

## Fall 2014 OSSE Educator Preparation Program Profiles Trinity Washington University (Traditional)

### Section 1: Program Summary

**School of Education**  
125 Michigan Avenue NW  
Washington, DC 20017

**Telephone: (202) 884-9000**

**Control: Private**

**Website:**

<http://www.trinitydc.edu/academics/education/>

**Mission:** *Trinity University is a multifaceted institution, preparing the whole person by integrating liberal arts and professional learning and so readying individuals for work, civic, and family life. Trinity's School of Education develops reflective practitioners, knowledgeable in content and practice of their discipline, and committed to diversity, equity and excellence. Seeing the possibilities in each learner, Trinity educators are prepared through transformative pedagogy to effect positive impact on the social, emotional, and academic lives of learners and colleagues in a multicultural society, across diverse populations and educational settings.*

For more information, go to: <http://www.trinitydc.edu/mission/> or <http://www.trinitydc.edu/education/>

#### OSSE and NCATE program approval by subject area (Fall 2014, OSSE)

Program	Undergraduate degree	Graduate degree
Early Childhood Education	Y	Y
Educational Administration	N	Y
Elementary Education	Y	Y
Reading	N	Y
School Counselor	N	Y
Secondary English	N	Y
Secondary Social Studies	N	Y
Special Education (Non-Categorical)	N	Y

	Undergraduate degree	Graduate degree
<b>Anticipated length of program for full-time students</b> (2014-15, EPPs)	<b>36 months</b>	<b>21 months</b>

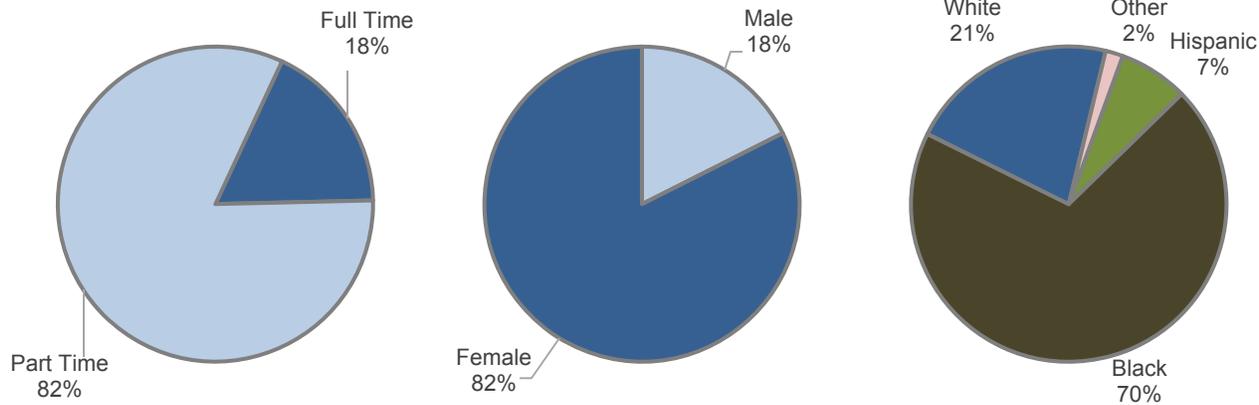
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**Total program enrollment: 148** (2011-12, Title II)

**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:** *Full-time status for MAT is 9 credits. Part-time status for MAT is fewer than 9 credits. Full-time status for the BA is 12 credits. Part-time status for the BA is fewer than 12 credits.*

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### Section 2: Admissions

Program admission requirements			(2013-14, EPPs)
Criteria	Undergraduate degree	Graduate degree	
High school GPA			
Undergraduate GPA			Yes (2.8)
Minimum credit hours completed as undergraduate	Yes		Yes
Praxis Core	Yes (R: 156, W: 162, M: 150)	Yes (R: 156, W: 162, M: 150)	
MAT scaled score	N/A		
Praxis II			
Previous education-related courses	Yes		
Education-related bachelor's degree			
Any bachelor's degree			Yes
Previous teaching experience/experience working			
Goals statement			Yes
Statement/assessment of professional dispositions			
Letters of recommendation			Yes
Background checks			

**Notes:** Praxis Core, Undergraduate: Undergraduates must meet these scores before taking 400-level Education courses (i.e. when they officially declare the major).

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. Applicants may not be required to meet all of the listed criteria. See the EPP website for more information on specific admission requirements.

**Key:** Yes = Criteria required for admission    Blank = Criteria not required for admission  
N/A = Criteria not applicable                      Value = The minimum value for required criteria, shown in parentheses if available

	Undergraduate degree	Graduate degree
<b>Percent of applicants accepted</b> (2013-14, EPPs)	*	92%

**Additional notes on percent of applicants accepted:** \* At the undergraduate level, Trinity admits individuals, not majors. Individual undergraduates apply to the School of Education as EDU majors subsequently, on the basis of their fulfillment of pre-major requirements.

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### Section 3: Graduation/Completion

Program graduation/completion requirements		(2013-14, EPPs)	
Criteria	Undergraduate degree	Graduate degree	
Program GPA		Yes (3.0)	
Minimum credit hours completed	Yes (128)	Yes (36)	
A minimum number of clock hours spent on early field experiences for:			
Program with <b>lowest</b> number of required hours	Yes (100)	Yes (100)	
Program with <b>highest</b> number of required hours	Yes (100)	Yes (100)	
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for:			
Program with <b>lowest</b> number of required hours	Yes (420)	Yes (420)	
Program with <b>highest</b> number of required hours	Yes (420)	Yes (420)	
Praxis Core	Yes	Yes	
Praxis II	Yes (some programs)	Yes (some programs)	
Paper-based portfolio	Yes	Yes	
Electronic portfolio			
Performance assessment (TPA or non-TPA)			

**Note:** Praxis II: For undergraduate and graduate Elementary and Early Childhood MAT candidates, a passing score on the Praxis II pertinent to the licensure area is required to begin the Internship portion of the degree.

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**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	33	100%	
2010-11	27	96%	
2009-10	26	88%	

Teachers prepared by area of credential		(2011-12, Title II)
Area		Number
Early Childhood Education		3
Elementary Education		5
Secondary English		3
Special Education (Non-Categorical)		3

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<b>Supervised clinical experience</b> (2011-12, Title II)	
Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	420
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year	22
Number of students in supervised clinical experience during this academic year	38

**Supervised clinical experience/support while enrolled in the program:** *Candidates observe in classrooms serving varied student populations; observe/interview teachers; develop assessments, profiles, and learning plans; conduct family interviews on literacy practices; deliver method-based content instruction; tutor individual students—over 100 hours prior to the Internship. The 420 hour supervised Internship includes an Action Research Project in Student Achievement.*

**Support following program completion:** *Many Trinity graduates work in schools in D.C. and adjoining counties/states. Graduates may remain involved through Continuing Education courses and/or through support provided to their schools. Trinity's partnerships with schools, placement of practicum/Internship students, and other collaborations support ongoing professional growth while enriching Trinity's involvement in the communities.*

### Section 4: Teacher Effectiveness

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

**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.

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### 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.