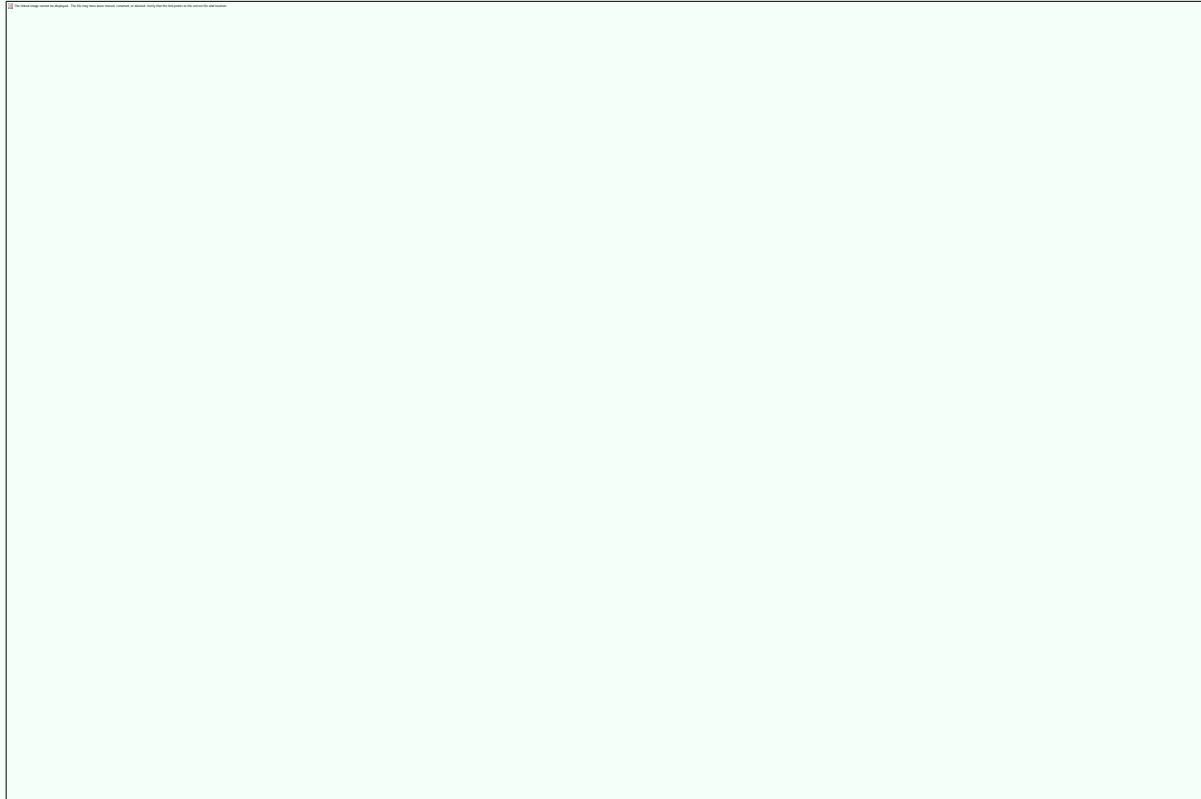


2019-2020

EPP Bachelor Performance Report

Duke University



Overview of Institution

Since its establishment in 1924, Duke University has been guided by the vision of its first benefactor, James B. Duke, who wanted to establish an institution that would attain “a place of real leadership in the educational world.” Duke’s undergraduate liberal arts college and its graduate and professional schools — in business, divinity, engineering, the environment, law, medicine, nursing and public policy — are among the leaders in their fields, and the university boasts a Carnegie designation of Doctoral/Research Universities – Extensive. This distinction is supported by the university’s recruitment of a select group of truly distinguished faculty and the admission of an equally select group of exceptional undergraduate, graduate, and professional students. Enrollment for the 2019-2020 school year included 6,526 undergraduates and 9,569 students in the graduate and professional schools and related programs. There were 1,688 tenured and tenure-track faculty members, with an 8:1 student/faculty ratio. Duke’s commitment to academic excellence is articulated in the university mission statement, which states, in part:

“the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service; . . . to promote an intellectual environment built on a commitment to free and open inquiry; . . . to provide wide ranging educational opportunities . . . and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.”

