



CAEP Accountability Measures

Report for AY 2024-2025

Since its beginnings in 1908, the Department of Education has promoted a tradition of service in Catholic, charter, public, and private schools. Teacher education majors are introduced to multiple teaching and learning experiences to expand their development as professional educators serving in P-12 schools while education studies majors become familiar with the broader societal functions and influences of education. Our distinctive reflective practitioner model, rooted in Catholic social justice teaching and educational psychology, prepares each student for her or his role as a leader-practitioner. The reflective model challenges students to develop critical reflection resulting in morally grounded, self-motivated action in whatever specialty program they choose.

Undergraduate teacher education programs at The Catholic University of America prepare future teachers for early childhood, elementary, and secondary classrooms. Teacher education students acquire the knowledge, skills, dispositions, and reflective qualities essential for educators in accord with national standards established by the teaching profession.

To ensure the university is meeting the requirements for preparing new teachers, our programs are reviewed by several external accreditation agencies including the Council for Accreditation of Educator Preparation (CAEP) and the Office of the State Superintendent of Education for D.C. (OSSE) as well as several Specialized Professional Associations (SPAs). As a part of the review process for these external accreditation agencies, the Department of Education provides annual data reporting for several program indicators. The following data measures are for program candidates and completers in the AY 2024-2025.

Measure 1: Completer Impact and Effectiveness

Collection of data for Measure 1 continues to be impacted by faculty/staff transition in the Department over the past four years. There have been two faculty departures prior to AY24-25 and two faculty departures prior to AY23-24, and two faculty and two staff departures prior to AY25-26. However, two new hires for AY24-25 have provided stability for the department. In addition, the EPP report from OSSE is not applicable to our candidates as most of our

completers do not pursue employment in DCPS. Candidates take jobs out of the DMV area. Since OSSE does not participate in the National Clearinghouse for tracking teacher post-graduation employment, the reporting provided from OSSE does not assist Catholic University in compiling data for this metric. Likewise, Catholic University graduates often serve in Catholic or private schools, so no state value added student testing data are available for use in compiling data for this metric. We also have candidates who enroll in graduate school programs and are not teaching in a classroom. Again, this makes it difficult to compile data for this metric.

Since the DOSEL began more systematically tracking employment data beginning in May 2023, the collection rate for 23-24 and 24-25 completers is relatively high. By August 2024, the DOSEL was able to collect 100% of employment status for 23-24 completers. That was a significant increase from the 80% of the employment status collected for 22-23 completers and 64% for 21-22 completers.

In March, 2025, an alumni survey was sent to 23-24 completers via their CUA or work email accounts and an updated employer survey was sent to all 23-24 identified completer employers.

In addition, in order to collect more in-depth qualitative and quantitative data on teacher effectiveness and student impact, the Teacher Education Committee created a case study interview for completers. Moving forward, the department decided to collect case study interviews from students in their third year of teaching. Since those completers in their third year had already responded to the survey last year (when it was sent to all first, second, and third year completers), there is no new case study data to share.

While the case study interview response rate was low, we expect that responses will increase in future years because of the more standardized collection of personal email in combination with the increased check-in communication while completers are still enrolled students.

The data collected through the Education Department's employer and alumni surveys and self-reported supervisor evaluations from completers for AY21-22, AY22-23, and AY23-24 is summarized below. Alumni and employer surveys for 24-25 completers will be collected in the spring of 2026.

Alumni Survey for P-12 Effectiveness:

The alumni survey was reviewed during AY23-24 by the Teacher Education Program Committee and included an option for students to share supervisor observation reports of their P-12 Effectiveness and the option to indicate willingness to participate in a case study data interview. Alumni surveys to completers from AY23-24 were sent out beginning in March, 2025. For 23-24 completers, 13 completers were invited to take the alumni and 10 responded, giving us a 77% response rate. For 22-23 completers, 15 completers were invited to take the alumni survey and 6 responded, giving us a 40% response rate. For 21-22 completers, 11 completers were invited and 2 responded, giving us an 18% response rate.

Students were given the option to upload teaching evaluations. Only two students uploaded

evaluations. Both evaluations that were submitted indicated effectiveness in teaching. One evaluation included categories of "Planning & Preparation," "Learning Environments," and "Learning Experiences." Another evaluation included the categories of "Academic Rigor," "Connective Instruction," "Lively Teaching." One principal commented on "students working together collaboratively to deepen their understanding" and another. Another principal noted the teacher being highly reflective during the post-evaluation conference and responding constructively and inquisitively to suggestions to enhance the lesson's effectiveness. Because there were only two evaluations uploaded, there is not sufficient evidence to report on completer effectiveness from the alumni survey alone.

Case Study Interview

The case interview questions seek to address these two overarching questions:

- 1) Do our program completers contribute to expected levels of student learning growth, and
- 2) Can the Educator Preparation Provider document the evidence for Standard 4 that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve?

As previously stated, only third year completers will be invited to participate in the case study interview process. Since this cycle of third year completers was collected last year, there is no new data to report from this tool.

Since most of our students teach out of state after graduation, it is not feasible to collect teaching observation data directly. While we collect data from employers through the employer survey and informally collect information as shared via email, the most important data needed would be the observations of our candidates' teaching. One area of focus this year has been on strengthening our communication with alumni in order to foster greater participation in completer surveys. One change in our data collection process that is improving participation is the collection of personal email addresses. In addition, we might also consider ways to encourage completers to share the written feedback they receive from their school administrators.

For AY25-26, the Teacher Education Program Committee will continue to review the alumni survey and case study interview to assess how to better collect and aggregate completer data by program.

