

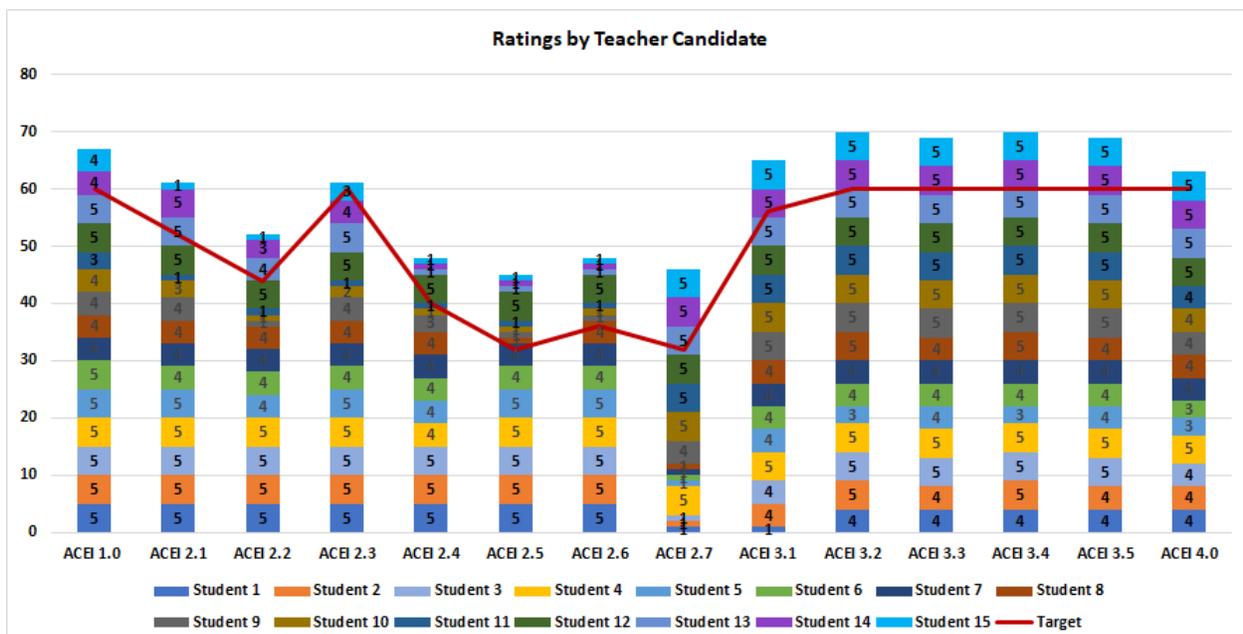
HOWARD UNIVERSITY SCHOOL OF EDUCATION

HUSOE is a CAEP-accredited provider that prepares dynamic teachers, educational leaders and human service professionals committed to improve teaching, learning and research in urban and other diverse settings. Significant features of our academic programs include 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. As demonstrated by [our U.S. News & World Report ranking](#) among the best graduate schools of education, we continuously move forward to become a premier leader in educator preparation. The annual reporting measures on CAEP measures are displayed below.

PROGRAM & IMPACT OUTCOMES

Impact on P-12 Learning and Development

The student teaching internship is a full-time intensive preparation experience scheduled near the end of the candidate’s academic program of study. The 12-week internship in elementary education provides a placement for teacher candidates to demonstrate many competencies, including knowledge of content across the disciplines, 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. All teacher education candidates (N=15; 100%) received at least a rating of "Good (3.0)" over the past year. The target benchmark for the HUSOE program is 80%. Mean scores ranged from 3.07 to 5.00. AY 2018-2019 candidates demonstrated the strongest abilities in adaptation to diverse students and active engagement in learning.