Special Characteristics

Teacher preparation has been central to Duke’s mission throughout its history. The beginnings of that history can be traced to 1851, when Union Institute (founded 1839) began preparing teachers and was reorganized into Normal College. In 1858, it became Trinity College, a liberal arts institution in which teacher training assumed a central and major role. For all of that history, the Arts and Sciences faculty have offered teacher training by preparing Duke students to teach in public school classrooms and to assume leadership roles in the nation’s elementary and secondary schools. Teacher preparation at Duke is organized around the central theme of preparing liberally educated, reflective professionals – prepared to lead. This theme is consistent with the university’s goal for all students – that they develop as liberally educated, reflective citizens – and reflects the wider culture of Duke with its emphasis on breadth and depth of the liberal arts education. Thus, Duke’s teacher preparation programs directly complement the broader university goals. It follows, then, that the contributions of the faculty across the institution are a vital part of teacher preparation at Duke. Important, too, is Duke’s continuing partnership with Durham Public Schools. Durham’s teachers serve as voting members on each teacher preparation committee, and they are compensated for their work with the university. Durham Public School teachers and administrators collaborate with Duke researchers on grant proposals and ongoing research. Duke’s Office of Durham Affairs, with its commitment to nine neighborhood partner schools and four afterschool programs surrounding Duke’s campus, has focused the broader university community -- from the President to entering freshmen -- on contributing to the education of our community’s children and to the professional development of their teachers through volunteer work, a substantial financial commitment, and ongoing collaboration in technological and academic programs.

Program Areas and Levels Offered

At the undergraduate level, through Trinity College, the Program in Education offers an elementary program and secondary programs in the areas of English, mathematics, comprehensive science, and social studies. An Academically/Intellectually Gifted (AIG) add-on licensure program is also offered for non-degree, graduate credit through continuing studies. At the graduate level, through the Graduate School, the Master of Arts in Teaching Program offers secondary programs in the areas of English, mathematics, comprehensive science, and social studies.

Pathways Offered (Place an 'X' under each of the options listed below that your IHE provides)

Traditional	Lateral Entry	Residency
X		

Brief description of unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

In their coursework, teaching candidates learn how exceptionalities may interact with development and learning. Through relevant course assignments and fieldwork, candidates practice using a repertoire of evidence-based instructional strategies, plan and differentiate learning experiences, and use multiple methods of assessment to make educational decisions regarding P-12 students with exceptionalities. Candidates also learn how to create safe, inclusive, and responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Candidates engage with other specialized topics in special education via readings, discussion, reflection, small group presentations, and through action research within their clinical and field experiences.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Across all educator preparation programs, invited speakers facilitate discussions and share strategies and best practices for reaching English Language Learners and for planning and implementing culturally responsive teaching practices that reach all students. Candidates process these topics via reflection/refraction journals and in-class discussions, as they consider the practical implications for their teaching practice. Additionally, all field and clinical work is conducted within a school system that is 32.8% Hispanic/Latinx, so candidates have many authentic opportunities to teach and assess English Language Learners.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

Technology is viewed across all programs as a critical component of both content and pedagogical knowledge. As such, candidates are expected to demonstrate their knowledge of pedagogy, their content-area expertise, and their integration of technology from the TPACK framework. Duke University's EPP has a steadfast commitment to integrate technology across all program aspects. The EPP uses various applications of technology to ensure all candidates are

able to use technology adeptly in their teaching and learning. Furthermore, the EPP provides opportunities and necessary support for candidates to model and apply technology standards as they design, implement, and assess student learning experiences. Beyond the development of technology usage, which includes Web design tools, digital storytelling and Internet-based tools, students focus on the five 21st century learning skills (communication, critical thinking and problem solving, collaboration, creativity and contextual learning) needed for all students to be successful in 21st century classrooms and beyond. Candidates across all programs design and implement content-rich curriculum units that incorporate 21st century themes and skills to maximize P-12 student learning. Emphasis is specifically placed on ways technology can be utilized in a meaningful way to enhance P-12 student learning and/or better accommodate for individual learning differences.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Realizing the role technology has in assessment within North Carolina Public Schools, the EPP exposes candidates to a variety of ways technology is used for assessment. For example, candidates become familiar with EVAAS by using an interactive graphing tool that enables the user to plot a specific school's growth profile as well as make comparisons among many schools. In the elementary program, candidates also receive training in the administration of reading assessments. Through action research, candidates also collect and analyze assessment data and must produce a visual representation of these data.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Duke is fortunate to have an art museum on campus –the Nasher Museum of Art. The museum offers educator workshops and elementary candidates participate in these and additional private sessions offered by the Museum's staff. Through these sessions, candidates have learned about Visual Thinking Strategies, the integration of the visual arts into the language arts curriculum, the connection of the visual arts to the natural sciences, and methods for exploring culture through art with children.

