

# HOWARD UNIVERSITY SCHOOL OF EDUCATION CAEP ANNUAL REPORT

Howard University School of Education (HUSOE) is a CAEP-accredited Educator Preparation Provider committed to championing the needs of underserved students from preschool through college completion. We have a long history of producing highly qualified teachers, reflective practitioners, effective administrators, and engaged researchers who influence policies and practices relevant to teaching and learning. Significant features of our academic programming include an opportunity to travel abroad for global education experiences, engagement with our Urban Superintendents Academy, and the Ph.D. program in Higher Education Leadership and Policy Studies. The following figures show our degree offerings per department and the list of programs approved for accreditation in the CAEP 2017 visit.

[Programs leading to licensure by the District of Columbia Office of the State Superintendent of Education \(OSSE\)](#) are denoted with an asterisk. The next CAEP Site Review will be held in Spring 2024.

## Curriculum & Instruction

- B.S. Elementary Education\*
- B.S. Secondary Education Minors
  - Secondary Content Areas (English\*, Mathematics\*, Physics\*, Social Studies\*, French\*, Spanish\*)*
  - Specialty Subject Areas (Theater Arts\*, Music - Instrumental & Vocal)*
- M.Ed. Elementary Education\*
- M.Ed. Secondary Education\*
  - Secondary Content Areas (English\*, Mathematics\*, Physics\*, Social Studies\*, French\*, Spanish\*)*
  - Specialty Subject Areas (Theater Arts\*, Music - Instrumental & Vocal)*
- M.Ed. Special Education\*

## Educational Leadership & Policy Studies

- M.Ed. Educational Administration\*
- Ed.D. Educational Leadership, Administration, and Policy
- Ph.D. Higher Education Leadership and Policy Studies

## Human Development & Psychoeducational Studies

- B.S. Human Development
- M.Ed. School Psychology and Counseling Services\*
- Ph.D. Counseling Psychology
- Ph.D. Educational Psychology
- Ph.D. School Psychology

### CAEP Accredited Initial Licensure Program(s)

#### **Bachelor of Education**

Elementary Education (K-6); National recognition by ACEI

Secondary Education Minor (7-12)  
- Social Studies Education

#### **Master of Education**

Elementary Education (K-6); National recognition by ACEI

Secondary Education (7-12)  
- English Education  
- Mathematics Education  
- Social Studies Education  
- Music Education (Instrumental & Vocal)

Special Education (K-12)

### CAEP Accredited Advanced Level Program(s)

#### **Master of Education**

Educational Leadership (P-12); National recognition by NPBEA under ELCC standards

School Psychology and Counseling Services (K-12)

#### **Doctor of Education**

Educational Leadership (P-12); National recognition by NPBEA under ELCC standards

#### **Doctor of Philosophy**

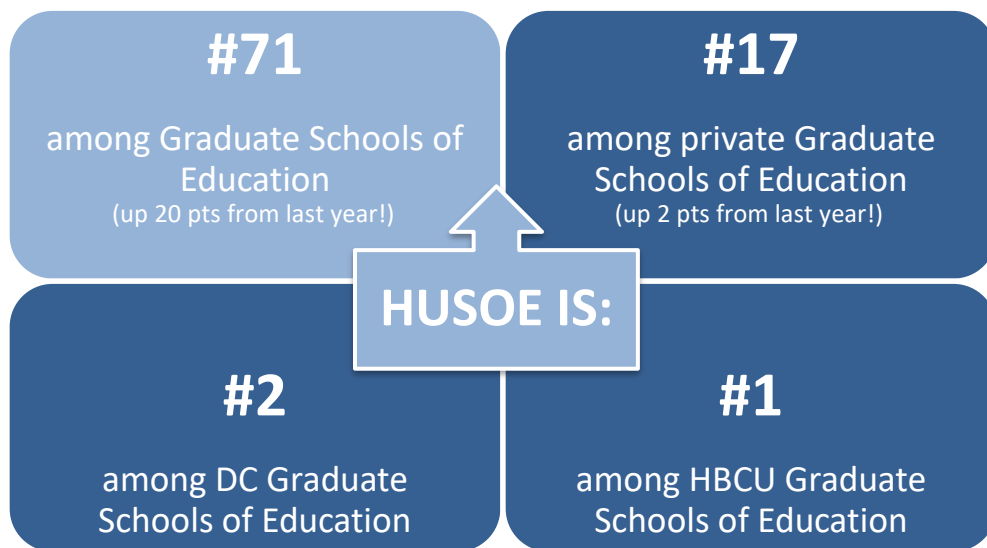
School Psychology (K-12)