Association for Childhood Education International (ACEI) Standard	Standard Description	AY 2016-17 Mean Score (N=5)	AY 2017-18 Mean Score (N=8)	AY 2018-19 Mean Score (N=15)
1.0 - Development, Learning, and Motivation	Candidates' ability to apply developmental theories of learning and motivation.	4.96	4.38	4.47
2.1 - Reading, Writing, and Oral Language	Candidates' ability to demonstrate high level of competence in use of English language arts.	4.96	4.50	4.07
2.2 - Science	Candidates' ability to know, understand, and use fundamental concepts of physical, life, and earth/space sciences.	4.80	3.57	3.47
2.3 - Mathematics	Candidates' ability to apply major concepts and procedures that define mathematical reasoning.	4.83	3.86	4.07
2.4 - Social Studies	Candidates' ability to apply major concepts and modes of inquiry from the social studies.	4.88	3.75	3.20
2.5 - The Arts	Candidates' ability to apply the content, functions, and achievements of the performing arts.	4.60	3.17	3.00
2.6 - Health Education	Candidates' ability to apply major concepts of health education to create opportunities for student development and practice of good health.	4.66	3.33	3.20
2.7 - Physical Education	Candidates' ability to apply central elements to foster active and healthy life style.	4.66	3.33	3.07
3.1 - Integration and applying knowledge for instruction	Candidates' ability to integrate and apply knowledge for instruction.	4.96	4.50	4.27
3.2 - Adaptation to diverse students	Candidates' ability to adapt to diverse students.	4.96	4.63	4.67
3.3 - Development of critical thinking and problem solving	Candidates' ability to develop critical thinking and problem solving.	4.96	4.63	4.60
3.4 - Active engagement in learning	Candidates' ability to active engage student in learning.	4.96	4.63	4.67
3.5 - Communication to foster collaboration	Candidates' ability to communicate to foster collaboration.	5.00	4.63	4.60
4.0 - Assessment and Instruction	Candidates' ability to assess and instruct.	4.91	4.38	4.20

Indicators of Teaching Effectiveness

The Principles of Learning and Teaching praxis tests measure general pedagogical knowledge. The overall pass rate across all grade levels for our teacher candidates is 83%. The HUSOE target pass rate is 80%. The target pass rate has been exceeded for the last three years.

Principles of Learning and Teaching Grade Level	Number of Test Takers	Number Passed	Pass Rate	Required Score	Mean Score
Early Childhood	2	1	50%	157	168
Grades K-6	23	19	83%	160	172
Grades 5-9	2	2	100%	160	162
Grades 7-12	14	12	86%	157	171
Overall	41	34	83%		

Principles of Learning and Teaching Grade Level	AY 2016-2017 Pass Rate	AY 2017-2018 Pass Rate	AY 2018-2019 Pass Rate
Early Childhood	100%	67%	50%
Grades K-6	96%	94%	83%
Grades 5-9	75%	50%	100%
Grades 7-12	82%	100%	86%
Overall	89%	92%	83%

Satisfaction Rates

Employer Satisfaction. The New Teacher Project (TNTP) and the DC Office of the State Superintendent of Education (OSSE) organized a data collaborative to investigate recruitment and retention of effective teachers in the DC public school system. HUSOE ranked as one of the top ten educator preparation programs that sends teachers to DC local education agencies in the Spring 2016 report. All (N=10, 100%) HUSOE novice teachers were rated as "effective" by their local education agency. Novice means the teacher had no more than two years experience. Effective means the teacher ranked in the top two categories of the local education agency's evaluation system. In the Fall 2019 report, all but two HUSOE graduates (7 of 9, 78%) were rated as effective.

Completer Satisfaction. Reflective practitioners believe all children can learn and all individuals can thrive.

- They demonstrate ethical and professional behaviors with students and clients.
- They continuously engage in self-reflection.
- They work to improve the content and/or processes of their instruction or service delivery in response to their reflections.
- They develop/implement assessment, instructional, and/or intervention plans that are data driven, culturally responsive and linked to sound theory.

Seventy percent (70%) of HUSOE completers agree their training prepared them to engage in reflective practice. Completers are most satisfied with their marketability and preparation for the job market in their area of study.