Explain how your program(s) and unit conduct self-study.

The collection and analyses of candidate, program, and unit data comprise the EPP's assessment system. Assessments for each program in the EPP have always been comprehensive, utilizing multiple instruments across transition points. Data from the undergraduate and graduate programs are regularly and systematically compiled, analyzed and reported for the purpose of improving candidate performance, program quality and unit operations. Every year in June, every program in the EPP submits a short, formal report to the Committee on Teacher Preparation and to their respective advisory committees that outlines program accomplishments, recommended program-level changes, and the results of previous changes. Areas of focus include: candidate knowledge, skills, and dispositions; program assessment; field experiences;

diversity; faculty; and program budget. Duke's EPP programs are accredited by the Council for Accreditation of Educator Preparation (CAEP).

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Teacher Preparation Program candidates spend a minimum of two semesters in low performing schools prior to their senior year, which is when student teaching takes place. These field experiences are connected to two required gateway courses: Foundations of Education and Educational Psychology. The field experiences for these courses include a tutor training program with follow up training/support as well as weekly tutoring sessions lasting 60 – 75 minutes over the course of the semester. Duke undergraduates mentor/tutor Durham Public Schools students in math and/or literacy during school hours or in the late afternoon/early evening at an after-school site and complete written reflections related to the experiences. Partners for Success (PfS), a Duke program, assists in the coordination of these early field experiences.

Elementary candidates also apply theory to practice through observing, assisting, and teaching in a variety of grade levels and content areas. Professors purposefully integrate these field experiences in class readings and discussions and use these experiences as springboards for student projects and independent research. Students observe in schools with varying needs and demographics using an observation guide focused on specific topics/practices (e.g., school climate, student engagement, learning differences, classroom management, etc.). School observations begin during the first two weeks of the academic year. The semester prior to student teaching, each student begins work with his/her mentor teacher to begin establishing and building relationships with students and the school community.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

It will not be difficult to ensure students have experiences at the beginning of the school year—Undergraduate students will be able to complete these experiences through their fall methods coursework. The end-of-the-school-year experiences will be a bit more challenging, since Duke students graduate in May and the public schools continue into June.

Currently, the MAT Program's interns teach at the beginning of the school year through the end of the third, 9-week period. As Duke University's spring semester ends in early May, we cannot require MAT students to teach during the fourth quarter; however, the students continue to serve in the schools part-time as they complete their final thesis. Many MAT students choose to substitute for pay through the end of the school year.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Durham Public Schools
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Partners for Success (PFS) was created in the Fall of 1998 in response to the need for an organized tutoring program that would support Durham Public School students within the Duke Durham Neighborhood Partnership. The current goals of PFS are to: 1. Connect DPS with a constant source of supervised and trained volunteer tutors. 2. Provide opportunities for Duke undergraduates to participate in and observe school and community-based learning environments. 3. Encourage Duke undergraduates to engage prek-12th grade students academically through the cultivation of positive relationships. 4. Facilitate Duke undergraduates' development through critical reflection that connects field experiences with education coursework
Number of Participants	In 2019-2020 approximately 239 Duke undergraduates served as volunteer tutors providing approximately 3,275 hours of service. The program involved 18 community sites and approximately 66 host teachers and staff.
Activities and/or Programs Implemented to Address the Priorities	Since the inception of Partners for Success (PFS) in the Fall of 1998, over 2,500 Duke students have provided academic tutoring to students at 16 Neighborhood Partnership schools and community programs. PFS is dedicated to providing high quality tutoring that will have a positive impact on students' academic development. PFS meets this goal by providing on-going tutor training, Internet accessible learning activities and tutorial materials, and interactive reflection activities. PFS is continually modified and improved with the help of principals, teachers, and tutor reflection, as well as student data, in hope that it will serve as a model for other Neighborhood Partnership tutoring programs.
Summary of the Outcome of the Activities and/or Programs	In 2018-2019, 92% of community partners agreed that PFS volunteers were dependable 95% of community partners agreed that volunteers cultivated positive relationships and actively participated in activities with students 84% of Duke students agreed that the service-learning experience was an integrated and relevant part of their coursework 88% of Duke Students felt they had a positive impact on the academic skills of students 54% of

