

Fall 2014 OSSE Educator Preparation Program Profiles The George Washington University (Alternative, IHE-based)

Section 1: Program Summary

Graduate School of Education and Human Development
2134 G Street NW, Suite 416
Washington, DC 20052

Telephone: (202) 994-6166

Website: <http://gsehd.gwu.edu/>

Mission: *Our Mission: Strategically based in the nation's capital and serving the global community, the Graduate School of Education and Human Development prepares informed and skilled leaders through innovative teaching and learning practices that:*

- Enhance and enrich theory, policy and practice by engaging in scholarly inquiry and research
- Promote equity, diversity and inclusion reflective of changing societies
- Create public and private partnerships
- Advocate continuous self-examination and critical analysis.

Our Vision: We aspire to be the premier Graduate School of Education and Human Development by advancing the scholarly, ethical and civic dimensions of the human experience.

For more information, go to: <http://gsehd.gwu.edu/about>.

OSSE program approval by subject area		(Fall 2014, OSSE)
Program	Licensure/ Non-degree	
Art	Y	
Bilingual Special Education	N	
Early Childhood Education	N	
Early Childhood Special Education	N	
Educational Leadership Administration	Y	
Elementary Education	N	
English as a Second Language	Y	
Foreign Language (French)	Y	
Foreign Language (Spanish)	Y	
School Counselor	N	
Secondary Biology	Y	
Secondary Chemistry	Y	
Secondary Computer Science	Y	
Secondary English	Y	
Secondary General Science	Y	
Secondary Mathematics	Y	
Secondary Physics	Y	
Secondary Social Studies	Y	
Special Education (Non-Categorical)	Y	
Special Education (Learning Disability)	Y	
Special Education (Emotional Behavioral Disorder)	Y	

Fall 2014 OSSE Educator Preparation Program Profiles The George Washington University (Alternative, IHE-based)

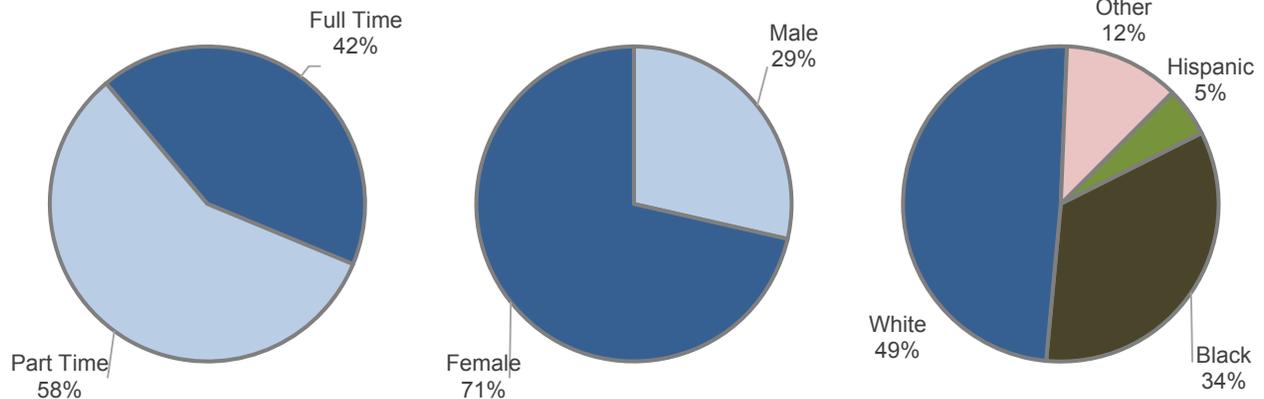
	Licensure/ Non-degree
Anticipated length of program (2014-15, EPPs)	13 months

Total program enrollment: 63 (2011-12, Title II)

Full-time/part-time:
(2013-14, EPPs)

Gender:
(2011-12, Title II)

Race/ethnicity:
(2011-12, Title II)



Note: The category "Other" under race/ethnicity includes program enrollees classified in the Title II report as American Indian, Alaska Native, Native Hawaiian, Pacific Islander, and Multiracial. Enrollees classified as unknown for Title II reporting are not included.

Definition of full-time and part-time students: *GWU does not track students enrolled full-time or part-time separately by traditional and alternate route program. The full-time/part-time enrollment chart shows the relative proportions for all enrolled students (both traditional and alternate route).*

Full-time = 9 or more credits in Fall/Spring semesters and 6 credits or more in Summer. Half-time = 4.5 – 8.5 credits in Fall/Spring and 3 credits in Summer. All others are considered part-time.

For more information, go to: <http://www.gwu.edu/~bulletin/grad/unrg.html>.