Employer Survey for P-12 Effectiveness:

The employer survey was reviewed by the Education Program Committee during AY23-24 to collect information related to student impact from the employer perspective. Employer surveys were sent to employers of completers from AY23-24 in March, 2025. Eleven employers were invited to complete the survey and nine employers completed the survey. Two employers/supervisors responded on behalf of one student. One employer did not complete the survey, but sent an email to the DOSEL with feedback about the completer, which is summarized below.*. The employer survey

response rate was 82% and the feedback response rate was 91%. The survey responses indicated that 100% of completers' employers were extremely satisfied with the completer's ability to demonstrate a positive impact on student learning as evidenced by student achievement and that 100% of completers' employers were extremely satisfied with the completer's ability to demonstrate a positive impact on student learning as evidenced by feedback from students, parents, colleagues, and administrators. When asked what evidence (if any) indicates that the candidate has demonstrated a positive impact on student learning, employer responses included item topics such as parent satisfaction, employer observations of purposeful, well-planned, and engaging lessons, completer ability to adjust learning based on students' strengths and needs, collaboration with colleagues, student-satisfaction, student grade performance, the exhibition of joy in the classroom, and employer observations of strong relationships with students.

For AY25-26, the Education Program Committee will continue to review the survey and to assess how to better collect and aggregate collected completer data by program.

Measure 2: Satisfaction of Employers and Stakeholders Involvement

Employer Satisfaction Survey

The employer survey was reviewed in AY23-24 to collect information on employer satisfaction in correlation with InTASC standards. It was reviewed again by the Teacher Education Committee in AY24-25 and sent to 23-24 completers in March, 2025. Below is a summary of the survey results regarding employer satisfaction.

Employer Response Rate

	Invited	Responded	Response rate
Employers of 23-24 Completers	11	9*	82%

Employer survey respondents for March 2025 survey consisted of 9 employers via email.

*Two administrators completed the survey for one completer.

Employer Survey Responses - Satisfaction of Completers

Survey Questions:	23-24 Completers		
Will confirm CUA completer's appointment for the next academic year or recommend him/her to a colleague for appointment.	100%	100%	100%
Possible response options to survey questions: 1-extremely dissatisfied, 2-somewhat dissatisfied	Extremely Satisfied or	Neither satisfied	Extremely dissatisfied

3-neither satisfied nor dissatisfied, 4-somewhat satisfied 5-extremely satisfied	somewhat satisfied	nor dissatisfied	or somewhat dissatisfied
Satisfied with candidate's ability to create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and diverse needs and that enables each learner to advance and accelerate his/her learning (The Learner and Learning - InTASC 1b)	100%		
Satisfied with the candidate's ability to collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry (The Learner and Learning - InTASC 3a)	100%		
Satisfied with the candidate's ability to plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest (Instructional Practice - InTASC 7d)	100%		
Satisfied with the candidate's ability to continuously monitor student learning, engage learners in assessing their progress, and adjust instruction in response to diverse student learning needs (Instructional Practice - InTASC 8b)	89%		11%
Satisfied with the candidate's ability to engage in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards (Professional responsibility - InTASC 9a)	100%		
Satisfied with the candidate's ability to reflect on personal biases and access resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences (Professional responsibility - InTASC 9e)	89%	11%	
Satisfied with the candidate's ability to work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement (Professional responsibility - InTASC 10d)	100%		

Satisfied with the candidate's ability to act according to professional dispositions expected of professionals when working with students, families, and communities (Professional dispositions)	100%		
Satisfied with the candidate's ability to demonstrate a positive impact on student learning as evidenced by student achievement (P-12 impact)	100%		
Satisfied with the candidate's ability to demonstrate a positive impact on student learning as evidenced by feedback from students, parents, colleagues, and administrators (P-12 impact)	100%		

**The administrator that responded via email was not satisfied with the completer, stating that he/she was not able to deliver the level of instruction the students needed, and that his/her commitment to professional teaching values and reception to feedback was lacking. The completer also did not provide a safe, well-structured classroom environment.

Stakeholder Involvement

Catholic University of America has MOU agreements with District of Columbia Public Schools (DCPS), District of Columbia Public Charter Schools, the Archdiocese of Washington (ADW), and additional independent private and Catholic schools in the DC area.

During AY24-25, the DOSEL held meetings (either virtual or in-person) with the university's Math Department, DCPS central office, two private school administrators, two public school administrators, and one public charter school principal for the purpose of expanding or strengthening our school partnerships and to better understand how our program and interns can support the individual school needs. As a result, during AY24-25, the schools where our students were assigned for field placements continues to include about half with Title I status and over half with majority/minority student populations and several multi-language, ELL serving, and tuition-free/tuition-reduced private schools.

During AY24-25, the Teacher Education Committee reviewed a stakeholder survey to be sent out summer 2025. Data collection is missing/delayed due to the departure of the DOSEL prior to AY25-26. Topics on the survey include: 1.) qualities, skills, dispositions teachers need to be effective, 2.) how to best prepare candidates for success in their first few years of teaching 3.) suggestions for how we can support hiring needs and 4.) strengths and weaknesses of our candidates.

Cooperating teachers are invited to complete surveys at the end each semester they serve as mentors. This survey information is valuable in determining areas for program improvement. For example, based on multiple semesters of collecting cooperating teacher surveys, it was determined that it would be helpful to create and share a sample student teaching gradual release schedule. This schedule was incorporated and shared with cooperating teachers during their student teaching orientation meeting in Fall 2025.

Lastly, the DOSEL meets annually with university supervisors to ascertain how program communication and organization can be improved in order to support candidate success.

