

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 CAEP Site Review for accreditation renewal was held in April 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*
- 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)

Secondary Education Minor (7-12)

- English Education; Nationally recognized with conditions by NCTE
- Mathematics Education
- Social Studies Education; Nationally recognized with conditions by NCSS

Master of Education

Elementary Education (K-6)

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); Undergoing further development for national recognition by NPBEA under NELP standards

School Psychology and Counseling Services (K-12)

Doctor of Education

Educational Leadership (P-12); Undergoing further development for national recognition by NPBEA under NELP standards

Doctor of Philosophy

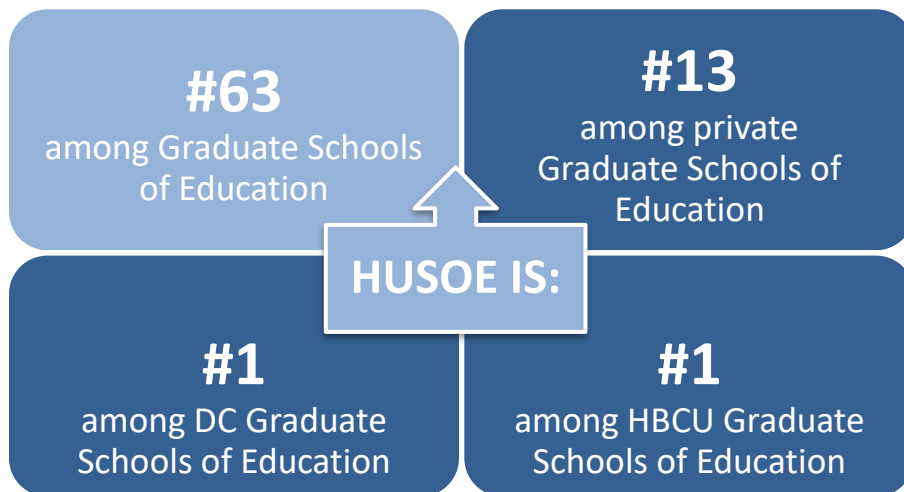
School Psychology (K-12); Nationally recognized with conditions by NASP

Other Accredited Advanced Level Program(s)

Doctor of Philosophy

Counseling Psychology; Fully accredited by APA

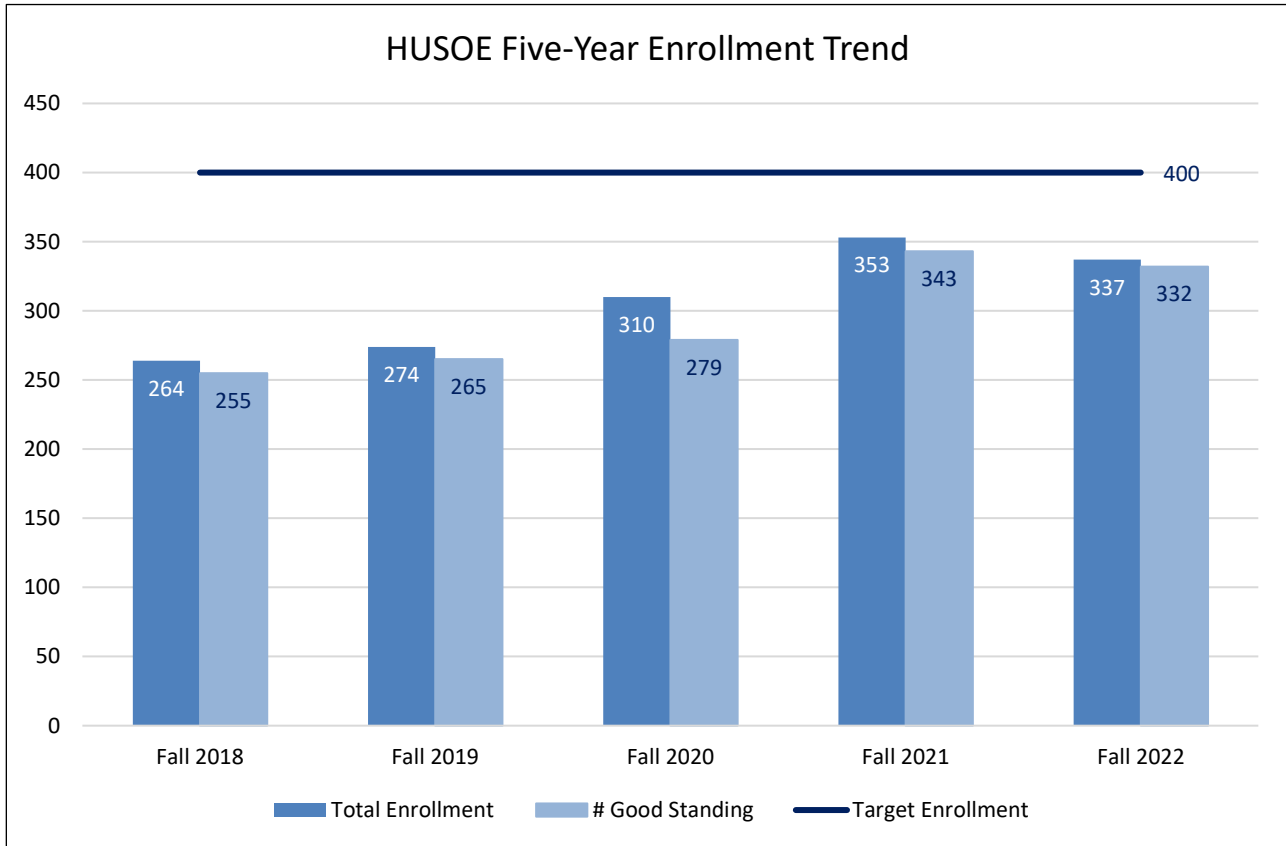
As demonstrated by the latest [U.S. News & World Report \(USNWR\) ranking among the best graduate schools of education](#), we are continuously moving forward to become a premier leader in educator preparation. HUSOE has been ranked among the top 75 graduate schools of education for the last three years.



