

Fall 2014 OSSE Educator Preparation Program Profiles Howard University (Traditional)

Section 1: Program Summary

School of Education
2441 Fourth Street NW
Washington, DC 20059

Telephone: (202) 806-7340

Control: Private

Website:

<http://www.howard.edu/schooleducation>

Mission: *The mission of the Howard University School of Education is to be a leader in: a) preparing dynamic teachers, researchers, educational leaders, and human services professionals committed to improving teaching, learning, and research in urban and other diverse settings; b) conducting multidisciplinary research and disseminating findings that inform policy and practice relevant to Black populations and other under-served groups; c) analyzing and influencing educational and social policies to empower individuals, families, schools, and communities; and d) promoting social justice, educational access, and opportunities for Black and underserved populations locally, nationally, and globally.*

For more information, go to: <http://www.howard.edu/schooleducation/overview/Mission.html>.

OSSE and NCATE program approval by subject area		(Fall 2014, OSSE)
Program	Undergraduate degree	Graduate degree
Early Childhood Education	Y	Y
Educational Administration	N	Y
Elementary Education	Y	Y
Foreign Language (French)	Y	Y
Foreign Language (Spanish)	Y	Y
Health and Physical Education	Y	N
Music (Instrumental)	Y	Y
Music (Vocal)	Y	Y
Reading	N	Y
School Counselor	N	Y
School Psychology	N	Y
Secondary English	Y	Y
Secondary Mathematics	Y	Y
Secondary Physics	Y	Y
Secondary Social Studies	Y	Y
Special Education (Non-Categorical)	N	Y
Theatre	Y	Y

	Undergraduate degree	Graduate degree
Anticipated length of program for full-time students (2014-15, EPPs)	36 months	18 months

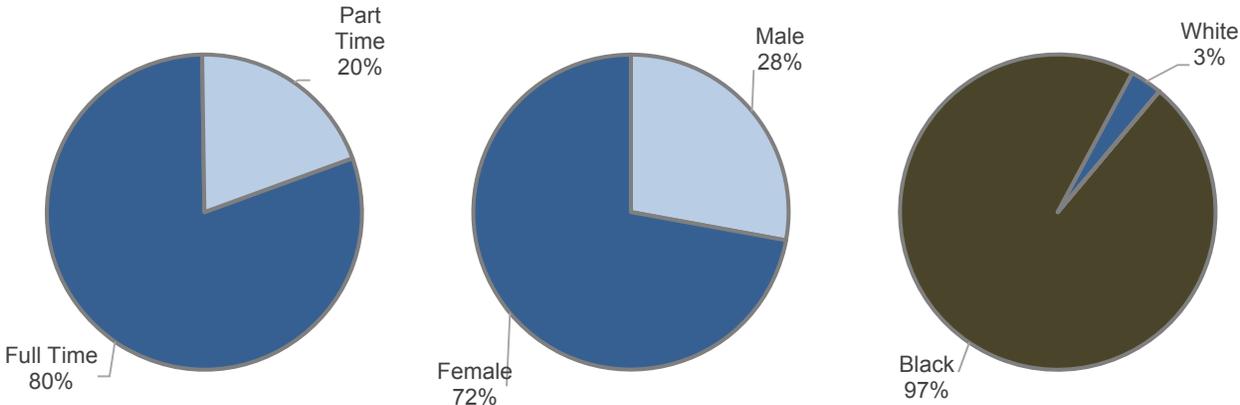
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Total program enrollment: 61 (2011-12, Title II)

Full-time/part-time:
(2013-14, EPPs)

Gender:
(2011-12, Title II)

Race/ethnicity:
(2011-12, Title II)



Note: The category "Other" under race/ethnicity includes program enrollees classified in the Title II report as American Indian, Alaska Native, Native Hawaiian, Pacific Islander, and Multiracial. Enrollees classified as unknown for Title II reporting are not included.

Definition of full-time and part-time students: *Full-time Undergraduate is 12 credit hours or more, Part-time Undergraduate is under 12 credit hours. Full-time Graduate is 9 credit hours or more, Part-time Graduate is under 9 credit hours.*

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Section 2: Admissions

Program admission requirements (2013-14, EPPs)		
Criteria	Undergraduate degree	Graduate degree
High school GPA		
Undergraduate GPA	Yes (2.5)	Yes (2.7)
Minimum credit hours completed as undergraduate	Yes (70)	Yes (134)
Praxis Core	Yes (R: 156, W: 162, M: 150)	Yes (R: 156, W: 162, M: 150)
MAT scaled score	N/A	
Praxis II		
Previous education-related courses	Yes	
Education-related bachelor's degree		
Any bachelor's degree		Yes
Previous teaching experience/experience working		
Goals statement	Yes	Yes
Statement/assessment of professional dispositions	Yes	Yes
Letters of recommendation		Yes
Background checks	Yes	Yes

Notes: Praxis Core, Undergraduate and Graduate: Howard requires a passing score on Praxis Core or the Praxis I exams for admission.

The Praxis Core replaced the Praxis I starting in October 2013. DC OSSE will continue to accept Praxis I through August 2016. Additionally, until August 2016, in lieu of completing the full Praxis I, individuals may submit scores from the SAT, ACT, and/or GRE in combination with Praxis Writing scores. Applicants may not be required to meet all of the listed criteria. See the EPP website for more information on specific admission requirements.