Fall 2014 OSSE Educator Preparation Program Profiles The George Washington University (Alternative, IHE-based)

Section 3: Graduation/Completion

Program graduation/completion requirements		(2013-14, EPPs)
Criteria	Licensure/ Non-degree	
Program GPA	Yes (3.0)	
Minimum credit hours completed	Yes (24)	
A minimum number of clock hours spent on early field experiences for:		
Program with lowest number of required hours	Yes (30)	
Program with highest number of required hours	Yes (450)	
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for:		
Program with lowest number of required hours	Yes (200)	
Program with highest number of required hours	Yes (900)	
Praxis Core	Yes	
Praxis II	Yes	
Paper-based portfolio	Yes (some programs)	
Electronic portfolio	Yes (some programs)	
Performance assessment (TPA or non-TPA)		

Note: The George Washington University does not accept combinations of SAT, ACT, and/or GRE in lieu of completing all portions of the Praxis I.

The Praxis Core replaced the Praxis I starting in October 2013. DC OSSE will continue to accept Praxis I through August 2016. Additionally, until August 2016, in lieu of completing the full Praxis I, individuals may submit scores from the SAT, ACT, and/or GRE in combination with Praxis Writing scores. Refer to the [OSSE website](#) for more information.

Key: Yes = Criteria required for completion
Blank = Criteria not required for completion
Value = The minimum value for required criteria, shown in parentheses if available

Praxis II pass rates			(2011-12, Title II)
Year	Number taking tests	Pass rate	
2011-12	18	83%	
2010-11	45	93%	
2009-10	70	94%	

Teachers prepared by area of credential		(2011-12, Title II)
Area	Number	
No 2011-12 Title II information available		

Fall 2014 OSSE Educator Preparation Program Profiles The George Washington University (Alternative, IHE-based)

Supervised clinical experience (2011-12, Title II)	
Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	2.25
Number of full-time equivalent faculty in supervised clinical experience during this academic year	7
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year	7
Number of students in supervised clinical experience during this academic year	30

Supervised clinical experience/support while enrolled in the program: *Students are provided with supervision and mentoring while enrolled in the program and supervision during the internship experience. School visits take place once every two weeks and include time to observe, plan, conference with and provide support. Students are assessed using performance-based measures.*

Support following program completion: *Alumni are invited to connect with program faculty as invited guests at internship seminar and at school-wide special events and speaker series, colloquia, and research conferences. The Career Services Office provides support, resume development, interviewing, and job search skills. Students have the option to continue to develop and use their TaskStream digital portfolio post-graduation.*

Section 4: Teacher Effectiveness

Teacher performance ratings for general education teachers (2012-13, OSSE)		
Final rating	Percent of teachers in DC LEAs from GW	Percent of all teachers teaching in DC LEAs
All teachers:		
Highly effective		
Effective		
Minimally effective		
Ineffective		
Number (all teachers)		
First year teachers:		
Highly effective		
Effective		
Minimally effective		
Ineffective		
Number (first year teachers)		

Notes: Information aggregated across all DC LEAs. The required components for teacher evaluation systems differ across District of Columbia Public Schools (DCPS) and LEAs that are and are not part of Race to the Top, but all must include such components as student outcomes, multiple measures of performance, and teacher observation. More information on this subject can be found on the [DC OSSE website](#). Cells in this table may be blank for one or more of the following reasons:

- The teacher ratings for this EPP were suppressed because there were fewer than five teachers in one or more of the cells.
- The EPP did not provide DC OSSE with complete information.
- An insufficient number of DC local education agencies (LEAs) provided the teacher-level performance rating information necessary for a match to be made against this EPP's 2012-2013 program completers.

Fall 2014 OSSE Educator Preparation Program Profiles The George Washington University (Alternative, IHE-based)

Indicators planned for future profiles:

Placement and Retention:

Completers teaching in DC public schools

Data source: OSSE/Title II

Information will be displayed on the total number of completers as well as the number and percent of completers teaching in DC public schools.

Percent of completers teaching in DC public schools placed in hard-to-staff subject areas

Data source: OSSE/Title II

Information will be displayed on the percentage of completers from this educator preparation program that were placed in the top four hard-to-staff subject areas.

Percent of program completers teaching in DC public schools 1, 2, 3, and 5 years after program completion

Data source: OSSE/Title II

This indicator will follow cohorts of program completers. For each new year, the indicator will start by showing the number of completers and the percentage of those completers teaching in DC public schools in the first year after they complete the program. In addition to adding a new cohort each year, the indicator will also track each cohort of completers through up to five years of employment with DC public schools.

Teacher Effectiveness:

Preparation to carry out teaching job

Data source: Surveys of recent program completers and school leaders

DC OSSE will administer surveys to teachers in the early years of their careers as well as to principals with experience hiring teachers from the DC OSSE-approved educator preparation programs. Respondents will be asked about teachers' preparation to carry many aspects of their job including teaching the subject matter, handling classroom management, and engaging with families and communities.

The survey will also ask new teachers about their perception of the effectiveness of several aspects of their educator preparation program.