RATES AND TRENDS

Enrollment Data

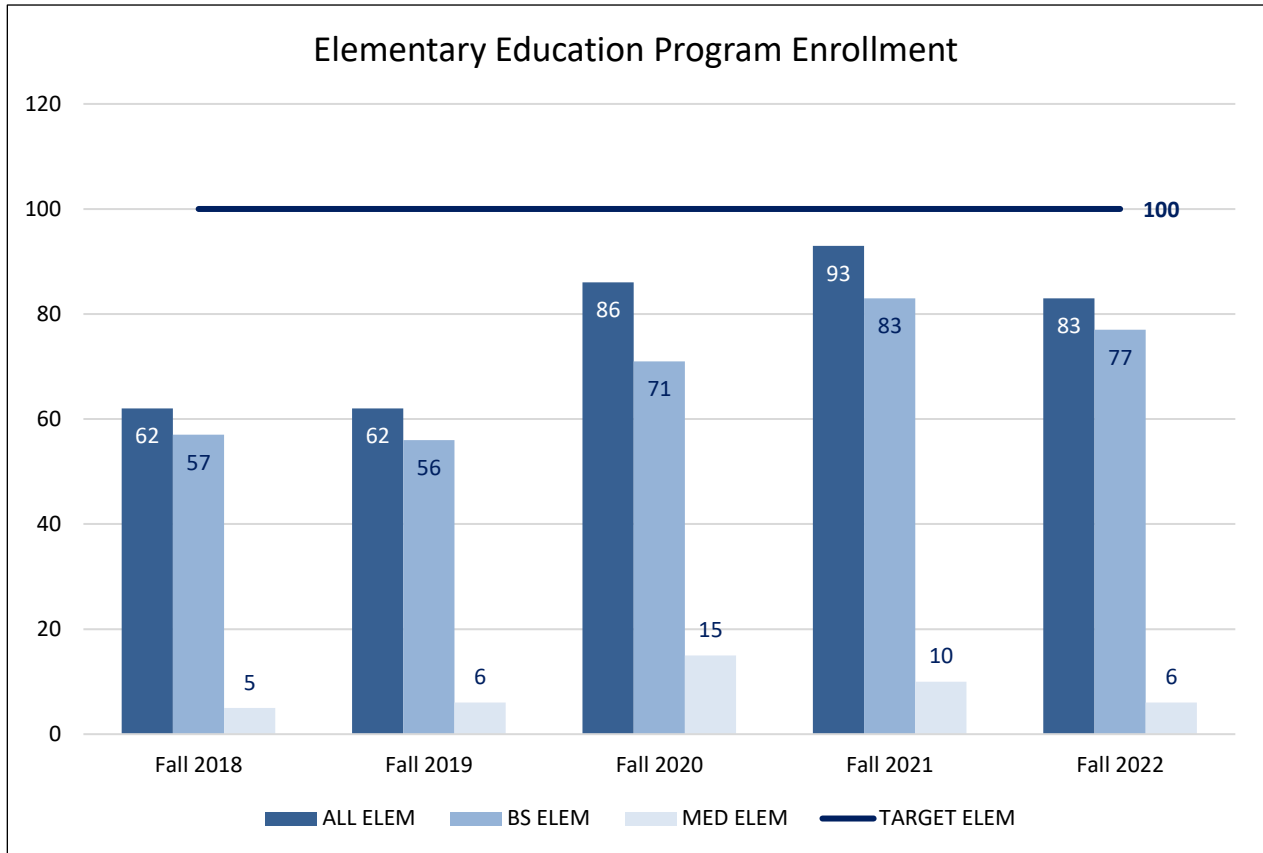
The following enrollment data represent initial licensure and advanced level cohorts for the last five academic years. Overall HUSOE enrollment dropped 4.5% in Fall 2022 after a -year upward trend. The Fall 2022 enrollment target was 400 students.



