



# 2019-2020 Annual Report

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## About Duquesne University

Duquesne University (DU), the world's only Spiritan University is one of America's leading Catholic universities, with a worldwide reputation of excellence in liberal and professional education. Founded in 1878 by the Reverend Joseph Strub, Duquesne University is a private, coeducational university directed by the Congregation of the Holy Ghost (Spiritan) located on a 49-acre campus in the heart of Pittsburgh, Pennsylvania. Originally founded as a school to educate the children of struggling immigrant workers, Duquesne University was one of the first universities to admit women and minorities. Since the mid-twentieth century, the University has continued to expand to better serve our students. Today the University educates over 10,000 students in ten schools with more than 170 undergraduate and graduate academic programs (see <http://www.duq.edu/about>).

The University's mission statement is; "Duquesne serves God by serving students through an academic community dedicated to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation and the world." The motto of Duquesne University is *Spiritus est qui vivificat*, "It is the Spirit that gives life". Enriching the life of the mind and the life of the spirit of every member of its community is the mission of Duquesne University. It is Duquesne University's special trust to seek truth and to disseminate knowledge within a moral and spiritual framework in order to prepare leaders distinguished not only by their academic and professional expertise but also by their ethics and guided by consciences sensitive to the needs of society (see <http://www.duq.edu/about/mission-and-identity>).

The School of Education (SOE) was officially founded in 1929 offering two degrees: the Bachelor of Arts in education, which embraced English, Latin, Greek, history, modern languages, and music; and the Bachelor of Science in education, which included the fields of biology, physics, chemistry, and mathematics. Today, the School of Education offers 6 initial certification programs at the undergraduate level and 7 at the master's degree levels. It also offers 15 advanced certification programs at the master's and doctoral level. Faculty members in the School of Education use a variety of instructional and assessment practices considered to be "best practice" by creating authentic learning opportunities through experiences and projects requiring inquiry and demonstration of content knowledge and application of skills based on professional standards of the Pennsylvania Department of Education, Specialty Professional Associations (SPA), and the Council for Accreditation of Education Programs (CAEP). The projects also reflect a focus on the three themes of our Leading Teacher conceptual framework, Diversity, Leadership and Technology and five domains including becoming a Learning Theorist, Curriculum Designer, Expert in School Context, Master Practitioner and Instructional Leader.

## School of Education Mission

We educate the mind, heart and spirit of our aspiring educational and mental health professionals through evidence-based curriculum and pedagogy to continually improve practice; advocate for justice and equity; and foster social, moral, and ethical responsibility. Through scholarly inquiry and culturally responsive practice, our graduates will be leaders who positively shape the lives of individuals and the future of educational and mental health practice by collaborating across the boundaries of school, academy, and community.

## National Recognition

The School of Education was most recently accredited by the Council for Accreditation of Educator Preparation (CAEP) in November 2020 as a means of benchmarking the quality of our teacher preparation programs through voluntary, external review based on national standards of excellence. The SOE Identity is clearly aligned with the CAEP belief that every student deserves a caring, competent, and highly qualified teacher and we accomplish this goal by gathering evidence demonstrating that our graduates have a positive impact on the students that they teach. CAEP conducted a full review of Duquesne University's School of Education in June 29 – July 2, 2020. In the three years prior to this review, each certification program prepared and submitted the required program report to their respective Specialty Professional Associations (SPAs).

Based on the self-study, exhibits provided for the review and the data collected during the on-site review, the CAEP Board voted to approve the School of Education's continuing accreditation for six years in November 2020 in recognition that the School of Education had sufficiently demonstrated all five standards and the two themes.

## Current Initial-Level Certification Programs' Specialty Professional Association (SPA) Review

Program	Affiliated SPAs
BS in Pre-K to 4th Grade Education	National Association for the Education of Young Children
BS in Grades 4-8 Middle Level Education with emphasis in English/ Language Arts*	CAEP Program Review with Feedback
BS in Ed, Secondary Education, Social Studies	National Council for the Social Studies
BS in Ed, Secondary Education, English/Language Arts	National Council of Teachers of English
BS in Ed, Secondary Education, Mathematics	National Council of Teachers of Math
BS in Ed, Secondary Education, Latin*	CAEP Program Review with Feedback
MAT in Early Childhood Education Grades PreK-4	National Association for the Education of Young Children
MAT in Secondary Education, English/Language Arts	National Council of Teachers of English
MAT in Secondary Education, Latin*	CAEP Program Review with Feedback
MAT in Secondary Education, Mathematics	National Council of Teachers of Math
MAT in Secondary Education, Science*	CAEP Program Review with Feedback
MAT in Secondary Education, Social Studies	National Council for the Social Studies
MAT in Secondary Education, World Languages (Italian, Spanish)*	CAEP Program Review with Feedback

\*Indicates the program was evaluated under CAEP's "Program Review with Feedback" process

## Current Advanced-Level Certification Programs' Specialty Professional Association (SPA) Review

Program	Affiliated SPAs
MSED in Educational Administration & Supervision	Educational Leadership Constituent Council
MSED in English as Second Language	Teachers of English to Speakers of Other Languages (TESOL)
MSED in Instructional Technology	CAEP Program Review with Feedback
MSED in Reading & Language Arts	CAEP Program Review with Feedback
MAT in Early Childhood Education Grades PreK-4	National Association for the Education of Young Children
MAT in Secondary Education, English/Language Arts	National Council of Teachers of English
MAT in Secondary Education, Latin	CAEP Program Review with Feedback
MAT in Secondary Education, Mathematics	National Council of Teachers of Math
MAT in Secondary Education, Science*	CAEP Program Review with Feedback
MAT in Secondary Education, Social Studies	National Council for the Social Studies
MAT in Secondary Education, World Languages (Italian, Spanish)	CAEP Program Review with Feedback
MSED in Special Education	Council For Exceptional Children
Ed.D. in Educational Leadership with focus on the Superintendent's Letter of Eligibility (SLEP)	Educational Leadership Constituent Council
MSED School Counseling**	Council for the Accreditation of Counseling & Related Educational programs (CACREP)**
Ph.D. and Psy.D in School Psychology**	American Psychology Association (APA) and National Association of School Psychologists (NASP) **

\*Indicates the program was evaluated under CAEP's "Program Review with Feedback" process

\*\*Although these programs prepare candidates for roles working as educators and in educational associations, their accreditors (APA and CACREP) are recognized by the U.S. Department of Education. As such, CAEP defers to and honors these accreditations, meaning that the programs are exempt from review under CAEP accreditation requirements. Accordingly, data for these programs is not included in this annual report, because they submit their own accreditation reports independently and separately.

# Annual Reporting Measures

## 1. Indicators of Teaching Effectiveness

To better understand the teaching effectiveness of graduates from Duquesne’s educator preparation programs after they have been working in the field, the School of Education implements the following assessments:

### 1A: Alumni Survey

The survey asks alumni who have completed Duquesne SoE programs within the last ten years to evaluate how well they believe Duquesne has prepared them to be effective in their roles as educational professionals. The initial survey was sent in April 2018 (Response Rate = 20%) and second administration of the survey was in March 2020 (Response Rate = 12%). Moving forward, the survey will be administered every two years, alternating with other external survey initiatives that the School of Education will be focusing on in each year. The table below includes results for survey items related to teaching effectiveness. The table below includes results for survey items related to teaching effectiveness.

Survey of Alumni						
Survey Question			Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Teachers</b>						
Duquesne has prepared me to effectively apply professional knowledge and skills in a way that supports student learning, growth, and achievement.*	Spring 2020	N = 72	41.7%	50%	4.2%	4.2%
Duquesne has prepared me to uphold and fulfill professional practice standards of teaching	Spring 2018	N = 217	63.8%	33.3%	1.4%	1.4%
	Spring 2020	N=72	61%	32%	2.8%	4.2%
<b>Principals and Superintendents</b>						
Duquesne has prepared me to uphold and fulfill professional practice standards	Spring 2018	N = 12	81.2%	18.8%	0%	0%
	Spring 2020	N = 6	66.7%	16.7%	0%	16.7% (N=1)
Duquesne has prepared me to meet expectations with regard to state measures**	Spring 2018	N = 4	83.3%	16.7%	0%	0%
	Spring 2020	N = 6	66.7%	16.7%	0%	16.7% (N=1)
<p><i>*This question was first asked in the Spring 2020 administration of the survey.</i></p> <p><i>**This question was asked only to Principals, since it is more directly germane to their role</i></p> <p>*The Spring 2018 alumni survey was administered to all alums for whom the School of Education had contact info, regardless of when they graduated. Beginning in Spring 2020 and moving forward, the alumni survey will be administered only to alumni who have completed programs within the ten most recent years.</p>						



## 1B: Regional Administrator Stakeholder Survey

A survey of Superintendents and Principals that have hired and supervised graduates of Duquesne’s educator preparation programs. The survey asks them to evaluate Duquesne graduates’ teaching effectiveness relative to graduates from other educator preparation programs. The table below depicts the responses provided by principals and superintendents who have directly overseen or supervised graduates of Duquesne’s education programs:

2019-20 AY data is not available for this survey. It was scheduled to be administered in Spring 2021. In recognition of the exceptional circumstance imposed by the Covid-19 pandemic, a decision was made to postpone the next administration of the survey until Fall 2021.

