THE CATHOLIC UNIVERSITY OF AMERICA | Department of Education

Annual Accountability Measures Reporting for AY 2021-2022

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

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

To ensure the university is meeting the requirements for preparing new teachers, our programs are reviewed by several external accreditation agencies including the Council for Accreditation of Educator Preparation (CAEP) and the Office of the State Superintendent of Education for D.C. (OSSE) as well as several Specialized Professional Associations (SPAs). As a part of the review process for these external accreditation agencies, the Department of Education provides annual data reporting for several program indicators. The following data measures are for program completers in the AY 2021-2022.

NOTE: *For AY 2021-2022, there were no Secondary Education program graduates. Therefore, Catholic University is reporting data for the Early Childhood and Elementary Programs only.*

CAEP Accountability Measure: Candidate Competency at Program Completion

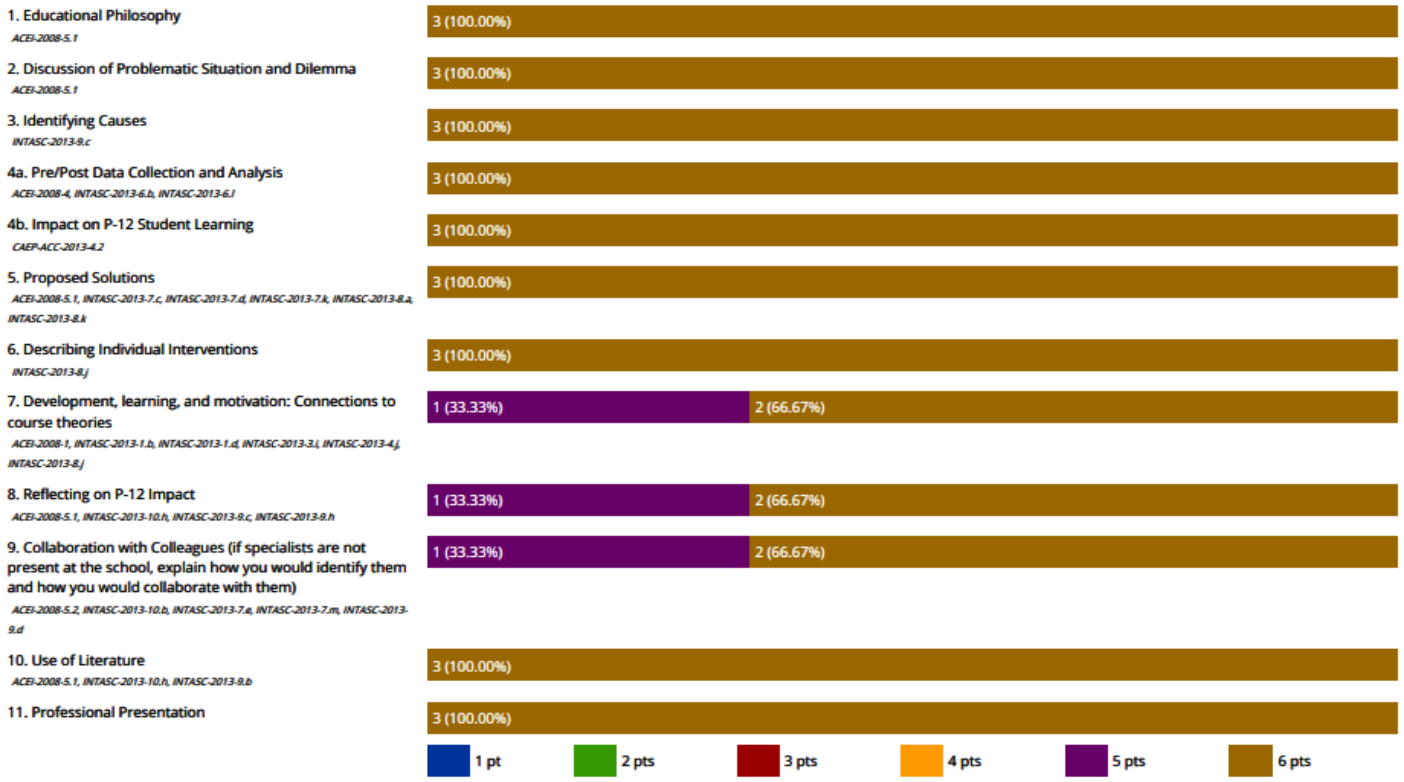
Catholic University of America utilizes two internal program metrics and one external metric to track candidate competencies at the time of program completion.

