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\(^1\) 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 3: Employment Outcomes
This section focuses on data from the 2021-22 school year program completers from The George Washington University Graduate School of Education and Human Development that went on to teach in DC Public Schools (DCPS) and DC public charter schools in the 2022-23 school year. For traditional programs, a first-year teacher is defined as an individual who has been hired as the teacher of record in a DC LEA within one year of program completion. For alternate-route programs, a first-year teacher is defined as 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 the program. Accordingly, the citywide metric in the graphs of this section is inclusive of candidates and completers that went on to teach in DCPS or public charter schools.

OSSE gathered employment data from DC LEAs as of Oct. 5 in the annual LEA Faculty and Staff Data Collection. Employment data are presented only for candidates and completers for whom there was sufficient data to match them to the LEA Faculty and Staff dataset. Employment as the teacher of record for the first time in a DC LEA means that the 2022-23 school year is the first time the individual appears in OSSE’s LEA Faculty and Staff databases with the designation of “Teacher.”

Employment Rate of EPP Program Completers
The following graphs compare the percentage of 2021-22 school year completers from The George Washington University Graduate School of Education and Human Development that were employed as the teacher of record in a DC LEA after program completion, compared with the percentage of 2021-22 school year EPP completers at similar EPPs, and candidates and completers citywide. 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; (2) the unduplicated number of completers from traditional programs; and (3) the unduplicated number of candidates and completers citywide. The corresponding percentage is the proportion of teachers for the respective metric. Candidates are included in citywide counts to account for their employment as teachers of record while enrolled in EPPs within Alternate Route Organizations or Institutions. The percentages in the first graph below reflect the rate of employment as a first-year teacher in DC.
GWU Graduate School of Education and Human Development
Rate of SY 2021-22 Completers
Employed as First Year Teachers in SY 2022-23

- **% of EPP Completers (n = 25)**: 12%
- **% of Traditional Programs (n = 168)**: 20%
- **% of Candidates & Completers Citywide (n = 3,411)**: 8%
The percentages in the next graph reflect the rate of employment as a teacher with any number of years of experience in DC.

GWU Graduate School of Education and Human Development
Rate of SY 2021-22 Completers Employed as Teachers with Any Experience in SY 2022-23

- 12% of EPP Completers (n = 25)
- 26% of Traditional Programs (n = 168)
- 18% of Candidates & Completers Citywide (n = 3,411)
Employment Rate by Sector (DCPS and DC Public Charter Schools)
The following graphs describe the percentage of The George Washington University Graduate School of Education and Human Development completers employed as teachers in DC by sector (DCPS and public charter schools). 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 that are teachers; (2) the unduplicated number of completers from traditional programs that are teachers; (3) the unduplicated number of candidates and completers citywide that are teachers. The corresponding percentage is the proportion of teachers in the respective sector (DCPS or public charter schools) for the respective metric. The n-counts and corresponding percentages in the first graph below are comprised of first-year teachers only.
The n-counts and corresponding percentages in the next graph are comprised of teachers with any number of years of teaching experience.

GWU Graduate School of Education and Human Development
Percent of Completers in SY 2021-22
Employed as Teachers with Any Experience
by Sector in SY 2022-23

<table>
<thead>
<tr>
<th>Sector</th>
<th>% of EPP Completers (n = 3)</th>
<th>% of Traditional Programs (n= 44)</th>
<th>% of Candidates &amp; Completers Citywide (n= 624)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCPS</td>
<td>100%</td>
<td>84%</td>
<td>41%</td>
</tr>
<tr>
<td>PCS</td>
<td>16%</td>
<td></td>
<td>60%</td>
</tr>
</tbody>
</table>
Employment Rate by Student/Teacher Demographic Percentages

The following graphs explore whether the racial and ethnic diversity of The George Washington University Graduate School of Education and Human Development completers employed as teachers in DC reflects the racial and ethnic diversity of DC’s students. In both graphs, the n-counts represent: (1) the unduplicated number of students in DC public and public charter LEAs; (2) the unduplicated number of completers from The George Washington University Graduate School of Education and Human Development that are teachers; (3) the unduplicated number of candidates and completers citywide that are teachers. The corresponding percentage is the proportion of students or teachers in the respective racial or ethnic group for the respective metric. The teacher n-counts and corresponding percentages in the first graph below are comprised of first-year teachers only.

GWU Graduate School of Education and Human Development Racial and Ethnic Diversity of Completers Employed as First Year Teachers in DC Compared to the Diversity of DC Students in SY 2022-23

- Black/African American
- Hispanic/Latino
- White/Caucasian
- Two or More Races
- Asian
- American Indian/Alaskan Native
- Pacific Islander/Native Hawaiian
- Other/Unknown

% of Students in DC public LEAs (n = 97,136)
% of EPP Completers Employed (n = 3)
% of Candidates & Completers Employed Citywide (n = 274)
The teacher n-counts and corresponding percentages in the next graph include teachers with any number of years of teaching experience.

GWU Graduate School of Education and Human Development
Racial and Ethnic Diversity of Completers
Employed as Teachers with Any Experience in DC Compared to the Diversity of DC Students in SY 2022-23

Grade Ranges Taught by The George Washington University Graduate School of Education and Human Development Completers during Field Experience and Employment

The following table explores whether the grade ranges of the students of The George Washington University Graduate School of Education and Human Development completers employed as first-year teachers in DC reflect the grade ranges of students served during their training.

<table>
<thead>
<tr>
<th>Grade Ranges of Instruction</th>
<th># of EPP students employed that taught in this range during field experience</th>
<th># of EPP students employed that taught in this range while employed in a DC LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-School and Pre-Kindergarten (grades PS and PK)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Elementary (grades 1-6)</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Secondary (grades 7-12)</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Adult</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The next table shows the same metrics for completers with any prior years of teaching experience in DC.

<table>
<thead>
<tr>
<th>Grade Ranges of Instruction</th>
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<td>0</td>
</tr>
<tr>
<td>Adult</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Employment Rate by Students in Special Populations**
The following table shows whether The George Washington University Graduate School of Education and Human Development completers employed as first-year teachers in DC are working with English learners and students with disabilities.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of students from student group</th>
<th>Percent of teachers from this EPP who teach students from student group</th>
<th>Percent of teachers citywide who teach students from student group</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>12%</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>16%</td>
<td>67%</td>
<td>27%</td>
</tr>
</tbody>
</table>

The next table shows whether The George Washington University Graduate School of Education and Human Development completers employed as teachers with any years of teaching experience in DC are working with English learners and students with disabilities.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of students from student group</th>
<th>Percent of teachers from this EPP who teach students from student group</th>
<th>Percent of teachers citywide who teach students from student group</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>12%</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>16%</td>
<td>67%</td>
<td>30%</td>
</tr>
</tbody>
</table>