### Other Accredited Advanced Level Program(s)

#### **Doctor of Philosophy**

Counseling Psychology; Fully accredited by APA

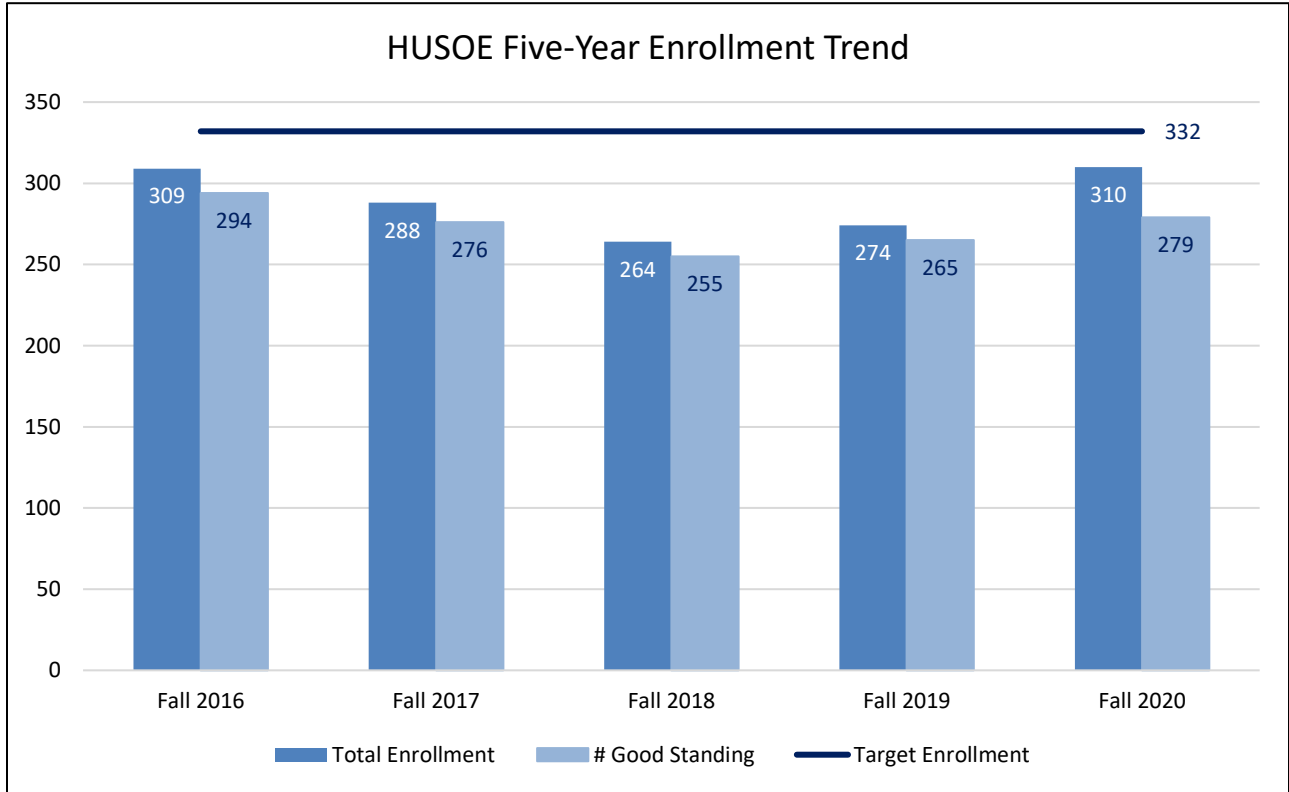
As demonstrated by the latest [U.S. News & World Report \(USNWR\) ranking among the best graduate schools of education](#), we are continuously moving forward to become a premier leader in educator preparation.



## RATES AND TRENDS

### Enrollment Data

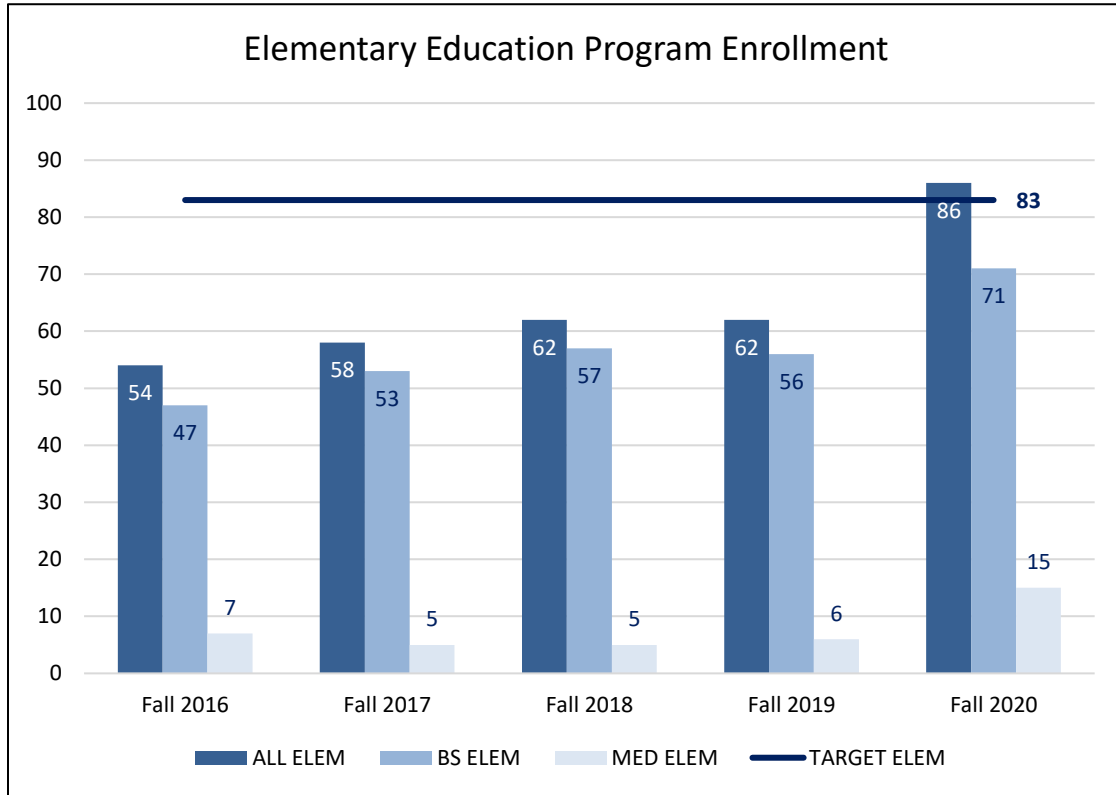
The following enrollment data represent initial licensure and advanced level cohorts for the last five academic years. Overall HUSOE enrollment increased for a second consecutive year. The Fall 2020 enrollment target was 332 students.