Cohort	Total Enrollment	# Good Standing	# Probation	# Suspension	# Others
Fall 2018	264	255	4	3	2
Fall 2019	274	265	5	0	4
Fall 2020	310	279	6	2	23
Fall 2021	353	343	11	0	0
Fall 2022	337	332	5	0	0

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 was consistently increasing until Fall 2022. The graduate level programs are being redesigned as online degree programs, so no new students were accepted. The target for overall enrollment in Elementary Education programs was 100 students.



ELEM ED Cohort	ALL ELEM ED	BS ELEM ED	MED ELEM ED
Fall 2018	62	57	5
Fall 2019	62	56	6
Fall 2020	86	71	15
Fall 2021	93	83	10
Fall 2022	83	77	6

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. The target retention rate is 80%. Retention has been a challenge since the COVID-19 pandemic. A deeper look into whether students transferred to other degree programs showed students who did not re-enroll in HUSOE programs also did not return to Howard University.

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 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%
Fall 2021	33	19	58%	32	29	91%	30	26	87%	95	67	78%
Fall 2022	24	7	29%	40	32	80%	44	31	70%	100	70	70%

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. The time to complete for advanced level students in the school psychology doctoral program ranged from 5 to 7 years.

	Program Completion	AY 2020-21	AY 2021-22	AY 2022-23
Initial Licensure Programs				
B.S. Elementary Education	within 5 years	100%	91%	91%
M.Ed. Elementary Education	within 3 years	100%	100%	N/A
M.Ed. Secondary Education	within 3 years	N/A	100%	100%
M.Ed. Special Education	within 3 years	100%	100%	N/A
Advanced Level Degree Programs				
M.Ed. School Psychology	within 3 years	75%	50%	100%
M.Ed. Educational Leadership and Policy Studies	within 5 years	100%	100%	100%
Ed.D. Educational Leadership and Policy Studies	within 7 years	86%	100%	100%
Ph.D. School Psychology	within 4 years	17%	33%	0%
Ph.D. Counseling Psychology	within 7 years	100%	100%	100%