<b>Survey of Educational Administrators (Principals &amp; Superintendents) in the Pittsburgh Region</b>						
<u>Survey Item:</u> Duquesne university graduates are effective K-12 teachers or educational specialists.		Strongly Agree	Agree	Disagree	Strongly Disagree	NA – Does Not Apply to My Role
Principals / Other	Spring 2018	55.6%	35.6%	0%	4.4%	4.4%
	Spring 2019	52.3%	31.8%	0%	4.6%	11.36%
<u>Survey Item:</u> Duquesne university graduates demonstrated the qualities and characteristics embodied by professional practice standards for teaching.		Strongly Agree	Agree	Disagree	Strongly Disagree	NA –Does Not Apply to My Role
Principals / Other	Spring 2018	62.2%	28.9%	2.2%	2.2%	4.4%
	Spring 2019	59.1%	27.3%	2.3%	2.3%	9.1%
<u>Survey Item:</u> Graduates of Duquesne’s K-12 educator or specialist programs typically score in the top 25% of evaluation measures required by PDE.*		Strongly Agree	Agree	Disagree	Strongly Disagree	NA –Does Not Apply to My Role
Principals / Other	Spring 2018	40.0%	37.8%	0%	2.2%	20.0%
	Spring 2019	38.6%	25%	4.6%	2.3%	29.6%
<u>Survey Item:</u> Duquesne university graduates are effective K-12 teachers, educational specialists, instructional supervisors, or principals.		Strongly Agree	Agree	Disagree	Strongly Disagree	NA –Does Not Apply to My Role
Superintendents	Spring 2018	61.5%	30.8%	7.7%	0%	0%
	Spring 2019	58.3%	41.7%	0%	0%	0%
<u>Survey Item:</u> Duquesne univ. graduates demonstrate the qualities & characteristics embodied by professional practice standards for administration and supervision.		Strongly Agree	Agree	Disagree	Strongly Disagree	NA –Does Not Apply to My Role
Superintendents	Spring 2018	84.6%	7.7%	7.7%	0%	0%
	Spring 2019	66.7%	33.3%	0%	0%	0%
<p><u>Notes on Response Rates:</u> In Spring 2018, 329 administrators were invited to complete the survey. 95 respondents completed the survey (29% response rate). 58 indicated they have hired, supervised, or overseen graduates from Duquesne’s programs and answered questions about their perceptions of these graduates (45 Principals; 13 Superintendents).</p> <p>In Spring 2019, 226 administrators were invited to complete the survey. 74 completed the survey (33% response rate). 56 indicated they have hired, supervised, or overseen graduates from Duquesne’s programs and answered questions about their perceptions of these graduates (This included 44 Principals and 12 Superintendents).</p> <p><i>*This question was asked only to Principals and Other Administrators who directly supervise teachers/specialists, since it is more directly germane to their role.</i></p>						

### 1C: PDE 430 Student Teaching Evaluation

During each candidate’s final student teaching experience, they are evaluated across the following four categories: 1) Planning & Preparation, 2) Creating an Effective Classroom Environment, 3) Instructional Delivery, 4) Qualities of Professionalism. The evaluation is based on a rubric used by the state of Pennsylvania called the PDE 430. The evaluation is applied by the student’s supervisor, who is an experienced and licensed educational practitioner. Results of this evaluation serve as indicators of teaching effectiveness that program completers will have at entry-level practice.

Duquesne School of Education PDE 430 Scores					
Domain	Academic Year	Percent Exemplary	Percent Superior	Percent Satisfactory	Percent Unsatisfactory
Planning & Preparation	2017-18	84.2%	12.5%	3.3%	0%
	2018-19	85.5%	14.5%	0%	0%
	2019-20	81.0%	19.0%	0%	0%
Classroom Environment	2017-18	75%	23.3%	1.7%	0%
	2018-19	81.6%	18.4%	0%	0%
	2019-20	77.4%	22.4%	0%	0%
Instructional Delivery	2017-18	70%	27.5%	2.5%	0%
	2018-19	77.6%	22.4%	0%	0%
	2019-20	76.7%	22.4%	.9%	0%
Professionalism	2017-18	92.5%	5%	2.5%	0%
	2018-19	93.4%	6.6%	0%	0%
	2019-20	89.7%	8.6%	1.7%	0%
Overall Evaluation	2017-18	54.2%	42.5%	3.3%	0%
	2018-19	80.3%	19.7%	0%	0%
	2019-20	69.8%	29.3%	0%	0%
2017-18 Number of Students = 120 2018-19 Number of Students = 92 2019-20 Number of Students = 116					

## 1D: Pittsburgh Public Schools Performance Data

As a first step toward more direct evidence and understanding of our program completers' teaching effectiveness, we have worked with the Pittsburgh Public Schools to obtain data regarding the instructional performance of program completers within the district. The Pittsburgh Public has issued a report that analyzes the performance of graduates from Duquesne University who were hired within the district relative to the average performance of all educators hired within the district. As an indicator of teaching effectiveness, the report provides data related to teachers' professional practice via a Danielson-based observation rubric. (The Danielson framework is used by PDE to evaluate teachers' performance.) The rubric includes 15 core components of practice on which teachers are evaluated (based on a scale of Distinguished = 300, Proficient = 200, Basic = 100 and Unsatisfactory = 0). The most recent report provides information on attendees of Duquesne University's teacher preparation programs who were hired as Pittsburgh Public Schools teachers between July 2010 and May 2017 (N = 67). This data has been shared with us as members of Pittsburgh's School District University Collaborative (SDUC). The table below illustrates the performance of Duquesne graduates for each of the core components of practice:

Core Components of Practice	Duquesne University Score	All Hires Score	Comparison to All Hires
1b: Demonstrating Knowledge of Students	214	215	About the same
1c: Setting Instructional Outcomes	206	204	About the same
1e: Planning Coherent Instruction	204	206	About the same
2a: Creating a Learning Environment of Respect and Rapport	233	228	About the same
2b: Establishing a Culture of Learning	205	209	About the same
2c: Managing Classroom Procedures	213	213	About the same
2d: Managing Student Behavior	209	207	About the same
3a: Communicating with Students	207	209	About the same
3b: Using Questioning & Discussion Techniques	177	173	About the same
3c: Engaging Students in Learning	195	193	About the same
3d: Using Assessment to Inform Instruction	191	189	About the same
3g: Implementing Lessons Equitably	210	202	About the same
4a: Reflecting on Teaching & Student Learning	218	217	About the same
4b: System for Managing Student Data	204	204	About the same
4c: Communicating with Families	227	217	Slightly Better*
*Indicates the difference was statistically significant at the p=.005 level.			

## 2. Impact on P-12 Learning and Development

NOTE: Recent, direct data regarding graduates' impact on P-12 learning and development is not available for the 2019-20 AY. Plans to collect data from graduates were postponed due to the Covid-19 pandemic. A detailed plan and timeline for the collection of this data in the future has been created and was shared with CAEP during the Summer 2020 site visit and accreditation review. CAEP affirmed this plan during the review. The plan is provided in [Appendix E](#) for reference.

To better understand the impact graduates from Duquesne's educator preparation programs have had on P-12 learning and development after they have been working in the field, the School of Education has implementing the following assessments:

### 2A: Regional Administrator Stakeholder Survey

A survey of Superintendents and Principals that have hired and supervised graduates of Duquesne's educator preparation programs. The survey asks them to evaluate Duquesne graduates' impact on learning and development relative to graduates from other educator preparation programs. 2019-20 AY data is not available for this survey. It was scheduled to be administered in Spring 2021. In recognition of the exceptional circumstance imposed by the Covid-19 pandemic, a decision was made to postpone the next administration of the survey until Fall 2021.

<b>Survey of Educational Administrators (Principals &amp; Superintendents) in the Pittsburgh Region</b>						
Survey Item: Overall, Duquesne university graduates have had a positive impact on K-12 learning and development		Strongly Agree	Agree	Disagree	Strongly Disagree	NA – This Question Does Not Apply to My Role
Principals / Other	Spring 2018	65.1%	30.2%	0%	2.3%	2.3%
	Spring 2019	59.1%	27.3%	2.3%	2.3%	9.1%
Superintendents	Spring 2018	53.9%	38.5%	7.7%	0%	0%
	Spring 2019	58.3%	41.7%	0%	0%	0%
Survey Item: Graduates of Duquesne's K-12 educator or specialist programs typically score in the top 25% of evaluation measures required by PDE (N=44)*		Strongly Agree	Agree	Disagree	Strongly Disagree	NA – This Question Does Not Apply to My Role
Principals / Other*	Spring 2018	40.0%	37.8%	0%	2.2%	20.0%
	Spring 2019	38.6%	25%	4.6%	2.3%	29.6%
<p><b>Notes on Response Rates:</b> In Spring 2018, 329 administrators were invited to complete the survey. 95 respondents completed the survey (29% response rate). 58 indicated they have hired, supervised, or overseen graduates from Duquesne's programs and answered questions about their perceptions of these graduates (45 Principals; 13 Superintendents). In Spring 2019, 226 administrators were invited to complete the survey. 74 completed the survey (33% response rate). 56 indicated they have hired, supervised, or overseen graduates from Duquesne's programs and answered questions about their perceptions of these graduates (This included 44 Principals and 12 Superintendents).</p> <p><i>*This question was asked only to Principals and Other Administrators who directly supervise teachers/specialists, since it is more directly germane to their role.</i></p>						

## 2B: Pittsburgh Public Schools Performance Data

As a first step toward more direct evidence of our program completers' impact on student learning and development, we have worked with the Pittsburgh Public Schools to obtain data regarding the performance and impact of program completers within the district. The Pittsburgh Public School system provided an analysis and report of the performance of graduates from Duquesne University who were hired within the district relative to the average performance of all educators hired within the district. As an indicator of impact, the report includes a measure of "Student Learning and Growth." Student learning and growth is defined by the Pennsylvania Department of Education using PVAAS, a value-added measure that gauges the extent to which students gained or lost ground compared to their peers when holding constant students' prior assessment results. A PVAAS score of 0 means the student neither lost nor gained ground. A positive score means a student gained ground, while a negative score means they lost ground.

Duquesne's PVAAS score was -0.9, and the average PVAAS score for all hires within the Pittsburgh Public School District was -1.8. Relatively speaking, this means that Duquesne's graduates are outperforming all other hires by +0.9. In terms of statistical comparability, the difference was not deemed statistically significant and PPS's report classified the impact of Duquesne's program completers to be "About the same" as all other hires.

