



District of Columbia
Office of the State Superintendent of Education

STATE EDUCATOR PREPARATION PROVIDER AND SUBJECT AREA PROGRAM APPROVAL HANDBOOK

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Introduction

The purpose of this State Educator Preparation Provider Approval Handbook (handbook) is to communicate the processes and procedures for state approval of educator preparation providers and subject area programs that prepare candidates who are eligible to earn an educator credential in the District of Columbia. The intent of the approval process is to ensure that program completers of educator preparation providers and subject area programs who seek an educator credential in the District of Columbia have received the training and practicum experiences that will enable them to provide effective and high-quality education to public school students in the District of Columbia.

Research consistently demonstrates that the most significant in-school factor impacting students' learning and lives is teacher quality. The Office of the State Superintendent of Education (OSSE) recognizes that teacher quality is influenced by multiple factors, including the quality of a teacher's preparation. OSSE is further compelled by research demonstrating that all students benefit from consistent access to racially and ethnically diverse educators. In this handbook, OSSE describes a needs assessment that, among other goals, is designed to help ensure that the student body at approved DC educator preparation providers mirrors the racial and ethnic diversity of the students enrolled in DC's local educational agencies. Finally, by collecting and making descriptive and program quality data available to educator preparation providers and the public, OSSE commits to increased transparency around educator preparation in DC, which will provide OSSE, educator preparation providers and interested stakeholders with important information that supports educator preparation provider and subject area program quality.

Authority

This handbook is authorized by the District of Columbia Municipal Regulations (DCMR) [Title 5A, Chapter 17](#) (effective date July 24, 2022).

Definitions

When used in this handbook, the following terms and phrases are defined as follows:

Accreditation – The decision rendered by a national or regional accrediting body for an educator preparation provider affirming that an educator preparation provider meets the body's standards and requirements.

Alternate Route Organization or Institution (AROI) – A type of educator preparation provider in which candidates must possess a baccalaureate degree earned or equivalent to a baccalaureate degree earned in the United States and serve as the teacher of record in a classroom, a school service provider, a school administrator, or participate in a year-long educator preparation residency in a school or local educational agency. An alternate route organization or institution may be based in an institution of higher education or operate independently from an institution of higher education.

Candidate – An individual enrolled in an educator preparation program who is preparing for or

serving in a position as a teacher of record in a school that may serve students from pre-school through adult education.

Educator – A teacher, school service provider, or school administrator in a DC school or local educational agency.

Educator Preparation Provider (EPP) – An institution or organization that offers and directs the training and experiences that may lead to a candidate’s eligibility to apply for an educator credential.

External Accreditor – A national or regional accreditor whose standards have been approved by the District of Columbia State Board of Education.

Graduate – An individual who has met all the requirements of a state-approved educator preparation program and earned a bachelor’s or master’s degree from that program.

Institution of Higher Education (IHE) – A college, university, or other postsecondary educational institution authorized to confer degrees or certificates and approved by the Higher Education Licensure Commission to operate in the District of Columbia.

Local Educational Agency (LEA) – A publicly funded educational institution having administrative control and direction of a public elementary or secondary school in the District of Columbia. As used in this handbook, the term includes the District of Columbia Public Schools (DCPS) and District of Columbia public charter schools.

OSSE State Approval Administrator – The OSSE staff member with primary responsibility of managing EPP and subject area program approval processes and policies (listed on the [OSSE EPP landing page](#)).

Program Completer – An individual who has met all the program requirements of a state-approved educator preparation provider.

Specialized Professional Association (SPA) – A national organization that defines content area standards for a specific subject area program and upon application by a subject area program issues periodic recognition to programs that meet such content standards.

Standard – The level of programmatic quality and organizational performance to which educator preparation providers and subject area programs are held.

State Superintendent – The head of OSSE appointed by the mayor pursuant to DC Official Code § 38-2601, *et seq.*

Subject Area Program – A program that provides a sequence of required courses and experiences for the preparation of candidates to become educators in a specific area, subject, or category and that operates: (i) within an educator preparation provider; or (ii) within an IHE but not under the auspices of an educator preparation provider.

Applicability

EPPs

The processes and procedures in this handbook apply to an educator preparation provider (EPP) seeking initial or renewal of state approval in the District of Columbia. In the District of Columbia, an EPP may operate within or as part of an institution of higher education (IHE) or as an Alternate Route Organization or Institution (AROI), within, as part of, or independently of an IHE.