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

CAEP ACCOUNTABILITY MEASURES

Measure 1: Completer Impact and Effectiveness

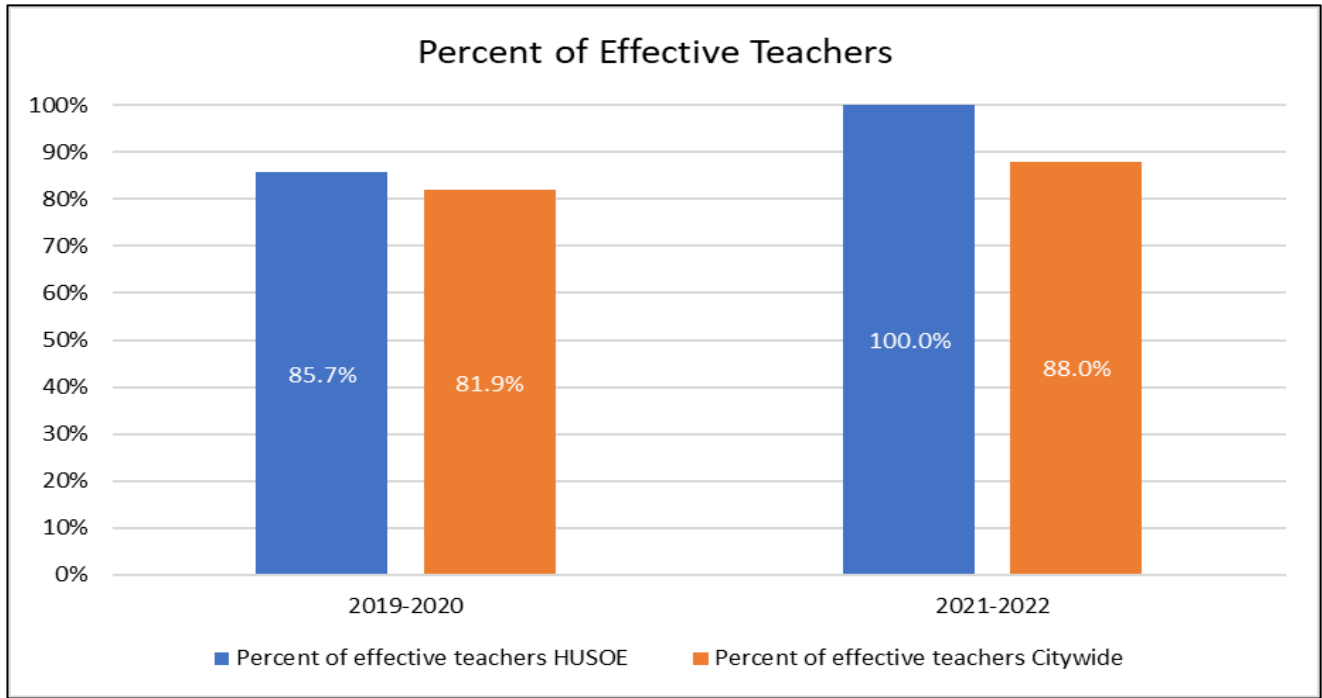
OSSE EPP Annual Report

[IMPACT is the effectiveness assessment system used to evaluate school-based personnel in DC Public Schools \(DCPS\)](#). The components of the assessment for teachers are essential instructional practices, individual value-added student achievement data, teacher-assessed student achievement data, student survey of practice, commitment to the school community, and core professionalism. 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. (IMPACT score range: 100-199.9)
- Minimally Effective - Evidence of mediocre performance; fundamental knowledge and implementation of teaching standards is uneven. Integration of teaching standards is inconsistent. (IMPACT score range: 200.0-249.9)
- Developing - Evidence of developing performance; fundamental knowledge and implementation of teaching standards is rudimentary. Teacher is making progress towards proficiency with mixed student actions and results. (IMPACT score range: 250.0-299.9)
- 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. (IMPACT score range: 300.0-349.9)
- 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. (IMPACT score range: 350.0-400)

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 HUSOE produced more completers with strong knowledge and performance than the city average for the last two evaluation cycles. Evaluations were not done on 2020-2021 performance due to the COVID-19 public health emergency. The table below shows the percentage of program completers employed as first-year teachers in DC LEAs who earned ratings of effective or highly effective. Only one HUSOE completer was rated as less than effective. Ratings for 2022-2023 have not been released. OSSE generally provides the Annual EPP Report during the month of June.



HUSOE Employer Satisfaction Survey

The HUSOE Employer Satisfaction survey was piloted in May 2023. One domain on the survey is program completers’ impact on P-12 achievement. Employer respondents who supervise teachers indicate impact in the subject areas of Reading, Mathematics, English/Language Arts, Science, and Social Studies using the following ranges: “No increase in achievement scores; 0.1% to 5.0% increase in achievement scores; 5.1% to 10.0% increase in achievement scores; More than 10.0% increase in achievement scores; Unable to answer. Pilot data show that HUSOE graduates had the largest impact on achievement in Reading and English/Language Arts.

Survey Responses Regarding Impact on P-12 Achievement

Subject Area (N=8)	No increase in achievement scores	0.1% - 5.0% increase in achievement scores	5.1% - 10.0% increase in achievement scores	More than 10% increase in achievement scores	Unable to answer
Reading	0.00%	25.00%	0.00%	50.00%	25.00%
Mathematics	0.00%	37.50%	0.00%	25.00%	37.50%
English/Language Arts	0.00%	25.00%	12.50%	37.50%	25.00%
Science	0.00%	12.50%	0.00%	12.50%	75.00%
Social Studies	0.00%	12.50%	0.00%	25.00%	62.50%

Impact on P-12 Student Learning Pilot Project

A pilot project to assess the efficacy of each participant’s teaching and their impact on P-12 student learning outcomes is in the final stages of development with an expected completion date in summer 2024. All Howard University Teacher Residency Program completers (n=17) and all 2022-23 and Elementary Education graduates (n=18) will be asked to participate in the pilot project in fall 2024. 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 edTPA™ 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).

Measure 2: Satisfaction of Employers and Stakeholder Involvement

U.S. News & World Report Ranking

HUSOE is ranked among the top 75 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 satisfied with HUSOE graduates over the last five years with ratings ranging from 3.8 to 4.0.

USNWR Best Schools Year	March 2020	March 2021	March 2022	March 2023	March 2024
Employer Rating	3.8	4.0	4.0	4.0	3.9

HUSOE Employer Satisfaction Survey

In addition to impact in P-12 achievement, the HUSOE Employer Satisfaction survey assesses program completers’ application of content knowledge, demonstration of professional responsibility, trend of employment retention, and ability to work with diverse populations. Employer respondents rate survey items using the following scale: 1=Strongly disagree, 2=Disagree, 3=Slightly disagree, 4=Slightly agree, 5=Agree, 6=Strongly agree. Average ratings, which ranged from 5.50 to 5.73, indicate are satisfied with HUSOE graduates.

