

# IHE Bachelor Performance Report

## Duke University

2012 - 2013

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### 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 2012-2013 school year included 6,484 undergraduates and 8,107 students in the graduate and professional schools and related programs. There were 1,774 tenured and tenure-track faculty members, with 912 holding the rank of full professor. Primary appointments were distributed as follows among the various schools: 634 in Arts and Sciences; 123 in Engineering; 43 in the Divinity School; 69 in the School of the Environment; 102 in the Fuqua School of Business; 61 in the School of Law; 2,071 in the School of Medicine; and 74 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 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) 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, 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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Durham Public Schools (DPS)	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. A needs assessment with principals and teachers from the partnership schools and community	Since the inception of Partners for Success (PFS) in the Fall of 1998, over 2,000 Duke students have provided reading and math tutoring to more than 800 children at 16 Neighborhood Partnership schools and community programs.. PFS is dedicated to providing high quality tutoring that will have a positive impact	Ongoing. Occurs each academic year.	In 2012-13, approximately 300 Duke undergraduates served as math and literacy tutors for approximately 300 DPS students. The program involved 14 community sites with approximately 70 host teachers and staff.	The 300 DPS students who participated in the Partners for Success tutoring program received a total of 5,800 contact hours throughout the 2012-2013 academic year from their Duke tutors. The school system did not grant permission for the collection of demographic data (i.e., ethnicity) on the

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	<p>centers revealed that Duke tutors would provide a valuable service if they could help children develop positive attitudes towards learning, raise their scores on North Carolina's End-of-Grade tests, and help the schools meet state-mandated achievement goals. Specifically, the goal of the program is to promote the achievement of at-risk students in reading and mathematics while closing the achievement gap.</p>	<p>on students' academic development. PFS meets this goal by providing on-going tutor training, professionally designed tutoring lessons, 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.</p>			<p>tutees. In addition, EOG and other course passing information was not provided. As a result these data cannot be reported at this time.</p>
Durham Public Schools (DPS)	<p>The Center for Teacher Learning and Collaboration (TLC) is an educational initiatives funded by President Brodhead to support Durham Public Schools</p>	<p>This professional development program includes a two-day summer residential retreat and monthly seminars throughout the school year. The</p>	<p>This project was initially funded for three years (2006 - 2009). The University's President has renewed funding for</p>	<p>In spring 2012 the program served 28 teachers from a total of 16 DPS elementary, middle, and high schools.</p>	<p>Over the four-year period of implementing this program, 61 DPS schools have been served. Ongoing informal assessment has helped to guide</p>

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	<p>teachers. In the spring of 2012 the Center offered the Teacher Renewal Initiative, a program to positively impact teacher satisfaction, retention, and leadership for DPS teachers with four to eight years of experience. In their first three years of teaching, approximately 42 percent of initially licensed teachers leave DPS, slightly higher than the statewide attrition average for new teachers. The goal of TLC is to promote the retention of mid-career teachers.</p>	<p>Center also conducts ongoing research to evaluate the effectiveness of its initiatives and to establish a research base regarding the characteristics of teachers in this critical midcareer period.</p>	<p>an additional three years (2009-2012); total amount \$150,000.</p>		<p>the program each year. To gather more formal data, an online survey was sent to the first three cohorts (2006 - 2009) in order to determine teachers' perceptions of their participation in TLC. Based on the responses from teachers, the program has many beneficial outcomes. In fact, 95% of participants agreed that TLC had a positive impact on how they view their role as a teacher. Equally important is the fact that 89% agreed that TLC participation strengthened their commitment to the teaching profession and 99% viewed Duke as a valuable educational partner. 94.28%</p>

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					<p>reported that TLC made a positive impact on their perception of teacher leadership. 97.14% agreed that TLC provided the tools to become a better teacher leader, and 97.14% indicated that the professional development seminars offered were meaningful and engaging opportunities for personal renewal and growth.</p>
Durham Public Schools (DPS)	To increase the number of highly qualified teachers teaching core subjects in DPS high schools.	At the direction of Duke’s President Richard Brodhead, the Durham Teaching Fellowship program provides full tuition and stipend support for up to eight teachers in the pursuit of Master of Arts in Teaching degrees from Duke. In exchange, teachers agree to	Ongoing	In 2012-2013 there were 7 Fellows elected for participation in this program.	At the time of this reporting, it is anticipated that all seven 2012-2013 will be employed by DPS.

