

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 2024 visit.

[Programs leading to licensure by the District of Columbia Office of the State Superintendent of Education \(OSSE\)](#) are denoted with an asterisk.

Curriculum & Instruction

- B.S. Elementary Education
- B.S. Secondary Education Minors
Secondary Content Areas (English, Mathematics*, Social Studies*)*
Specialty Subject Areas (Music - Instrumental & Vocal)*

Educational Leadership & Policy Studies

- M.Ed. Educational Leadership & Policy Studies*
- Ed.D. Educational Leadership & Policy Studies*
- Ph.D. Higher Education Leadership & Policy Studies

Human Development & Psychoeducational Studies

- B.S. Human Development
- B.S. Human Development Degree Completion Program (Online)
- M.Ed. School Psychology*
- Ph.D. School Psychology
- Ph.D. Educational Psychology
- Ph.D. Counseling Psychology

CAEP Accredited Initial Licensure Program(s)

Bachelor of Education

Elementary Education (K-6)

Secondary Education Minor (7-12)

- English Education
(waiting for NCTE review status)
- Mathematics Education
(approved through 11/14/2032)
- Social Studies Education
(waiting for NCSS review status)

CAEP Accredited Advanced Level Program(s)

Master of Education

Educational Leadership (P-12)

(nationally recognized with conditions by NELP through 2/1/2027)

School Psychology Specialist (K-12)

(accepted into NASP accreditation candidacy through 2/1/2030)

Doctor of Education

Educational Leadership (P-12)

(nationally recognized with conditions by NELP through 2/1/2027)

Doctor of Philosophy

School Psychology (K-12)

(nationally recognized with conditions by NASP through 8/1/2026)

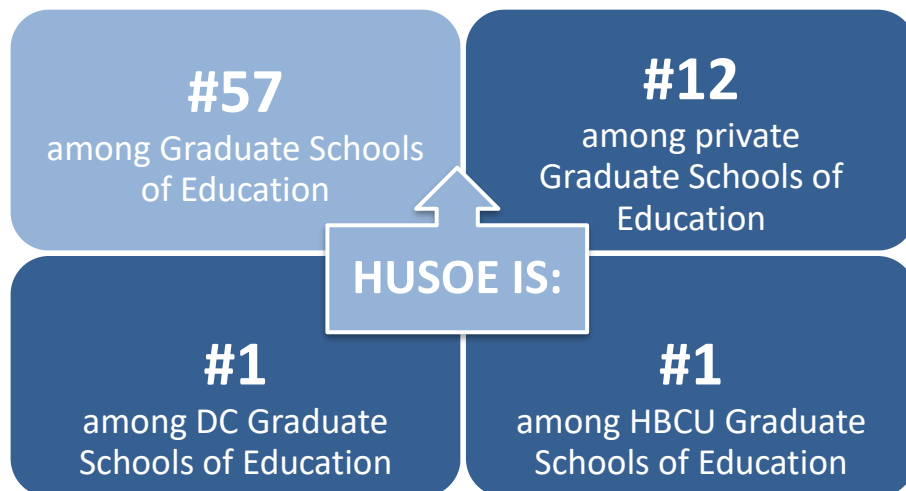
Other Accredited Advanced Level Program(s)

Doctor of Philosophy

Counseling Psychology

(fully accredited by APA through 2029)

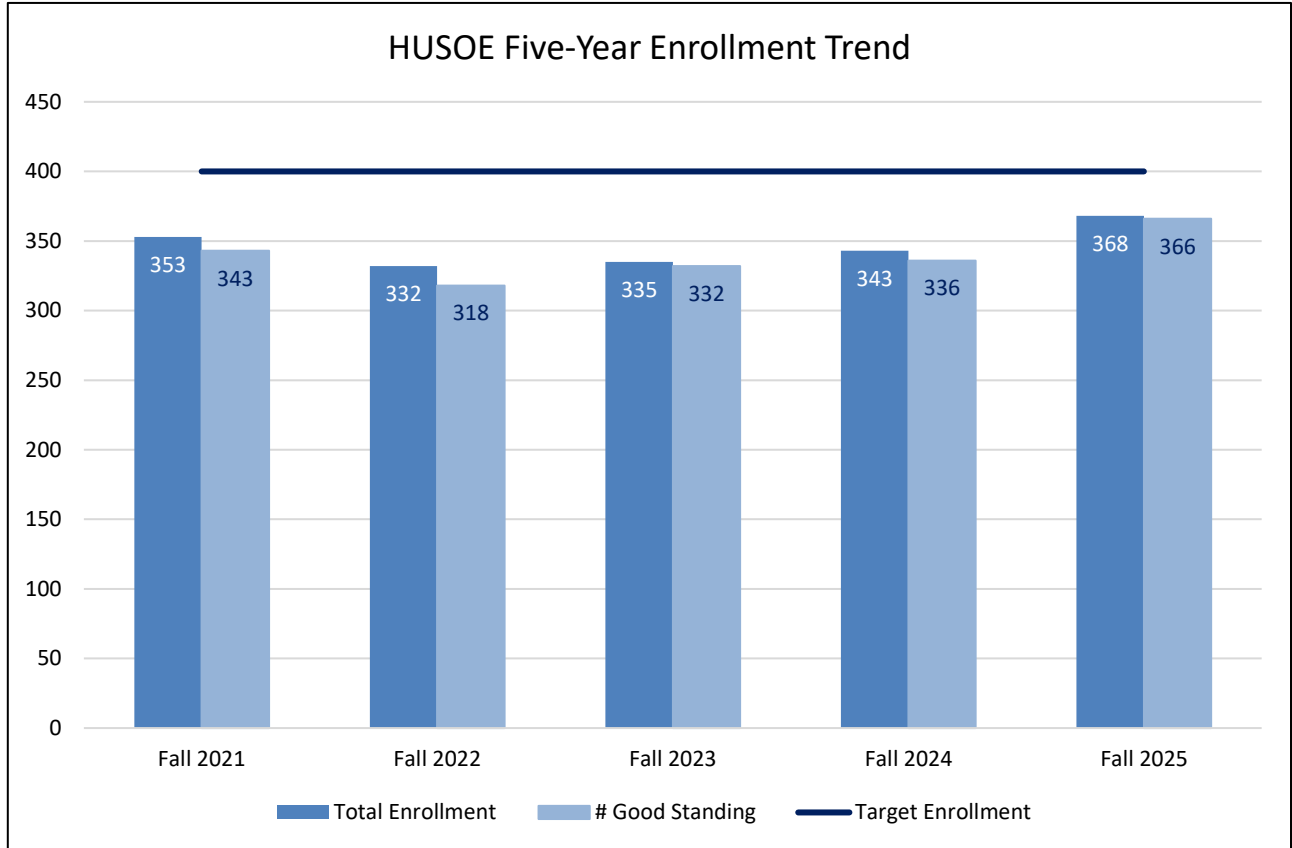
As demonstrated by the latest [U.S. News & World Report \(USNWR\) ranking among the best graduate schools of education](#), we are continuously moving forward to become a premier leader in educator preparation. HUSOE has been ranked among the top 75 graduate schools of education for the last five years.



