

IHE Bachelor Performance Report

Duke University

2013 - 2014

Overview of the 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 2013-2014 school year included 6,495 undergraduates and 8,105 students in the graduate and professional schools and related programs. There were 1,784 tenured and tenure-track faculty members, with 943 holding the rank of full professor. Primary appointments were distributed as follows among the various schools: 642 in Arts and Sciences; 125 in Engineering; 49 in the Divinity School; 72 in the School of the Environment; 102 in the Fuqua School of Business; 62 in the School of Law; 2,125 in the School of Medicine; and 79 in the School of Nursing. 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; they are appointed faculty members within the Graduate School for the purposes of instructing teachers in training; 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 and Regional Affairs, with its commitment to eight 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-onicensure 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, biology, physics, comprehensive science, and social studies.

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	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Durham Public Schools (DPS)	Partners for Success (PFS) was created in the Fall of 1998 in response to the need for an organized tutoring	Since the inception of Partners for Success (PFS) in the Fall of 1998, over 2,300 Duke students have	Ongoing. Occurs each academic year.	In 2013-2014 approximately 290 Duke undergraduates served as volunteer tutors providing	In 2013-2014 100% of host teachers responding to a PFS survey agreed that volunteer tutors were a

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	<p>program that would support Durham Public School students within the Duke Durham Neighborhood Partnership. The current goals of PFS are to:</p> <ol style="list-style-type: none"> 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 	<p>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</p>		<p>approximately 4,700 hours of service. The program involved 13 community sites and approximately 70 host teachers and staff.</p>	<p>valuable addition to their classroom and that tutors had a positive impact on student confidence and engagement. Additionally, 96% agreed that tutors had a positive impact on students' academic skills.</p>

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	undergraduates' development through critical reflection that connects field experiences with education coursework.	hope that it will serve as a model for other Neighborhood Partnership tutoring programs.			
Durham Public Schools (DPS)	To meet the demand for Spanish-speaking teachers, and in conjunction with the Duke-Durham Neighborhood Partnership, Duke University and Durham Public Schools continue their longtime partnership through the Spanish Language LEAP program. The Duke-Durham Neighborhood Partnership, launched in 1996, works to improve the quality of life in 12 neighborhoods closest to	Each August, faculty provides an intensive three-day training in conversational Spanish for 15 staff and faculty members from four schools near campus that have large Latino populations: E.K. Powe Elementary, Lakewood Elementary, George Watts Montessori and Forest View Elementary. The training continues throughout the school year, during weekly after-school training sessions.	Ongoing	15 staff and faculty members	An average of 15 staff and faculty members have participated over a three year period in the LEAP Program. Preliminary data analysis indicates that participants feel more comfortable speaking with Spanish-speaking families and better understand their issues.

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	<p>campus and to boost student achievement and teacher effectiveness in seven partner public schools that are located in or serve those neighborhoods: Durham School of the Arts, E.K. Powe Elementary, Forest View Elementary, George Watts Montessori Elementary, Lakewood Elementary and Rogers Herr Year-Round Middle School. The goal of the Spanish Language LEAP program is to increase fluency in Spanish among teachers and staff members. This is a high priority goal of the school systems since Durham Each August, faculty provides an</p>	<p>Teachers have access to Duke's online language instruction and language lab and will have the opportunity to participate in a weeklong immersion experience in a Latin American country.</p>			

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[illegible]