PPS also assigns an Overall Performance score on a scale of 0 to 300 points and rates the overall level of Duquesne graduates' performance as 214, which corresponds with a "Distinguished" rating on their evaluation scale (210-300 = Distinguished; 150-209 = Proficient; 140-149 = Needs Improvement; 0-139 = Failing). With this in mind, we can infer that Duquesne's program completers are exhibiting high, "distinguished" levels of performance relative to the PPS district's standards performance and they are impacting student learning and growth in a way that is technically higher than, but statistically similar to graduates from other educator preparation programs.

## 2C: Case Studies

As part of the plan to collect direct assessment data regarding graduates' impact on P-12 learning and development, the School of Education is planning a series of case studies to track graduates' performance and impact as they serve as educators within school districts and educational organizations. Details about this are in the data collection plan provided in [Appendix E](#).

### 3. Satisfaction of employers and employment milestones

To better understand the impact graduates from Duquesne’s educator preparation programs have had on P-12 learning and development after they have been working in the field, the School of Education is implemented “Regional Stakeholder Survey” Principals and Superintendents from districts within the region.

#### Regional Administrator Stakeholder Survey Results

A survey of Superintendents and Principals that have hired and supervised graduates of Duquesne’s educator preparation programs. The survey asks them to evaluate Duquesne graduates’ teaching effectiveness relative to graduates from other educator preparation programs. The next administration of the survey will occur in Spring 2021 and every two years thereafter. In spring 2020, the alumni survey will be the focus of the School of Education’s external survey initiatives. Moving forward, the Regional Stakeholder Survey and the Alumni Survey will be administered in alternating years based on a survey calendar.

2019-20 AY data is not available for this survey. It was scheduled to be administered in Spring 2021. In recognition of the exceptional circumstance imposed by the Covid-19 pandemic, a decision was made to postpone the next administration of the survey until Fall 2021.

<b>Survey of Educational Administrators (Principals &amp; Superintendents) in the Pittsburgh Region</b>						
<u>Survey Item:</u>		Strongly Agree	Agree	Disagree	Strongly Disagree	NA – This Question Does Not Apply to My Role
Overall, I am satisfied with the quality of candidate preparation provided by Duquesne University’s education programs.						
Principals / Other	Spring 2018	65.1%	30.2%	0%	2.2%	4.4%
	Spring 2019	59.1%	27.3%	2.3%	2.3%	9.1%
Superintendents	Spring 2018	53.9%	38.5%	7.7%	0%	0%
	Spring 2019	58.3%	41.7%	0%	0%	0%
<p><u>Notes on Response Rates:</u> In Spring 2018, 329 administrators were invited to complete the survey and 95 respondents completed the survey (29% response rate). Of these respondents, 58 indicated they have hired, supervised, or overseen graduates from Duquesne’s education programs and answered questions about their perceptions of these graduates (45 Principals; 13 Superintendents).</p> <p>In Spring 2019, 226 administrators were invited to complete the survey and 74 completed the survey (33% response rate). Of these respondents, 56 indicated they have hired, supervised, or overseen graduates from Duquesne’s education programs and answered questions about their perceptions of these graduates (This included 44 Principals / “Other” Administrators and 12 Superintendents).</p> <p><i>*This question was asked only to Principals and Other Administrators who directly supervise teachers/specialists, since it is more directly germane to their role.</i></p>						

## 4. Satisfaction of completers

### 4A: Graduating Student Exit Survey

The School of Education administers an annual Student Teaching Exit Survey to program completers at the end of their final semester in their program. In April 2018, the survey was updated to include more specific questions about their satisfaction with their experiences in their program of study. The survey was administered to all students who participated in their student teaching experience in the Spring 2018 semester. The questions used a seven-point scale (From 7 = Strongly Agree to 1 = Strongly Disagree) .The relevant results are presented below:

Graduating Student Exit Survey Results – Initial Level Certification programs											
Survey Question		Number of Survey Completers	Overall Response Rate	Strongly Agree (7)	Agree (6)	Somewhat Agree (5)	Neither Agree nor Disagree (4)	Somewhat Disagree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable
My experience at Duquesne University's School of Education has met my expectations.	Spring 2018	92	92%	35%	29%	22%	1%	2%	5%	3%	2%
	Fall 2018	16	100%	25%	37.5%	12.5%	6.25%	6.25%	6.25%	6.25%	
	Spring 2019	75	98.7%	32%	30.7%	16%	4%	9.3%	6.7%	1.3%	
	Fall 2019	6	75%	50%	33.3%			16.67%			
	Spring 2020	84	91%	31%	28.6%	14.3%	9.5%	6%	6%	4.8%	
	Fall 2020	14	100%	29%	36%	14%		7%	7%	7%	
Overall, I am satisfied with my experiences in Duquesne University's School of Education.	Spring 2018	92	92%	35%	35%	16%	1%	3%	5%	3%	1%
	Fall 2018	16	100%	25%	25%	18.8%	6.25%	18.75%	0%	6.25%	
	Spring 2019	75	98.7%	36%	25.3%	22.7%	2.7%	8%	4%	1.3%	
	Fall 2019	6	75%	50%	33.3%			16.67%			
	Spring 2020	84	91%	32.1%	35.7%	10.7%	4.8%	6%	4.8%	6%	
	Fall 2020	14	100%	29%	43%	7%		7%	7%	7%	
All in all, if I had to do it over again, I would enroll here.	Spring 2018	92	92%	34%	24%	14%	5%	7%	5%	9%	2%
	Fall 2018	16	100%	43.8%	25%	6.25%	0%	6.25%	6.25%	12.5%	
	Spring 2019	75	98.7%	37.3%	35%	13.3%	13.3%	9.3%	1.3%	1.3%	
	Fall 2019	6	75%	66.7%	16.7%				16.67%		
	Spring 2020	84	91%	40.5%	27.4%	10.7%	2.4%	6%	4.8%	8.3%	
	Fall 2020	14	100%	43%	29%		14%			14%	

### Graduating Student Exit Survey Results – Advanced Level Certification programs

Survey Question		Number of Survey Completers	Overall Response Rate	Strongly Agree (7)	Agree (6)	Somewhat Agree (5)	Neither Agree nor Disagree (4)	Somewhat Disagree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable
My experience at Duquesne University's School of Education has met my expectations.	Spring 2019	6	50%	16.7%	83.3%						
	Fall 2019	3	23%	66.7%	33.3%						
	Spring 2020	7	44%	57%	43%						
	Fall 2020	2	29%		100%						
Overall, I am satisfied with my experiences in Duquesne University's School of Education.	Spring 2019	6	50%	0%	100%						
	Fall 2019	3	23%	66.7%	33.3%						
	Spring 2020	7	44%	71%	29%						
	Fall 2020	2	29%		100%						
All in all, if I had to do it over again, I would enroll here.	Spring 2019	6	50%	66.7%	33.3%						
	Fall 2019	3	23%	100%							
	Spring 2020	7	44%	57%	43%						
	Fall 2020	2	29%		100%						



#### 4B: Alumni Survey

The alumni survey asks alums who have completed Duquesne SoE programs within the last ten years about their satisfaction with their education program at Duquesne. The initial survey was sent in April 2018 and second administration of the survey was in February 2020. Moving forward, the survey will be administered every two years, alternating with other external survey initiatives that the School of Education will be focusing on in each year. The table below includes results for survey items related to teaching effectiveness.

Alumni Survey Results							
Survey Question	Semester	# of Survey Completers	Response Rate	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, I am satisfied with the quality of candidate preparation provided by Duquesne University's education programs.	Spring 2018	351*	20%	54%	33.9%	8.3%	3.7%
	Spring 2020	115	12%	48%	43%	4.5%	4.5%
Overall, I believe the preparation provided by my program at Duquesne University was effective.**	Spring 2020	115	12%	48%	43%	4.5%	4.5%
Overall, I believe the preparation provided by my program at Duquesne University was relevant.**	Spring 2020	115	12%	47%	43%	6%	4%
*The Spring 2018 alumni survey was administered to all alums for whom the School of Education had contact info, regardless of when they graduated. Beginning in Spring 2020 and each year moving forward, the alumni survey will be administered only to alumni who have completed programs within the ten most recent years.							
** These questions were added and first asked in Spring 2020.							

## 5. Graduation Rates

Note: Since programs across the School of Education are designed to be completed in varying numbers of years (for example, most undergraduate programs are designed to be completed in four years, whereas, graduate programs' expected time to degree completion typically ranges from one to three years, graduation rates are depicted relative to the number of years expected to complete each respective program.

Graduation Rates for Duquesne's Educator Preparation Programs																				
Level	2013 Cohort				2014 Cohort				2015 Cohort				2016 Cohort				2017 Cohort			
	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2
Under-graduate	63.5	66	78.2	82.7	61.1	62.6	82.4	84.7	67.2	68	80.3	82.8	64.9	67.2	79.4	83.2	*	*	*	*
Graduate	50	72.7	54.5	80	61.5	67.9	62.8	70.5	47.6	71.4	49.2	74.6	50.8	68.9	60.7	78.7	56	68	60	72

**Prog GR%** = Graduation rate within the program relative to typical # of years expected to complete the program  
**Prog GR% +2** = Graduation rate within the program relative to typical # of years expected to complete the program + 2 years  
**Univ GR%** = Graduation rate for all students who started within the program cohort, regardless of which program they ultimately completed and graduated from. This number accounts for students who transferred to another degree program within Duquesne and still graduated.  
**Univ GR% +2** = Graduation rate for all students who started within the program cohort, regardless of which program they ultimately completed and graduated from + 2 years. This number accounts for students who transferred to another degree program within Duquesne and still graduated.

Notes:  
The typical number of expected years to completion for UG programs = 4.  
The typical number of expected years to completion for GR programs ranges from 2-3.

\*Data for this cohort is not yet available

For more extensive and detailed information about graduation rates for individual programs, please refer to [Appendix C](#).