RATES AND TRENDS

Enrollment Data

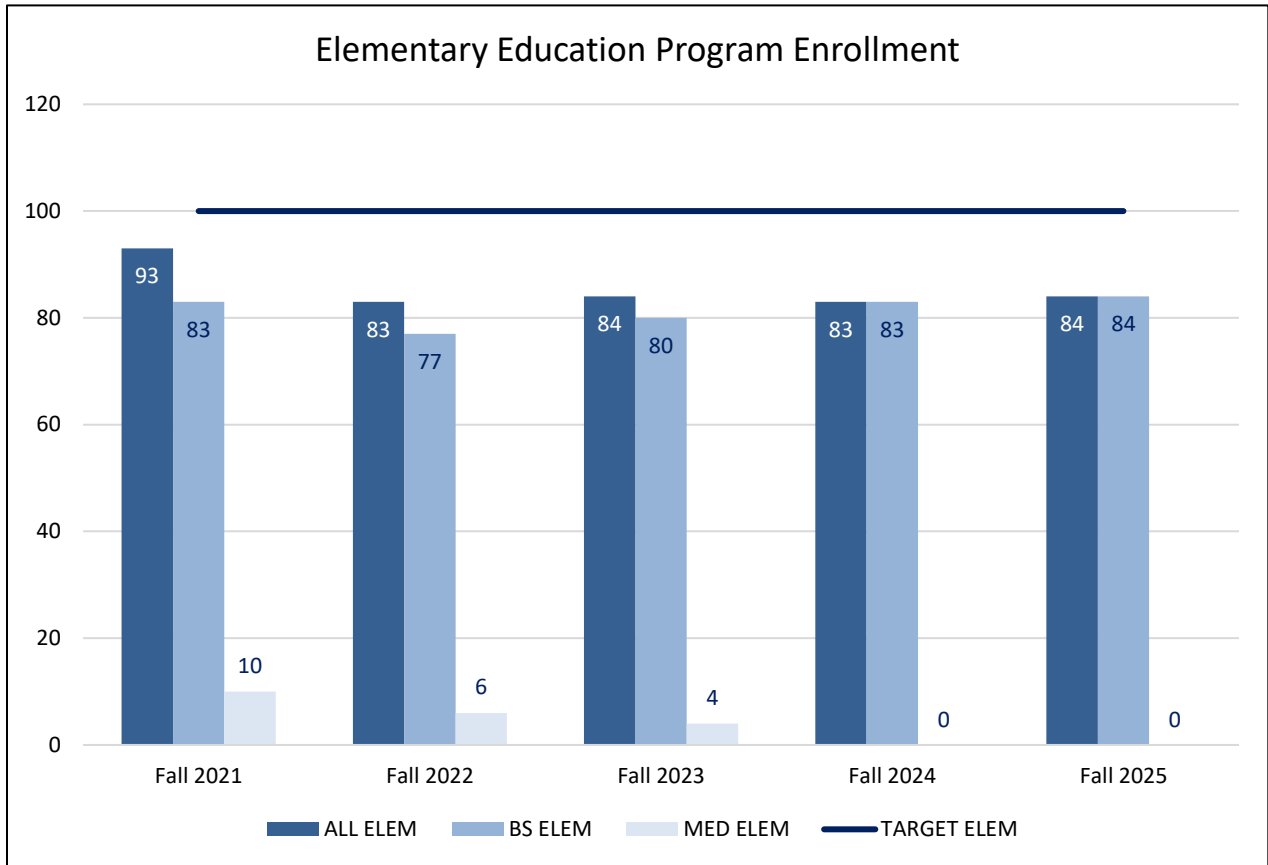
The following enrollment data represent initial licensure and advanced level cohorts for the last five academic years. While total enrollment has stayed modestly below the HUSOE target of 400 students, the sustained growth since Fall 2022 positions HUSOE well for reaching the goal within the next two academic years.



Cohort	Total Enrollment	# Good Standing	# Probation	# Suspension	# Others
Fall 2021	353	343	11	0	0
Fall 2022	332	318	8	0	6
Fall 2023	335	332	3	0	0
Fall 2024	343	336	3	4	0
Fall 2025	368	366	1	1	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.