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

There were 8 Early Childhood program completers for AY 21-22. All candidates were successful in completing the ARP capstone. Data is reported in the aggregate to protect candidate anonymity.

Rubric: Action Research Project: Rubric - ELE (version F18)

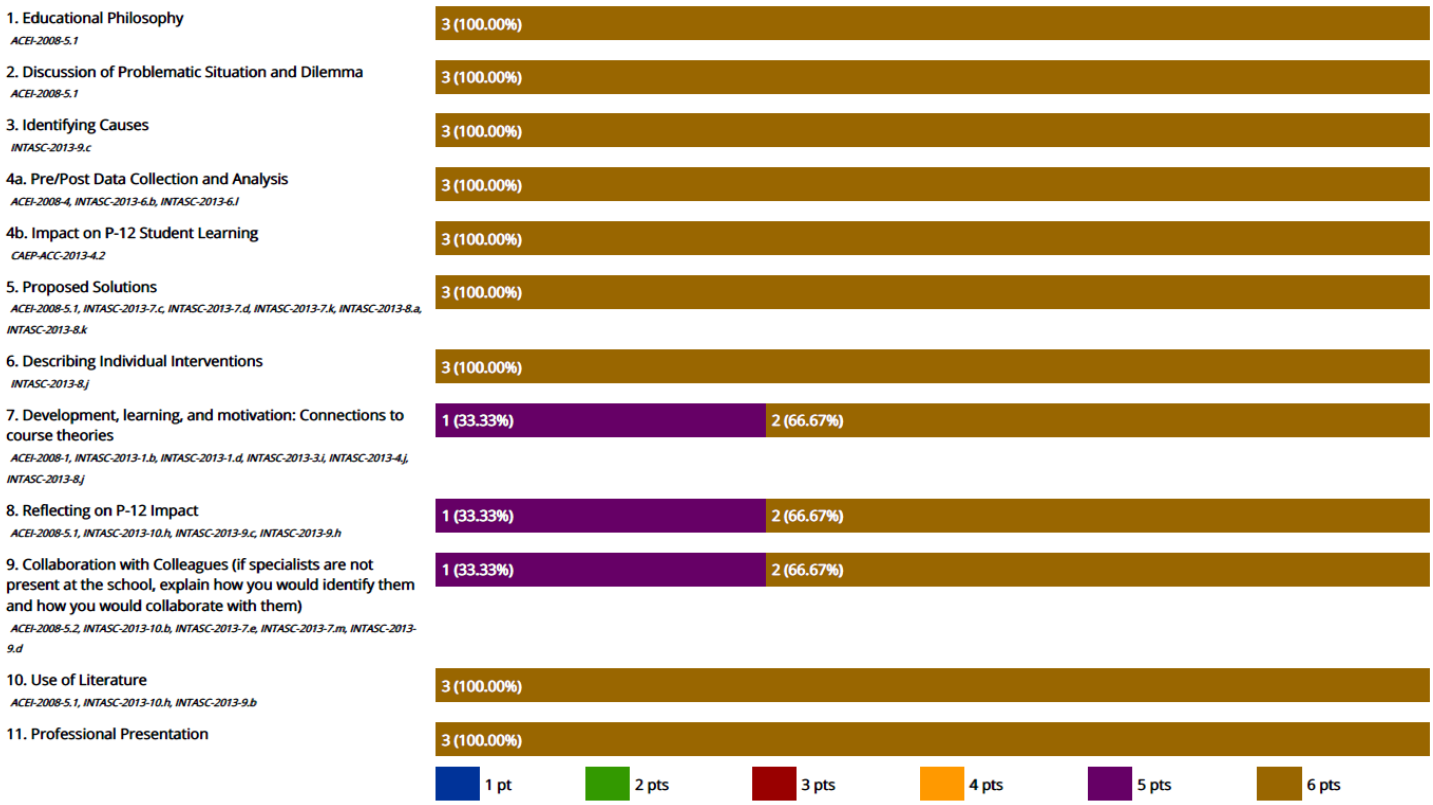
	1 pt (1 pts)	1 pt (1 pts)	2 pts (2 pts)	2 pts (2 pts)	3 pts (3 pts)	3 pts (3 pts)	4 pts (4 pts)	4 pts (4 pts)	5 pts (5 pts)	5 pts (5 pts)	6 pts (6 pts)	6 pts (6 pts)	n	Mean	Mode	Stdev
1. Educational Philosophy	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
2. Discussion of Problematic Situation and Dilemma	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
3. Identifying Causes	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
4a. Pre/Post Data Collection and Analysis	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
4b. Impact on P-12 Student Learning	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
5. Proposed Solutions	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
6. Describing Individual Interventions	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
7. Development, learning, and motivation: Connections to course theories	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	33.33%	2	66.67%	3	5.667	6.000	0.471
8. Reflecting on P-12 Impact	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	33.33%	2	66.67%	3	5.667	6.000	0.471
9. Collaboration with Colleagues (if specialists are not present at the school, explain how you would identify them and how you would collaborate with them)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	33.33%	2	66.67%	3	5.667	6.000	0.471
10. Use of Literature	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
11. Professional Presentation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000