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		commit at least two years of teaching core subjects in DPS high schools.			
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 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	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. Teachers have access to Duke’s online language instruction and language lab and will have the opportunity to participate in a weeklong	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>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 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</p>	<p>immersion experience in a Latin American country.</p>			

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	<p>training continues throughout the school year, during weekly after-school training sessions. 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. 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. 5 Public Schools’ Hispanic student population have increased significantly over the last decade.</p>				

## **B. Brief Summary of faculty service to the public schools.**

Education faculty offered an array of services and professional development opportunities to local public schools and community centers during the 2012-2013 academic year, including: instructional support services in after-school programs in the Duke-Durham Neighborhood Partnership by Duke student tutors and service learning staff; extensive training for over 500 tutors who provided academic assistance in reading and math to students in the Durham Public Schools; and workshops in their areas of expertise to local teachers, including: differentiated instruction, concept-based unit planning, inquiry-based mathematics instruction, reflective practice, mentoring, effectively utilizing service-learning students, and closing the achievement gap. These faculty were also involved in numerous service projects, including Partners for Success (PFS), a tutoring program that is the result of collaboration between faculty and elementary school teachers, helps nearly 300 children prepare for end-of-grade tests. Faculty developed and implemented the Teacher Renewal Initiative for Duke's Center for Teacher Learning and Collaboration, providing professional development and mentoring support annually for up to 30 DPS teachers who have taught between three and eight years to promote professional renewal and teacher retention.

## **C. Brief description of unit/institutional programs designed to support beginning teachers.**

Duke continues to support the full-time mentoring program with a \$300,000 gift to Durham Public Schools. When the mentor program began in 2005-2006, the teacher turnover rate for beginning teachers was 28%. By the conclusion of the second year of the mentor program, beginning teacher turnover declined by 46% to an annual rate of 15%. Duke continued to open all of its workshops for candidates for licensure to beginning teachers in the area, including workshops on cooperative discipline, ESL instruction, and working with families. Duke provided mentor training to career teachers, and compensated them for the time they spent in training to ensure that beginning teachers are receiving effective mentoring. Program in Education faculty provided counseling and guidance for beginning teachers as they explored career options and licensure renewal opportunities. The Teacher Preparation Programs continued to expand support for beginning teachers no longer in the area. Duke surveyed all former candidates who are now first-year teachers and their principals to identify areas for program improvement that will strengthen the first-year teaching experience for future candidates. Duke provided e-mail to graduates, and the teacher preparation programs utilized listservs and electronic communication to support beginning teachers. Duke also provided an alumni Web site with multiple communications options for graduates as a means of connecting beginning teachers to one another and to education faculty.

## **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

Duke serves lateral entry teachers in local public schools at both the elementary and secondary levels through several mechanisms. As of 2009, with the support of the Dean of the Trinity College and Continuing Studies, tuition support is available for up to 6 classified staff in Durham Public Schools wishing to complete coursework for licensure. For further support, one faculty member is assigned the specific duty of serving as coordinator of lateral entry. This faculty member records and responds to all inquiries about lateral inquiry. This coordinator also serves as lateral entry liaison with local schools and with the Regional Alternative Licensure Center. As a result of efforts to serve lateral entry teachers Duke offers several courses that begin at 4:00

p.m. or later as well as summer courses, making them accessible to classroom teachers. Panel discussions, guest speakers, and faculty lectures were offered and widely advertised through the school system in an effort to provide professional development opportunities to both lateral entry and career teachers. Perhaps most importantly, faculty members held individual conferences with people who expressed an interest in lateral entry and mid-career licensure opportunities. Often these meetings turned into “career advising sessions” in which candidates for lateral entry were advised about programs at other IHEs that were more in line with their individual needs.