Cohort	Total Enrollment	# Good Standing	# Probation	# Suspension	# Others
Fall 2016	309	294	6	3	6
Fall 2017	288	276	11	1	0
Fall 2018	264	255	4	3	2
Fall 2019	274	265	5	0	4
Fall 2020	310	279	6	2	23

*Note: Totals represent enrollment of all New, Transfer, Former Students Returning, and Continuing students. The academic standing status of students in the "Others" category may be one of the following: Dropped, Withdrew Registration, or Undetermined.*

Teacher education data show that enrollment at the undergraduate level in Elementary Education is consistently increasing. Enrollment at the graduate level more than doubled in Fall 2020 due to the new Teacher Residency Program (TRP). The overall target enrollment for Elementary Education programs was exceeded by 3.6%.



ELEM ED Cohort	ALL ELEM ED	BS ELEM ED	MED ELEM ED
Fall 2016	54	47	7
Fall 2017	58	53	5
Fall 2018	62	57	5
Fall 2019	62	56	6
Fall 2020	86	71	15

## Retention Rates

Retention rates are aggregated by HUSOE department. The rates indicate the percentage of first time in college (FTIC) or first year in graduate school (FTG) students enrolled in the previous academic year that continued with HUSOE one year later. Overall, retention rates have been steadily increasing for the last three years. Retention is most sporadic with Curriculum and Instruction degree programs.

Cohort	Curriculum and Instruction			Educational Leadership and Policy Studies			Human Development and Psychoeducational Studies			HUSOE Overall		
	# FTIC or FTG Last Fall	# Retained This Fall	% Retained This Fall	# FTIC or FTG Last Fall	# Retained This Fall	% Retained This Fall	# FTIC or FTG Last Fall	# Retained This Fall	% Retained This Fall	# FTIC or FTG Last Fall	# Retained This Fall	% Retained This Fall
Fall 2016	25	9	36%	21	18	86%	30	26	87%	76	53	70%
Fall 2017	18	7	39%	24	16	67%	48	27	56%	90	50	56%
Fall 2018	15	8	53%	11	9	82%	29	22	76%	55	39	71%
Fall 2019	16	13	81%	25	21	84%	24	19	79%	65	53	82%
Fall 2020	19	11	58%	34	34	100%	27	22	81%	80	67	84%

## Graduation Rates

Graduation rates represent the percentage of first time, first year students who completed their initial licensure or advanced level program within the specified timeframe. Graduates of initial licensure programs have consistently been able to complete their programs on time for the last three academic years.