In describing the strengths of HUSOE graduates, four employers wrote:

- “[HUSOE graduate] often does the work of two people without complaint because she is so concerned with meeting the needs of individual students. She is a role model for others, and a true asset to our school and community.”
- “HUSOE graduate demonstrates a growth mindset and continually works to improve her professional competencies in her work to improve outcomes for the children and families she services.

- “HUSOE graduates in our district are outstanding leaders who have developed and maintained positive working relationships with cross-functional teams within the district, working collaboratively to enhance teaching and learning.”
- “HUSOE's graduates are very competent and knowledgeable about student data and instructional practice. HUSOE graduates have been rated highly effective according to our school district's evaluation instruments.”

In describing an area for growth, two employers wrote:

- “The teacher in our school has average skills in the classroom. She can plan a lesson; however, implementation is a concern. Relationships with students are strong. The ability to receive feedback is limited and relationships with administration are not consistent.”
- “Howard University continues to supply competent teachers for DC Public Schools! We just need more of them. [emphasis added]”

The survey results show that HUSOE graduates are competent and have strong capacity to work with diverse students and families. HUSOE will be launching online degree programs in Fall 2025 that offer more flexible access to HUSOE programs. This recruitment initiative is designed to produce more graduates in the teaching profession. HUSOE is also looking to establish a Center for Advocacy, Research, and Educational Services that will offer more professional learning opportunities to help novice teachers strengthen professional dispositions.

HUSOE Employer Satisfaction Survey Ratings

Statement (N=16)	Rating of 1	Rating of 2	Rating of 3	Rating of 4	Rating of 5	Rating of 6	Rating of N/A	Average Rating
I am satisfied with HUSOE graduates' competency and application of knowledge and skills appropriate to their position.	0.00%	0.00%	0.00%	6.25%	31.25%	50.00%	12.50%	5.50
I am satisfied with HUSOE graduates' ability to work with the students, families, and communities our school or school district serves.	0.00%	0.00%	0.00%	6.25%	25.00%	56.25%	12.50%	5.57
I would likely recommend HUSOE graduates for employment milestones, such as promotions or recognition awards.	0.00%	0.00%	0.00%	12.50%	12.50%	62.50%	12.50%	5.57

Statement (N=16)	Rating of 1	Rating of 2	Rating of 3	Rating of 4	Rating of 5	Rating of 6	Rating of N/A	Average Rating
I am satisfied with HUSOE graduates' employment retention in our school or school district.	0.00%	0.00%	0.00%	12.50%	18.75%	62.50%	6.25%	5.53
I would contact HUSOE and/or their graduates if a position became available at our school or within our school district.	0.00%	0.00%	0.00%	6.25%	12.50%	75.00%	6.25%	5.73
I am satisfied with the professional responsibility of HUSOE graduates.	0.00%	0.00%	0.00%	6.25%	25.00%	56.25%	12.50%	5.57

Stakeholder Involvement

Our Teacher Education Advisory Council (TEAC) is comprised of members representing the local school districts in Maryland, District of Columbia, and Virginia. Collaboration through the TEAC has 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.

We worked with TEAC in 2022-23 to co-construct the revise employer satisfaction survey and revise the completer satisfaction survey. In 2024-25 TEAC and mentor teachers will help HUSOE co-construct a more robust component in the clinical experience to strengthen candidates' proficiency with technology used in the classroom.

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 have ranged between 4.0 and 5.0 for the last three academic years. Additionally, the mean evaluation ratings exceeded 4.0 in every category for the last three academic years.

Most of the AY 2022-23 teacher candidates (14 of 17, 82%) received an overall rating of 4.0 or higher. The strongest skills were demonstrated in the following areas:

- Content knowledge in mathematics (mean=4.73)
- Content knowledge in the arts (mean=4.68)
- Communication to foster collaboration (mean=4.62)
- Development, learning, and motivation (mean=4.60)
- Active engagement in learning (mean=4.59)