HELC Approval

An EPP operating within a postsecondary educational institution required to be licensed by the [District of Columbia Higher Education Licensure Commission](#) (HELC) shall maintain compliance with all applicable requirements of the *Education Licensure Commission Act of 1976*, DC Law 1-104, as amended, (*see* DC Official Code § 38-1301, *et seq.*) and its implementing regulations found at 5A DCMR Chapters 80-83. More information on the requirements of postsecondary educational institutions operating in the District of Columbia may be found at helc.osse.dc.gov.

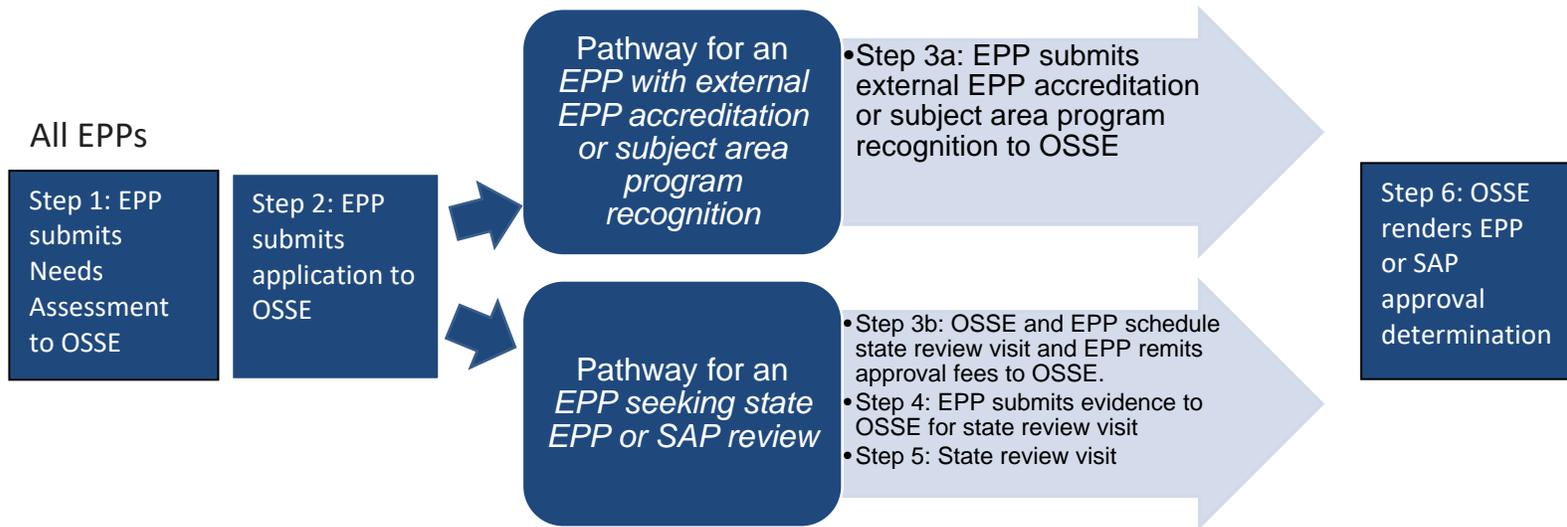
An EPP operating outside of a postsecondary educational institution required to be licensed by the HELC shall comply with all applicable federal or District of Columbia laws or regulations. An EPP may apply for OSSE state EPP and HELC licensure simultaneously.

Subject Area Programs

The processes and procedures in this handbook apply to subject area programs operating within an EPP, as well as subject area programs operating outside of an EPP, but within an IHE.

Initial and Renewal of State Approval

State EPP and Subject Area Program (SAP) Approval Overview



Steps for EPP and subject area program approval¹:

Step 1: Submit **Needs Assessment**² via email to the OSSE state approval administrator at least 30 calendar days before submitting State Educator Preparation Provider or Subject Area program Approval Application³.

Step 2: Submit **State Educator Preparation Provider or Subject Area Program Approval application**³ via email to the OSSE State Approval Administrator (and application for provisional postsecondary educational institution license to HELC, as applicable) within 30 calendar days of submitting the needs assessment. The EPP should submit the application 180 calendar days of desired EPP or subject area program start, or 180 calendar days before the expiration of the previous state EPP or subject area program approval term, in the case of an EPP or subject area program seeking renewal of state approval. OSSE will confirm receipt of these forms within five calendar days of an EPP's submission.