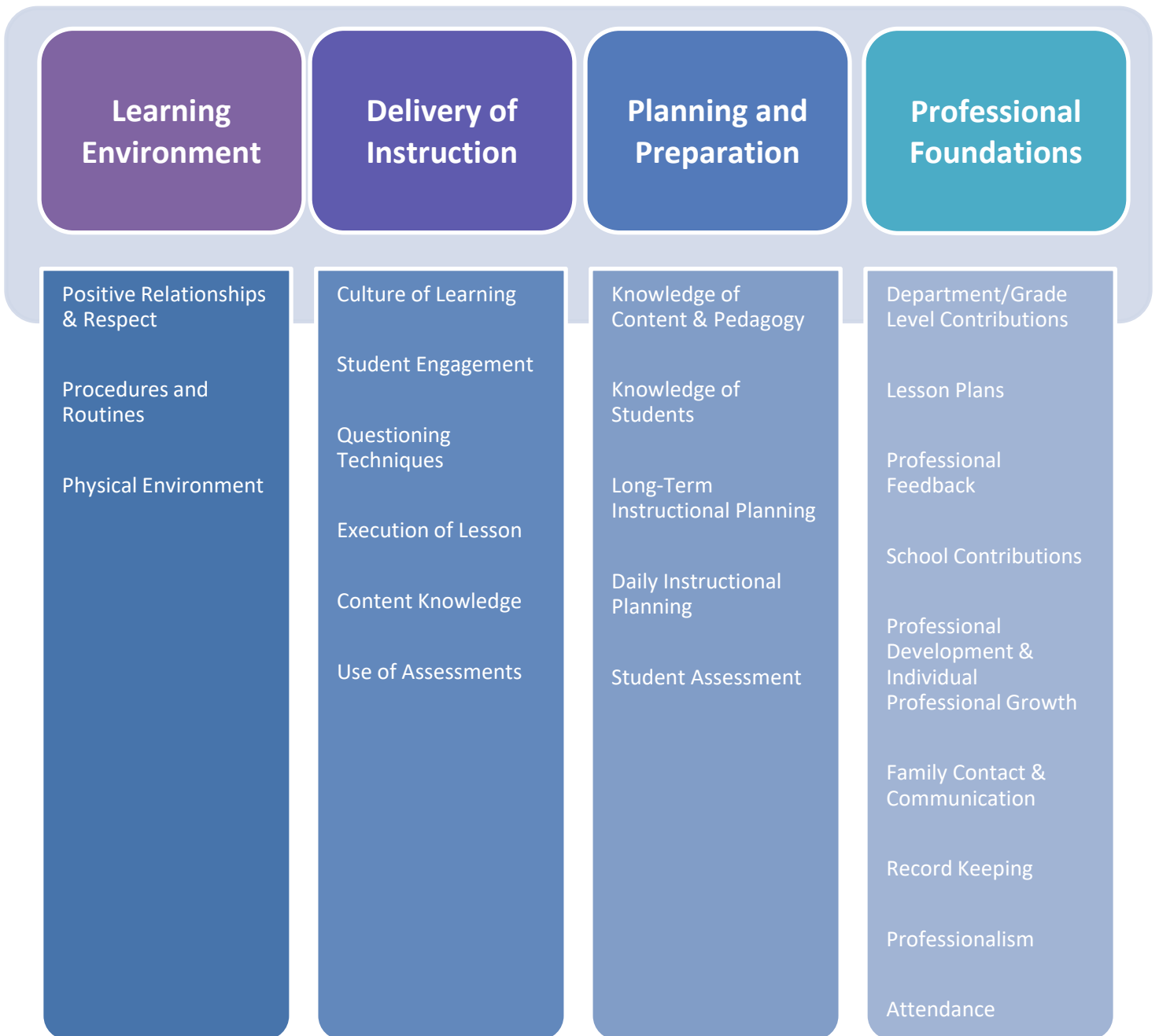
	Program Completion	AY 2018-19	AY 2019-20	AY 2020-21
<b>Initial Licensure Programs</b>				
B.S. Elementary Education	within 5 years	100%	100%	100%
M.Ed. Elementary Education	within 3 years	100%	N/A	100%
M.Ed. Secondary Education	within 3 years	N/A	100%	N/A
M.Ed. Special Education	within 3 years	100%	100%	100%
<b>Advanced Level Degree Programs</b>				
M.Ed. Educational Leadership and Policy Studies	within 5 years	86%	100%	100%
Ed.D. Educational Leadership and Policy Studies	within 7 years	57%	100%	86%
Ph.D. School Psychology	within 4 years	75%	67%	17%
Ph.D. Counseling Psychology	within 7 years	57%	83%	100%

**N/A indicates there were no graduates in this academic year.**

# CAEP ACCOUNTABILITY MEASURES

## Measure 1: Completer Impact and Effectiveness

The [DC Model Teacher Evaluation Rubric](#) is the instrument used to assess the performance of teachers in DC Public Schools (DCPS). The figure below shows the 23 indicators in the rubric that are divided into 4 categories.