## 6. Ability of Completers to Meet Licensing (Certification) and Any Additional State Requirements

Program completers are expected to participate in and pass the requisite state licensure exams (PRAXIS, PECT). The percent of students passing these exams is presented in the table below for the four most recent academic years:

Initial Level Program PRAXIS and PECT Summary Pass Rates Based on Educational Testing Service (ETS) and Title II Report Data*			
Group	Number Taking Tests	Number Passing Tests	Baseline Pass Rate (%)
All program completers, 2019-20	130	101	78%
All program completers, 2018-19	107	77	72%
All program completers, 2017-18	128	101	80%
All program completers, 2016-17	137	122	89%
All program completers, 2015-16	170	154	91%
All program completers, 2014-15	120	103	86%

\*For more detailed information about pass rates for individual programs, please refer to [Appendix A](#).

PRAXIS and PECT Summary Pass Rates Based on ETS and PECT Report Data for Advanced Level Programs**			
Group	Number Taking Tests	Number Passing Tests	Baseline Pass Rate (%)
All program completers, 2019-20	19	16	84%
All program completers, 2018-19	35	33	94%
All program completers, 2017-18	20	19	95%
All program completers, 2016-17	18	17	94%
All program completers, 2015-16	32	29	91%
ETS and PECT data is available for the following programs: Educational Administration & Supervision, Special Education PreK-8 & 7-12,			

\*\*For more detailed information about pass rates for individual advanced-level programs, please refer to [Appendix B](#).

## 7. Ability of Completers to Be Hired in Education Positions for Which They Have Prepared

Each year, Duquesne's Office of Career Development surveys graduates from all academic programs six months after the Spring graduation date to determine how they would describe the employment and activities after graduation. The results for graduates from the School of Education's educator preparation programs are provided below. Note that some students are both employed and continuing education after graduation.

School of Education Graduate Outcomes									
			6 Months from Graduation, the Percent of Graduates Who Were:						
Academic Year	Participating Cohorts	Survey Response Rate	Employed Full-time	Employed Part-time	Employed and Continuing Education	Enrolled in a Program of Continuing Education	Volunteer Service	Seeking Employment	Continuing Education Plans, but not yet enrolled
2019-20	Aug 2019, Dec 2019, & May 2020 Graduates	49%	72%	2%		17%		9%	
2018-19	Aug 2018, Dec 2018, & May 2019 Graduates	27%	68%	4%		9%		19%	
2017-18	Aug 2017, Dec 2017, & May 2018 Graduates	37%	68%	9%		7%		16%	
2016-17	Aug 2016, Dec 2016, & May 2017 Graduates	34%	56%	7%		10%		26%	1%
2015-16	Aug 2015, Dec 2015, & May 2016 Graduates	29%	74%			5%	2%	17%	2%
2014-15	Aug 2014, Dec 2014, & May 2015 Graduates	25%	67%		4%	12%	1%	16%	

## 8. Consumer Information: Projected Costs and Student Loan Default Rates

<b>Full-time Undergraduate Costs per Year</b>			
	2017-18 AY	2018-19 AY	2019-20 AY
Tuition*	36,394	38,178	39,992
Room & Board	12,114	12,586	13,088
Books	1,400	1,400	1,400
Total*	49,908	52,164	54,480
* This cost does not reflect the 50% tuition reduction scholarship that is offered to all School of Education students. *There is a one-time new student fee of \$249 which is not included in this total.			
<b>Part-time Undergraduate Cost</b>			
	2017-18 AY	2018-19 AY	2019-20 AY
Per Credit (fall, spring, summer)	1,206	1,265	1,325
<b>Graduate Costs</b>			
	2017-18 AY	2018-19 AY	2019-20 AY
Per Credit (fall, spring, summer)	1,234	1,284	1,310
<b>DU Cohort loan default rate</b>			
Academic Year	Duquesne University Loan Default Rate		National Average Loan Default Rate
2017	2.5%*		Not yet available
2016	2.8%		10.1%
2015	2.2%		10.8%
2014	3.7%		11.5%
2013	2.6%		11.3%
2012	2.5%		11.8%
2011	2.8%		13.7%
2010	3.5%		14.7%
*Note: The default rate is based on a 3-year rate, so the most recent default rate that is available is the 2016 draft cohort default rate. The national average is not available yet for 2017.			
<b>Estimated Starting Salary in PA (2017-2018) [Source: NEA 2017-2018 Average Starting Salaries by State]</b>			
Average Starting Salary in PA	44,647		
Average Starting Salary, Nationally	39,249		

## Discussion and Analysis of Annual Reporting Measure Trends

The review of annual report measures available from the three most recent reporting cycles indicates Duquesne is meeting expected and effective levels of performance. In all areas where data is available, Duquesne's programs and program completers are exhibiting positive outcomes. Each of the annual reporting measures are discussed below:

With regard to both **impact on P-12 learning and development** and **teaching effectiveness**:

Results from our surveys of principals and superintendents (from the Stakeholder Feedback Survey) indicate Duquesne graduates are having a positive impact in their roles as educators. In both Spring 2018 and Spring 2019<sup>1</sup>, over ninety-five percent of principals and superintendents collectively agree that Duquesne university graduates demonstrate the qualities and characteristics embodied by professional practice standards for administration/supervision/teaching (note: this excludes those who responded that this question was non-applicable to their role). Most importantly, over 95% of principals and superintendents surveyed agreed that Duquesne university graduates have had a positive impact on K-12 learning and development. The results from the PDE 430 evaluations also reinforce this, with 100% of candidates receiving an overall rating of either Exemplary or Superior for their teaching competencies from experienced educational practitioners in the 2018-19AY. This continues the strong levels of performance that were seen in previous years wherein 98.6% (in AY 2016-17) and 96.7% (in AY 2017-18) of candidates received an overall rating of Exemplary or Superior.

Beyond this, Duquesne's School of Education recognizes the need for more direct assessment of completers' teaching effectiveness and impact on P-12 learning and development as an area for improvement. Accordingly, plans have been put into place to conduct more direct assessments of our completers' effectiveness and impact after they have graduated and been serving in the field as educators. In the 2019-2020 academic year, the COVID-19 pandemic created circumstances which caused a delay in the ability to follow through with and collect data from graduates practicing in the field. Efforts to continue this endeavor will continue to be re-evaluated, updated and resumed as able in the 2020-21 academic year as our partner districts, schools, and educators return from the emergency modes operation which have limited their ability to collaborate and meaningfully participate in these types of assessments. For more details about our plans regarding this area, please refer to [Appendix E](#).

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<sup>1</sup> The Principals and Superintendents stakeholder survey was administered was first administered in Spring 2018 and repeated in Spring 2019 to collect an initial set of baseline data. Moving forward, it will be administered every other year, on a rotating basis with the Alumni survey. This means that the Alumni Survey will be administered in 2020 and the Principals and Superintendents Survey will be administered in 2021 and every two years thereafter.

With regard to **employer satisfaction**:

Duquesne's School of Education is also receiving positive results. Over 90% of Superintendents and Principals surveyed in both Spring 2018 and Spring 2019 agreed that they were satisfied with the quality of candidate preparation provided by Duquesne's programs. The next survey of Principals and superintendents is scheduled to occur in Fall 2021.

With regard to **satisfaction of program completers**:

To help us understand the satisfaction of program completers, Duquesne looks at: 1) the satisfaction of candidates via an exit survey that is administered at the time of program completion when they are preparing to graduate; and 2) surveys of alumni.

Based on the exit surveys, the majority of recent program completers indicate that they've had a positive experience with their program and that they are satisfied with the quality of their education. In both Spring 2020 and Fall 2020, at least 79% of initial level program completers expressed agreement with the following survey item: "Overall, I am satisfied with my experiences in Duquesne University's School of Education." In Fall 2019, 83% expressed agreement, In Spring 2019, 84% expressed agreement. This trend indicates consistently high levels of satisfaction.

Similarly, 100% of respondents in the advanced level exit survey in every semester since the survey's inception (including Spring 2019, Fall 2019, Spring 2020, and Fall 2020) expressed agreement with the following survey item: "Overall, I am satisfied with my experiences in Duquesne University's School of Education."

Supplementing this, the Alumni survey found that 91% (in Spring 2020) and 88% (in Spring 2018) agree with the following survey item: "Overall, I am satisfied with the quality of candidate preparation provided by Duquesne University's education programs.

Altogether, this reflects high levels of satisfaction among program completers.

With regard to **graduation rates**:

Duquesne's programs are meeting goals and substantially exceeding graduation rates for the state of Pennsylvania. For the 2016 undergraduate cohort (which is the most recent with full graduation data available), of the students who enrolled in an education program at Duquesne and who completed their degree (even if they transferred to another program within Duquesne), 79% graduated in four years and 83% graduated in six years. For the previous cohort (enrolled in 2015), 80% graduated in 4 years and 83% graduated in six years. For the 2014 cohort, 82% graduated in 4 years and 85% graduated in six years.

At the advanced level, the 2016 cohort (which is the most recent Duquesne EPP cohort that has full graduation data available) 60% completed their program in 2-3 years and 72% completed their program in 4-5 years. For the 2015 cohort, 49% completed their program in 2-3 years and 75% completed their program in 4-5 years.

As a benchmark, the National Center for Education Statistics reports that the national 6-year graduation rates for students who enrolled in 4-year institutions in fall 2013 (and graduated in Spring 2019) was 62%.<sup>2</sup>

Putting all of this together, Duquesne's educator preparation programs exhibit high graduation rates relative to the other institutions nationally. This represents a strength in Duquesne's ability to support students as they work toward completion of their degree.

With regard to the **ability of completers to meet licensing (certification) and state requirements**:

Over the past three years, PRAXIS and PECT licensure pass rates for students in Duquesne's initial level programs have ranged from 72-80%. Similarly, licensure pass rates for students in Duquesne's advanced level programs have ranged from 84-95%. In the three most recent years of pass rate data that is publicly available for the state of Pennsylvania (2016-17, 2017-18, 2018-19), collective pass rates for the state of Pennsylvania have ranged from 69-77%.<sup>3</sup> Based on this, Duquesne's completers exhibit high levels of achievement and either fall within the same range or exceed those of other institutions in Pennsylvania. The high pass rates on the PRAXIS and PECT tests indicate a high level of achievement.