There were 3 Elementary program completers for AY 21-22. All candidates were successful in completing the ARP capstone. Data is reported in the aggregate to protect candidate anonymity.

Rubric: Action Research Project: Rubric - ELE (version F18)

	1 pt (1 pts)	1 pt (1 pts)	2 pts (2 pts)	2 pts (2 pts)	3 pts (3 pts)	3 pts (3 pts)	4 pts (4 pts)	4 pts (4 pts)	5 pts (5 pts)	5 pts (5 pts)	6 pts (6 pts)	6 pts (6 pts)	n	Mean	Mode	Stdev
1. Educational Philosophy	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
2. Discussion of Problematic Situation and Dilemma	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
3. Identifying Causes	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
4a. Pre/Post Data Collection and Analysis	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
4b. Impact on P-12 Student Learning	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
5. Proposed Solutions	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
6. Describing Individual Interventions	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
7. Development, learning, and motivation: Connections to course theories	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	33.33%	2	66.67%	3	5.667	6.000	0.471
8. Reflecting on P-12 Impact	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	33.33%	2	66.67%	3	5.667	6.000	0.471
9. Collaboration with Colleagues (if specialists are not present at the school, explain how you would identify them and how you would collaborate with them)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	33.33%	2	66.67%	3	5.667	6.000	0.471
10. Use of Literature	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000
11. Professional Presentation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	3	6.000	6.000	0.000



Student Teaching Evaluations

The Final Student Teaching Evaluation is conducted in the course sequence for the Student Teaching Internship and Seminar. The Student Teaching internship takes place for a full semester of the final year of the candidate's program. During the fourteen-week placement, the Student Teacher gradually assumes increasing responsibility for planning and teaching, taking full responsibility for at least four weeks. The student teacher is evaluated using the Content Knowledge Rubric. The evaluation is completed as a three-way meeting between the student teacher, cooperating teacher (classroom teacher), and faculty supervisor (university mentor). The evaluation is completed jointly so that all parties have input into the rating. The rubric was revised Fall 2020 to align with NAEYC and current ELE standards. The final rating is entered by the University Field Supervisor using a 6 point scale with 6 being the highest rating and 1 the lowest.

There were 8 Early Childhood program completers for AY 21-22. All candidates were successful in completing the Student Teaching Evaluation. Data is reported in the aggregate to protect candidate anonymity.