The target enrollment for our teacher education program is 100 students. Despite the phasing out of graduate level programs, the consistent demand for the BS in Elementary Education (ELEM ED) degree program has kept HUSOE near the target.



ELEM ED Cohort	ALL ELEM ED	BS ELEM ED	MED ELEM ED
Fall 2021	93	83	10
Fall 2022	83	77	6
Fall 2023	84	80	4
Fall 2024	83	83	0
Fall 2025	84	84	0

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 fall-to-fall retention ranged from a low of 69% in 2022 to a high of 90% in 2024. The target retention rate is 80%.

The supports and program improvements to address the sharp decline in retention for Curriculum and Instruction students continue to positively influence student persistence as the retention rate for Curriculum and Instruction remained above the target in 2024 and 2025.

Retention rates also highlight the opportunity to strengthen recruitment and retention for Educational Leadership and Policy Studies. Both cohort sizes and persistence continued to decline. However, nearly half of the requests received for information about HUSOE degree programs are for programs in the Educational Leadership and Policy Studies department. This interest provides a pathway to recruit and retain future candidates.

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 2021	19	11	58%	34	31	91%	27	23	87%	80	65	78%
Fall 2022	33	9	28%	32	25	77%	30	27	89%	95	61	64%
Fall 2023	24	16	67%	40	37	94%	44	29	65%	108	82	76%
Fall 2024	20	17	85%	25	23	92%	25	23	92%	70	63	90%
Fall 2025	26	21	82%	17	12	71%	56	46	82%	99	79	80%

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 initial licensure students in the secondary education master’s program ranged from 3 to 6 years. The time to complete for advanced level students in the school psychology doctoral program ranged from 4 to 5 years.

	Program Completion	AY 2022-23	AY 2023-24	AY 2024-25
Initial Licensure Programs				
B.S. Elementary Education	within 5 years	91%	83%	100%
M.Ed. Elementary Education	within 3 years	N/A	100%	N/A
M.Ed. Secondary Education	within 3 years	100%	100%	50%
M.Ed. Special Education	within 3 years	N/A	100%	100%
Advanced Level Degree Programs				
M.Ed. School Psychology	within 3 years	100%	100%	100%
M.Ed. Educational Leadership and Policy Studies	within 5 years	100%	86%	100%
Ed.D. Educational Leadership and Policy Studies	within 7 years	100%	100%	100%
Ph.D. School Psychology	within 4 years	0%	0%	50%

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

CAEP ACCOUNTABILITY MEASURES

Measure 1: Completer Impact and Effectiveness

OSSE EPP Annual Report

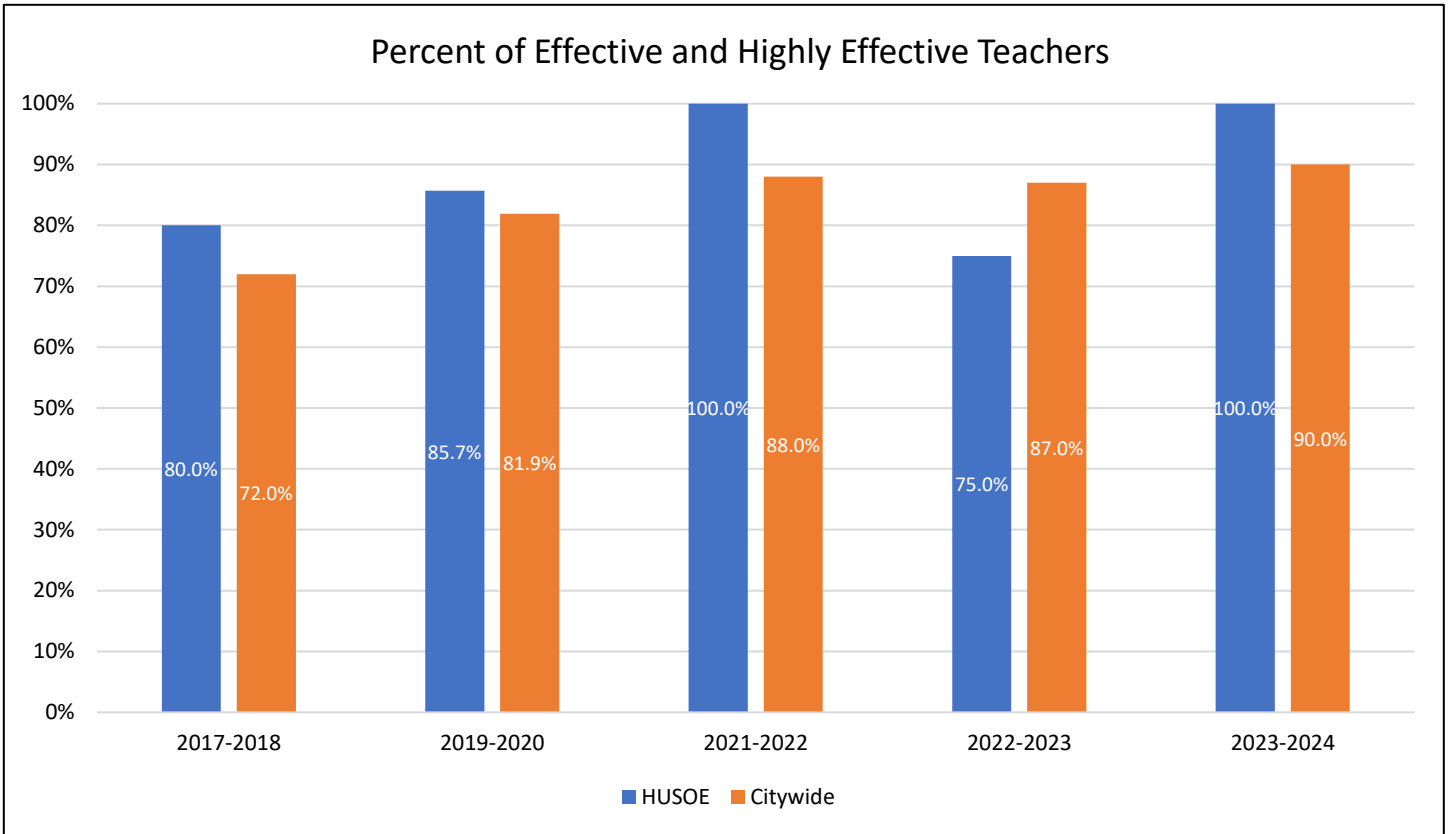
[IMPACT is the effectiveness assessment system used to evaluate school-based personnel in DC Public Schools \(DCPS\)](#). The components of the assessment for teachers are essential instructional practices, individual value-added student achievement data, teacher-assessed student achievement data, student 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 with a report highlighting their impact on the DC Public and Public Charter School Systems. The percentage of HUSOE completers employed in DC public and public charter schools increased from 6% to 38% over the last three school years. Subject area vacancies filled by HUSOE graduates include Elementary Education and the following secondary education specialties: English Language Arts, Career and Technical Education, and Health/Physical Education.