#### **E. Brief description of unit/institutional programs designed to support career teachers.**

In conjunction with DPS and other area schools/systems, Duke supports tuition for teachers who wish to add AIG licensure to their NC teaching license. Duke’s Center for Teacher Learning and Collaboration provides mentoring support for DPS teachers who have taught between three and eight years with a two-day residential workshop focused on personal renewal, professional growth, and teacher empowerment. The workshop is followed by one year of monthly follow-up sessions. The Spanish Language Leap program provides intensive three-day training and weekly follow-up sessions in conversational Spanish for 15 staff and faculty members in four schools that have large Hispanic populations: E.K. Powe Elementary, Lakewood Elementary, George Watts Montessori and Forest View Elementary. Teachers have access to Duke’s online language instruction and language lab and have the opportunity to participate in a weeklong immersion experience in Mexico. The Unit continues to support career teachers in the Durham Public Schools through workshops on a variety of topics including: differentiated instruction, concept-based unit planning, inquiry-based mathematics instruction, reflective practice, mentoring, effectively utilizing service-learning students, and closing the achievement gap. On-site demonstrations enhanced many of these workshop sessions and provided career teachers with direct application of topics to classroom practice. Duke's Literacy through Photography program offered training for DPS teachers in using photography to promote reading and writing. Professor Michael Fitzgerald, Department of Chemistry, received NSF support to provide training for high school science teachers. Project BOOST was designed in collaboration with five schools to provide an effective transition for underrepresented minorities interested in science. The Project brings together 5th and 6th grade science teachers who receive a stipend to participate in a two week Summer Immersion program. African American Curriculum Project is a partnership designed to help Durham teachers develop strategies for incorporating African and African-American history into their curricula. With funding from the Provost’s office, university faculty, musicians, and authors worked directly with schoolchildren and teachers. Duke is a collaborator in TASC (Teachers and Scientists Collaborating to Support Inquiry-Based Science in the Classroom), a multi-county, multi-million dollar project that includes intensive professional development in use of inquiry-based teaching techniques. With funding from the Pepsico Foundation, Duke Libraries has hired an outreach coordinator whose primary focus is helping DPS teachers inventory their current resources and make better use of technology. The Nasher Museum of Art provided staff development in literacy and the arts to teachers. Duke’s Academically/Intellectually Gifted (AIG) Licensure Program serves approximately 20 - 30 NC teachers in Durham and Winston-Salem annually. The program is currently in its seventh year and reflects a vibrant university/school/community partnership as tuition costs are supported through the Provost’s Office, Trinity College, Office of Continuing Studies, and the surrounding public school systems.

#### **F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

For several years Duke has worked very closely with local schools that have a high proportion of students who receive free and reduced lunch. This partnership has been endorsed by Duke's Board of Trustees and is supported by the Duke Endowment. During the 2012-2013 school year, Duke collaborated with several Durham schools and with local community centers to provide direct services to children who are at-risk for school failure. Through activities such as tutoring and mentoring programs, literacy programs, after-school enrichment efforts, and professional development workshops for teachers and community leaders, faculty and staff targeted at-risk populations at every grade level. For example, Education faculty provided extensive training and support for more than 300 Duke students who provided reading and mathematics tutoring to at-risk children in elementary schools with high proportions children receiving free and reduced lunch. At statewide conferences, faculty shared data about implementation of effective programs for at-risk children. In an effort to share information about ways to help at-risk children, faculty members developed PowerPoint presentations and Web sites containing strategies and resources on improving the achievement of all children. Duke was awarded an NSF/Noyce award that provided full tuition and scholarship support to four mathematics and science teachers in 2012-2013 in exchange for an agreement from those teachers to spend two years teaching in high-needs schools systems.

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

The Duke Teacher Preparation Programs have addressed Senate Bill 724 and House Bill 23 in many ways. With regards to preparing candidates to use digital and other instructional technologies, 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 candidates for use in their placement classrooms. 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 also being addressed. Early field experiences in Foundations and Educational Psychology courses incorporate a required math and reading tutoring component. In preparation for the new elementary licensure exams, reading and math methods faculty are working to better align the curriculum in methods courses with the requirements of this new assessment to ensure candidates are effectively prepared. 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. In EDUC 409S Elementary Curriculum, candidates complete NCFalcon modules on assessment and are introduced to 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 planning decisions. In addition, all candidates are required to create a unit of instruction which incorporates both formative and summative assessment. In EDUC 410S – Reflective Practice and Research, elementary candidates conduct action research in their placement classrooms where they implement an intervention to address a learning need and monitor the impact of this selected intervention over time through formative assessment. These results of these formative assessments are used by candidates to differentiate instruction. 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, how to connect the visual arts to the natural sciences, and methods of exploring culture through art with children.

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.