Rubric: Content Knowledge

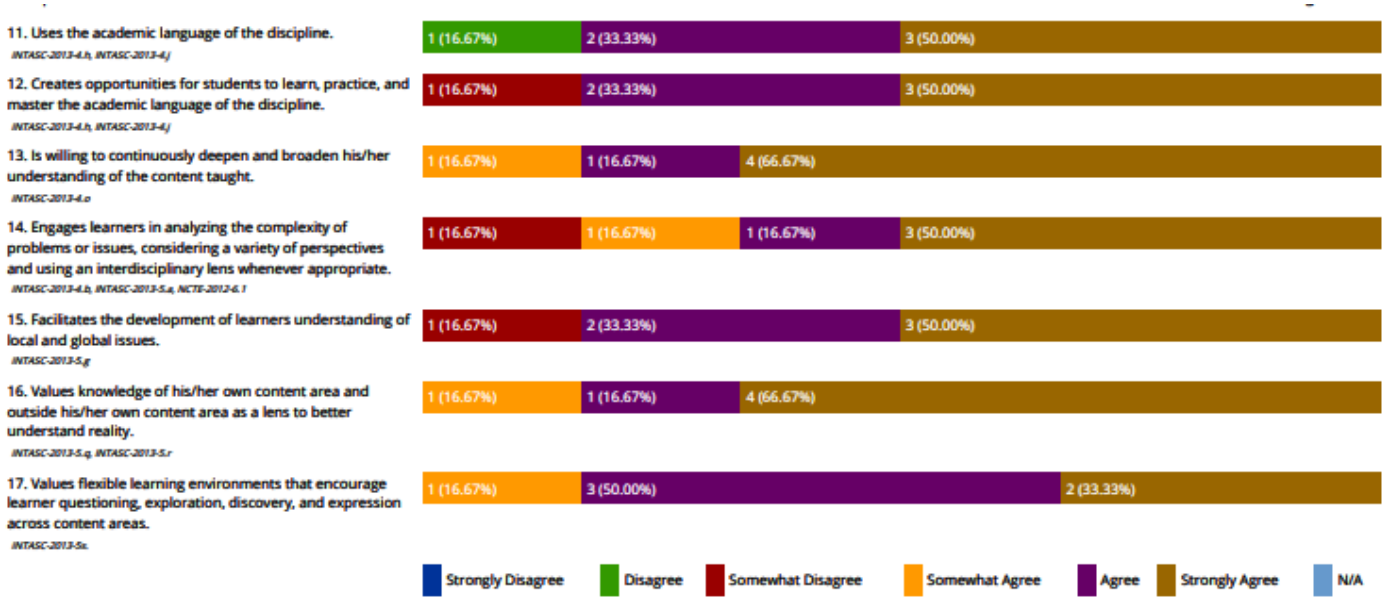
	Strongly Disagree (1 pts)		Strongly Disagree (1 pts)		Disagree (2 pts)		Disagree (2 pts)		Somewhat Disagree (3 pts)		Somewhat Disagree (3 pts)		Somewhat Agree (4 pts)		Somewhat Agree (4 pts)		Agree (5 pts)		Agree (5 pts)		Strongly Agree (6 pts)		Strongly Agree (6 pts)		N/A (0 pts)		N/A (0 pts)		n	Mean	Mode	Stdev
1. Demonstrates a deep understanding of the critical concepts and principles of their discipline.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8	100.00%	0	0.00%	8	6.000	6.000	0.000												
2. Understands the ways of knowing of his/her discipline.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8	100.00%	0	0.00%	8	6.000	6.000	0.000												
3. Understands how his/her discipline relates to other disciplinary approaches to inquiry.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	12.50%	7	87.50%	0	0.00%	8	5.875	6.000	0.331												
4. Understands the strengths and limitations of each disciplinary approach in addressing problems, issues, and concerns.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	25.00%	6	75.00%	0	0.00%	8	5.750	6.000	0.433												
5. Engages learners in applying methods of inquiry and standards of evidence used in the discipline.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	12.50%	7	87.50%	0	0.00%	8	5.875	6.000	0.331												
6. Supports learner conceptual understanding by fostering reflection on prior content knowledge, linking new concepts to familiar concepts, and making connections to learner experiences.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8	100.00%	0	0.00%	8	6.000	6.000	0.000												
7. Builds experiences that foster conceptual understanding.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8	100.00%	0	0.00%	8	6.000	6.000	0.000												
8. Evaluates and modifies instructional resources and curriculum materials to assure their disciplinary accuracy and relevance, and appropriateness for his/her learners.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8	100.00%	0	0.00%	8	6.000	6.000	0.000												
9. Uses supplementary resources and technology effectively to enrich the learning experience.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	6	85.71%	1	14.29%	7	5.143	6.000	2.100												
10. Effectively uses multiple representations and explanations to foster learner understanding.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	12.50%	7	87.50%	0	0.00%	8	5.875	6.000	0.331												
11. Uses the academic language of the discipline.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8	100.00%	0	0.00%	8	6.000	6.000	0.000												
12. Creates opportunities for students to learn, practice, and master the academic language of the discipline.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8	100.00%	0	0.00%	8	6.000	6.000	0.000												
13. Is willing to continuously deepen and broaden his/her understanding of the content taught.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8	100.00%	0	0.00%	8	6.000	6.000	0.000												
14. Engages learners in analyzing the complexity of problems or issues, considering a variety of perspectives and using an interdisciplinary lens whenever appropriate.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	7	100.00%	0	0.00%	7	6.000	6.000	0.000												
15. Facilitates the development of learners understanding of local and global issues.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	6	85.71%	1	14.29%	7	5.143	6.000	2.100												
16. Values knowledge of his/her own content area and outside his/her own content area as a lens to better understand reality.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	7	87.50%	1	12.50%	8	5.250	6.000	1.984												
17. Values flexible learning environments that encourage learner questioning, exploration, discovery, and expression across content areas.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	7	87.50%	1	12.50%	8	5.250	6.000	1.984												