Rated Item	1	2	3	4	NA
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	
How satisfied are you with your program of training at Howard University? (N=64, Mean=3.11, Mode=3)	8%	6%	50%	33%	3%
How satisfied are you with the School of Education? (N=64, Mean=3.05, Mode=3)	9%	11%	44%	34%	2%
How satisfied are you with your marketability or preparation for the job market in your area of study? (N=64, Mean=3.19, Mode=4)	6%	11%	39%	42%	2%

Rated Item	1	2	3	4	5	NA
	Never	Sometimes	Often	Almost Always	Always	
How often did your training at Howard prepare you to engage in "Reflective Practice?" (N=64, Mean=4.00, Mode=5)	5%	3%	20%	29%	41%	2%

Rated Item	AY 2016-2017 (N=27)	AY 2017-2018 (N=50)	AY 2018-2019 (N=64)
	How satisfied are you with your program of training at Howard University?	81%	94%
How satisfied are you with the School of Education?	74%	86%	78%
How satisfied are you with your marketability or preparation for the job market in your area of study?	81%	90%	81%
How often did your training at Howard prepare you to engage in "Reflective Practice?"	81%	96%	70%
Overall Completer Satisfaction	79%	92%	78%

Graduation Rates

The initial level and advanced level cohorts of the 2019 graduating class began their programs in Fall 2014 and Fall 2016, respectively. The number of completers reflects a 94% on-time graduation rate. The HUSOE completion rate continued to be higher than the national completion rate.

Description	Total
Number admitted in teacher education cohorts	17
Number of teacher education on-time completers	16
On-time completion rate	94%
National Student Clearinghouse completion rate for students who completed their studies at a four-year private nonprofit institution	77%

Rated Item	AY 2016-2017 (N=27)	AY 2017-2018 (N=50)	AY 2018-2019 (N=64)
How satisfied are you with your program of training at Howard University?	81%	94%	83%
How satisfied are you with the School of Education?	74%	86%	78%
How satisfied are you with your marketability or preparation for the job market in your area of study?	81%	90%	81%
How often did your training at Howard prepare you to engage in "Reflective Practice?"	81%	96%	70%
Overall Completer Satisfaction	79%	92%	78%

Licensing Rates

The HUSOE target pass rate for Title II (initial and advanced level) exams is 80%. HUSOE experienced a pass rate below the target in AY 2017-2018. This was primarily due to test takers that did not pass the Praxis Core Mathematics exam. Candidates who did not pass the Praxis Core Mathematics exam have the option of submitting the appropriate standardized scores from the ACT/SAT. Candidates who do not meet the state cutoff score for Praxis Core or ACT/SAT are not admitted into the HUSOE program. Praxis II Content Knowledge exam pass rates for HUSOE completers ranged from 80% to 100% in AY 2017-2018. All completers (N=7, 100%) passed their licensing exams in AY 2018-2019.

Academic Year	Number of Test Takers	Number Passed	HUSOE Pass Rate	Statewide Pass Rate
2018 – 2019	7	7	100%	79%
2017 – 2018	23	16	70%	76%
2016 – 2017	13	11	85%	79%

Employment Rates

A survey of completers revealed that 86% were able to be hired in education positions. The employment rate of HUSOE completers has been above 80% for the last three years.

Employment Category	% Total
Percent employed in position for which trained	70%
Percent employed in any other education position	16%
Percent employed in non-education position	0%
Percent enrolled in continuing education	5%
Percent not employed and not enrolled in continuing education	9%

Academic Year	Employment Rate
2018 – 2019	86%
2017 – 2018	87%
2016 – 2017	82%

OTHER DATA & INFORMATION

4-Year Private Non-Profit Institution

- Campus setting: Large city
- School size: 89 buildings on 256 acres
- Diversity: Students from more than 89 countries

Primary Placement Locations

- District of Columbia
- Howard County, MD
- Montgomery County, MD
- Prince George's County, MD



Average cost of attendance: \$43,211

Average scholarship/grant: \$29,346

Average student loan debt: \$26,000
(default rate = 8.0%)