Measure 3: Candidate Competency at Program Completion

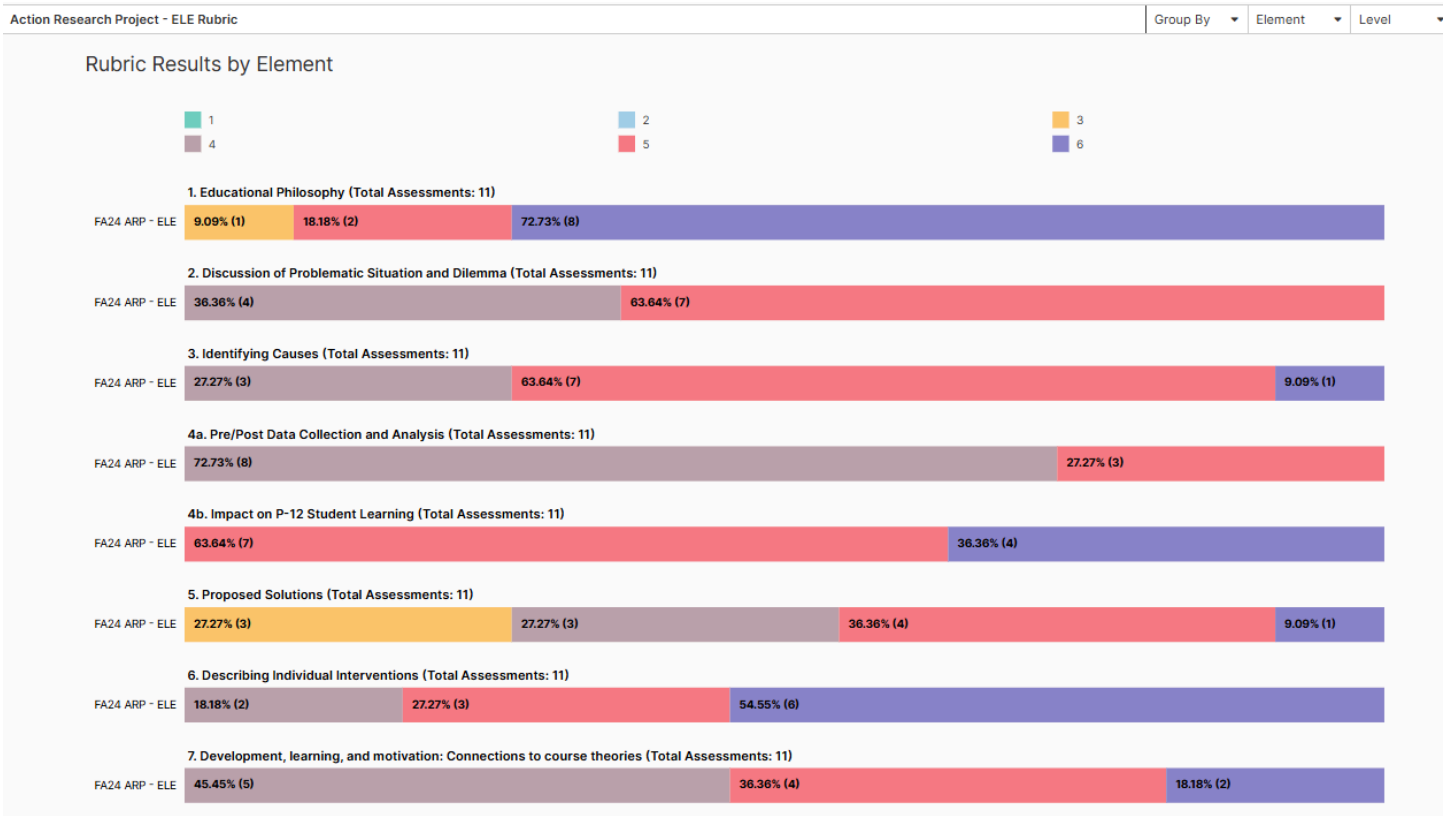
Catholic University of America utilizes two internal program metrics and one external metric to track candidate competencies at the time of program completion.

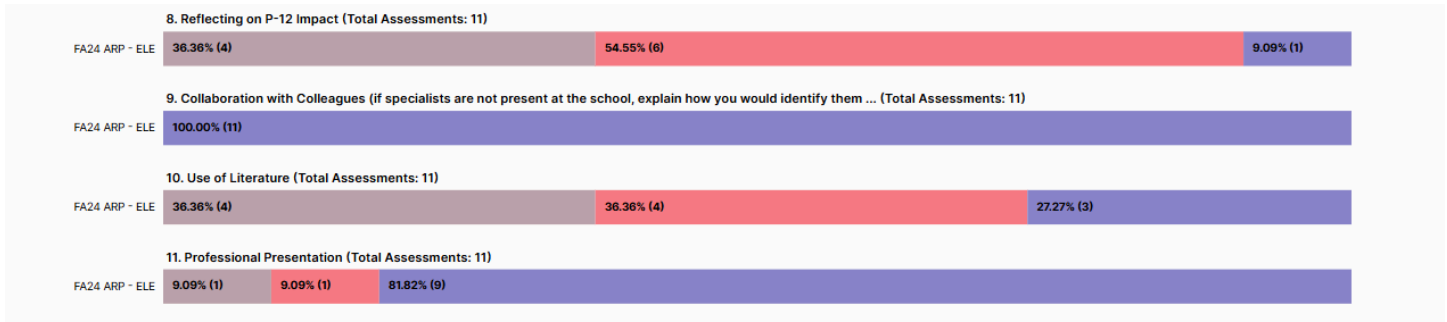
Action Research Capstone Project

The Action Research Paper (ARP) was designed to allow candidates to study their impact on student learning. Student teachers must collect pre and post test data during their student teaching experience to support their analysis of a difficulty they encounter and the effects of their attempts to solve it on student learning. The Action Research Paper is designed to help candidates identify a specific question about their own teaching, investigate the question with data from students in the classroom where they complete their student teaching, and report their findings and interpretation in a written report. The written report of this capstone activity also serves as a comprehensive examination and is assessed by Department Faculty to evaluate each candidate's competencies at the conclusion of the Student Teaching experience using a 6 point scale with 6 being the highest level of attainment and 1 the lowest.

