Teaching Evaluation

SECONDARY ENGLISH EDUCATION (M.A.)	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 2		
Content Knowledge (6 items)	5.58	0.45	2 (4-6)
Content Pedagogy (16 items)	5.66	0.38	2 (4-6)
Learner and Learning (2 items)	5.50	.50	1 (5-6)
Professional Responsibility (2 items)	6.00	0.00	0.00

Key Assessment 4: Student Teaching Evaluation

SECONDARY HISTORY EDUCATION (M.A.)	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
	N = 3		
Content Knowledge (15 items)	6.00	0.00	1 (5-6)
Application of Content Through Planning (9 items)	6.00	0.00	1 (5-6)
Design and Implementation (10 items)	5.63	0.32	2 (4-6)
Learners and Learning (6 items)	5.73	0.12	1 (5-6)
Professional Responsibility (4 items)	5.75	0.28	1 (5-6)

Key Assessment 4: Student Teaching Evaluation

SECONDARY MATHEMATICS EDUCATION (M.A.)	Mean (Min. Passing: 4.00)	StdDev	Range (1 - 6)
		N = 1	
Content Knowledge (17 items)	4.53	0	N/A
Instructional Practice (17 items)	4.52	0	N/A
Learner and Learning (22 items)	4.86	0	N/A
Professional Responsibility (15 items)	5.43	0	N/A
Student Impact	6.00	0	N/A

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 N =3.

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 = 3		
Professional Disposition (1 item)	5.0	0.00	
P-12 Impact (2 items)	5.0	0.00	

Key Assessment 7: Alumni Survey

SUGGESTIONS FOR IMPROVEMENT

☐ While I felt exceptionally prepared to enter the classroom, I am finding that a lot of what we learned is not really being used. A lot of it seems to be common sense and things that weren't necessarily taught in the classroom.

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 N= 1.

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 = 1 ** No mean or range data to input.		
The Learner and Learning (6 items)			
Content Knowledge (5 items)			
Instructional Practice (5 items)			
Professional Responsibility (4 items)			
Professional Disposition (1 item)			
P-12 Impact (2 items)			

Key Assessment 8: Employer Survey

QUOTES ON STRENGTH

"I am able to walk into [Alumni's] class at any time during the day and see happy and engaged students. She submits lesson plans weekly that follow the Archdiocese of Baltimore's curriculum. Through her lesson plans, I can see that she is using a variety of assessments, both formative and summative. She also turns in summative assessments for the major units so that the administration can check the progress of the students.."

Key Assessment 8: Employer Survey

SUGGESTIONS FOR IMPROVEMENT

- None listed.