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

The Duke Teacher Preparation Programs have developed a conceptual framework, curricula, and field-based experiences that are consistent with guiding mission of the NC State Board of Education. 1. NC public schools will produce globally competitive students—At Duke, licensure candidates are evaluated on their ability to improve student achievement. Teacher licensure candidates are required to develop portfolios in which they demonstrate concretely the ways they have strengthened student achievement. Duke faculty have developed initiatives to help children meet and exceed state expectations on End-of-Grade testing, including structured and research-based tutoring and mentoring programs designed to improve EOG scores. 2. NC public school students will be healthy and responsible – The notion of teachers creating healthy and developmentally appropriate classrooms is central to the mission of the Duke Teacher Preparation Programs. Teacher candidates are evaluated at multiple points during their training on their growing abilities to create and manage a healthy classroom environment. Issues such as conflict resolution, anger management, classroom management, sensitivity to cultural differences, and the proper use of seclusion and restraint are covered in Education courses and field experiences. Duke also collaborates with Durham Public Schools to offer programs to ensure the availability of safe and healthy schools through a U.S. Department of Education grant. Among services offered through this grant are: social skills programs; family-based services for at-risk children; violence prevention intervention for aggressive children; family treatment for aggressive students; substance abuse services; programming at a new center that provides educational services to long-term suspension students; and services for court-involved youth. 3. NC public schools will be led by 21st century professionals— Our courses and field-based experiences emphasize to teacher candidates the centrality of both effective school leadership and well-managed schools. The Teacher Preparation Programs encourage the development of leadership and professional behavior in candidates through a variety of planned instructional activities. Duke faculty members demonstrate leadership by serving on school-based and DPI committees as well as serving on boards for state and national professional organizations. 5. NC public schools will be governed and supported by 21st century systems – At Duke, we have identified and articulated the knowledge, skills, and dispositions we believe candidates for teacher licensure must develop in order to become high quality teachers. 4. Leadership will guide innovation in NC public schools— Education faculty members recognized many years ago the importance of building partnerships with families, community members, and business leaders.

a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

With regards to preparing candidates to use digital and other instructional technologies, secondary candidates take EDUC 514 - Technology, Schools, and Society which introduces them to technology tools including Photoshop, web design, and digital storytelling. Emphasis is placed on integrating technology into instruction and utilizing technology to become educational leaders. Duke's Teacher Preparation Programs have also purchased several flip cameras and camcorders that can be checked out by both elementary and secondary candidates for use in their placement classrooms. In curriculum coursework, elementary candidates must detail how selected 21st Century Skills (see www.p21.org) have been incorporated in their final unit.

Among these skills is consideration of Information, Media, and Technology Skills: Information Literacy, Media Literacy, ICT (Information, Communication and Technology) Literacy. With regards to ICT Literacy – candidates must include specific examples of how K-12 students used 21st Century Tools to learn as well as how the candidate used 21st Century Tools to support classroom instruction.

- b) **Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

Elementary candidates have separate methods courses for both reading and mathematics. With the transition to the Common Core curriculum, emphasis on reading and informational texts across disciplines is being addressed. Early field experiences in Foundations and Educational Psychology courses incorporate a required math and reading tutoring component. In preparation for the new Foundations of Reading and General Curriculum licensure exams, reading and math methods faculty are working to align the curriculum in methods courses with the requirements of these new assessments to ensure candidates are effectively prepared. Support materials provided at <http://www.nc.nesinc.com/> are also shared with candidates to further familiarize them with the content and format of these assessments.

- c) **Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

Faculty members have participated in several training sessions offered by SAS pertaining to the EVAAS system. SAS has provided those faculty members completing the training with a “Dummy” EVAAS account to use in demonstrating the system to candidates. Candidates view and analyze Growth Standard Model and Predictive Model value added reports generated by the EVAAS system. Emphasis is placed on how to interpret these reports for future instructional decisions.

Faculty members have also received training in mCLASS Reading 3D, and elementary candidates have experiences using this assessment software during their student teaching experience.

In curriculum coursework, elementary candidates complete NCFalcon modules on assessment. Including modules on formative assessment, collecting and documenting student learning, and analyzing evidence and descriptive feedback.

- d) **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.

II. CHARACTERISTICS OF STUDENTS

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

Full Time			
	Male		Female
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin	3	White, Not Hispanic Origin
	Other		Other
	Total	4	Total
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	Total		Total
Part Time			
	Male		Female
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	Total		Total
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	Total		Total

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total		
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,379
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	31
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN PPST-Combined	N/A
MEAN PPST-R	N/A
MEAN PPST-W	N/A
MEAN PPST-M	N/A
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.53
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		5		
Middle Grades (6-9)				
Secondary (9-12)		5		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		10		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	9	100
Institution Summary	9	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	6	2	1	1		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	29	97	41
Bachelor	State	4,528	86	59

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.

LEA	Number of Teachers
Durham Public Schs	75
Wake Co Schs	27
Charlotte-Mecklenburg Schs	17
Guilford Co Schs	11
Winston-Salem/Forsyth Schs	10
Chapel Hill-Carrboro Schs	10
Alamance-Burlington Schs	6

- I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

III. 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
9	18	11