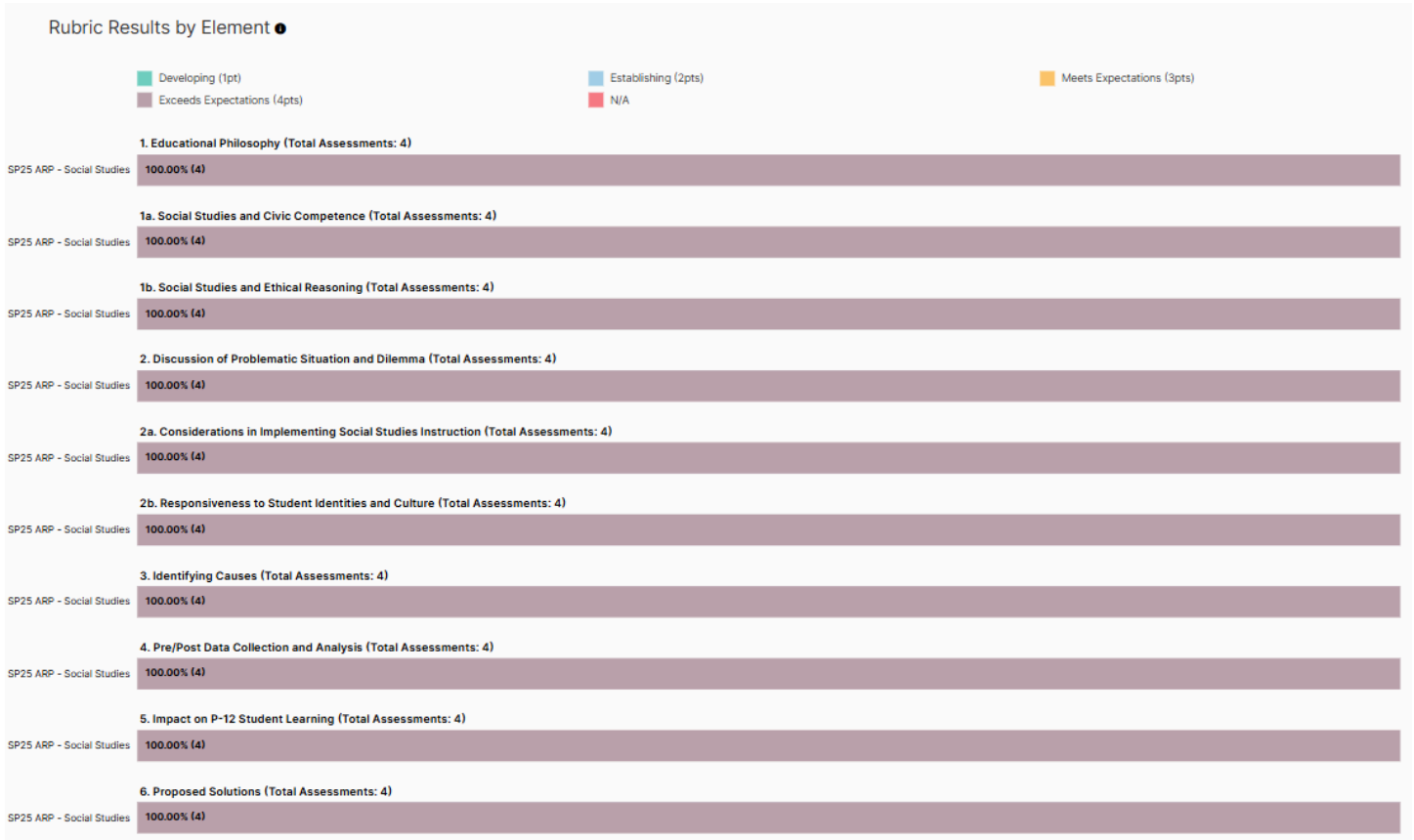
There were 11 Elementary program completers for AY 24-25. All candidates were successful in completing the ARP capstone.