The figure below shows the percentage of program completers employed as first-year teachers in DC LEAs who earned evaluation ratings of effective or highly effective in the last five OSSE EPP reports. At least 75% of HUSOE completers demonstrated strong knowledge and performance in each of the last five evaluation cycles.



Impact on P-12 Student Learning

One domain in the HUSOE Employer Satisfaction Survey relates to 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. The 2025 and 2026 survey data indicate HUSOE graduates had the largest impact on achievement in Reading, Mathematics, and English Language Arts.

Survey Responses Regarding Impact on P-12 Achievement

Subject Area (N=5)	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	No applicable - Does not teach subject
Reading	0.00%	0.00%	40.00%	20.00%	20.00%	20.00%
Mathematics	0.00%	0.00%	40.00%	20.00%	20.00%	20.00%
English/Language Arts	0.00%	0.00%	40.00%	20.00%	20.00%	20.00%
Science	0.00%	0.00%	20.00%	0.00%	40.00%	40.00%
Social Studies	0.00%	0.00%	20.00%	0.00%	60.00%	20.00%

Measure 2: Satisfaction of Employers and Stakeholder Involvement

U.S. News & World Report Ranking

HUSOE is ranked among the top 21% of 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 3.9 to 4.0.

USNWR Best Schools Year	March 2022	March 2023	March 2024	March 2025	March 2026
Employer Rating	4.0	4.0	3.9	3.9	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 5.40 to 5.75, indicate employers are satisfied with HUSOE graduates.

The survey results show that HUSOE graduates are competent and have strong capacity to work with diverse students and families. HUSOE is in the initial phase of establishing 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=3)	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%	0.00%	60.00%	40.00%	0.00%	5.40
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%	0.00%	40.00%	60.00%	0.00%	5.60
I would likely recommend HUSOE graduates for employment milestones, such as promotions or recognition awards.	0.00%	0.00%	0.00%	0.00%	60.00%	40.00%	0.00%	5.40
I am satisfied with HUSOE graduates' employment retention in our school or school district.	0.00%	0.00%	0.00%	0.00%	20.00%	60.00%	20.00%	5.75
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%	0.00%	60.00%	40.00%	0.00%	5.40
I am satisfied with the professional responsibility of HUSOE graduates.	0.00%	0.00%	0.00%	0.00%	60.00%	40.00%	0.00%	5.40

Stakeholder Involvement

Our program has sustained strong relationships with 26 partner schools - 18 elementary schools, 7 of which are bilingual; and 8 secondary schools. These school partnerships encompass a diverse range of educational settings, including public, charter, and independent schools across Washington, D.C., Maryland, and Virginia.

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 began work with TEAC in AY 2024-2025 to co-construct a more robust component in clinical experience that will strengthen candidates' proficiency with technology used in the classroom. The TEAC also helped to revise the Teacher Education Admission Interview instrument to update its relevancy to the current state of industry needs.

The new Career Expo is a reimagined model of the traditional career fair. It was a collaboration between HUSOE Curriculum & Instruction and Educational Leadership & Policy Studies Departments, current students, alumni, recruiters from local P-12 schools, and a community organization. [This year's Expo, themed "Permission to Explore,"](#) brought together over 100 Howard students and more than 35 partner organizations across a three-day experience. One student captured the impact best with this feedback: *"My career opportunity is most likely coming through a door that HU opens."* Other impact highlights are below.

- 100% of surveyed student participants would recommend the Expo.
- Multiple graduating seniors received immediate job offers.
- Partners described the experience as innovative, intentional, and deeply engaging—highlighting the preparation and professionalism of our students.
- Most importantly, students walked away not just informed, but activated—seeing themselves as future educators and leaders ready to make an impact.

Measure 3: Candidate Competency at Program Completion

Teacher Candidate Assessment

Teacher education candidates participate in a range of structured, field-based experiences designed to integrate and apply the knowledge and skills outlined in InTASC Standards 1-10. These experiences are intentionally sequenced to ensure candidates develop a deep understanding of effective teaching practices, classroom management strategies, and student engagement techniques in diverse educational settings.