#### **H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

Duke University approved a Minor in Education in 2007-08. As a result, students completing Duke's Teacher Preparation Program can now declare a minor in Education. The Office of Service Learning, housed within Duke's Program in Education helps support partnerships between the University and local schools and organizations. At the direction of Duke's President Richard Brodhead, Duke's Teacher Preparation Programs continued two partnership initiatives during 2012-13: The Durham Teaching Fellowship program provided full tuition and stipend support for up to eight teachers in the pursuit of Master of Arts in Teaching degrees from Duke. In exchange, teachers agreed to commit at least two years of teaching core subjects in DPS high schools. The scholarship amount exceeds \$45,000 per teacher. In addition, Duke's Center for

Teacher Learning and Collaboration provided mentoring support for 28 DPS teachers who have taught between three and eight years. They participated in a two-day residential workshop focused on personal renewal, professional growth, and teacher empowerment. The workshop was followed by one year of monthly follow-up sessions. This program also gave teachers a “jump start” on the National Board Certification process. In addition to these two initiatives, the President is also supporting the implementation of The Spanish Language Leap program, which provided an intensive three-day training in conversational Spanish for 15 staff and faculty members in four schools near campus that have large Hispanic populations: E.K. Powe Elementary, Lakewood Elementary, George Watts Montessori and Forest View Elementary. These schools are part of the Duke-Durham Neighborhood Partnership. The training continued throughout the school year during weekly after-school training sessions. Teachers had access to Duke’s online language instruction and language lab and have the opportunity to participate in a weeklong immersion experience in Mexico. Over the past year, Duke’s Teacher Preparation Programs have focused on increasing research in areas such as transition to teaching, teacher preparation and its implication for classroom longevity, intercultural competency, and mentoring. Education faculty are engaged in a major collaboration with Durham Public Schools to research and reform retention of ILTs and to investigate successful strategies for transition of students from elementary to middle school. Finally in partnership with Durham Public Schools, tuition support was made available for up to 6 classified staff in Durham Public Schools wishing to complete coursework for licensure.

### **Supplemental Information (Optional)**

#### **I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

In Duke’s Teacher Preparation Programs, students build on their liberal arts education and have a broad range of academic and field-based experiences that connect their liberal arts education to social, psychological, economic, historical, political, and cultural issues that impact schools and the education of children. Education is not offered as a major at Duke, but as a minor. Students are exposed to rich and rigorous content in their general studies major. In addition, the program maintains a resource library with test preparation materials, to assist students in preparing for the exam. Over the past five years, Duke has had a 100% pass rate on the Praxis Exam.

#### **J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

Efforts to recruit students to all teacher preparation programs are ongoing and include: semester information sessions advertised through the campus newspaper and posted electronically to students enrolled in Education classes; direct mail to all qualified students; education faculty serving as pre-major advisors; undergraduate deans, directors of undergraduate studies, and departmental chairs regularly receiving information about teacher preparation programs and the success of Duke’s graduates upon completion of those programs; Web sites linked to the main University Web site; direct mail to select liberal arts colleges’ career development centers and arts and sciences departments; advertising in select liberal arts colleges’ newspapers; generous support from the Dean of the Graduate School to develop brochures, Web sites, and posters; and direct recruitment through the Graduate School Recruiting Office. Early recruitment efforts by Program faculty have been very successful as evidenced by the strong presence at the University’s Sophomore Majors Fair. The Programs have expanded course offerings to include multiple ways for students across the disciplines to interface with TPP faculty, including elective

courses open to all Duke undergraduates and freshmen-only seminars on multidisciplinary topics connected to education and teaching. The Programs worked with the Duke Career Development Center to develop a listserv for updating undergraduates considering teaching as a career of opportunities in the field. Before arriving on campus, all incoming freshmen are invited to meet with faculty in Teacher Preparation Programs, and all incoming freshmen are invited to participate in Project Child under the direction of a faculty member in the Program in Education. Special events for education minors are also held throughout the year to encourage students to consider pursuing additional coursework towards a teaching license. The Program in Education hosts a speaker series in applied educational research, which brings innovative guests to Duke to facilitate dialogue on issues confronting schools, children, and communities. The Program also hosts a documentary film festival that profiles films focusing on teaching and learning. These gatherings provide opportunities to share information with others regarding Duke's Teacher Preparation Programs and help raise the program's visibility across campus and within the surrounding community.