24-25 Action Research Project Rubric - Elementary Education





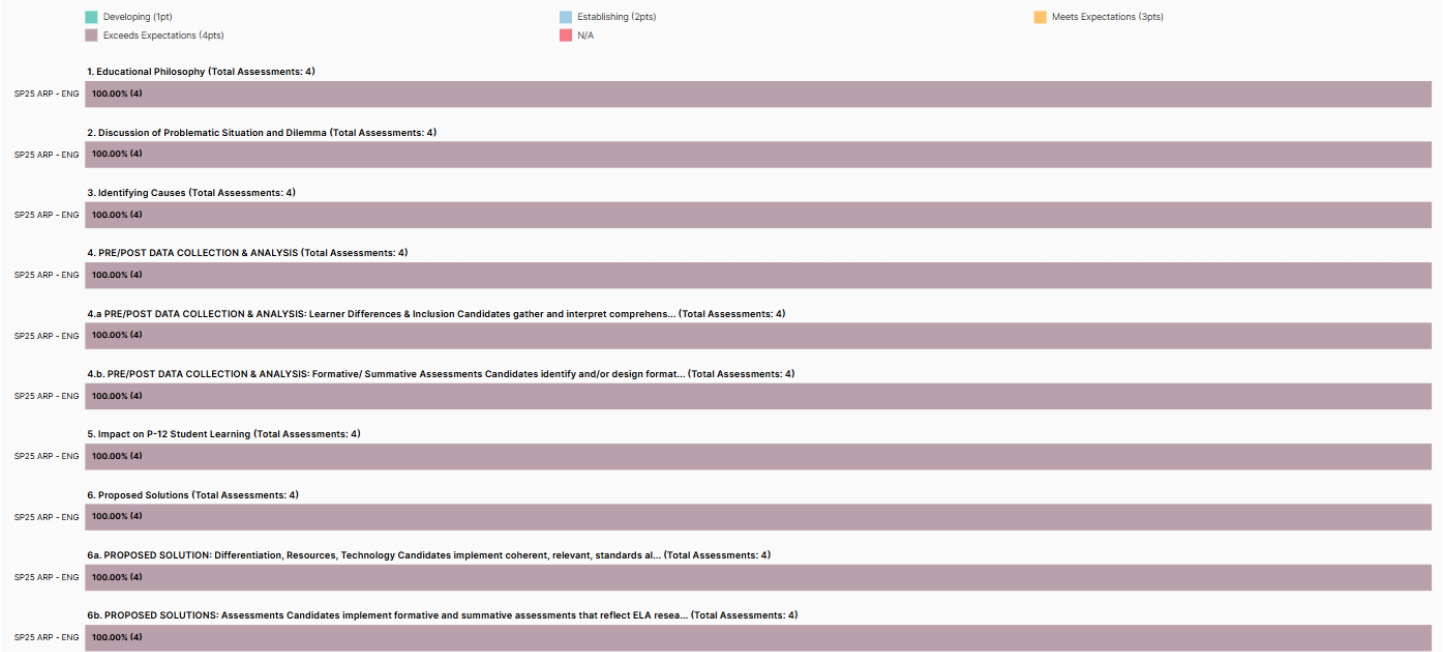
24-25 Action Research Project: Social Studies (Undergraduate and Masters)