**Elementary Education
Teacher Candidate Mean Evaluation Ratings**

Standard	AY 2018-19 (n=15)	AY 2019-20 (n=8)	AY 2020-21 (n=13)	AY 2021-22 (n=16)	AY 2022-23 (n=17)
ACEI 1.0 Development, Learning, and Motivation	4.47	4.00	4.26	4.77	4.60
ACEI 2.1 Reading, Writing, and Oral Language	4.07	3.75	4.24	4.79	4.43
ACEI 2.2 Science	3.47	3.37	4.40	4.87	4.49
ACEI 2.3 Mathematics	4.07	3.37	4.16	4.70	4.73
ACEI 2.4 Social Studies	3.20	4.00	4.31	4.80	4.10
ACEI 2.5 The Arts	3.00	3.75	4.55	4.82	4.68
ACEI 2.6 Health Education	3.20	3.37	4.17	4.79	4.58
ACEI 2.7 Physical Education	3.07	3.50	4.38	4.83	4.51
ACEI 3.1 Integration and applying knowledge for instruction	4.27	4.25	4.48	4.85	4.56
ACEI 3.2 Adaptation to diverse students	4.67	4.25	4.35	4.84	4.54
ACEI 3.3 Development of critical thinking and problem solving	4.60	4.13	4.44	4.91	4.55
ACEI 3.4 Active engagement in learning	4.67	4.25	4.48	4.88	4.59
ACEI 3.5 Communication to foster collaboration	4.60	4.13	4.50	5.00	4.62
ACEI 4.0 Assessment and Instruction	4.20	4.00	4.18	4.91	4.44
Overall	3.97	3.86	4.35	4.84	4.52

Teacher Candidate Licensing Rates

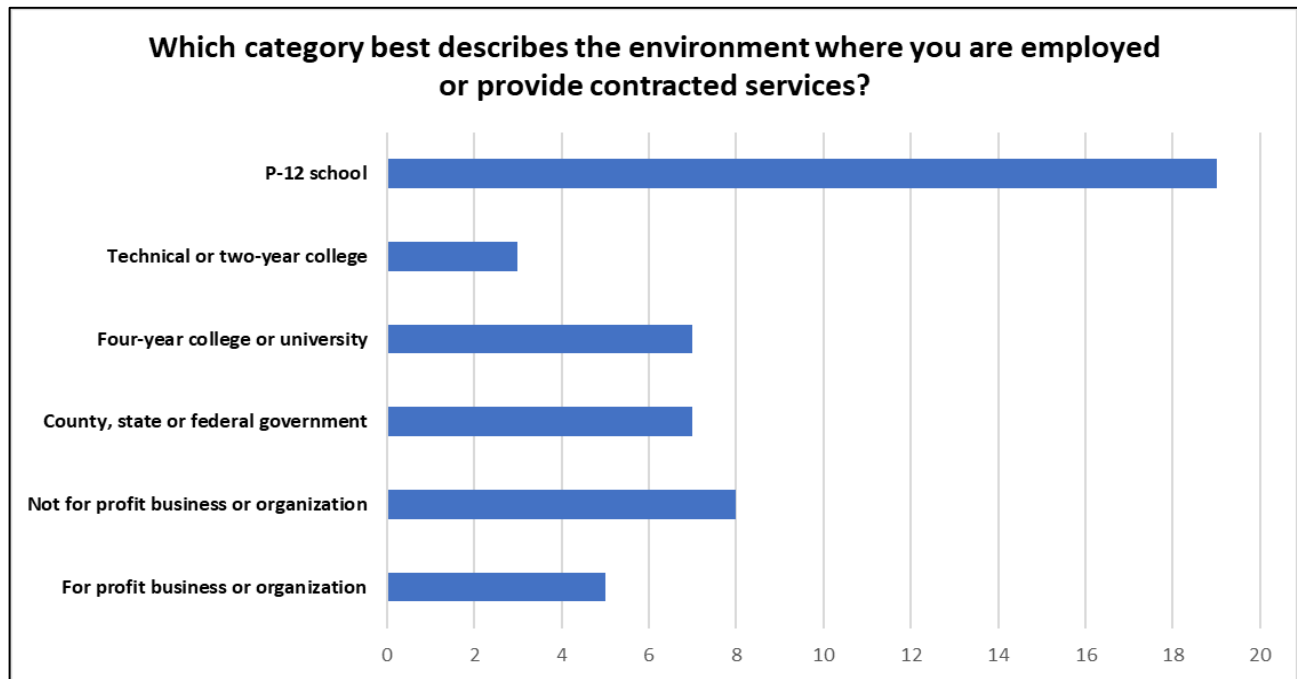
Candidates are required to pass the Praxis Principles of Learning and Teaching, Praxis Core, and Praxis II Content Knowledge tests to graduate and receive initial licensure in the District of Columbia. Candidates who do not meet the state cutoff score for Praxis Core are not admitted into the HUSOE program. The pass rate for candidates taking Praxis II Content exams ranged from 78% to 100% over the last three years. HUSOE pass rates have also been consistently higher than the statewide pass rates.