Although there was a slight down-trend in the 2019-20 AY pass rates for advanced level programs (dropping to 84% from 94% in the previous year and 95% in the year prior to that) the pass rate still exceeds the average pass rate within the state of PA by a substantial margin. The School of Education will continue to monitor the pass rates and take additional action if future data indicates a persistent trend.

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<sup>2</sup> Source: National Center for Education Statistics, [https://nces.ed.gov/programs/coe/indicator\\_ctr.asp](https://nces.ed.gov/programs/coe/indicator_ctr.asp). More recent data regarding national graduation rates has not yet been made available by the NCES.

<sup>3</sup> Source: National Teacher Preparation Data, Title II Reports, [https://title2.ed.gov/Public/Report/StateHighlights/StateHighlights.aspx?p=2\\_03](https://title2.ed.gov/Public/Report/StateHighlights/StateHighlights.aspx?p=2_03)



With regard to the **ability of completers to be hired in education positions** for which they have been prepared:

Career placement data indicates Duquesne graduates are generally successful in their pursuit of employment and in the pursuit of post-graduation educational endeavors. The percent of School of Education graduates who have either attained employment or continued their education at the graduate level or higher within 6 months of graduation range from 81-91% across the three most recent academic years. These rates have remained consistent and fall within reasonably expected levels for a time period of six months post-graduation.

With regard to **student loan default rates and other consumer information**:

Duquesne's programs have more positive outcomes compared to those at other institutions. Specifically, student loan default rates for the Duquesne School of Education are substantially lower than the national averages. In the past eight years, Duquesne's default rates have ranged from 2.2% - 3.5%; whereas the national averages have ranged from 10.1% - 14.7%

With regard to **dissemination and utilization of results**:

In terms of how the measures are shared, this is an area where the School of Education continues to work and improve upon. To improve dissemination of data to stakeholders and leadership within the School of Education community, the SoE has developed a "Data Dashboard", a visualization tool that is used to support more efficient update and review of the annual reporting measures and other indicators deemed important by SoE leadership. An initial draft of the data dashboard has been completed and has been utilized by the School of Education's Leadership Team as well as the Leading Teacher Quality Council through the 2019-20 AY. The groups will continue to build up and refine the dashboard as they continue to integrate it and utilize it within decision-making practices.

Additionally, the Annual Report is published on the School of Education's main landing page on its website. It is also emailed to all School of Education faculty and staff who are, in turn, asked to share and disseminate it with their respective constituencies who may have an interest in the contents of the report.

## Continuous Improvement

Duquesne's School of Education has implemented a quality assurance system that utilizes data from multiple measures. Recognizing that quality assurance is an ongoing, and continuing process of improvement, Duquesne continues to reflect on, adjust, refine, and improve its approach to quality assurance based on the information it collects with every academic year and new assessment cycle. Accordingly:

### Methods for Assessment of Performance

- Duquesne's School of Education (SoE) regularly and systematically assessed its performance against its goals or the CAEP standards via the following methods:
  - Participation in Specialized Professional Association (SPA) reviews. In addition to the NCATE/CAEP accreditation expectations, the majority of Duquesne's educator preparation programs undergoes a rigorous accreditation process and external review conducted by a specialized accrediting association. The list of SPAs is [provided on page 4](#). Within the context of this review, each program establishes 6-8 assessment methods that are designed with attention to reliability and validity. Each program's set of assessment methodologies are scrutinized and critiqued by expert evaluators from the SPA organizations which, in turn, provide feedback for the improvement and refinement of each program's curriculum design and assessment methodologies. Duquesne uses this feedback to inform improvement initiatives within each respective program.
  - Utilization of a "Just-in-time Education Data" (JED) reporting system. This system serves as a means to collect assessment data, store it in a database, and produce on-demand reports. Faculty and staff can log into the system to directly enter their assessment data. In terms of specific assessment-related data, the system is used to store: 1) PRAXIS and PECT scores; 2) PDE 430 scores; 3) Results from assessments (rubrics, tests, etc.) that are used within SPA reviews.
  - Use of a Via Eportfolio and Assessment management system. All of the SoE's initial and advanced level educator preparation programs require their candidates to complete portfolios that include summative examples of their best work. These portfolios are organized and assessed within the Via system to determine if candidates are meeting essential standards and competencies defined by both CAEP and the Pennsylvania Department of Education.
  - Evaluation of Annual Reporting Measures. The SoE leadership team tracks and evaluates the CAEP annual reporting measures (graduation rates, employer satisfaction, student satisfaction, etc.). By monitoring trends in these areas, the leadership is able to take appropriate action and adopt initiatives for improvement wherever it may be necessary.
  - Beyond those mentioned above, additional methods of assessment include:
    - Annual focus groups run in the fall semester (all Initial & Advanced candidates are invited to participate). This is a newer method of assessment established in Fall 2018. From this point forward, the SoE has offer focus groups every year in the fall semester.
    - Assessment of Dispositions Data collected from initial level candidates at the first, second, third, and fourth years in the curriculum.

- Student Evaluation Surveys (SES) that all candidates are invited to complete at the conclusion of each course.
  - Exit surveys administered to all initial and advanced level candidates at the time of program completion.
  - Gap analyses looking at current quality assurance systems in alignment with CAEP recommendations and expectations
- How are progress and results tracked?
    - The Leading Teacher Quality Council (LTQC) is charged with overseeing, tracking, and stewarding the quality assurance system. The LTQC uses a four stage process as the framework for tracking progress and results. This process involves: 1) Defining goals/outcomes/areas of focus, 2) Developing assessment methods, 3) collecting, reviewing, and evaluating data, 4) determining action steps for improvement. The process then repeats as a loop, wherein goals, outcomes, and areas of focus are updated and informed based on the results of the previous cycle.
    - To facilitate the review of progress and results, the Director of Assessment & Accreditation has created a data dashboard that is reviewed by the LTQC at the beginning and end of each semester. The LTQC reviews all data collected from the most recent cycle of assessments and uses this to set priorities and establish areas of focus and improvement for the semester ahead.
    - To facilitate the tracking and records of progress, all processes are documented and catalogued in LTQC minutes. At the program level, all programs enter yearly, annual updates about the assessment of their outcomes in the WEAVE assessment information management system, which is an assessment information management storage system that is required for use by all programs across Duquesne University. Additionally, the SoE has created its own, in-house data storage, management, and retrieval system call JED (the just-in-time education data system). Beyond this, SPA reports and the CAEP Annual Report also serve as records of assessment, progress, and action.
  - What patterns across preparation programs did the provider identify?
    - In terms of content, learning, and academic competencies and skills, the data from the quality assurance system indicates Duquesne's candidates are exhibiting high levels of achievement across all programs. This is primarily reflected in the assessments like the Showcase Portfolio and Summative Student Teaching Evaluation (aka the PDE 430) wherein candidates demonstrate strong performance in areas aligned with CAEP and InTASC standards.
    - Apart from this, there were a few areas related to the assessment of competencies that were identified as areas for improvement these include:
      - Feedback from several SPA program reports indicated that the state PDE 430 evaluation instrument did not sufficiently meet CAEP's standards for quality and rigor in design of instrumentation. Accordingly, Duquesne's SoE obtained permission from PDE to develop an expanded and complementary rubric that would be administered as an addendum to the PDE 430 evaluation to better ensure candidates' performance data is collected in a more descriptive, direct, and objective way. The new rubric was piloted in Fall 2018, refined in Spring 2019, and continues to be successfully implemented through the 2019-20 AY.

- Analysis of assessment methodologies used in semesters prior to Spring 2018 revealed a need to adapt candidate’s final portfolios (at both the initial and advanced levels) in order to support assessment of outcomes that could be benchmarked and compared across all programs in a meaningful way. Accordingly, the SoE has revised and updated the common Showcase Portfolio to ensure a more standardized approach to assessment of comparable outcomes across all programs. A version of the common Showcase Portfolio was first instituted for both initial and advanced programs in Spring 2019. Based on initial data and feedback on the process, the rubric was updated in Spring 2020 and continues to be successfully implemented through the 2019-20 AY.
  - In terms of operational areas, and broader areas of curricular design, data from the quality assurance system has highlighted some notable areas for attention and improvement. Examples of this include:
    - From focus groups and exit survey data collected in Spring 2018, Fall 2018, Spring 2019 and Fall 2019, a substantial number of candidates across initial level programs expressed desire for more support with classroom and behavior management, working with parents and families, assessment and data literacy skills. Accordingly, a group charged with leading a review and redesign of the SoE’s educator preparation programs is taking this into consideration with the program redesign and update proposals. With new program proposal put forward for the Early Childhood PreK-4 program in Spring 2020, a new course focused on classroom and behavior management has been added to the program curriculum.
    - A review of quality assurance system data in alignment with CAEP standards and expectations has revealed a gap in the extent to which stakeholders and practitioners outside the School of Education have been able to contribute feedback and offer input on the design, development, and direction of curriculum and initiatives within the School of Education. Accordingly, the SoE has identified a need for more direct stakeholder input (e.g. educational practitioners in the community like principals, teachers, and specialists). Although the surveys of educational administrators and alumni offers one mechanism for stakeholder input, the SoE believes that this is still an area that can be improved upon and that would offer substantial benefits for both our candidates and the broader community of educational partners within our region. Accordingly, the SoE has taken steps engage with groups of principals, superintendents, and community stakeholders through its Advisory Board and through a group of educational partners that will be invited on an annual basis to provide feedback on strategic initiatives and developments. The educational partners first convened in May 2019. Due to the challenging circumstances of the COVID-19 pandemic, the group has been unable to convene through the 2019-2020 AY. The SoE is now targeting a meeting with this group in Fall 2021 after our partner organizations reach a point where they are less consumed by the emergency circumstances presented by the COVID-19 pandemic.
    - Data from exit surveys, student evaluation surveys, and focus groups has highlighted substantial concerns amongst initial-level candidates regarding the efficiency (and redundancy) of certain areas within the Leading Teacher Program’s (LTP) curriculum. In the open ended comments from the Spring 2018 exit survey, 20% of candidates gave examples of areas of the curriculum where content was repeated or redundant in a way that was not constructive. These same comments were seen again in the Spring 2019 exit surveys and in the focus groups conducted in Fall 2018 and Fall 2019.