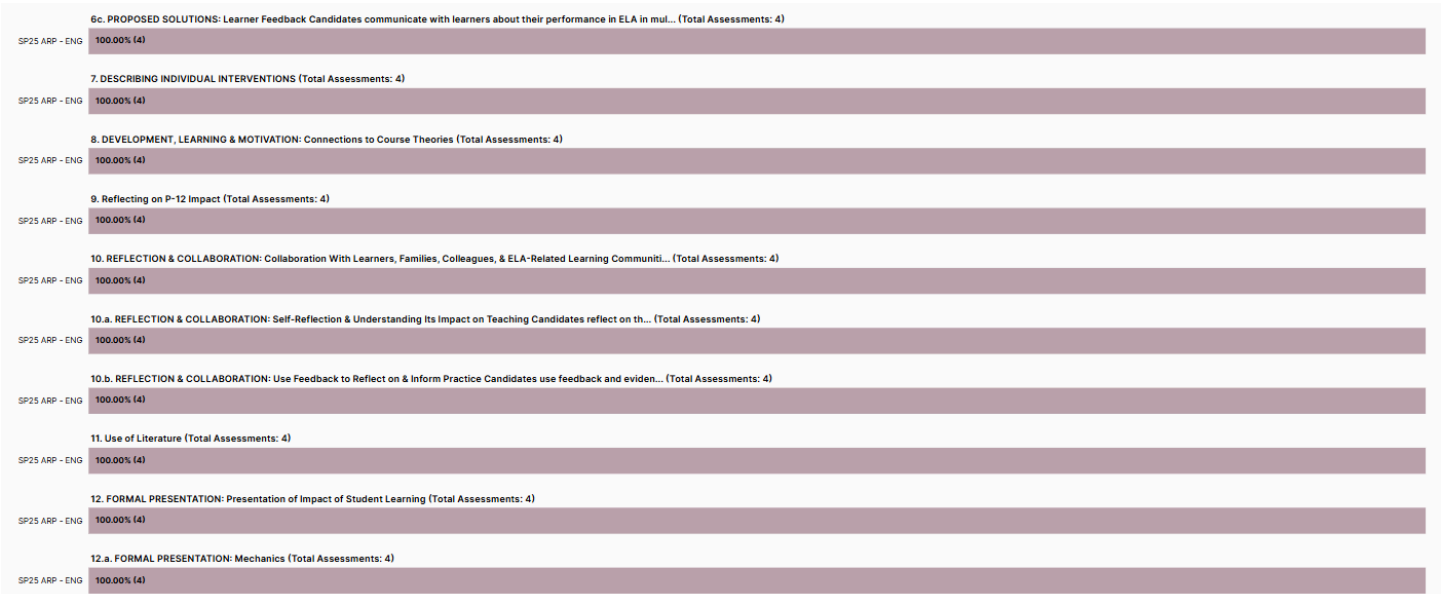




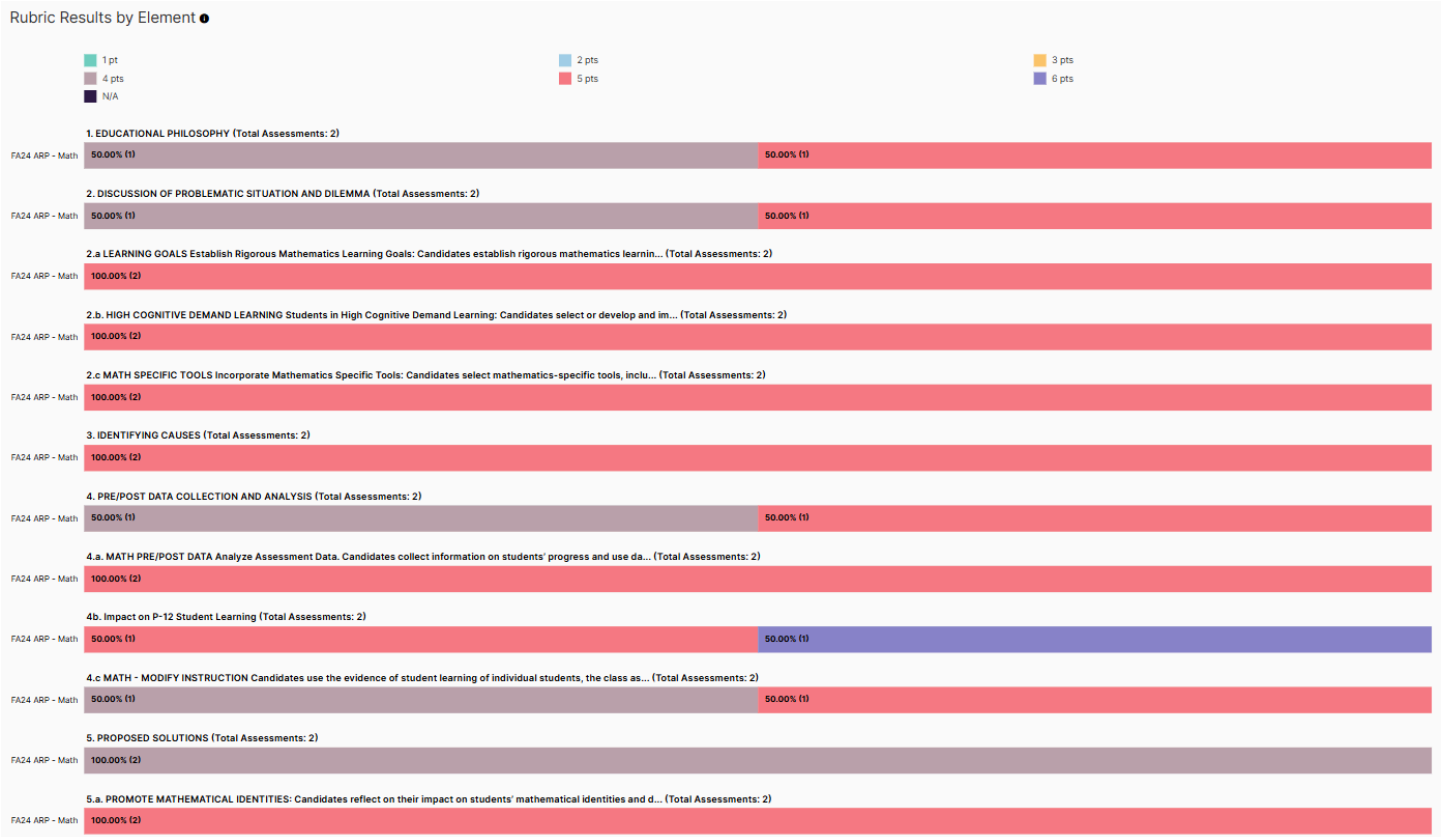
24-25 Action Research Project: English (Undergraduate)

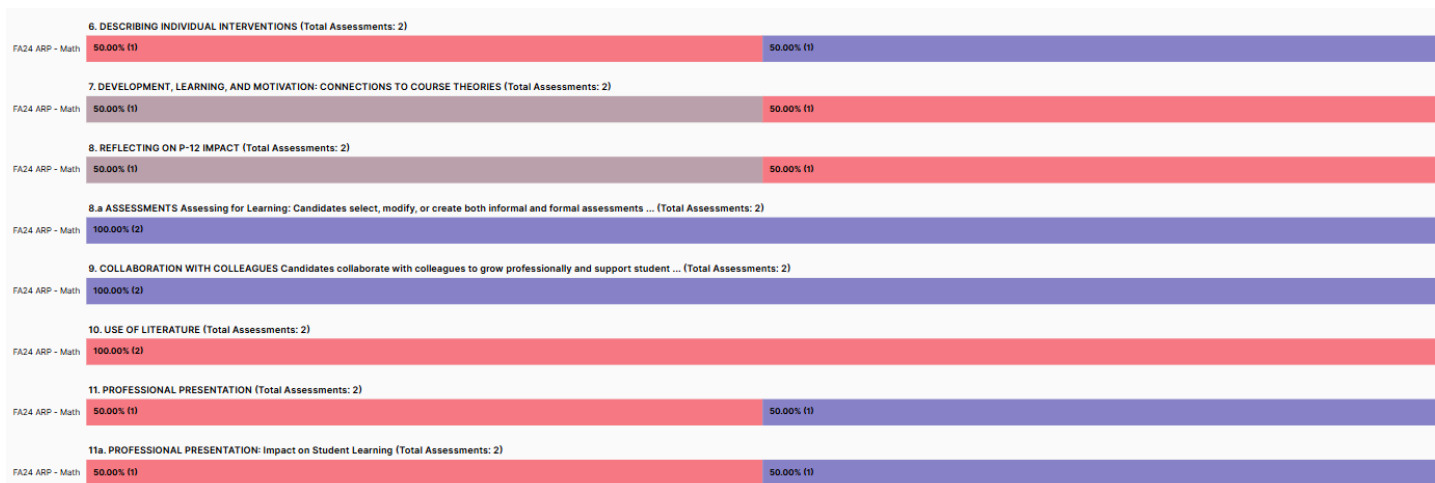
Rubric Results by Element





24-25 Action Research Project: Math (Undergraduate)