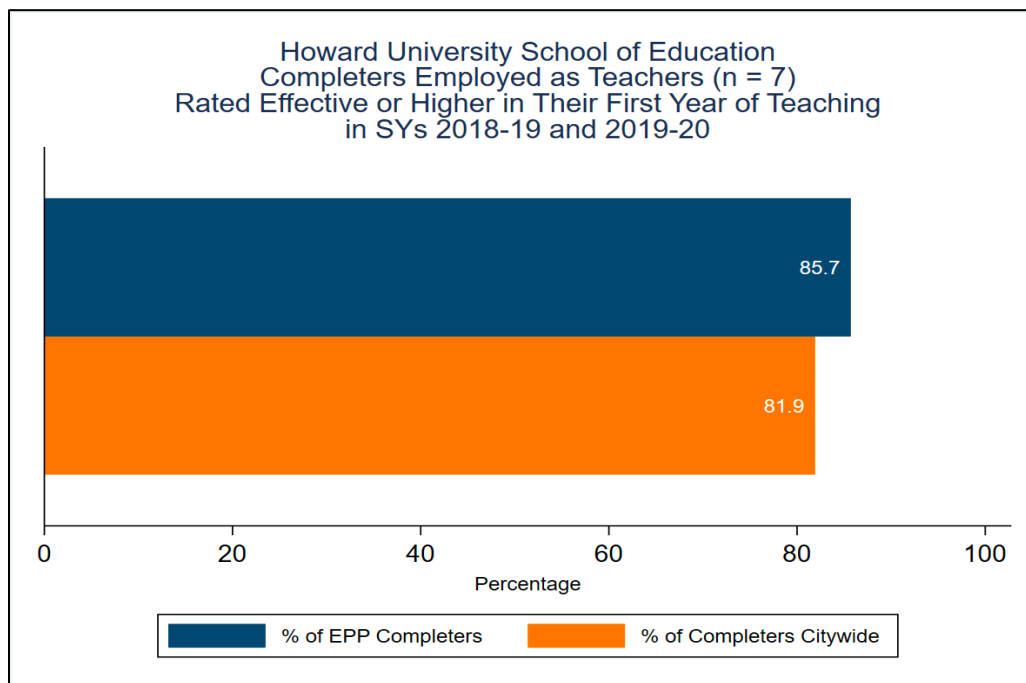


The scale of performance ranges from ineffective to highly effective. Effectiveness definitions are as follows.

- Ineffective - Little or no knowledge and minimal implementation of teaching standards. Does not meet minimal teaching standards and needs substantial improvement. Students are not meeting either behavioral or academic expectations.
- Minimally Effective - Evidence of mediocre or developing performance; fundamental knowledge and implementation of teaching standards is uneven or rudimentary. Integration of teaching standards is inconsistent. Teacher is making progress towards proficiency with mixed student actions and results.
- Effective - Evidence of solid performance; strong knowledge, implementation, and integration of teaching standards; clear evidence of proficiency and skill in the component/criterion as measured by satisfactory student actions and results.
- Highly Effective - Evidence of exceptional performance; outstanding knowledge, implementation, and integration of teaching standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues as measured by both exemplary teacher and student actions.

Other local education agencies (LEAs) in DC (such as public charter school networks) have the autonomy to define “effective teaching” under their own teacher evaluation framework.

OSSE provides EPPs participating in the DC Staffing Data Collaborative with a report highlighting their impact on the DC Public and Public Charter School Systems. The table below shows the percentage of program completers employed as first-year teachers in DC LEAs during school years 2018-19 and 2019-20 who earned ratings of effective or higher. The evidence indicates HUSOE produced more completers with strong knowledge and performance (85.7%) than the city average (81.9%). Only one HUSOE completer was rated as less than effective.



HUSOE operates a 3-year grant funded program, called the Howard University Teacher Residency Program (HUTRP), in partnership with the United States Department of Education and the District of Columbia Public Schools (DCPS). The program is in its second year of training and provides participants with a Master's in Education degree (M.Ed.) that is 36 credit hours in length. Additionally, students who are selected for the program are required to spend a full academic year in a classroom with a cooperating mentor teacher from partner schools within the DCPS system. Moreover, participants receive professional development training in computational thinking, social-emotional learning for both teachers and students, and robust instruction in classroom and behavior management that focuses on strength-based strategies for all children, but especially those in urban schools who come under resourced neighborhoods.

To date, two cohorts have been admitted to HUTRP. The first cohort of six students (n=6) began its first year of teaching in DCPS at the beginning of the fall 2021-22 school year. Cohort 2 (n=5) will commence its teaching obligation in the fall 2022-2023 academic year. Students in Cohort 1 will serve as subjects in a pilot project that will be developed by the HUSOE to track the impact of these graduates on P-12 student learning outcomes and their teaching effectiveness at the end of partner schools' academic year in summer 2022. Cohort 2 members will be assessed for their impact on student learning outcomes and teacher effectiveness at the end of the academic year in summer 2023. The following methods will be used to collect appropriate data for the pilot project:

- Focused interviews with the teacher and principal using a series of questions that relate to student performance on standardized testing measures but also the impact of teaching on social emotional development and the use of computational thinking.
- Structured observation of the teacher in the classroom using instructional items informed by edPTA™ preparation guidance and the HUSOE student internship rubric.
- Available data on student achievement (such as state assessment scores, student learning objective outcomes, competency-based report cards, or other school and classroom-based assessments).

HUSOE has also contacted the DCPS Office of Leadership Development to assist us with us any impact data they can provide on HUSOE TRP completers. To collect data from completers who were not hired by DCPS and may be working in other school districts, we are revising the alumni satisfaction survey to include quantitative perception data on both teaching performance and program preparation. It is anticipated that sufficient data for analysis and presentation will be available by the 2023 CAEP Annual Report.