A distinctive feature of the internship program is the international immersive component, where candidates are placed in a bilingual school setting for a full semester. This experience allows them to apply instructional strategies in a linguistically and culturally diverse environment, fostering adaptability and cross-cultural competence. Another key component of the program is the incorporation of guest speakers, including school leaders, mentor teachers, and program alumni, who provide real-world perspectives on the teaching profession. These interactions help candidates build professional networks, gain insights into educational leadership, and learn from experienced educators.

Additionally, all Elementary Education candidates participate in a Howard University-sponsored, service-related international trip during Spring Break. This week-long, immersive experience provides firsthand exposure to global education systems, enabling candidates to examine the broader impact of education in different cultural and socioeconomic contexts. Through this experience, candidates develop a global perspective on educational equity, policy, and practice.

Teacher candidates receive on-going observation and feedback from both the University Supervisor and their Mentor Teacher. Together, they collaborate to complete a series of evaluations, including the Teacher Candidate Assessment, to ensure that candidates are meeting the rigorous standards set by the program. Green highlights in the tables below indicate where the Mentor Teacher and University Supervisor have the most agreement in their evaluations.

The most recent mean internship evaluation scores indicate nearly all Elementary Education candidates (98% to 99%) and nearly all Secondary Education minors (94% to 96%) demonstrated the expected skills of a preservice teacher at the proficient or exemplary levels. Graduates emerge fully prepared to excel in diverse educational settings, equipped with the pedagogical expertise, leadership abilities, and commitment to equity necessary to make a lasting impact in the field of education.

Fall 2024 Final Evaluation (N=11)	Mentor Teacher Internship Evaluation						
B.S. in Elementary Education Element (InTASC Standard)	Needs Improvement	Emergent	Proficient	Exemplary	Not Observed	% Met Standard	Mean
Standard #1: Learner Development	0	0	5	6	0	100.00%	3.55
Standard #2: Learning Differences	0	0	3	8	0	100.00%	3.73
Standard #3: Learning Environments	0	0	2	9	0	100.00%	3.82
Standard #4: Content Knowledge	0	1	4	6	0	90.91%	3.45
Standard #5: Application of Content	0	0	5	6	0	100.00%	3.55
Standard #6: Assessment	0	0	6	4	0	100.00%	3.40
Standard #7: Planning for Instruction	0	0	6	5	0	100.00%	3.45
Standard #8: Instructional Strategies	0	0	5	6	0	100.00%	3.55
Standard #9: Professional Learning & Ethical Practice	0	0	3	7	0	100.00%	3.70
Standard #10: Leadership & Collaboration	0	1	4	6	0	90.91%	3.45
Overall	0	2	43	63	0	98.15%	3.56

Fall 2024 Final Evaluation (N=11)	University Supervisor Internship Evaluation						
B.S. in Elementary Education Element (InTASC Standard)	Needs Improvement	Emergent	Proficient	Exemplary	Not Observed	% Met Standard	Mean
Standard #1: Learner Development	0	0	10	1	0	100.00%	3.09
Standard #2: Learning Differences	0	0	5	6	0	100.00%	3.55

Fall 2024 Final Evaluation (N=11)	University Supervisor Internship Evaluation						
B.S. in Elementary Education Element (InTASC Standard)	Needs Improvement	Emergent	Proficient	Exemplary	Not Observed	% Met Standard	Mean
Standard #3: Learning Environments	0	0	2	9	0	100.00%	3.82
Standard #4: Content Knowledge	0	1	6	4	0	90.91%	3.27
Standard #5: Application of Content	0	0	9	2	0	100.00%	3.18
Standard #6: Assessment	0	0	11	0	0	100.00%	3.00
Standard #7: Planning for Instruction	0	0	7	4	0	100.00%	3.36
Standard #8: Instructional Strategies	0	0	7	4	0	100.00%	3.36
Standard #9: Professional Learning & Ethical Practice	0	0	2	9	0	100.00%	3.82
Standard #10: Leadership & Collaboration	0	0	3	8	0	100.00%	3.73
Overall	0	1	62	47	0	99.09%	3.42

Spring 2025 Final Evaluation (N=5)	Mentor Teacher Internship Evaluation						
B.S. Minor in Secondary Education Element (InTASC Standard)	Needs Improvement	Emergent	Proficient	Exemplary	Not Observed	% Met Standard	Mean
Standard #1: Learner Development	0	0	3	2	0	100.00%	3.40
Standard #2: Learning Differences	0	1	1	3	0	80.00%	3.40
Standard #3: Learning Environments	0	0	2	3	0	100.00%	3.60
Standard #4: Content Knowledge	0	0	2	3	0	100.00%	3.60
Standard #5: Application of Content	0	0	2	3	0	100.00%	3.60
Standard #6: Assessment	0	0	3	2	0	100.00%	3.40
Standard #7: Planning for Instruction	0	1	2	2	0	80.00%	3.20
Standard #8: Instructional Strategies	0	0	3	2	0	100.00%	3.40
Standard #9: Professional Learning and Ethical Practice	0	1	1	3	0	80.00%	3.40
Standard #10: Leadership and Collaboration	0	0	1	4	0	100.00%	3.80
Overall	0	3	20	27	0	94.00%	3.48

Spring 2025 Final Evaluation (N=5)	University Supervisor Internship Evaluation						
B.S. Minor in Secondary Education Element (InTASC Standard)	Needs Improvement	Emergent	Proficient	Exemplary	Not Observed	% Met Standard	Mean
Standard #1: Learner Development	0	0	3	2	0	40.00%	3.40
Standard #2: Learning Differences	0	0	4	1	0	20.00%	3.20
Standard #3: Learning Environments	0	0	3	3	0	80.00%	3.50
Standard #4: Content Knowledge	0	0	2	3	0	80.00%	3.60