Academic Year	Number of Test Takers	Number Passed	HUSOE Pass Rates	Statewide Pass Rate
AY 2020-2021	12	11	92%	82%
AY 2021-2022	13	13	100%	81%
AY 2022-2023	23	18	78%	67%

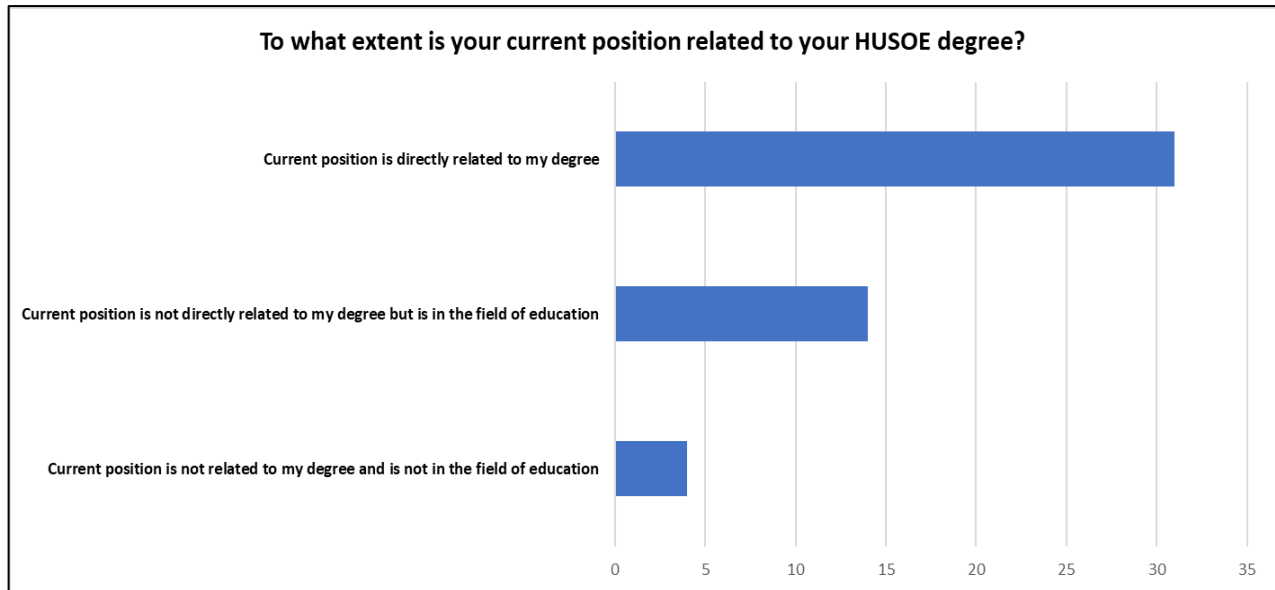
Source: U.S. Department of Education, Higher Education Act Title II State Report Card System.

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

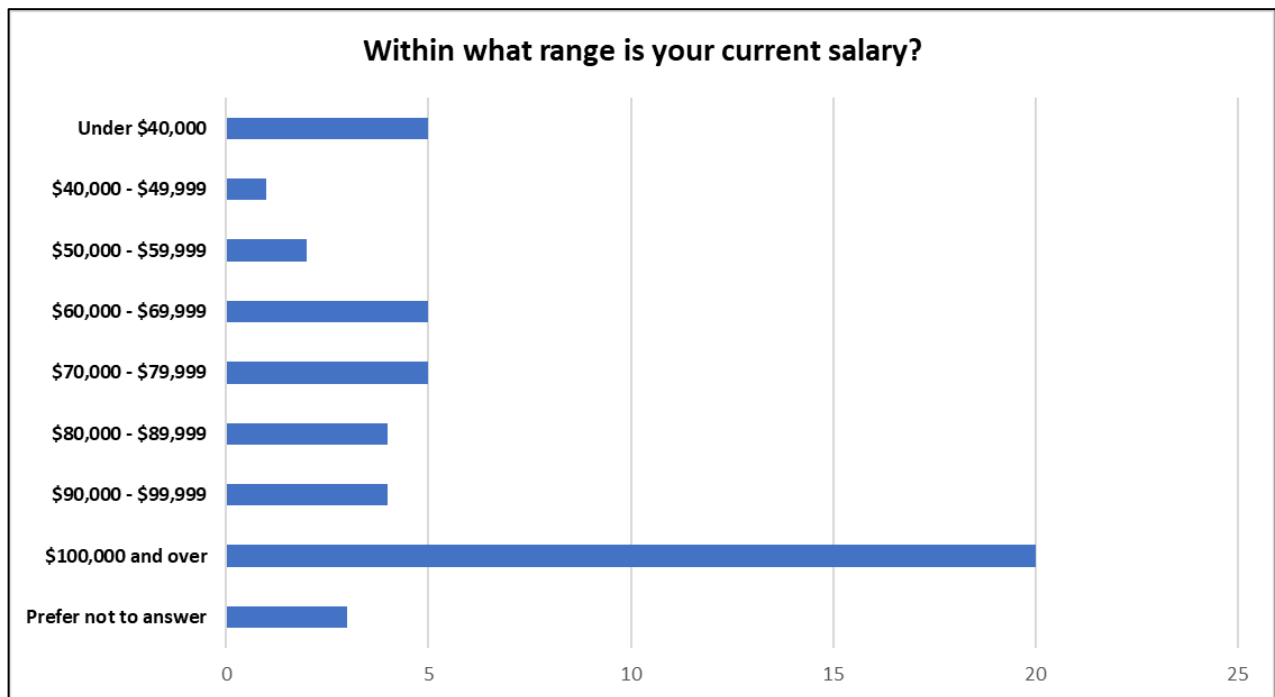
Forty-nine (49) completers responded to the HUSOE Annual Alumni survey. When asked to describe the environment where they are currently employed or provide contracted services, most (N=19; 39%) report working in a P-12 school setting. The second largest group (N=8; 16%) report working at a not-for-profit business or organization. The others report working at a four-year college or university (N=7; 14%); for the county, state or federal government (N=7; 14%); at a for-profit business or organization (N=5; 10%), and at a technical or two-year college (N=3; 7%).