## Measure 2: Satisfaction of Employers and Stakeholder Involvement

HUSOE is ranked among the top 100 Graduate Schools of Education by U.S. News & World Report (USNWR). One factor in the ranking is the educational professionals assessment score. The USNWR employer survey was sent to 10 school superintendents, school principals, and professionals who hire HUSOE graduates. These employers were asked to rate their satisfaction with HUSOE graduates on a scale from 1 (marginal) to 5 (outstanding). Employers have been increasingly satisfied with HUSOE graduates over the last five years.

USNWR Best Schools Year	March 2018	March 2019	March 2020	March 2021	March 2022
Employer Rating	3.3	3.6	3.8	4.0	4.0



Our Teacher Education Advisory Council (TEAC) is comprised of members representing the local school districts in Maryland, District of Columbia, and Virginia. We are working with TEAC to co-construct and revise employer and completer satisfaction surveys. We are also seeking their assistance to identify impact data for completers who are educators, educational administrators, and school psychologists representing the HU School of Education. Collaboration through the TEAC has also led to joint professional development and other learning opportunities for HUSOE teacher candidates, as well as educators within these districts. HUSOE and TEAC partners continue to learn from each other as they work to address issues impacting teaching and learning in all districts.

### Measure 3: Candidate Competency at Program Completion

#### Teacher Candidate Assessment

All candidates (undergraduate and graduate) receiving training in teacher education must complete a 12-week, full-time, intensive internship near the end of their academic program of study. The 12-week internship in elementary education provides a placement for teacher candidates to demonstrate many competencies covering the Association of Childhood Education International (ACEI) standards, including content area knowledge, effective instruction, and collaboration with families and colleagues. Candidates are formally assessed twice during the internship, once by the University Supervisor and once by the Cooperating Teacher. Evaluation ratings are 5-Excellent, 4-Good, 3-Fair, 2-Needs Improvement, and 1-Unacceptable. The target benchmark for the HUSOE program is that at least 80% of teacher candidates receive a mean evaluation rating of 4 or higher.

The overall mean evaluation ratings were on a decreasing trend prior to AY 2020-21. The mean evaluation ratings for AY 2020-21 teacher candidates exceeded 4.0 in every category. Eleven of the thirteen AY 2020-21 teacher candidates (85%) received an overall rating of 4 or higher. The strongest skills were demonstrated in the following areas:

- Content knowledge in the arts (mean=4.55)
- Communication to foster collaboration (mean=4.50)
- Integration and applying knowledge for instruction (mean=4.48)
- Active engagement in learning (mean=4.48)
- Development of critical thinking and problem solving (mean=4.44)

**Elementary Education  
Teacher Candidate Mean Evaluation Ratings**

Standard	AY 2016-17 (n=5)	AY 2017-18 (n=8)	AY 2018-19 (n=15)	AY 2019-20 (n=8)	AY 2020-21 (n=13)
ACEI 1.0 Development, Learning, and Motivation	4.96	4.38	4.47	4.00	4.26
ACEI 2.1 Reading, Writing, and Oral	4.96	4.50	4.07	3.75	4.24

Standard	AY 2016-17 (n=5)	AY 2017-18 (n=8)	AY 2018-19 (n=15)	AY 2019-20 (n=8)	AY 2020-21 (n=13)
Language					
ACEI 2.2 Science	4.80	3.57	3.47	3.37	4.40
ACEI 2.3 Mathematics	4.83	3.86	4.07	3.37	4.16
ACEI 2.4 Social Studies	4.88	3.75	3.20	4.00	4.31
ACEI 2.5 The Arts	4.60	3.17	3.00	3.75	4.55
ACEI 2.6 Health Education	4.66	3.33	3.20	3.37	4.17
ACEI 2.7 Physical Education	4.66	3.33	3.07	3.50	4.38
ACEI 3.1 Integration and applying knowledge for instruction	4.96	4.50	4.27	4.25	4.48
ACEI 3.2 Adaptation to diverse students	4.96	4.63	4.67	4.25	4.35
ACEI 3.3 Development of critical thinking and problem solving	4.96	4.63	4.60	4.13	4.44
ACEI 3.4 Active engagement in learning	4.96	4.63	4.67	4.25	4.48
ACEI 3.5 Communication to foster collaboration	5.00	4.63	4.60	4.13	4.50
ACEI 4.0 Assessment and Instruction	4.91	4.38	4.20	4.00	4.18
<b>Overall</b>	<b>4.86</b>	<b>4.09</b>	<b>3.97</b>	<b>3.86</b>	<b>4.35</b>