¹ EPP State Approval Checklists are included in Appendix A.

² Needs Assessment template is included in Appendix B.

³ State Educator Preparation Provider or Subject Area Program Approval application is included in Appendix C.

Step 3a: *For an EPP with external accreditation or subject area program recognition:*

Submit **Council for the Accreditation of Educator Preparation (CAEP) accreditation decision action letter** or **Specialized Professional Association (SPA) recognition decision letter** via email to OSSE state approval administrator for use as evidence for state review. If the EPP is also seeking state approval of a subject area program without a SPA, continue to Step 3b of this timeline. If not, continue to Step 6 of this timeline.

Step 3b: *For an EPP seeking state review (see [State Review section](#)):* Schedule the state review visit with OSSE once OSSE notifies the EPP of its request approval. EPP submits appropriate **state approval request fee(s)** to OSSE.

Step 4: Submit **evidence**⁴ for the state review of the EPP or subject area program via email to the OSSE state approval administrator at least 30 calendar days before the state review visit.

Step 5: Host and participate in the state review visit. Provide any **follow-up evidence** requested by the site review team to the OSSE state approval administrator via email on the timeline as determined at the state review visit.

Step 6: Await OSSE approval determination (to be rendered no later than 60 calendar days after the state review visit for an EPP eligible to seek state approval, or 60 calendar days after submission of external EPP accreditation or subject area program recognition for an EPP with external EPP accreditation or subject area program recognition).

Step 7: If applicable, submit a **request for administrative review** of approval determination to the OSSE state approval administrator no later than 14 calendar days after OSSE's notification of the state EPP or subject area program approval status.

Details regarding these steps are provided in subsequent sections. Example timelines for EPPs are included in Appendix E.

Step 1: Needs Assessment

At least 30 calendar days before submitting its request for initial or renewal of state approval in the District of Columbia, an EPP or subject area program must submit a completed needs assessment to the OSSE state approval administrator via email. EPPs must use the needs assessment template to provide the following:

- I. A description and evidence of efforts of how the EPP or subject area program, as applicable:

⁴ Exhibits and Interviews for State EPP or Subject Area Program Approval Reviews is included in Appendix D.

- a. Examines its enrollment practices to assess whether its candidates and completers reflect the racial and ethnic diversity of the student populations of District of Columbia Public Schools (DCPS);
- b. Ensures its candidates and completers are provided practicum and clinical experience opportunities to practice the application of course knowledge in different school and classroom settings, at various times during the school day, and to provide whole class, small group and one-on-one instruction; and
- c. Makes efforts to provide its candidates and completers with coursework, practicum, and clinical experience opportunities with racially and ethnically diverse faculty to appropriately adapt instruction to meet the needs of all students.

When completing this section of the needs assessment, an EPP may wish to include: demographic data of its current candidates; excerpts from internal or external EPP documents, such as the EPP recruitment or marketing plan, advisory board meeting notes, EPP candidate handbook; candidate assessment data, documentation of candidate clinical placement, observational instruments and candidate evaluations and data; course assessment descriptions; communication from or statements from potential or current LEA partner staff or faculty, such as memoranda of agreement or contracts; excerpts from SPA alignment documents or recognition reports, external accreditor, OSSE, or federal reports; candidate, completer, or employer survey results.

- II. A description and evidence of how the EPP or subject area program, as applicable, is responsive to:
 - a. OSSE-identified data-driven current and anticipated national, regional, or local workforce needs for schools and subject areas; and
 - b. Evidence of demonstrated potential candidate interest for enrolling in a specific provider or program.

When completing this section of the needs assessment, an EPP may wish to include: excerpts from internal or external EPP documents and research studies; communication or statements from potential or current LEA partner staff or faculty; course assessment descriptions; attendance information from information sessions; excerpts from SPA alignment documents or recognition reports, external accreditor, OSSE, federal, or external reports; candidate, completer, or employer survey results.

- III. A description and evidence of how the EPP or subject area program, as applicable, plans to sustain its operation, including actual candidate enrollment at a level that is sufficient to sustain the provider or program.