**K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

In 2012-2013, faculty presentations at state and regional conferences on programs that directly affect minority achievement emphasized the importance of minority issues to the Teacher Preparation Programs and in turn bolstered interest among minority graduates and undergraduates in teaching as a career. Faculty continued to provide information sessions for student cultural associations such as the Black Student Association and Mi Gente (Latino Student Association). Minority students enrolled in introductory education courses were targeted for special mailings that informed them of Duke's teacher preparation programs. Duke University continued to be an active member of the Institute for the Recruitment of Teachers (IRT). IRT aims to increase the number of students of color who enter the teaching profession at either the K-12 or college level. Duke waives application fees for all IRT Fellows. The Associate Dean of the Graduate School recruited minorities at GRE forums and at HBCUs. The Program supported highly qualified students of color who have chosen teaching as a career. Each student majoring in Duke's African-American Studies Program received a personal letter from the director of that program and the director of MAT inviting him/her to consider a career in teaching.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

Formerly a unit of Trinity College, the Service Learning Program is now housed within the Program in Education. The Service Learning Program supports Duke's mission of promoting knowledge in the service of society by fostering service-learning on campus. In 2012-2013, there were approximately 1,203 Duke undergraduates enrolled in Service-Learning courses providing 24,060 hours of service in the Durham community and schools. The goal of the program is to provide instructional support and logistical assistance to departments, programs, and individual faculty members seeking to integrate service-learning into their academic objectives. The Program in Education has been deeply involved in service-learning since the early 1990s, when tutoring programs were created which matched Duke undergraduates with children at risk for school failure. Along with other Duke departments and units such as African and African-American Studies, the Center for Science Education, the Community Service Center, Documentary Studies, DukeEngage, the Hart Leadership Program, the Kenan Institute for Ethics, the Office of Durham and Regional Affairs, the Pratt School of Engineering, Spanish, Sociology, and the University Writing Program, the Program in Education has taken the lead in integrating service learning and civic engagement with undergraduate academic coursework. The President's Higher Education Community Service Honor Roll, launched in 2006, recognizes colleges and universities nationwide that support innovative and effective community service and service-learning programs. The Honor Roll's Presidential Award, given each year to only a handful of institutions, is the highest federal recognition a college or university can receive for its commitment to service-learning and civic engagement. Duke was among only three institutions selected for their leadership in 2010 for the special focus area: helping youth from disadvantaged circumstances through service programs that lower school dropout rates and prepare students for college. The Service Learning Program was cited as one of the primary evidences of Duke's commitment to infusing civic engagement into the curriculum. In 2009, the Program in Education became the new administrative home for the International Center for Service Learning in Teacher Education (ICSLTE) and in this role, serve as a hub for global conversations and partnerships focused on service learning and civic engagement in K-12 classrooms. ICSLTE is currently administering a grant project, "Preparing Tomorrow's Teachers with Transformative

Practice: Engaging All Learners through Service-Learning (EASL)" This project provides diverse and adaptable models for preparing preservice teachers to implement high-quality service-learning and promotes service-learning as a practice for program accreditation. Duke's Program in Education is a sub-grantee of this larger EASL grant and is examining the role that service learning pedagogy plays in cultivating those necessary knowledge, skills, and professional dispositions in pre-service teachers, particularly with regards to those standards focusing on diversity and leadership/professionalism. The Center also hosted an International Conference on Duke's campus in 2012 and welcomed keynote speaker, Mirian Wright Edelman to speak on advocacy in K-12 education.

## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>			
	<b>Male</b>	<b>Female</b>	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	2 Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1 Black, Not Hispanic Origin	
	Hispanic	Hispanic	3
	White, Not Hispanic Origin	3 White, Not Hispanic Origin	9
	Other	Other	
	<b>Total</b>	<b>6 Total</b>	<b>13</b>
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	
	<b>Total</b>	<b>Total</b>	
<b>Part Time</b>			
	<b>Male</b>	<b>Female</b>	
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	
	<b>Total</b>	<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1 Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	1 White, Not Hispanic Origin	1
	Other	Other	
	<b>Total</b>	<b>2 Total</b>	<b>2</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,374
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	30
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN PPST-Combined	*
MEAN PPST-R	N/A
MEAN PPST-W	N/A
MEAN PPST-M	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.50
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
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		7		2
Middle Grades (6-9)				
Secondary (9-12)	1	3		2
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>1</b>	<b>10</b>		<b>4</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	8	100
Institution Summary	8	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree		13	2			
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

<b>2011-2012</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	13	100	0
Bachelor	State	4,761	92	60

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.**

<b>LEA</b>	<b>Number of Teachers</b>
Durham Public Schools	78
Wake County Schools	35
Charlotte-Mecklenburg Schools	21
Guilford County Schools	17
Chapel Hill-Carrboro Schools	15
Forsyth County Schools	12
Alamance-Burlington Schools	6
Orange County Schools	6
Johnston County Schools	5
Union County Public Schools	5

**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.**

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
9	18	11