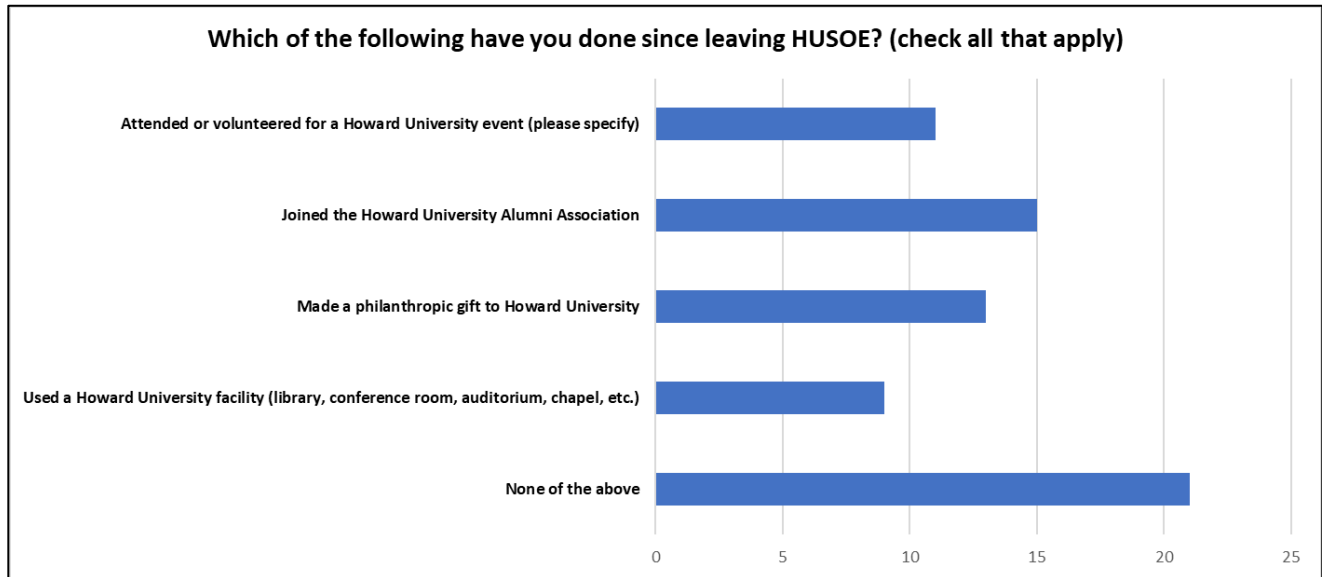
When asked whether their current positions are related to their HUSOE degree, 63% (N=31) report they are working in the field for which they prepared.



When asked about their current salary range, most respondents (N=36; 73%) report their current salaries are \$70,000 or higher.



Over half of the respondents (57%; N=28) have remained engaged with HUSOE. The most prevalent method of engagement was through the Howard University Alumni Association.



There are gaps in diversity between the student population and HUSOE completers employed in DC public schools. Consequently, our recruitment efforts are more intentionally focused to fill the need for Hispanic/Latino teachers.