The data has helped the LTQC to identify points of overlap and repetition of content between different courses that are not necessarily scaffolded in a deliberate or helpful way. Accordingly, in Fall 2019, a formal redesign process began for the LTP curriculum to be reviewed across all educator preparation programs. Through this review process, a redesign team worked through the 2019-20AY to develop an updated curriculum that is designed to be more efficiently, effectively, and developmentally scaffolded. The first semester of the new curriculum was rolled out in Fall 2020 and the implementation will continue to roll out through the next three academic years.

### Examples of Innovations and Changes That Have Been Implemented

- Based on review of data from the 2017-18, 2018-19, and 2019-20 academic years, the Duquesne School of Education has implemented the following innovations and changes:
  - The SoE has revised and updated the common Showcase Portfolio (at both the initial and advanced levels) to ensure a more standardized approach to assessment of comparable outcomes across all programs. The updated Showcase Portfolio review and assessment was piloted in Spring 2019 and has continued to be successfully implemented through the 2019-20 AY.
  - To better facilitate and improve the quality of candidates' portfolios, a new eportfolio system, called Via, was adopted and implemented in the 2019-2020 academic year. The portfolio system also enables reviewers to embed comments and score candidate's portfolios digitally and in real-time as they are reviewing the portfolio content. In many ways, this portfolio system has been an essential resource and tool for facilitating our portfolio development and evaluation processes through the COVID-19 pandemic. It has been especially helpful, since the system enables students to share their work and collect feedback from instructors and student teaching supervisors remotely.
  - To better support student teaching processes through pandemic circumstances, the Via eportfolio system has been leveraged as a way for candidates, mentors, and supervisors to connect, share documents, provide feedback, and participate in assessments remotely. The Via system is more than an eportfolio system—it's also an assessment and information management system. In this capacity, it provides a platform where students can complete assignments (for example student teaching observation forms) and receive feedback and commentary from mentors, host teachers, and supervisors from external organizations. We have used it as a hub and found it to be an essential tool in helping to manage the complexities of student teaching within virtual environments, as necessitated by the pandemic.
  - As the SoE endeavors to re-envision its Leading Teacher Programs, it has partnered with the Woodrow Wilson Institute to develop a new, single-year, full-time residency experience for graduate students in the Secondary Education Mathematics and Science programs. The pursuit of this program was partly in response to strategic enrollment data and an identified need to diversity formats and options for candidates to pursue educational certification. The program includes the same content and competencies as traditional secondary education Mathematics and Science programs, however, it represents an alternate and more intensive track where candidates can complete the curricular experience within a single year. Additionally, the program provides for three years of mentoring and support as candidates transition into practice within the field. This is also important for the SoE's approach to CAEP Standard 4 with regard to tracking program completers' impact on student learning and growth

after they have been working in the field. As part of the mentoring experience, completers will share non-identifying data about the impact they are having on the learning and growth of their students. In 2019-20, the first Woodrow Wilson cohort was enrolled. The program is currently scheduled to continue through Spring 2022.

## Appendix A: Pass Rates and Average Scores for All PRAXIS and PECT Tests Taken by Program Completers

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY				
Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.				
Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	7			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			

## PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	10	177	9	90
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	17	180	17	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	10	179	10	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			

## PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	13	165	8	62
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	11	162	5	45
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	13	165	10	77
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	14	173	14	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	9			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS	11	164	9	82



## PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
Educational Testing Service (ETS) All program completers, 2019-20				
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	1			

## PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) Other enrolled students	14	164	13	93
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2019-20	13	156	9	69
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2017-18	10	171	10	100
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) Other enrolled students	14	177	12	86
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	13	169	9	69

## PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	10	174	8	80
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) Other enrolled students	14	177	14	100
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2019-20	13	174	13	100
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2017-18	10	183	10	100
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	9			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2019-20	44	229	41	93

## PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	56	229	54	96
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	66	229	63	95
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	5			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2019-20	44	224	41	93
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	55	218	47	85
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	66	219	60	91
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	7			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2019-20	44	222	36	82
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2018-19	55	218	47	85

## PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2017-18	66	220	53	80
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	8			

## PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	14	173	14	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	12	168	9	75
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	11	173	10	91
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	18	172	17	94

## Appendix B: Advanced Level PRAXIS and PECT Pass Rates

Program	Test	2017-2018			2018-2019			2019-2020		
		N	Initial Test Pass %	PA Sliding Scale Pass %*	N	Initial Test Pass %	PA Sliding Scale Pass %*	N	Initial Test Pass %	PA Sliding Scale Pass %*
Reading & Language Arts MSED	5301	5	100	100	4	100	100	1	100	100
Educational Administration & Supervision MSED	6011 /6990	7	100	NA	7	100	NA	8	88	NA
Doctorate in Educator Leadership with focus on Superintendent's Letter of Eligibility	6021	0	-	-	0	-	-	0	-	-
Special Education PreK-8 MSED	8011	4	100	100	10	80	100	4	75	75
Special Education PreK-8 MSED	8012	4	75	75	10	100	100	4	75	75
Special Education 7-12 MSED	8015	0	-	-	2	100	100	1	100	100
Special Education 7-12 MSED	8016	0	-	-	2	100	100	1	100	100
Overall Pass Rates		20	95%	95%	35	94%	100%	19	84%	84%

\*Pennsylvania's Department of Education uses a sliding scale that factors in candidates' GPAs to determine the cut score they need in order to pass their respective PRAXIS / PECT certification exam and attain certification within the state of Pennsylvania. For more information, please refer to PDE's overview of sliding scale pass rates

## Appendix C: Graduation Rates for Individual Programs

The following chart depicts annual graduation rates for students who entered a program cohort within a specific academic year. The students within each of these program cohorts are tracked through the typical number of years expected for program completion and also for two years beyond the typical number of years to completion. These graduation rates reflect only the students who initially enrolled with the cohort. They do not include students who transferred into programs after the initial year of a cohort's enrollment.

Please note that in any cases for which there were fewer than 10 completers in a particular cohort within a program, the graduation rates are omitted for confidentiality purposes. A blank space indicates that there were either fewer than 10 program completers, or that there were no students who completed the program during that particular academic year. This could also include instances where a program was not enrolling new students during a specific cohort year.

### Graduation Rates for Duquesne's Educator Preparation Programs

*Yrs = Typical # of Years to Complete Program Based on Program Guidelines*

*Prog GR% = Graduation rate within the program relative to typical # of years expected to complete the program*

*Prog GR% +2 = Graduation rate within the program relative to typical # of years expected to complete the program + 2 years*

*Univ GR% = Graduation rate for all students who started within the program cohort, regardless of which program they ultimately completed and graduated from.*

*This number accounts for students who transferred to another degree program within Duquesne and still graduated.*

*Univ GR% +2 = Graduation rate for all students who started within the program cohort, regardless of which program they ultimately completed and graduated from + 2 years. This number accounts for students who transferred to another degree program within Duquesne and still graduated.*

Program	Yrs	2013 Cohort				2014 Cohort				2015 Cohort				2016 Cohort				2017 Cohort			
		Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2
BSEd in Pre-K-4th Grade Education	4	70.6	74.1	78.8	84.7	79	79	87.1	88.7	79.4	79.4	88.9	88.9	66.1	69.5	72.9	78	*	*	*	*
BSEd in Grades 4-8 Middle Level Education	4	87.5	87.5	87.5	87.5	53.3	60	86.7	93.3	69.2	76.9	92.3	100	87.5	87.5	100	100	*	*	*	*
BSEd, Secondary Education, Social Studies	4	42.9	42.9	81	85.7	46.2	50	80.8	84.6	52.6	52.6	63.2	68.4	39.1	39.1	65.2	69.6	*	*	*	*



Program	Yrs	2013 Cohort				2014 Cohort				2015 Cohort				2016 Cohort				2017 Cohort				
		Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	
BSEd, Secondary Education, English /Language Arts	4	42.1	47.4	73.7	78.9	42.9	42.9	78.6	78.6	66.7	66.7	80	80	80	80	95	95	*	*	*	*	
BSEd, Secondary Education, Mathematics	4	53.3	53.3	66.7	66.7	38.5	38.5	61.5	61.5	25	25	50	58.3	53.8	61.5	84.6	92.3	*	*	*	*	
BSEd, Foreign Language K-12 (Latin)	4	N <= 3					100		100	N = 0				N = 0				N = 0				
MAT in Foreign Language K-12 (Latin)	2	N <= 3				N = 0					100		100	N = 0				N = 0				
MAT in Grades PreK-4	2	52.2	82.6	52.2	87	N = 0	69.2	61.5	69.2	58.3	91.7	58.3	91.7	58.3	75	66.7	83.3	58.3	83.3	58.3	83.3	
MAT in Secondary Education, Social Studies	2	50	75	50	75	80	80	80	80	85.7	100	85.7	100	50	100	50	100	N = 0				
MAT in Secondary Education, English /Language Arts	2	75	75	87.5	87.5	50	66.7	50	66.7	N <= 3				100	100	100	100	50	50	50	50	
MAT in Secondary Education, Mathematics	2	N <= 3				N <= 3				N <= 3				100	100	100	100	100	100	100	100	100
BS Biological Sciences, Chemistry or Physics / MAT in Secondary Education	5	80	90	80	90	83.3	83.3	83.3	83.3	85.7	85.7	85.7	100	50	50	100	100	100	100	100	100	
MSEd in Special Education Pre-K	2	100	100	100	100	90	90	100	100	100	100	100	100	100	100	100	100	90.9	100	90.9	100	

Program	Yrs	2013 Cohort				2014 Cohort				2015 Cohort				2016 Cohort				2017 Cohort			
		Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2
through 8th Grade with PreK-4th or Grades 4-8th certificate																					
MSEd in Special Education Grades 7-12 with Secondary Education 7-12 certificate	2	N <= 3				N <= 3				N <= 3				0	66.7	33.3	100	66.7	100	66.7	100
MSEd in Ed, Educational Administration & Supervision	2	50	62.5	54.2	66.7	75	75	75	75	66.7	83.3	66.7	83.3	71.4	85.7	71.4	85.7	50	62.5	62.5	75
EdD, Educational Leadership**	3	10	65	10	65	7.7	23.1	7.7	30.8	7.1	35.7	7.1	35.7	6.7	26.7	20	40	0	0	9.1	9.1

\*Data for this cohort is not yet available

\*\*Although this program can be completed in three years, a majority of students are working professionals who enroll part time. Based on this, it is not uncommon, or unexpected that students may take more than three years to complete the program. This is reflected in the substantial increase in graduation rates amongst students who complete the program in 5 years compared to 3.