When completing this section of the needs assessment, an EPP may elect to include: current candidate data; excerpts from internal or external EPP documents, such as EPP budget or budget projections.

OSSE will notify an EPP of its needs assessment approval status within 30 days of receipt of the needs assessment.

Step 2: Application Submission

EPP Application Submission

OSSE considers state approval requests from EPPs with external EPP accreditation and from EPPs in AROIs without external EPP accreditation (as described in the [Eligibility for State Review section](#) below).

In alignment with OSSE regulations governing EPP and program approval (5A DCMR § 1704), an EPP will seek [initial accreditation \(and maintain accreditation\)](#) with CAEP using CAEP's timelines and application forms.

If an EPP is already accredited by CAEP, it must submit its CAEP accreditation decision action letter to OSSE for use as its evidence for state approval within 60 calendar days after it submits its application.

Subject Area Program Application Submission

OSSE considers state program approval requests from EPPs for three types of subject area programs: (1) a subject area program with a specialized professional association, (2) a subject area program without a specialized professional association, and (3) a subject area program that operates in an AROI eligible for state review by OSSE.

Subject Area Program with a Specialized Professional Association⁵

In alignment to OSSE regulations governing EPP and subject area program approval, OSSE requires an EPP to maintain program recognition for each of its individual subject area programs (e.g., early childhood education, secondary English, special education) from the program's relevant [SPA](#). Each SPA determines its own program recognition term, dependent on program recognition status, usually between two and nine years. OSSE expects an EPP to maintain and renew its subject area program recognition status with the program's relevant SPA.

Within 30 calendar days of obtaining SPA program recognition, recognition with conditions, recognition with probation, or recognition with further development required, an EPP (or IHE, if the program is outside the EPP) must submit its SPA recognition decision letter to OSSE for use as its evidence for state program approval.

Subject Area Program without a Specialized Professional Association⁵ or that operates in an AROI eligible to seek state review by OSSE

⁵ List of subject area programs with a SPA and without a SPA is included in Appendix F.

For a subject area program without a SPA or that operates within an AROI eligible to seek state review (as described in the [Eligibility for State Review section](#) below), the EPP will follow the approval process and procedures in the subsequent section.

Subject area programs preparing educator candidates with primary responsibility for literacy instruction⁶ must submit the OSSE Science of Reading Standards Rubric⁷. The EPP will use this document to describe how its applicable subject area program(s) provides candidates (that will have primary responsibility of literacy instruction) with coursework (assignments and assessments) and/or clinical and field experiences that demonstrate competency in all five components (phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension) of scientifically based reading instruction, as adapted from the [2018 International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading](#).

Eligibility for State Review

An EPP may request state review by OSSE if the provider is an AROI that does not have accreditation by an external accreditor and either:

- a) Operates solely in the District of Columbia, or
- b) Can demonstrate that 50 percent or more of its program completers are employed by LEAs in the District of Columbia per year, in each of the three years preceding submission of the application.

To request state review, an EPP must submit a completed application to the OSSE state approval administrator at least 180 calendar days prior to the desired start date of the EPP or subject area program, or 180 calendar days prior to the expiration of the previous state EPP or subject area program approval term, in the case of an EPP seeking renewal of state approval. OSSE will confirm receipt of an EPP's Intent to Seek State EPP or Subject Area Program Approval and State Review Eligibility forms within five calendar days of an EPP's submission.

Step 3: State Review

Standards and Submission of Evidence

The state EPP and subject area program review process enables OSSE to determine whether an EPP or a subject area program, as applicable, meets the standards adopted by OSSE to prepare candidates who are eligible to earn an educator credential in the District of Columbia. During this review, two or more OSSE-designated and trained reviewers evaluate the extent to which the EPP or subject area program meets the same or comparable standards to those established by an external accrediting body, a SPA, or other OSSE standards, as applicable. OSSE's state review

⁶ Elementary education, early childhood education, special education, reading, and any other applicable subject area program, as determined by OSSE

⁷ The OSSE Science of Reading Standards Rubric is available on the [OSSE website](#).

process relies on volunteers from LEAs and EPPs in DC, as well as OSSE staff, in order to be sustainable and successful.