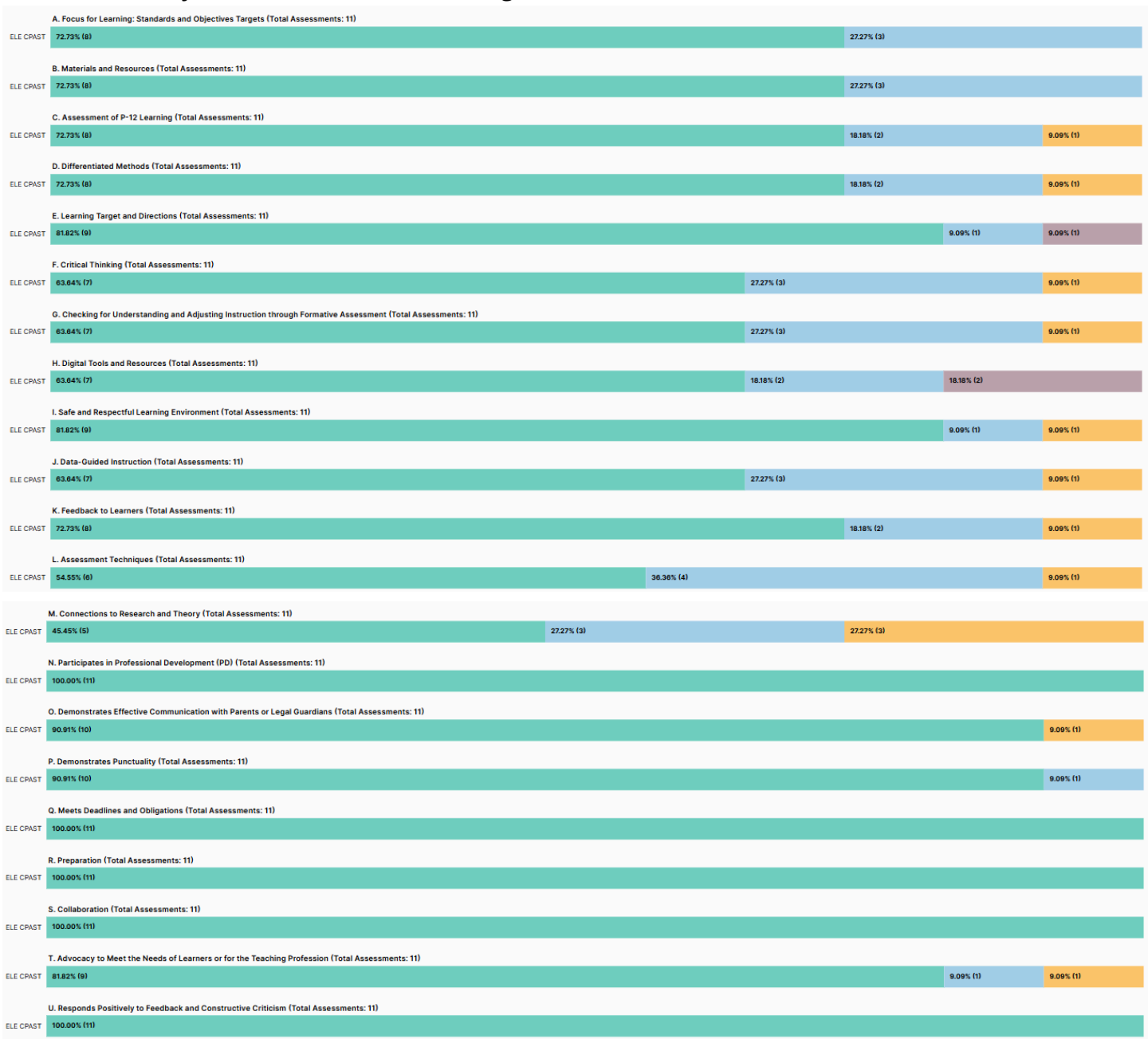
There were 10 Secondary Education program completers for AY 24-25. There were two completers in Secondary Math, four completers in Secondary Social Studies (2 of those were Master’s students), and four completers in Secondary English.

