

## Fall 2014 OSSE Educator Preparation Program Profiles University of the District of Columbia (Traditional)

### Section 1: Program Summary

**University of the District of Columbia**  
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**Mission:** *The University of the District of Columbia strives to engage, educate, and inspire teachers and teacher-candidates who wish to dramatically improve teaching and learning in urban schools. The mission of the Unit is to organize, unify, and coordinate programs for the preparation of teachers, to provide adequate foundation for advanced study, or continued educational preparation, and to encourage continuous improvement of this unit. Additionally, we hope to equip pre-service and in-service practitioners with deep pedagogical, and content knowledge, and dispositions, while impacting their abilities to make sound judgment that promotes high-quality instruction in diverse urban learning spaces.*

OSSE and NCATE program approval by subject area (Fall 2014, OSSE)		
Program	Undergraduate degree	Graduate degree
Adult Basic Education	N	Y
Art	Y	Y
Early Childhood Education	Y	Y
Elementary Education	Y	Y
Foreign Language (French)	N	N
Foreign Language (Spanish)	N	N
Health and Physical Education	N	N
Music (Instrumental)	Y	Y
Music (Vocal)	Y	Y
Secondary English	Y	Y
Secondary Mathematics	N	Y
Secondary Social Studies	Y	Y
Special Education (Non-Categorical)	Y	N

	Undergraduate degree	Graduate degree
<b>Anticipated length of program for full-time students</b> (2014-15, EPPs)	<b>32 months</b>	<b>14 months</b>

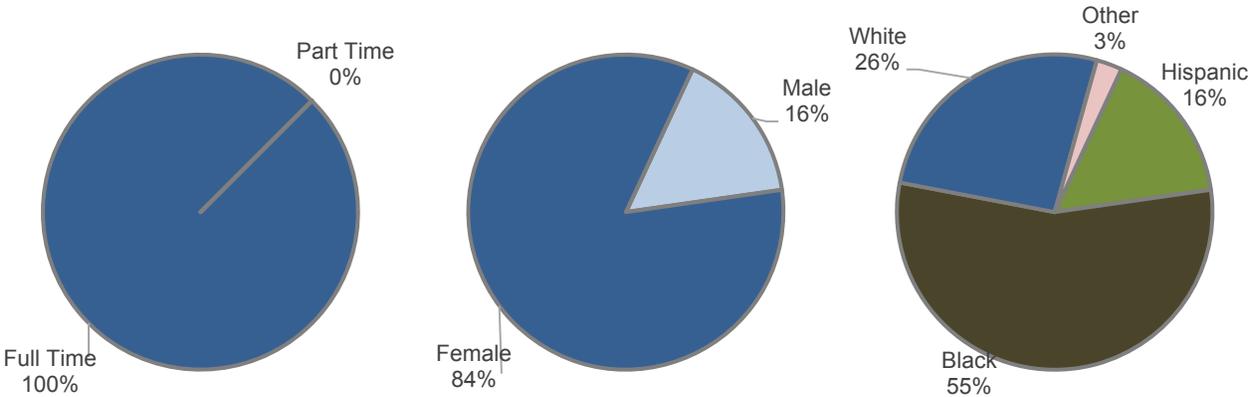
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**Total program enrollment: 38** (2011-12, Title II)

**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:** *Undergraduate: 12 or greater credit hours full-time, 9 or less credit hours part-time. Graduate: 9 or greater credit hours full-time, 6 or less credit hours part-time.*

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### Section 2: Admissions

Program admission requirements <span style="float: right;">(2013-14, EPPs)</span>		
Criteria	Undergraduate degree	Graduate degree
High school GPA		
Undergraduate GPA	Yes (2.5)	Yes (3.0)
Minimum credit hours completed as undergraduate	Yes (120)	Yes (33)
Praxis Core	Yes (Passing Praxis I)	Yes (Passing Praxis I)
MAT scaled score	N/A	
Praxis II		
Previous education-related courses		
Education-related bachelor's degree		
Any bachelor's degree		Yes
Previous teaching experience/experience working	Yes	Yes
Goals statement	Yes	Yes
Statement/assessment of professional dispositions	Yes	Yes
Letters of recommendation	Yes	Yes
Background checks	Yes	Yes

**Notes:** Praxis Core, Undergraduate and Graduate: UDC does not yet require Praxis Core. UDC accepts passing scores on the Praxis I Reading, Writing and Math exams in lieu of the Praxis Core through September 2015.

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
<b>Percent of applicants accepted</b> (2013-14, EPPs)	20%	70%

**Additional notes on percent of applicants accepted:** *The current acceptance rate at the undergraduate level is 20%. The graduate programs in education at the University have an acceptance rate of 70%. Admissions criteria strongly mirror the prerequisites outlined by OSSE.*

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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 (126)	Yes (33)	
A minimum number of clock hours spent on early field experiences for:			
Program with <b>lowest</b> number of required hours	Yes (60)	Yes (60)	
Program with <b>highest</b> number of required hours	Yes (200)	Yes (60)	
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for:			
Program with <b>lowest</b> number of required hours	Yes (500)	Yes (420)	
Program with <b>highest</b> number of required hours	Yes (520)	Yes (450)	
Praxis Core	Yes (Passing Praxis I)	Yes (Passing Praxis I)	
Praxis II	Yes	Yes	
Paper-based portfolio			
Electronic portfolio	Yes	Yes	
Performance assessment (TPA or non-TPA)		Yes	

**Note:** Praxis Core, Undergraduate and Graduate: UDC does not yet require Praxis Core. UDC accepts passing scores on the Praxis I Reading, Writing and Math exams in lieu of the Praxis Core through September 2015.

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**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	8	-	
2010-11	13	85%	
2009-10	2	-	

Teachers prepared by area of credential		(2011-12, Title II)
Area		Number
Art		2
Early Childhood Education		1
Health and Physical Education		1
Special Education (Non-Categorical)		2

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<b>Supervised clinical experience</b> (2011-12, Title II)	
Average number of clock hours required prior to student teaching	120
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty in supervised clinical experience during this academic year	5
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	18

**Supervised clinical experience/support while enrolled in the program:** *Authentic learning laboratory experiences are designed to provide students with robust hands-on practice in multiple urban settings. Candidates begin pre-student teaching during the first fall semester of cohort enrollment. Pre-student teaching is followed by a full practicum/student teaching experience in the following semester, resulting in a full year of authentic clinical experiences.*

**Support following program completion:** *First, new graduates have access to teaching and learning mentors or coaches for two years. This layer of support includes observation, at-elbow coaching, and customized professional learning. The second offering includes access to online learning modules designed to support novice teachers. Finally, induction support includes face-to-face focus groups lead by master teachers and researchers.*

### Section 4: Teacher Effectiveness

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

**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.