## Teacher Candidate Licensing Rates

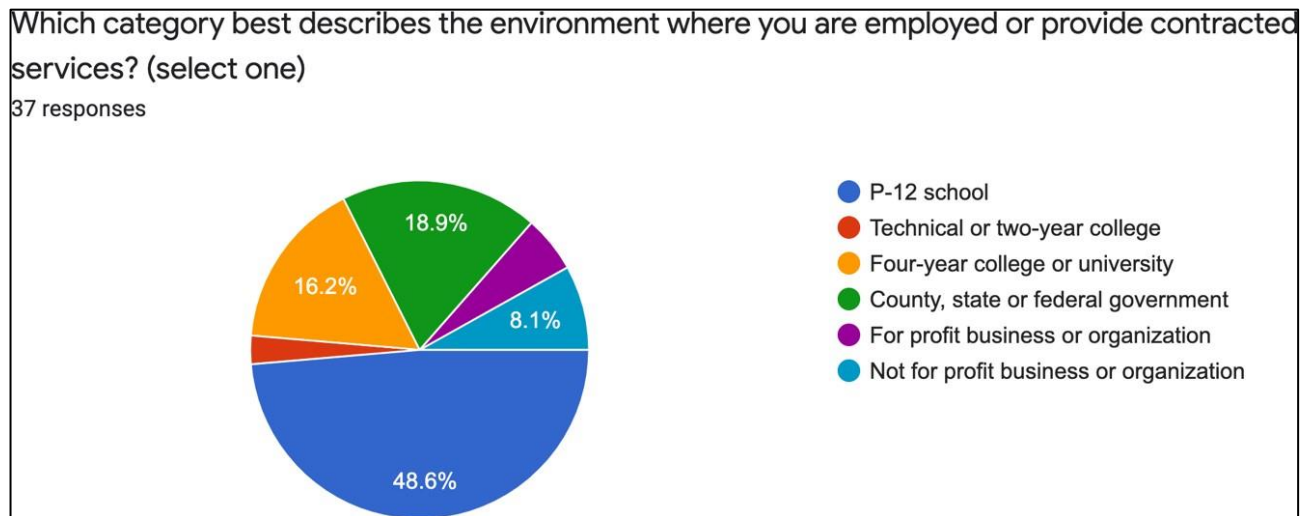
Candidates are required to pass the Praxis Principles of Learning and Teaching, Praxis Core, and Praxis II Content Knowledge tests to graduate and receive initial licensure in the District of Columbia. Candidates who do not meet the state cutoff score for Praxis Core are not admitted into the HUSOE program. The AY 2020-2021 pass rate for candidates taking Praxis II Content exams (92%) exceeded the HUSOE target pass rate (80%) and the statewide pass rate (82%).

Academic Year	Number of Test Takers	Number Passed	HUSOE Pass Rates	Statewide Pass Rate
AY 2018-2019	7	NR	NR	81%
AY 2019-2020	17	10	59%	85%
AY 2020-2021	12	11	92%	82%

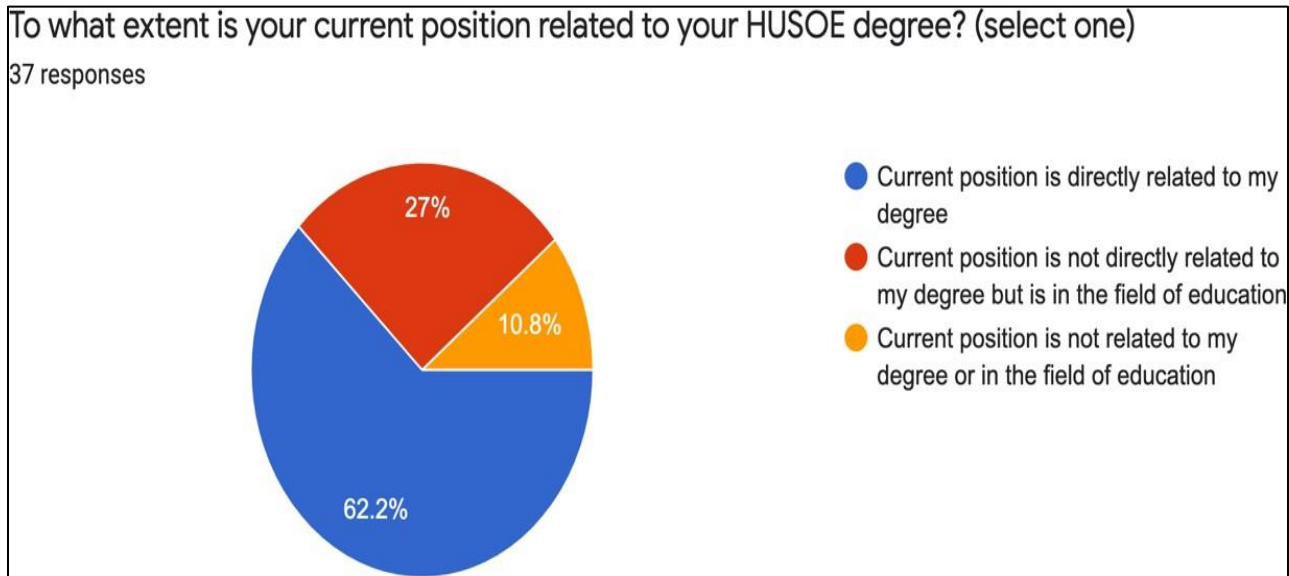
Source: U.S. Department of Education, Higher Education Act Title II State Report Card System.

## Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared

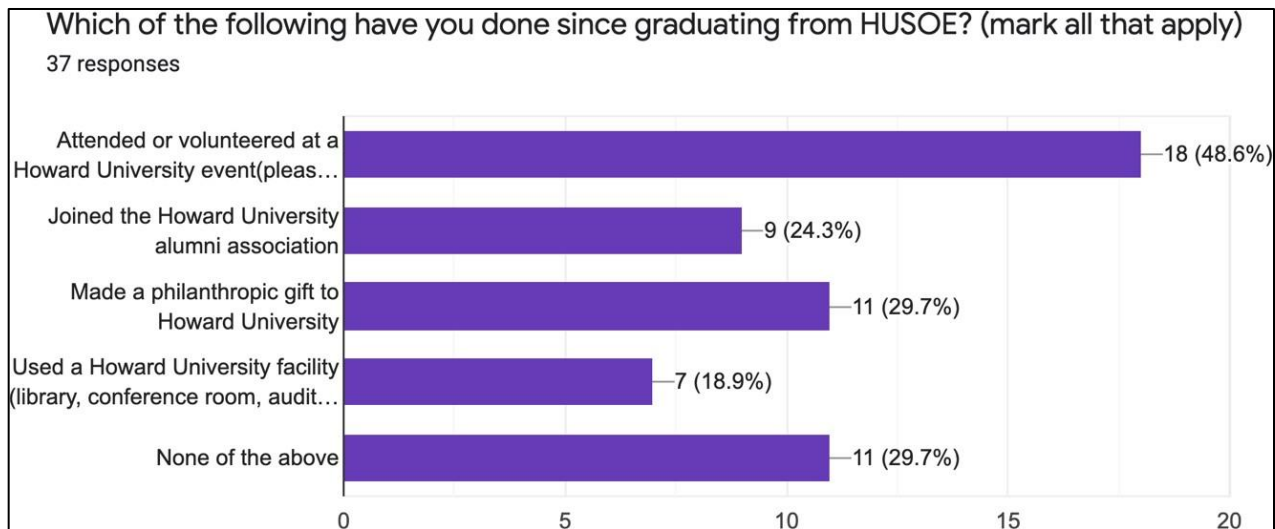
Close to half (48.6%) of the completers who responded to the HUSOE Alumni survey (N=37) report they are working in a P-12 school setting. The second largest group (18.9%) reported working at the county, state, or federal government. Others (16.2%) report working in a four-year college or university.



When asked whether their current positions related to their HUSOE degree, 62.2% report they are working in the field for which they prepared.



Most of the respondents (N=26; 70%) have remained engaged with HUSOE. The most prevalent method of engagement was through volunteer service at an HUSOE event.



Survey respondents also shared some of the milestones they have achieved since earning their HUSOE degree.

- Masters in early childhood leadership and working on getting my second masters
- New Career Opportunities
- M.Ed. from Johns Hopkins University
- Graduating with my master's this Summer from Walden University
- Research Association of Minority Professors (RAMP) Vice President; Pacific Northwest UNCF Executive Leadership Council; Washington Math, Engineering, Science Achievement (MESA) Board Member; National Council of Instructional Administrators (NCIA) Rising Star; Washington University of Washington College of Engineering Advisory Council; Washington State Board of Community & Technical Colleges Articulation Transfer Council; Greater Seattle (WA) Chapter of The Links, Inc.; Greater Seattle Howard University Alumni Club Vice President
- Currently a Sr. Program Manager, Inclusion, Diversity, and Equity at Amazon Web Services
- School Psychologist of the Year, Co-Lead School Psychologist, Tenured track Assistant Professor, Internship Supervisor
- School psychologist to assistant principal, assistant principal to principal. Awarded highly effective principal status 2016 and 2020 (Award of \$25,000) Awarded a full scholarship for an Executive Master's in Leadership to Georgetown University (2013) Served on the Chancellor's cabinet (DCPS) in 2018
- Promotions, Podcast interviews, Contributing author, newspaper write-ups
- Promotions (Team Lead)
- Promoted twice; 2021 award for outstanding service
- Appointed to Governor's Council, appointed to State Parent and Family Engagement Coordinator
- Acting Director, Quality Assurance, Tangaza University College; previously was Acting Dean School of Education, Tangaza University College; I serve in various education policy-related advisory groups.
- Completed Principal Training Program
- Received Awards
- Full Professor, Judicial Commission Board, National TRIO Achiever Award,
- I recently accepted a 2-year clinical and research postdoctoral fellowship with St. Jude Children's Research Hospital
- I Will be taking on a new position in Montgomery County Public Schools as a School Psych ologist in July 2021
- I have been promoted from an Institutional Review Specialist position to an Education Perinatal Support Board Member; United Way Project Lead Cohort 2020;
- Research Analyst in 2020. I am currently looking for additional opportunities