1. Demonstrates a deep understanding of the critical concepts and principles of their discipline.
INTASC-2013-4.j
8 (100.00%)
2. Understands the ways of knowing of his/her discipline.
INTASC-2013-1.j, INTASC-2013-5.i
8 (100.00%)
3. Understands how his/her discipline relates to other disciplinary approaches to inquiry.
INTASC-2013-1.j, INTASC-2013-5.i
1 (12.50%)
7 (87.50%)
4. Understands the strengths and limitations of each disciplinary approach in addressing problems, issues, and concerns.
INTASC-2013-1.j, INTASC-2013-5.i
2 (25.00%)
6 (75.00%)
5. Engages learners in applying methods of inquiry and standards of evidence used in the discipline.
INTASC-2013-4.c
1 (12.50%)
7 (87.50%)
6. Supports learner conceptual understanding by fostering reflection on prior content knowledge, linking new concepts to familiar concepts, and making connections to learner experiences.
INTASC-2013-4.d
8 (100.00%)
7. Builds experiences that foster conceptual understanding.
INTASC-2013-4.e
8 (100.00%)
8. Evaluates and modifies instructional resources and curriculum materials to assure their disciplinary accuracy and relevance, and appropriateness for his/her learners.
INTASC-2013-4.f
8 (100.00%)
9. Uses supplementary resources and technology effectively to enrich the learning experience.
INTASC-2013-4.g
6 (85.71%)
1 (14.29%)
10. Effectively uses multiple representations and explanations to foster learner understanding.
INTASC-2013-4.a
1 (12.50%)
7 (87.50%)
11. Uses the academic language of the discipline.
INTASC-2013-4.h, INTASC-2013-4.j
8 (100.00%)
12. Creates opportunities for students to learn, practice, and master the academic language of the discipline.
INTASC-2013-4.h, INTASC-2013-4.j
8 (100.00%)
13. Is willing to continuously deepen and broaden his/her understanding of the content taught.
INTASC-2013-4.o
8 (100.00%)
14. Engages learners in analyzing the complexity of problems or issues, considering a variety of perspectives and using an interdisciplinary lens whenever appropriate.
INTASC-2013-4.b, INTASC-2013-5.a, NCTE-2012-6.1
7 (100.00%)
15. Facilitates the development of learners understanding of local and global issues.
INTASC-2013-5.g
6 (85.71%)
1 (14.29%)
16. Values knowledge of his/her own content area and outside his/her own content area as a lens to better understand reality.
INTASC-2013-5.q, INTASC-2013-5.r
7 (87.50%)
1 (12.50%)
17. Values flexible learning environments that encourage learner questioning, exploration, discovery, and expression across content areas.
INTASC-2013-5.s
7 (87.50%)
1 (12.50%)
Strongly Disagree
Disagree
Somewhat Disagree
Somewhat Agree
Agree
Strongly Agree
N/A