Student Teaching Evaluation

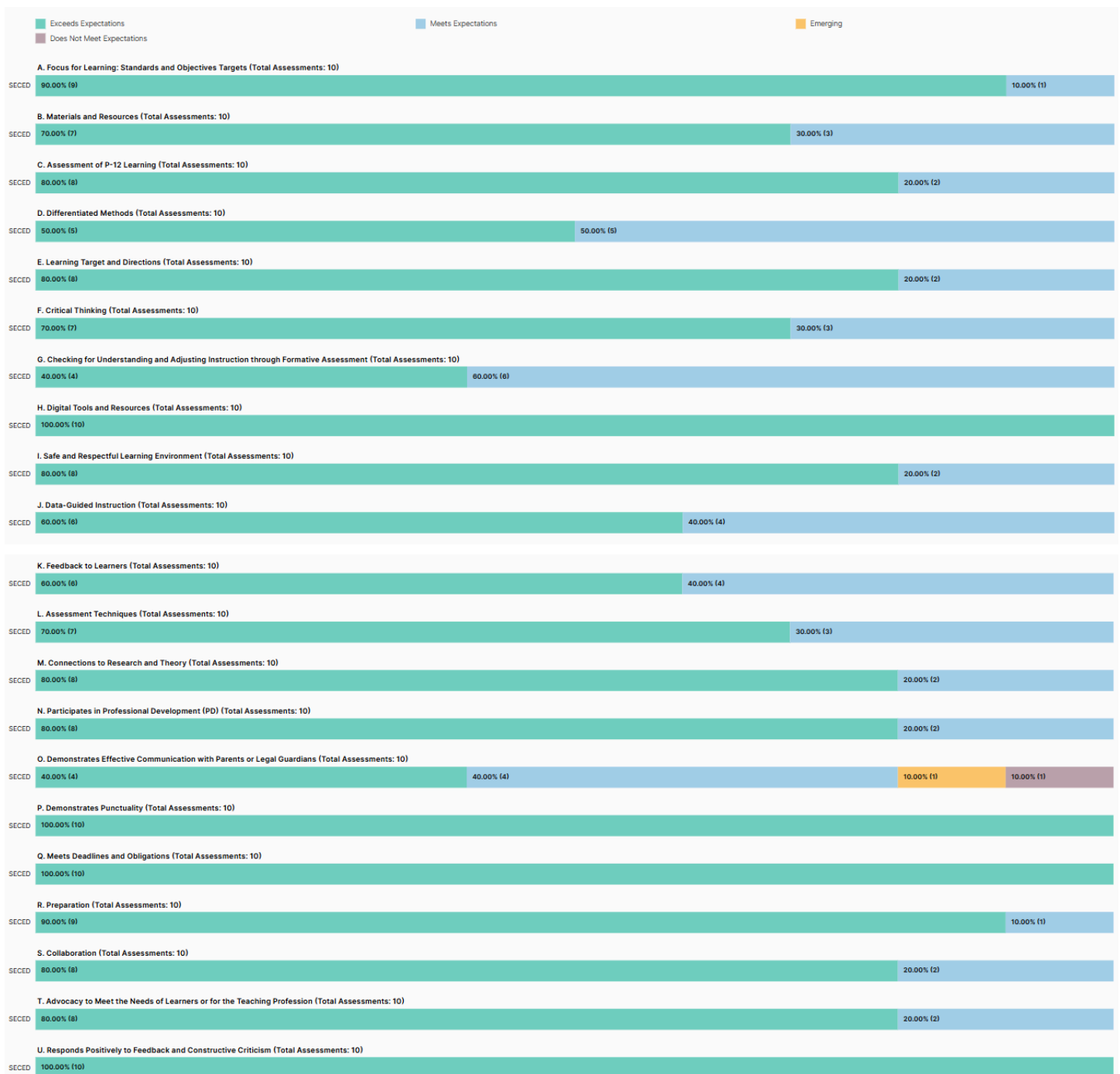
In fall 2024, the Department implemented the Ohio State University’s Candidate Pre-service Assessment of Student Teaching (CPAST) form and process for evaluating student teachers. Its validity and reliability is well-documented. Teacher candidates receive a mid-semester and end of semester evaluation (based on feedback from themselves, their supervisor, and their cooperating teacher) for their internship experience. These scores are collected alongside the scores they will receive for their teaching formal observations. These CPAST data can also be compared with teacher education students from other EPP’s throughout the country.

In addition to the CPAST evaluation form, university supervisors complete 3 formal teaching evaluations of the student teacher. In both AY23-24 and AY24-25, CUA Education students especially excel in the area of Professionalism. This aligns with the results from students’ observation forms as well. Moreover, candidates exhibit a significant amount of growth during their student teaching internship.

24-25 Elementary Education Student Teaching CPAST Evaluation



24-25 Secondary Education Student Teaching CPAST Evaluation (Math, English, Social Studies)



Institution and State/National - Overall Means with Comparisons



Praxis II Subject Area Content Scores for 24-25 Completers

Candidates are required to take the ETS Praxis II exam in their subject area for both CUA graduation requirements and OSSE's licensure requirements.

Pass rates for Praxis II reported from ETS database:

Subject Area	Number of students	Pass Rate
Elementary Education - ELA	11	100%
Elementary Education-Math	10	91%
Elementary Education- Social Studies	10	91%
Elementary Education- Science	11	100%
Early Childhood Education	5	100%
Secondary Social Studies, English, Mathematics*	10	100%

*Since there was only one 24-25 Math completer, Secondary Social Studies, English, and Mathematics are combined to protect student anonymity.

Measure 4: Ability of Completers to be Hired in Education Positions for Which they have been Prepared

2024-2025 Teacher Education Program Completers Employment Status

Subject Area	Number of students	Percentage hired for positions for which they have been prepared	Unknown hiring status	Hired in non-teaching position or classroom support	Enrolled in graduate school; did not enter teaching
Elementary Education	11	82%	18%	0%	0%
Secondary Education (English, Math and Social Studies)	10	90%	0%	10%	0%

2023-2024 Teacher Education Program Completers Employment Status

Subject Area	Number of students	Percentage hired for positions for which they have been prepared	Unknown hiring status	Hired in non-teaching position or classroom support	Enrolled in graduate school; did not enter teaching
Early Childhood Education	5	40%	0%	20%	40%
Elementary Education	4	100%	0%	0%	0%
Secondary Education (English, Math and Social Studies)	9	67%	11%	11%	11%

2022-2023 Teacher Education Program Completers Employment Status

Subject Area	Number of students	Percentage hired for positions for which they have been prepared	Unknown hiring status	Hired in non-teaching position or classroom support	Enrolled in graduate school; did not enter teaching
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Early Childhood Education	4	75%	25%		
Elementary Education	6	67%	16.5%	16.5%	
Secondary Education (Math and Social Studies)**	5	80%	10%		

**There were no Secondary English completers for AY2022-2023.