Spring 2025 Final Evaluation (N=5)	University Supervisor Internship Evaluation						
B.S. Minor in Secondary Education Element (InTASC Standard)	Needs Improvement	Emergent	Proficient	Exemplary	Not Observed	% Met Standard	Mean
Standard #5: Application of Content	0	0	3	2	0	60.00%	3.40
Standard #6: Assessment	0	1	3	1	0	20.00%	3.00
Standard #7: Planning for Instruction	0	0	2	2	1	80.00%	3.50
Standard #8: Instructional Strategies	0	0	4	1	0	40.00%	3.20
Standard #9: Professional Learning and Ethical Practice	0	1	0	4	0	80.00%	3.60
Standard #10: Leadership and Collaboration	0	0	0	5	0	80.00%	4.00
Overall	0	2	24	24	1	96.00%	3.44

Teacher Candidate Licensing Rates

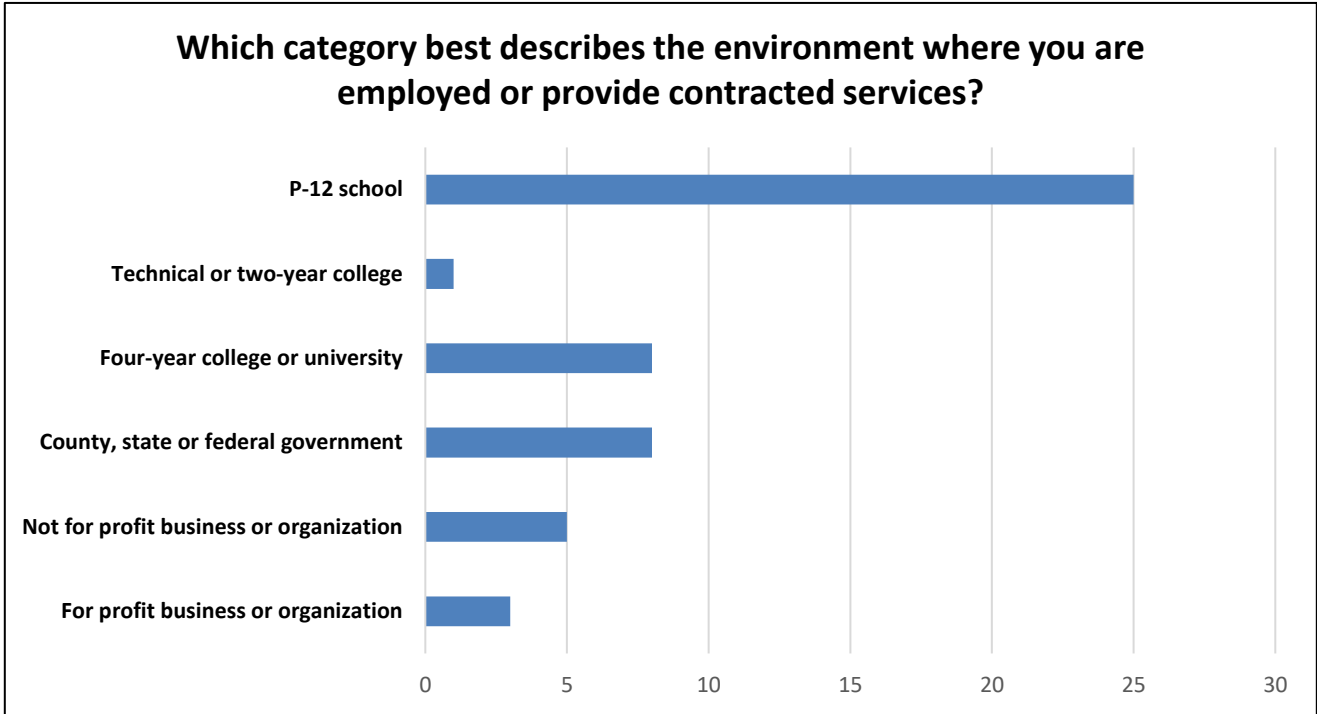
Candidates are required to pass the Praxis Principles of Learning and Teaching, Praxis Core, and Praxis II Content Knowledge tests to graduate and receive initial licensure in the District of Columbia. Candidates who do not meet the state cutoff score for Praxis Core are not admitted into the HUSOE program. The pass rate for candidates taking Praxis II Content exams ranged from 82% 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 2022-2023	23	18	78%	67%
AY 2023-2024	25	22	88%	82%
AY 2024-2025	14	12	86%	73%