	Duke students are interested in continuing as volunteers beyond their course commitment
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Durham Public Schools
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Duke TeachHouse is a living and learning community for graduates of the Duke University teacher preparation programs: Elementary, Secondary, and Master of Arts in Teaching Programs. The intensive experience focuses on equipping early career educators with the confidence, competence, knowledge and networks necessary to develop leadership, creative problem solving, and innovation skills
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	Duke TeachHouse Fellows work full time as classroom teachers in the Durham Public Schools (DPS). Fellows will be paired with mentors from DPS and Duke and receive support from the University for an innovation initiative they launch in their schools. Based out of a fully renovated house in Durham, Duke TeachHouse offers an extraordinary experience for participating fellows that includes: 1) Creating a robust peer learning and support environment among Duke TeachHouse Fellows. 2) Supporting Duke TeachHouse Fellows on their path of personal growth and development and transformative impact. 3) Cultivating an environment for creative problem-solving and innovation. 4) Putting bold ideas into action in K-12 public classrooms while creating impactful lives. 5) Connecting and collaborating with educational leaders, entrepreneurs, and policy-makers within the local community and across the state, nation, and globe
Summary of the Outcome of the Activities and/or Programs	The TeachHouse has partnered with the National Humanities Center, located in the Research Triangle Park. Five TeachHouse Fellows were recently selected as interns with the National Humanities Center and will collaborate this May and June with PhD students from Duke and UNC-CH to develop scholarly-informed and research-based teaching resources and materials as part of the Center's 'Humanities Moments' project. For more see the annual report at https://educationprogram.duke.edu/duke-teachhouse/annual-report

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	2
Female	15
Gender Neutral	
Gender not Provided	
Total	17
Race/Ethnicity	Number
Asian	1
African-American	3
Am. Indian/Alaskan Native	1
Hispanic/Latino	2
Native Hawaiian/Pacific Islander	
White	10
Two or More Races	
Race/Ethnicity Not Provided	
Total	17

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time					
	Male		Female		Gender Neutral
Undergraduate	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4	Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1	Am Indian/Alaskan Native
	Asian		Asian	1	Asian
	Hispanic/Latino		Hispanic/Latino	2	Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	2	White	6	White
	Multi-Racial		Multi-Racial		Multi-Racial

	Not Provided		Not Provided	1	Not Provided	
	Total	2	Total	15	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	1	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	1	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree	Licensure Only	Residency
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PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC	PC	LC
Prekindergarten						
Elementary	3					
Middle Grades						
Secondary	2					
Special Subjects						
Exceptional Children						
Vocational Ed						
Special Services						
Total	5	0	0	0	0	0
Comment or Explanation						

D. Undergraduate program completers in NC Schools within one year of program completion.

2018-2019		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Duke University	24	88	63
Bachelor	State	3617	83	70

E. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2019-2020.

LEA	Number of Teachers
Durham Public Schools	98
Wake County Schools	28
Charlotte-Mecklenburg Schools	18
Winston Salem / Forsyth County Schools	11
Chapel Hill-Carrboro City Schools	10
Rockingham County Schools	9

Orange County Schools	9
Guilford County Schools	8
Raleigh Charter High School	6
Voyager Academy	5
Davidson County Schools	5

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,346.00
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	31.08
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	N/A
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.43
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment or Explanation:	

G. Scores of student teachers on professional and content area examinations.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Elementary (grades K-6)	2	*	2	*	2	*	2	*
2016	Science (grades 9-12)	2	*	2	*	2	*	2	*
2016	Social Studies	1	*	1	*	1	*	1	*

	(grades 9-12)								
2016	Institution Summary	5	100	5	100	5	100	5	100
2017	Elementary (grades K-6)	3	*	3	*	3	*		
2017	Institution Summary	3	*	3	*	3	*		
2018	Elementary (grades K-6)	1	*	1	*				
2018	Institution Summary	1	*	1	*				
* To protect confidentiality of student records, means scores based on fewer than five test takers are not printed.									
'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.									

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	4	0	2	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Residency	0	0	0	0	0	0
Comment or Explanation:						

I. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
5	15	8

J. Field Supervisors to Students Ratio (include both internships and residencies).

2:3

K. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first year of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of 'developing' to 'distinguished'. Effective 2010-2011, at the end of the their third year beginning teachers must be rated 'proficient' on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are 'does not meet expected growth', 'meets expected growth', and 'exceeds expected growth'. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model. Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. Additional information about Educator Effectiveness is available at: https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</p>
Due to Covid-19 data for this section was unable to be collected.