Key: Yes = Criteria required for admission Blank = Criteria not required for admission
N/A = Criteria not applicable Value = The minimum value for required criteria, shown in parentheses if available

	Undergraduate degree	Graduate degree
Percent of applicants accepted (2013-14, EPPs)	*	75%

Additional notes on percent of applicants accepted: * Undergraduates do not apply directly to the School of Education.

For more information, go to:

http://www.howard.edu/schooleducation/departments/candi/CI_Admission.html.

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Section 3: Graduation/Completion

Program graduation/completion requirements		(2013-14, EPPs)	
Criteria	Undergraduate degree	Graduate degree	
Program GPA	Yes (2.5)	Yes (3.0)	
Minimum credit hours completed	Yes (30)	Yes (36)	
A minimum number of clock hours spent on early field experiences for:			
Program with lowest number of required hours	Yes (105)	Yes (207)	
Program with highest number of required hours	Yes (105)	Yes (207)	
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for:			
Program with lowest number of required hours	Yes (400)	Yes (480)	
Program with highest number of required hours	Yes (400)	Yes (480)	
Praxis Core	Yes	Yes	
Praxis II	Yes	Yes	
Paper-based portfolio			
Electronic portfolio	Yes	Yes	
Performance assessment (TPA or non-TPA)	Yes	Yes	

Note: The Praxis Core replaced the Praxis I starting in October 2013. DC OSSE will continue to accept Praxis I through August 2016. Additionally, until August 2016, in lieu of completing the full Praxis I, individuals may submit scores from the SAT, ACT, and/or GRE in combination with Praxis Writing scores. Refer to the [OSSE website](#) for more information.

Key: Yes = Criteria required for completion Blank = Criteria not required for completion
Value = The minimum value for required criteria, shown in parentheses if available

Praxis II pass rates			(2011-12, Title II)
Year	Number taking tests	Pass rate	
2011-12	52	92%	
2010-11	28	96%	
2009-10	30	93%	

Teachers prepared by area of credential		(2011-12, Title II)
Area		Number
Early Childhood Education		3
Elementary Education		5
Elementary Math Resource		1
Health and Physical Education		2
Music		4
Secondary Biology		4
Secondary English		1
Secondary Mathematics		2
Secondary Social Studies		1
Special Education (Non-Categorical)		4

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Supervised clinical experience (2011-12, Title II)	
Average number of clock hours required prior to student teaching	156
Average number of clock hours required for student teaching	450
Average number of clock hours required for mentoring/induction support	80
Number of full-time equivalent faculty in supervised clinical experience during this academic year	7
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year	2
Number of students in supervised clinical experience during this academic year	76

Supervised clinical experience/support while enrolled in the program: *The Pre-service Teacher Candidate's classroom experiences are delivered under the supervision of an experienced cooperating teacher for one semester. For 12 weeks, the student observes, evaluates, teaches, and gradually assumes full responsibilities of the cooperating teacher. The cooperating teacher, principal, and University supervisor closely supervise and evaluate candidate activities.*

Support following program completion: *The Department of Curriculum and Instruction provides regular updates on job opportunities from school districts across the country to assist graduates in locating positions and encourages their participation in our annual job fair. Graduates are also provided with professional learning experiences through our annual lecture series (Thompson Lecture Series and the Professional Practice Forum).*

Section 4: Teacher Effectiveness

Teacher performance ratings for general education teachers (2012-13, OSSE)		
Final rating	Percent of teachers in DC LEAs from Howard University	Percent of all teachers teaching in DC LEAs
All teachers:		
Highly effective		
Effective		
Minimally effective		
Ineffective		
Number (all teachers)		
First year teachers:		
Highly effective		
Effective		
Minimally effective		
Ineffective		
Number (first year teachers)		

Notes: Information aggregated across all DC LEAs. The required components for teacher evaluation systems differ across District of Columbia Public Schools (DCPS) and LEAs that are and are not part of Race to the Top, but all must include such components as student outcomes, multiple measures of performance, and teacher observation. More information on this subject can be found on the [DC OSSE website](#). Cells in this table may be blank for one or more of the following reasons:

- The teacher ratings for this EPP were suppressed because there were fewer than five teachers in one or more of the cells.
- The EPP did not provide DC OSSE with complete information.
- An insufficient number of DC local education agencies (LEAs) provided the teacher-level performance rating information necessary for a match to be made against this EPP's 2012-2013 program completers.

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Indicators planned for future profiles:

Placement and Retention:

Completers teaching in DC public schools

Data source: OSSE/Title II

Information will be displayed on the total number of completers as well as the number and percent of completers teaching in DC public schools.

Percent of completers teaching in DC public schools placed in hard-to-staff subject areas

Data source: OSSE/Title II

Information will be displayed on the percentage of completers from this educator preparation program that were placed in the top four hard-to-staff subject areas.

Percent of program completers teaching in DC public schools 1, 2, 3, and 5 years after program completion

Data source: OSSE/Title II

This indicator will follow cohorts of program completers. For each new year, the indicator will start by showing the number of completers and the percentage of those completers teaching in DC public schools in the first year after they complete the program. In addition to adding a new cohort each year, the indicator will also track each cohort of completers through up to five years of employment with DC public schools.

Teacher Effectiveness:

Preparation to carry out teaching job

Data source: Surveys of recent program completers and school leaders

DC OSSE will administer surveys to teachers in the early years of their careers as well as to principals with experience hiring teachers from the DC OSSE-approved educator preparation programs. Respondents will be asked about teachers' preparation to carry many aspects of their job including teaching the subject matter, handling classroom management, and engaging with families and communities.

The survey will also ask new teachers about their perception of the effectiveness of several aspects of their educator preparation program.