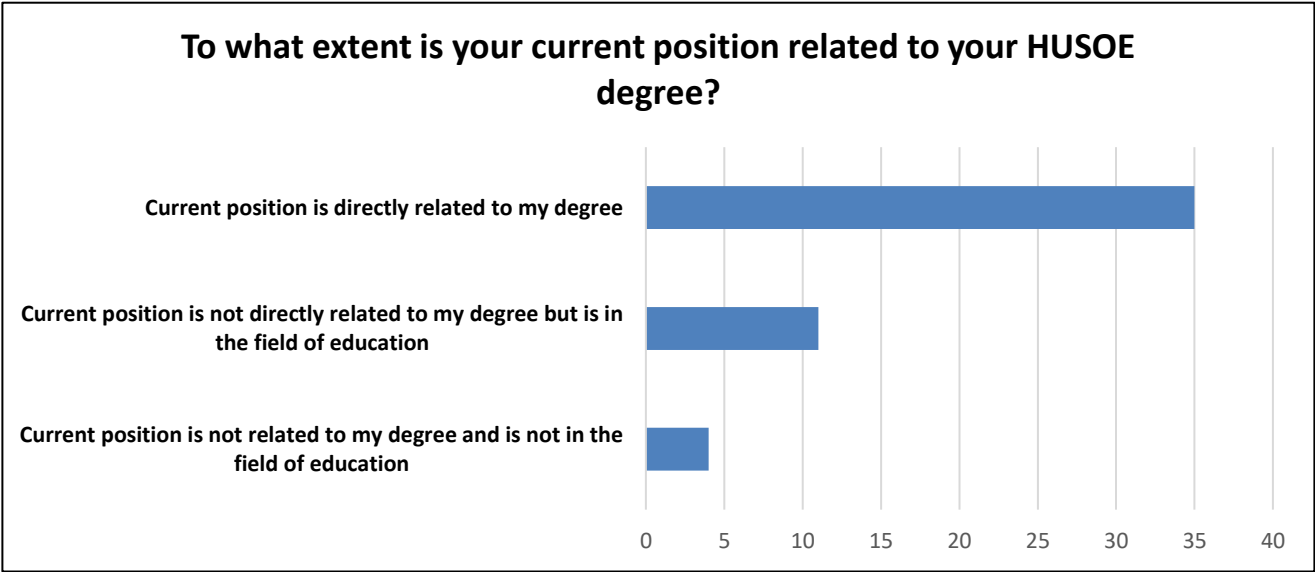
Source: U.S. Department of Education, Higher Education Act Title II State Report Card System.

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

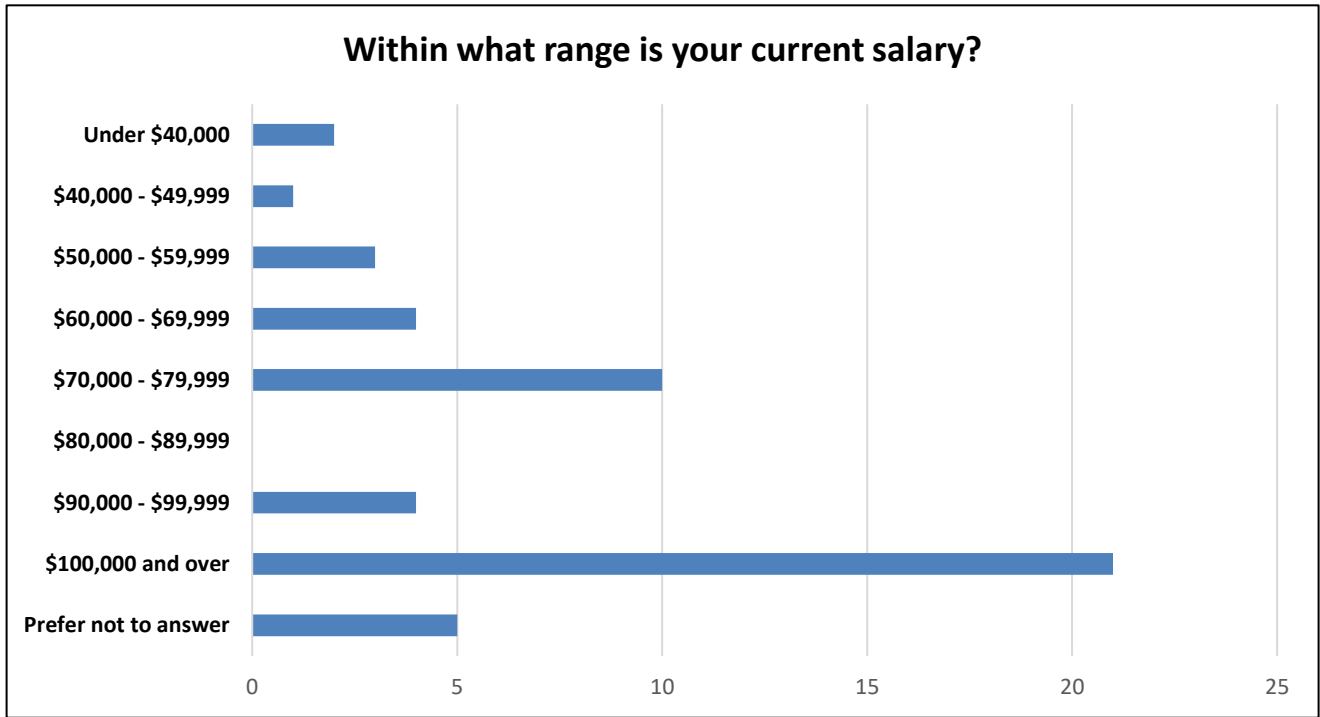
Fifty (50) completers responded to the HUSOE Annual Alumni survey. When asked to describe the environment where they are currently employed or provide contracted services, half (N=25; 50%) report working in a P-12 school setting. The second largest groups report working at a four-year college or university (N=8; 16%), or a county, state or federal government (N=8; 16%). The others report working at a not-for-profit business or organization (N=5; 10%), a for-profit business or organization (N=3; 6%), or a technical or two-year college (N=1; 2%).