## Appendix D: Clinical Practice Requirements and Evaluation

Field experiences are a critical component in preparing professional educators for leadership and distinction in teaching, scholarship and service in the world's communities. The Leading Teacher Program (LTP) requires broad and diversified professional field experiences designed to provide teacher candidates with study and practice opportunities in a variety of settings, with students of different ages, and with culturally diverse and exceptional populations. Field experiences in the LTP are developmental, becoming increasingly interactive in order to meet the changing needs of the teacher candidate. Field experiences are designed by faculty and are articulated with course work. Undergraduate teacher candidates participate in a range of educational settings for field experiences throughout their program, starting in the second semester of study. Settings for field experiences include over 35 public school districts and 11 private schools, as well as education agencies, institutions and organizations in southwestern PA. The field experience settings include urban, suburban and rural settings with a diverse population of students. All of these experiences are completed under professional supervision from faculty and host teachers.

Student teaching at Duquesne is a 12 credit, fifteen-week experience for undergraduates and a six credit, fifteen-week experience for graduate candidates (see <http://www.duq.edu/academics/schools/education/student-teaching-and-fieldexperience/requirements>). The Pennsylvania Department of Education (PDE) requires a minimum twelve-week student teaching experience. Students who have dual majors are required to complete ten weeks of student teaching in each major. Candidates who choose to student teach abroad complete 8 weeks abroad (e.g., Ireland) and 12 weeks in the U.S. In both of these instances, candidates are required to complete twenty weeks of student teaching.

During student teaching, multiple assessments are utilized to determine the quality and level of competence of the teacher candidate (see <http://www.duq.edu/academics/schools/education/student-teaching-and-field-placement>). These assessments include the ST5 *Student Teacher Observation Form* and the PDE 430 Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice as required by PDE and a portfolio focusing on the impact on student learning. For organizational and evaluative purposes, candidates maintain a portfolio of their capstone experience. The contents of the portfolio focus on evidence of the candidates' impact on student learning/development based on specific evidence of student learning. Weekly reflections and ongoing feedback from cooperating teachers and university supervisors help the candidate to synthesize all aspects of their growth as an aspiring teacher and to understand the instructional practice that enabled them to impact the students' learning in their classroom. After completing the student teaching experience, each candidate must successfully complete an Exit Interview in which they present evidence of impact on student learning with reflections based on the conceptual framework of the Leading Teacher Program. A panel of faculty and University supervisors evaluate the candidates' presentations.

For more information about student performance based on the PDE 430, please refer to Annual Reporting Measures, section #2 in this report.

## Appendix E: Phase-In Plan for Assessment of Completers’ Teaching Effectiveness and Impact on Student Learning,

*\*Note: This plan was initially developed before the full onset or ramifications of the COVID-19 pandemic situation were fully realized or understood. Although actions described in the timeline have been taken, they have been seriously impacted by the effects of COVID-19. For example, although an initial list of alumni interested in contributing to the case study was collected and follow-ups were sent to the volunteers, subsequent response rates from the alumni volunteers has been very low. In most instances, alum have either not responded, or responded to say that they are no longer interested in participating based on changes in their personal and professional circumstances. Accordingly, the School of Education plans to revisit this phase-in plan in Summer 2021 to adapt and update it based on an assessment of the continually evolving COVID-19 circumstances.*

Currently, the SoE gathers information about our completers’ impact on student learning through: 1) program completer surveys; 2) employer surveys (administered to principals, superintendents, and school leaders); and 3) data and analysis provided by the Pittsburgh Public School system regarding the performance of SoE program completers hired by the district relative to program completers from other education preparation programs. While such information provides the EPP with valuable data, the SoE recognizes that the data that is presently available offers limited perspective and insight into the EPP’s ability to meet Standard 4.1’s expectation that the EPP uses “multiple measures” to understanding program completers’ teaching effectiveness and impact on student learning growth. Therefore, we propose an implementation plan below that will employ a variety of measures providing greater insight into the degree to which our program completers are having a positive impact on their students' learning and intellectual development.

Timeline	Phase-in Plan Tasks & Milestones	Standards supported by Tasks & Milestones	Additional Notes	Supporting Resources & Personnel Dedicated to the Initiative
Spring 2018	<ul style="list-style-type: none"> <li>Initial alumni survey launched</li> </ul>	4.4, A.4.2	For pragmatic planning purposes, the Leading Teacher Quality Council determined that a survey administration calendar would be developed to prevent over-saturation of data requests made to different stakeholder	Director of Assessment & Accreditation, Leading Teacher Quality Council

Timeline	Phase-in Plan Tasks & Milestones	Standards supported by Tasks & Milestones	Additional Notes	Supporting Resources & Personnel Dedicated to the Initiative
	<ul style="list-style-type: none"> <li>Initial survey of Principals &amp; Superintendents launched</li> </ul>	4.1, 4.2, 4.3, A.4.1	populations. After the initial year of administering the surveys, the Alumni survey and Principals/Superintendents survey would be administered on alternating years.	Director of Assessment & Accreditation, Leading Teacher Quality Council
	<ul style="list-style-type: none"> <li>Pittsburgh Public Schools (PPS) District partners with us through the School District University Collaborative (SDUC) to provide data on program completers' teaching effectiveness and impact on student learning and growth</li> </ul>	4.1, 4.2	The Associate Dean of Teacher Education and Office of Student Teaching and Field Placement (OSTFP) coordinated with PPS to obtain the needed data. Data was provided for completers hired by PPS from 2010-2017.	Associate Dean for Teacher Education, OSTFP, Director of Assessment & Accreditation
Spring 2019	<ul style="list-style-type: none"> <li>Second administration of Principals &amp; Superintendents survey</li> </ul>	4.1, 4.2, 4.3, A.4.1		Director of Assessment & Accreditation, Leading Teacher Quality Council
May 2019	<ul style="list-style-type: none"> <li>Initial list of graduating candidates who are interested in contributing to case studies is collected.</li> </ul>	4.1, 4.2	In the exit survey that is administered to all graduating candidates, information about the need for participants in case studies was provided and candidates were asked if they would be willing to participate. An initial list of candidates willing to participate was collected from this.	Director of Assessment & Accreditation, Leading Teacher Quality Council
January – March 2020	<ul style="list-style-type: none"> <li>The Leading Teacher Quality Council will develop, review, and approve plans for Learning Impact and Teaching Effectiveness Case Studies</li> </ul>	4.1, 4.2, 4.3, A.4.1	Minutes of LTQC meetings are provided as evidence.	Leading Teacher Quality Council, Director of Assessment

Timeline	Phase-in Plan Tasks & Milestones	Standards supported by Tasks & Milestones	Additional Notes	Supporting Resources & Personnel Dedicated to the Initiative
	planned for Fall 2021 through Spring 2024			
February-March 2020	<ul style="list-style-type: none"> <li>Second administration of Alumni Survey</li> <li>List of alumni who would be interested in sharing data and contributing to case studies is collected.</li> </ul>	4.4, A.4.2	As part of the alumni survey, alumni are provided with information about the SoE's initiatives around collecting data to understand completers' impact on student learning and teaching effectiveness. They are asked if they would be interested in contributing or participating.	Associate Dean of Teacher Education, Director of Assessment & Accreditation, Leading Teacher Quality Council
April 2020-May 2021	<ul style="list-style-type: none"> <li>Plans deferred to COVID-19 circumstances.</li> </ul>		Emergency circumstances within partner districts and school settings limited opportunity for effective and appropriate collaboration regarding collection of data about completers' teaching effectiveness and impact on P-12 student learning. Consideration was also given to the effect that the extreme COVID-19 circumstances would have on any data collected in this academic year. Accordingly, a decision was made to defer until partners and alum were no longer operating in emergency circumstances.	
April 2021	<ul style="list-style-type: none"> <li>List of graduating students interested in sharing data and contributing to case studies is continued to be collected.</li> </ul>			
July 2021	<ul style="list-style-type: none"> <li>Outreach to alumni (who expressed interest in the alumni survey) to request and coordinate data sharing regarding impact and teaching</li> </ul>	4.1, 4.2	All program completers will be asked to share data related to the Student Learning Outcomes (SLO) assessments that are conducted and tracked by the State of Pennsylvania. The Pennsylvania Department of Education requires	Director of Assessment & Accreditation

Timeline	Phase-in Plan Tasks & Milestones	Standards supported by Tasks & Milestones	Additional Notes	Supporting Resources & Personnel Dedicated to the Initiative
	effectiveness and participation in case studies.		all educators to establish learning goals for their students and then track the percentage of students who have met those learning goals.	
	<ul style="list-style-type: none"> <li>Outreach to the list of recent program completers that was compiled from surveys in April 2019, April 2020, and April 2021 to follow up on their expressed interest in contributing to case studies and coordinate their participation.</li> </ul>	4.1, 4.2	We will use this SLO data as an indicator of our completers' teaching effectiveness and ability to impact student learning and growth.	Director of Assessment & Accreditation
Summer 2021	<ul style="list-style-type: none"> <li>Expansion of efforts to track and monitor where program completers obtain employment and use of this information to survey their employers about their satisfaction and perceptions the Duquesne program completers they have hired and/or supervise.</li> </ul>	4.1, 4.2, 4.3, A.4.1	The School of Education will partner with the Office of Career Development (OCD) to develop a more sophisticated and comprehensive approach to tracking where completers obtain employment. Some data is currently collected by the OCD, however, the SoE believes there is room for development and improvement in the ways in which the SoE collaborates with the OCD to increase knowledge rates of where completers are obtaining employment. In Spring 2021, this information will be used to send targeted invitations to principals and superintendents whom we have records of having hired our recent program completers to collect data about their satisfaction with the completers. This will enable us to ask more specific questions about their experiences with and perceptions of our completers.	Office of Career Development, Director of Assessment & Accreditation