There were 3 Elementary program completers for AY 21-22. All candidates were successful in completing the student teaching evaluation. Data is reported in the aggregate to protect candidate anonymity.

Rubric: Content Knowledge

	Strongly Disagree (1 pts)		Strongly Disagree (1 pts)		Disagree (2 pts)	Disagree (2 pts)	Somewhat Disagree (3 pts)	Somewhat Disagree (3 pts)	Somewhat Agree (4 pts)	Somewhat Agree (4 pts)	Agree (5 pts)	Agree (5 pts)	Strongly Agree (6 pts)	Strongly Agree (6 pts)	N/A (0 pts)	N/A (0 pts)	n	Mean	Mode	Stdev
1. Demonstrates a deep understanding of the critical concepts and principles of their discipline.	0	0.00%	0	0.00%	1	16.67%	1	16.67%	1	16.67%	3	50.00%	0	0.00%	6	5.000	6.000	1.155
2. Understands the ways of knowing of his/her discipline.	0	0.00%	0	0.00%	1	16.67%	1	16.67%	0	0.00%	4	66.67%	0	0.00%	6	5.167	6.000	1.213
3. Understands how his/her discipline relates to other disciplinary approaches to inquiry.	0	0.00%	0	0.00%	1	16.67%	1	16.67%	1	16.67%	3	50.00%	0	0.00%	6	5.000	6.000	1.155
4. Understands the strengths and limitations of each disciplinary approach in addressing problems, issues, and concerns.	0	0.00%	0	0.00%	1	16.67%	1	16.67%	1	16.67%	3	50.00%	0	0.00%	6	5.000	6.000	1.155
5. Engages learners in applying methods of inquiry and standards of evidence used in the discipline.	0	0.00%	1	16.67%	0	0.00%	0	0.00%	2	33.33%	3	50.00%	0	0.00%	6	5.000	6.000	1.414
6. Supports learner conceptual understanding by fostering reflection on prior content knowledge, linking new concepts to familiar concepts, and making connections to learner experiences.	0	0.00%	1	16.67%	0	0.00%	0	0.00%	2	33.33%	3	50.00%	0	0.00%	6	5.000	6.000	1.414
7. Builds experiences that foster conceptual understanding.	0	0.00%	1	16.67%	0	0.00%	0	0.00%	3	50.00%	2	33.33%	0	0.00%	6	4.833	5.000	1.344
8. Evaluates and modifies instructional resources and curriculum materials to assure their disciplinary accuracy and relevance, and appropriateness for his/her learners.	0	0.00%	0	0.00%	0	0.00%	1	16.67%	2	33.33%	3	50.00%	0	0.00%	6	5.333	6.000	0.745
9. Uses supplementary resources and technology effectively to enrich the learning experience.	0	0.00%	0	0.00%	1	16.67%	0	0.00%	2	33.33%	3	50.00%	0	0.00%	6	5.167	6.000	1.067
10. Effectively uses multiple representations and explanations to foster learner understanding.	0	0.00%	0	0.00%	1	16.67%	0	0.00%	3	50.00%	2	33.33%	0	0.00%	6	5.000	5.000	1.000
11. Uses the academic language of the discipline.	0	0.00%	1	16.67%	0	0.00%	0	0.00%	2	33.33%	3	50.00%	0	0.00%	6	5.000	6.000	1.414
12. Creates opportunities for students to learn, practice, and master the academic language of the discipline.	0	0.00%	0	0.00%	1	16.67%	0	0.00%	2	33.33%	3	50.00%	0	0.00%	6	5.167	6.000	1.067
13. Is willing to continuously deepen and broaden his/her understanding of the content taught.	0	0.00%	0	0.00%	0	0.00%	1	16.67%	1	16.67%	4	66.67%	0	0.00%	6	5.500	6.000	0.764
14. Engages learners in analyzing the complexity of problems or issues, considering a variety of perspectives and using an interdisciplinary lens whenever appropriate.	0	0.00%	0	0.00%	1	16.67%	1	16.67%	1	16.67%	3	50.00%	0	0.00%	6	5.000	6.000	1.155
15. Facilitates the development of learners understanding of local and global issues.	0	0.00%	0	0.00%	1	16.67%	0	0.00%	2	33.33%	3	50.00%	0	0.00%	6	5.167	6.000	1.067
16. Values knowledge of his/her own content area and outside his/her own content area as a lens to better understand reality.	0	0.00%	0	0.00%	0	0.00%	1	16.67%	1	16.67%	4	66.67%	0	0.00%	6	5.500	6.000	0.764
17. Values flexible learning environments that encourage learner questioning, exploration, discovery, and expression across content areas.	0	0.00%	0	0.00%	0	0.00%	1	16.67%	3	50.00%	2	33.33%	0	0.00%	6	5.167	5.000	0.687



