The George Washington University Graduate School of Education and Human Development

2023 EDUCATOR PREPARATION PROVIDER REPORT
Introduction

Research consistently demonstrates that the most significant in-school factor impacting students’ learning and lives is teacher quality. The Office of the State Superintendent of Education (OSSE) recognizes that teacher quality is influenced by multiple factors, including the quality of a teacher’s preparation. This report examines data from District of Columbia (DC) approved Education Preparation Providers (EPPs) and DC local education agencies (LEAs). It includes data from five sources:

1. EPP candidate and program completer rosters for Sept. 1, 2021 to Aug. 31, 2022, provided by EPPs.
2. LEA Faculty and Staff data collected annually in October 2022, provided by DC LEAs.
3. LEA student enrollment data collected annually in October 2022, provided by DC LEAs.
5. Educator credentialing data from Sept. 1, 2021 to Aug. 31, 2022, provided by OSSE.

This report is intended to inform EPPs and OSSE regarding curricular, programmatic, and policy decisions and to provide evidence aligned to accreditation and approval standards for EPPs. This report is accompanied by an Excel document that provides demographic, credentialing, Praxis pass rate, employment, and performance data for candidates and completers aggregated at the EPP level. See the Overview tab in the accompanying Excel document for the full list and description of data provided in each sheet within the Excel file.

1 Those in programs for related service providers (e.g., school psychologists, school social workers, etc.) and school administrators are only included in analyses of demographics, subject area counts, and PRAXIS pass rates.
Key Terms:

- **Candidate**: An individual enrolled in an educator preparation program who is preparing for or serving in a position as a teacher of record in a school that serves students in some or all grades pre-school through adult education.
- **Citywide**: A designation to describe the aggregate data for all EPPs in DC.
- **Completer**: An individual who has met all the requirements of a state-approved EPP.
- **First-year teacher**: An individual who has been hired as the teacher of record in a DC LEA within one year of completing a program.
- **Alternate Route Organization or Institution**: A type of educator preparation provider in which candidates must possess a baccalaureate degree earned or equivalent to a baccalaureate degree earned in the United States and serve as the teacher of record in a classroom, a school service provider, a school administrator, or participate in a year-long educator preparation residency in a school or local educational agency. An alternate route organization or institution may be based in an Institution of Higher Education or operate independently from an Institution of Higher Education.
- ** Alternate-Route First-Year Teacher**: An individual who has been hired as the teacher of record for the first time in a DC LEA while enrolled in or after completion of an alternate route organization or institution subject area program.
- **Initial Teaching Credential**: A nonrenewable educator certification that is issued to an applicant who meets certain requirements but does not meet the requirements for a standard teaching credential.
- **Standard Teaching Credential**: A renewable educator certification that is issued to an applicant who has successfully completed all requirements associated with the credential.
- **Subject Area Program**: A program that provides a sequence of required courses and experiences for the preparation of candidates to become educators in a specific area, subject, or category and that operates: (i) within an educator preparation provider; or (ii) within an Institution of Higher Education but not under the auspices of an EPP.
- **Teacher**: A school-based employee who instructs any core or non-core academic subject (e.g., general or special education teachers instructing students in the “core” subject areas of English language arts, math, science, and social studies, as well as non-core subjects such as arts, foreign language, and physical education).
Section 4: Teacher Effectiveness

This section shows the percentage of completers employed as first-year teachers and teachers with any years of experience in DC LEAs during the 2021-22 school year who received ratings of effective or higher. In DC, LEAs have the autonomy to define “effective teaching” under their teacher evaluation system. Data in this section refer to candidates and completers from the prior year’s EPP data submission due to the nature of effectiveness ratings. OSSE receives effectiveness information for the previous school year during the annual Faculty and Staff Data Collection on Oct. 5. Typically, effectiveness ratings are a measure of the teacher’s performance over the duration of the school year, therefore requiring the completion of a year of teaching to receive a rating.

EPP and Citywide Comparison of Teachers Who Were Rated Effective

The following graphs show the effectiveness of completers at The George Washington University Graduate School of Education and Human Development compared to completers at similar EPPs, and candidates and completers citywide. Note, all teachers did not receive an effectiveness rating, and those without one are excluded from the calculations. In the graphs, the n-counts represent: (1) the unduplicated number of completers from The George Washington University Graduate School of Education and Human Development who were teachers and received an effectiveness rating; (2) the unduplicated number of completers from traditional programs who were teachers and received an effectiveness rating; (3) the unduplicated number of candidates and completers citywide who were teachers and received an effectiveness rating. The corresponding percentage is the proportion of teachers who were rated effective or higher for the respective metric. The n-counts and corresponding percentages in the first graph below are comprised of first-year teachers who received an effectiveness rating.
The teacher n-counts and corresponding percentages in the next graph include teachers with any number of years of teaching experience who received an effectiveness rating.
GWU Graduate School of Education and Human Development
2020-21 Completers Employed as Teachers with Any Experience Rated Effective or Higher During SY 2021-22

- % of EPP Completers (n = 8): 75%
- % of Traditional Programs (n = 30): 87%
- % of Candidates & Completers Citywide (n = 330): 85%
Percentage of Effective Teachers by Ward

The following graphs explore whether the effectiveness of The George Washington University Graduate School of Education and Human Development completers vary by the school’s ward. Note, all teachers did not receive an effectiveness rating, and those without one are excluded from the calculation. In both graphs, the n-counts represent: (1) the unduplicated number of completers from The George Washington University Graduate School of Education and Human Development who were teachers and received an effectiveness rating; (2) the unduplicated number of completers from traditional programs who were teachers and received an effectiveness rating; (3) the unduplicated number of candidates and completers citywide who were teachers and received an effectiveness rating. The corresponding percentage is the proportion of teachers who were rated effective or higher by ward for the respective metric. The n-counts and corresponding percentages in the first graph below include first-year teachers who received an effectiveness rating.

Data are not shown at the program type or citywide levels if fewer than 10 teachers were rated.
The n-counts and corresponding percentages in the next graph include teachers with any number of years of experience who received an effectiveness rating.