Timeline	Phase-in Plan Tasks & Milestones	Standards supported by Tasks & Milestones	Additional Notes	Supporting Resources & Personnel Dedicated to the Initiative
	<ul style="list-style-type: none"> <li>Analysis of initial set of Student Learning Outcomes Achievement data voluntarily provided by program completers</li> </ul>	4.1	The Pennsylvania Department of Education requires all educators to establish learning goals for their students and then track the percentage of students who have met those learning goals. We will use this SLO data as an indicator of our completers' teaching effectiveness and ability to impact student learning and growth.	Director of Assessment & Accreditation, Leading Teacher Quality Council
August 2021	<ul style="list-style-type: none"> <li>Coordination with graduating class of Woodrow Wilson Teaching Fellows to establish protocols for their participation in case studies.</li> </ul>	4.1, 4.2, 4.4	All candidates who were accepted through the Woodrow Wilson Teaching Fellowship program received a scholarship will be invited to participate. As part of the program, all candidates agree to participate in three years of ongoing mentoring in relationship with the university after graduation. During this time, the candidates that opt into the formal case studies will be tracked to evaluate their teaching effectiveness and impact on students' learning and growth on a ongoing basis through the three-year mentorship program.	Associate Dean of Teacher Education, Director and Coordinator of the WWTF program, Director of Assessment & Accreditation, Via Eportfolio and Assessment System
Fall 2021	<ul style="list-style-type: none"> <li>Observations of completers in their classroom settings to evaluate teaching effectiveness (if the circumstances permit this...we will need to continue to re-evaluate whether or not this is possible based on current CDC guidelines and school district policies)</li> </ul>	4.2	A set of program completers from the WWTF program as well as a set of completers from the traditional educator preparation programs will be identified and confirmed as participants in case study analyses of their development and growth as practitioners from Fall 2021 through Spring 2024. A comparative analysis of WWTF program students vs. traditional students will be conducted.	Director of Assessment & Accreditation; Members of LTQC who wish to integrate the case study project as part of their scholarly agenda.



Timeline	Phase-in Plan Tasks & Milestones	Standards supported by Tasks & Milestones	Additional Notes	Supporting Resources & Personnel Dedicated to the Initiative
Spring 2021	<ul style="list-style-type: none"> <li>• Third administration of Principals &amp; Superintendents survey.</li> <li>• Incorporation of direct survey invitations to Principals and Superintendents whom we have records of having hired our recent program completers.</li> </ul>	4.1, 4.2, 4.3, A.4.1	After pursuing the initiative to collect more comprehensive information about where our completers are being hired, this will enable us to send targeted and personalized invitations to principals and superintendents regarding the completers they have recently hired. This will also enable us to ask more specific questions about their experiences with and perceptions of our completers.	Director of Assessment & Accreditation, Leading Teacher Quality Council
Summer 2021	<ul style="list-style-type: none"> <li>• Analysis of Student Learning Outcomes Achievement data provided by both WWTF and traditional program completers</li> </ul>	4.1	At this point, the completers who are participating in case studies will have had one full year of experience working as educators in the field. Accordingly, they will have SLO data that they will be able to share with us for further analysis of teaching effectiveness and impact on student learning. The SLO data analysis will be triangulated with teaching observation evaluations of the completers.	Director of Assessment & Accreditation, Leading Teacher Quality Council
	<ul style="list-style-type: none"> <li>• Interviews with WWTF and traditional program completers</li> </ul>	4.2	At the conclusion of their first year serving as educators, qualitative interviews will be held with completers who are participating in case studies to collect additional information about their growth and development as educators.	Director of Assessment & Accreditation; Director of WWTF program, Members of LTQC who wish to integrate the case study project as part of their scholarly agenda.

Timeline	Phase-in Plan Tasks & Milestones	Standards supported by Tasks & Milestones	Additional Notes	Supporting Resources & Personnel Dedicated to the Initiative
	<ul style="list-style-type: none"> <li>Interviews with principals who have hired and supervise WWTF and traditional program completers</li> </ul>	4.1, 4.2	During interviews with principals, information will be collected about completers' impact on student learning and growth as well as their teaching effectiveness.	Director of Assessment & Accreditation; Director of WWTF program, Members of LTQC who wish to integrate the case study project as part of their scholarly agenda.
Fall 2021 through Summer 2024	<ul style="list-style-type: none"> <li>Continuation of Alumni survey and Principals/Superintendents surveys administered on alternating years.</li> <li>In addition to the general Principals/Superintendents survey that is sent to all principals and superintendents in our region, targeted surveys will also be sent to principals and superintendents whom we have records of having hired our recent program completers to collect data about satisfaction.</li> <li>Annual teaching observations and evaluations of completers participating in case studies</li> <li>Continued analysis of student learning outcomes achievement data that is voluntarily provided by alum.</li> <li>Follow up with Pittsburgh Public Schools to see if they have been able to conduct additional PVAAS data analysis related to completers' teaching effectiveness and impact on student learning and growth</li> </ul>			
Summer 2024	<ul style="list-style-type: none"> <li>A comprehensive review of all methods of data and evidence collection will be conducted. Since the initial round of case studies will have been completed, plans will be developed for a new set of case studies. The plans for the new case studies will be informed by what was learned from the initial round of case studies.</li> </ul>			

## Overview of the content and objective of each method of data/evidence collection:

Method of data/evidence collection	Description of Content	Objective	Date when data will be available
Alumni Survey	<p>Questions that ask completers about:</p> <ol style="list-style-type: none"> <li>1. Their perceptions of how relevant the preparation they received in their program was.</li> <li>2. Their perceptions of how effective the preparation they received in their program was.</li> <li>3. How satisfied they are with the educational experience and preparation they received in their program of study.</li> </ol>	Use the data about completers perceptions of relevance and effectiveness of programs as well as their overall satisfaction to serve as evidence for standard 4.4 and A.4.2	Two cycles will be available as of March 2020
Principals & Superintendents Survey	<p>Questions that ask principal and superintendent stakeholders about:</p> <ol style="list-style-type: none"> <li>1. Their perceptions of the teaching effectiveness of Duquesne SoE program completers they have hired.</li> <li>2. Their perceptions of the impact Duquesne SoE program completers have had on student learning and growth.</li> <li>3. Their overall satisfaction with the Duquesne SoE program completers they have hired.</li> </ol>	Use the data about principals'/superintendents' perceptions of completers teaching effectiveness and impact on student learning and growth as well as principals'/superintendents' overall satisfaction to serve as evidence of standards 4.1, 4.2, 4.3, and A.4.1	Two cycles will be available as of March 2020
Pittsburgh Public Schools PVAAS Data	The Pennsylvania Department of Education has developed the Pennsylvania Value Added Assessment System (PVAAS) which tracks the growth and development of students over time. PVAAS data is provided to schools and educators, but is not publicly available. The only way for Duquesne's School of Education to obtain this data is through partnership with districts. Accordingly, the Pittsburgh Public School	<p>The PPS PVAAS report of "Student Learning and Growth" serves as an indicator of standard 4.1.</p> <p>The PPS Professional Practice evaluations conducted with a Danielson-based observation</p>	One comprehensive analysis of data PPS PVAAS data the includes all completers hired within the district from 2010 through 2017 (N=67). The

	District conducts a yearly, comparative analysis of the performance of completers they have hired from regional EPPs. PPS is not able to share the raw data with us; however, they are able to share the aggregated results of their analyses. Their analyses includes the following: 1) Performance levels of Duquesne completers relative to completers from other institutions; 2) Professional Practice evaluations conducted with a Danielson-based observation rubric that reflect teaching effectiveness of Duquesne's program completers relative to PPS own standards for performance.	rubric serve as an indicator of standard 4.2.	analysis was conducted in Spring 2018.
Program Completer's Student Learning Outcomes Achievement Data	The Pennsylvania Department of Education requires all educators to establish learning goals for their students and then track the percentage of students who have met those learning goals. We will use SLO data shared by our completers as an indicator of our completers' teaching effectiveness and ability to impact student learning and growth.	The SLO data will include information about the percentage of students who met learning goals for each academic year. This will serve as evidence for standards 4.1.	The first cycle of data will be available in Summer 2020. An additional cycle of data will be available each summer annually.
Case Study Teaching Evaluations	A Danielson-based rubric that includes attention to aspects of effective teaching practice will be used to evaluate completers' teaching effectiveness during teaching observations that occur as part of our case study initiative.	The results of the teaching effectiveness observations and evaluations will serve as evidence for standard 4.2.	The first cycle of data will be available in Fall 2020. An additional cycle of data will be available each fall annually.
Interviews with Program Completers Participating in Case Studies	As a complement to the SLO achievement data and the case study teaching evaluations, qualitative interviews will be held with completers who are participating in case studies to collect additional information about their growth and development as educators.	The data from this assessment will serve as a qualitative supplement to our understanding of completers' teaching effectiveness. This will serve as evidence for standard 4.2.	The first cycle of data will be available in Summer 2021. An additional cycle of data will be available each summer annually following through to the

			completion of case studies, which is anticipated in Summer 2024
Interviews with Principals Who Supervise Program Completers Participating in Case Studies	During interviews with principals, information will be collected about completers' impact on student learning and growth as well as their teaching effectiveness.	The data collected from the interviews with principals will serve as qualitative evidence for standards 4.1 and 4.2.	The first cycle of data will be available in Summer 2021. An additional cycle of data will be available each summer annually following through to the completion of case studies, which is anticipated in Summer 2024