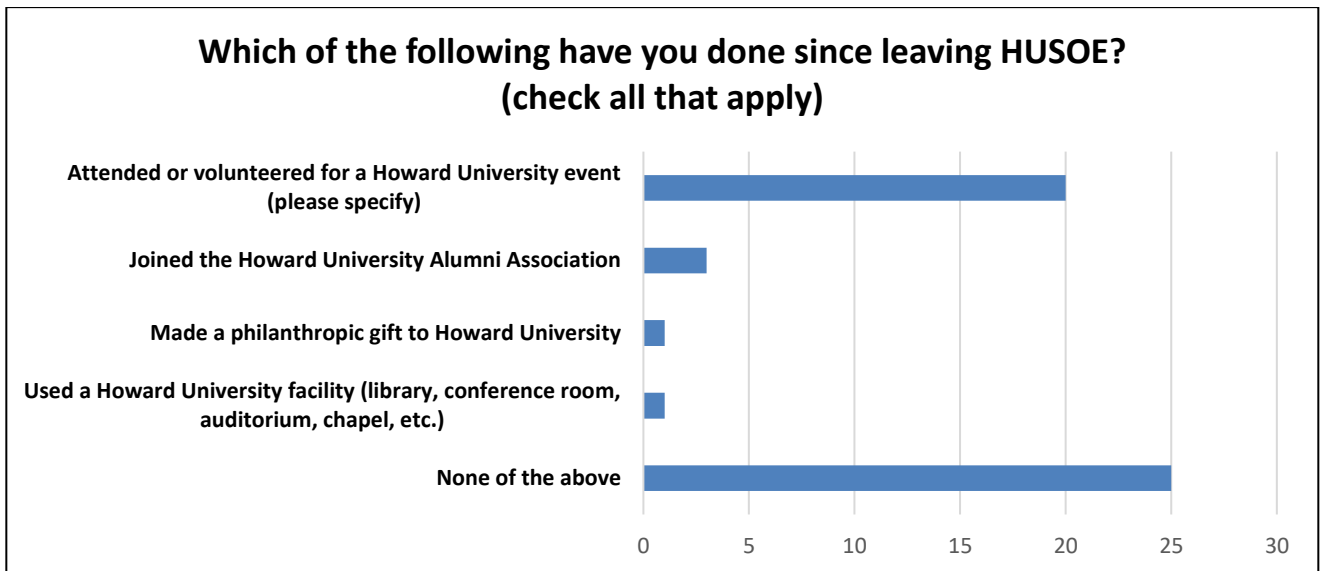
When asked whether their current positions are related to their HUSOE degree, 70% (N=35) report they are working in the field for which they prepared.



When asked about their current salary range, most respondents (N=40; 80%) report their current salaries are \$70,000 or higher.

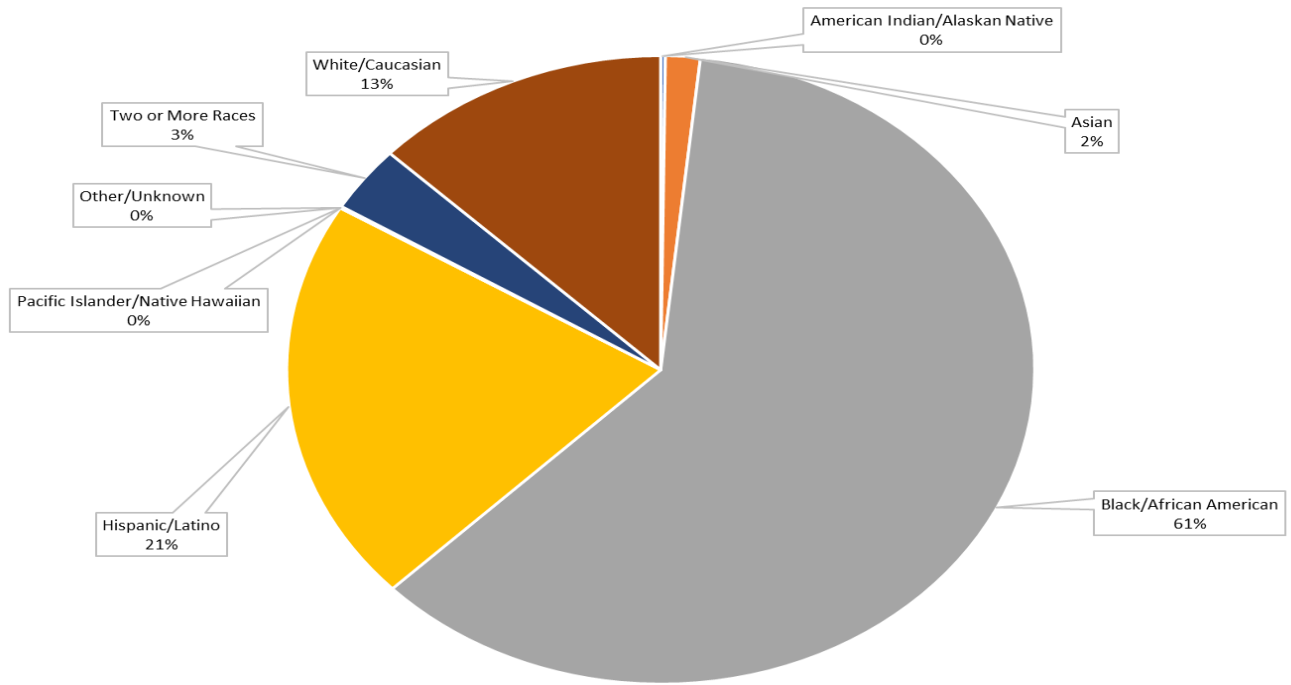


Half of the respondents (25 of 50; 50%) have remained engaged with HUSOE. The most prevalent method of engagement was through attending or volunteering at a Howard event.



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. We are also increasing the capacity of our students to teach multilingual learners with a 240-hour field placement in a bilingual school after the completion of the student teaching internship and a one-week immersive global teaching experience in Colombia, South America during their Spring Break.

DCPS Students by Racial Ethnic Group



HUSOE Completers by Racial Ethnic Group

