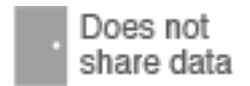


# Program Rating Sheet - Duquesne University

Pittsburgh, Pennsylvania

Undergraduate Elementary Teacher Prep Program: Bachelor of Science in Education, Early Childhood (PreK-4)



A rating for this program based on scores on applicable key standards could not be calculated. For more on standard scores and program ratings, see our [methodology](#).

## Summary of Scores on Undergraduate Elementary Standards\*

### Key Standards

Selection Criteria	★★★★★
Early Reading	NR
Common Core Elementary Mathematics	F
Common Core Elementary Content	★★★★★
Student Teaching	★★★★★

### Other Standards

English Language Learners	NR
Struggling Readers	NR
Classroom Management	NR
Lesson Planning	NR
Assessment and Data	NR
Equity	Not reported this year
Outcomes	NR
Evidence of Effectiveness	NA

\*Secondary and special education programs are evaluated with a different set of Teacher Prep Review standards. For more on which standards apply to each type of program, see our [methodology](#).

Program rating scores:

- ★★★★★ Program provides very strong preparation
- ★★★★☆ Program provides strong preparation
- ★★★☆☆ Program provides adequate preparation
- ★★☆☆☆ Program provides weak preparation
- Consumer alert

Standard scores:

- Strong Design
- ★★★★★ Meets standard
- P Passes standard
- ★★★★☆ Nearly meets standards
- ★★★★☆ Partly meets standard
- ★★★☆☆ Meets a small part of standard
- F Fails standard
- ★★☆☆☆ Does not meet standard
- NA Not applicable
- NR Not rated (most likely because data not provided)

## Selection Criteria



### Scoring Comment

*The standards for admission into either the institution or its teacher preparation program should select teacher candidates from only the top half of the college population.*

*The program fully meets the standard because it is housed within an institution that is sufficiently selective and candidates seeking admission to the teacher preparation programs must have obtained a grade point average of 3.0 or higher. Both of these measures provide assurance that candidates have the requisite academic talent.*

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## Early Reading

NR

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## Common Core Elementary Mathematics

F

### Scoring Comment

*Courses reviewed: LTEC 321 , LTEC 323 , LTEC 322, LTET 325, and LTSP 324*

*Teacher candidates, even those who excel in math, generally require three semesters of coursework, complemented by adequate field practice in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.*

*The program does not meet this standard because it requires that teacher candidates take little or no coursework designed to develop their conceptual understanding of elementary mathematics topics. It thus fails to ensure that all essential topics are adequately covered, regardless of the design of the instruction.*

## Common Core Elementary Content



### Scoring Comment

*Because they cannot teach what they do not know, elementary teacher candidates need to have a solid grasp of literature and composition, American and world history, geography and science. Teacher candidates should also develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.*

*The program fails to meet this standard because the combination of institution and program requirements provides no coverage of the content elementary teachers need in:*

- History
- Science

*There is coverage with some deficiencies in:*

- Literature and composition

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## Student Teaching



### Scoring Comment

*A high-quality student teaching experience depends on: 1) sufficient feedback as defined by five or more observations with written feedback provided at regular intervals, 2) clear communication to school districts that cooperating teachers must be both strong mentors of adults and highly effective instructors, and 3) the capacity of the program to play an active role in the selection of cooperating teachers, as evidenced by its solicitation of substantive nominating information.*

*While the program requires observations to be spaced at regular intervals, it fails to meet this standard because it does not provide student teachers with written feedback after five or more observations, does not clearly communicate to school districts the desired characteristics of cooperating teachers, and fails to assert its critical role in the selection of cooperating teachers.*

English Language Learners

NR

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Struggling Readers

NR

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Classroom Management

NR

Lesson Planning

NR

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Assessment and Data

NR

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Equity

Not reported this  
year

Outcomes

NR

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Evidence of Effectiveness

NA

Scoring Comment

*A rating on this standard is not applicable because evaluation depends on reports on the relative effectiveness of the program's graduates from a student performance data model and the program's state does not publish any such report.*