Praxis II Subject Area Content Scores

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

Pass rates for Praxis II reported from ETS database:

Subject Area	Number of students	Pass Rate
Elementary Education - ELA	8	100%
Elementary Education-Math	9	100%
Elementary Education- Social Studies	8	100%
Elementary Education- Science	9	100%
Early Childhood Education	3	100%

CAEP Accountability Measure: Completer Impact and Effectiveness

As a smaller program, whose graduates do not often pursue employment in DC Public Schools, we have chosen to utilize a case study method for data collection for this accountability measure. Given the interruption from the COVID pandemic and faculty transition in the Department the past two years, Catholic University has faced several challenges in the collection of P-12 Impact data and is in the process of refining and evaluating our P-12 Impact measurement instruments and data collection process.

Challenges to collecting P-12 Impact and Effectiveness data include the following:

EPP report form OSSE is not applicable to our candidates as most of our completers do not pursue employment in DCPS. Candidates take jobs out of the DMV area.Since OSSE does not participate in the National Clearinghouse for tracking teacher post-graduation employment, the reporting provided from OSSE does not assist Catholic U in compiling data for this metric.

Catholic University graduates often serve in Catholic or private schools so no state value added student testing data are available for use in compiling data for this metric. We also have candidates who enroll in graduate school programs and are not teaching in a classroom. Again, this makes it difficult to compile data for this metric.

Finally, several faculty members have been on sabbatical or left the university this past year. This has made resourcing conducting interviews, focus groups, and site visits to observe alumni out of state who are teaching in K-12 classrooms extremely difficult. As a result, the Department will not be able to supplement the Alumni or Employer survey data with these types of data for this academic reporting year.

Alumni Survey for P-12 Effectiveness:

Current survey for the Spring 2022 program completers one year out is still in process. This report will be amended with this data when available.

CAEP Accountability Measure: Employer Satisfaction and Stakeholder Involvement

Catholic University has faced several challenges in the collection of Employer Satisfaction and Stakeholder Involvement and is in the process of refining and evaluating measurement instruments and data collection process. See details above.

Employer Satisfaction Survey

Current survey for the Spring 2022 employer survey for program completers one year out is still in process. This report will be amended with this data when available.

Stakeholder Involvement

Catholic University of America has MOU agreements with DCPS, DCPCS, the ADW, and additional private and Catholic Schools in the DC area. The Council on Teacher Education Committee composed of faculty and external stakeholders meets yearly to discuss opportunities, challenges, and successes for continuing and furthering Catholic U’s partnerships and ties to the DMV community.