EPPs and subject area programs will be measured against the following standards during a state review:

- a. In the case of an EPP, OSSE will use standards established by an external accrediting body and make those standards publicly available on the [OSSE website](#).
- b. In the case of a subject area program for which a SPA does not exist, OSSE will use comparable standards to those established by a SPA and make those standards publicly available on the [OSSE website](#).

If an EPP's request for state EPP or program review is approved by OSSE (pending minimal revisions or follow-up by OSSE approximately 60 calendar days after receipt of the completed application), the OSSE state approval administrator will notify the EPP by email and schedule the state review visit. Initial state EPP and subject area program reviews will be scheduled for a duration of one and a half consecutive days. Initial subject area program reviews (outside a state EPP and subject area programs review) will be scheduled for one half or one day.

Review Team

OSSE will designate a review team, comprised of external EPP or subject area program experts, such as LEA practitioners; EPP staff and faculty; and may include OSSE staff, at least 60 calendar days before the state EPP or program site review. OSSE relies on volunteers from DC LEAs and EPPs to participate in state reviews to be sustainable and successful. OSSE values the engagement of practitioners from DC LEAs and EPPs to help maintain high standards of educator preparation in DC. Upon request, OSSE will provide the names of review team members to an EPP prior to its site review.

Step 4: Evidence

During the state review visit, the review team will examine evidence⁸ provided by the EPP or subject area program demonstrating that it meets OSSE's EPP or subject area program standards, as applicable. This evidence may include: EPP, organizational, or subject area program reports; documents; candidate or EPP data; samples of candidate work; survey response summaries; meeting minutes or agendas; course syllabi, assessments and rubrics; and interviews with current and former candidates and completers, staff and faculty, and LEA partner staff and faculty.

Step 5: State Review Visit

OSSE will determine whether the state review visit will be conducted on-site or virtually based on the scope and type of review and reviewer availability. OSSE will also consider any extenuating

⁸ Exhibits and Interviews for State Educator Preparation Provider (EPP) or Subject Area Program Approval Reviews is included in Appendix D.

circumstances, such as public health considerations, in making its determination. OSSE will notify the EPP of the state review visit format via email.

State Review Visit Report

Within 40 calendar days of a state review visit, an EPP will receive its state review visit report via email. Within three calendar days of receiving its report, an EPP may submit a request to correct any factual or technical errors via email to the OSSE state approval administrator. If an EPP submits a request to OSSE via email to correct factual or technical errors, OSSE will review that request and make any necessary amendments.

Step 6: State Approval Status

No later than 60 calendar days after the state review visit, or after OSSE’s receipt of CAEP accreditation or SPA recognition, the state superintendent will render a decision to fully approve, probationally approve, approve with stipulations, or deny the EPP or subject area program approval, and OSSE will notify the EPP by email.

The table below provides the alignment between OSSE’s EPP and SAP approval statuses and external EPP accreditation and SPA SAP recognition statuses:

External EPP accreditation status	SPA subject area program recognition status	OSSE Approval Status
Accreditation	Recognition	Fully approved
Accreditation with Stipulations	Recognition with conditions	Approval with stipulations
Probationary Accreditation	Recognition with probation	Probationary approval
	Further development required	

If OSSE fails to follow approval procedures as described in 5A DCMR §§ 1701 through 1706, the EPP or IHE may request an administrative review of the approval status as described in the [Administrative Review section](#) below.

Denial, Probation, Suspension and Revocation

In some cases, OSSE may deny, place under probation, suspend, or revoke the state approval of an EPP or subject area program. However, prior to doing so, OSSE will provide notice to the EPP or subject area program.

Denial

If an EPP fails to provide evidence that it or one of its subject area programs meets EPP or subject area program standards, as described in the [Standards and Submission of Evidence section](#) of this handbook, OSSE will deny initial or renewal of state EPP or subject area program approval.

Probation

Causes

OSSE may place any EPP or subject area program on probation if it fails to meet any federal or District of Columbia law or regulation, or if it fails to comply with data collection and ongoing reporting obligations set forth by 5A DCMR §§ 1709 and 1710.

Timeframe

An EPP's probation may last for up to two years. If an EPP presents evidence that would otherwise qualify the EPP or subject area program for full state approval, OSSE may determine to lift the probation and grant or return the EPP or subject area program to fully approved status.

Requirements

While an EPP or subject area program is on probation, it must continue to provide all annual and ongoing data reporting to OSSE, consistent with 5A DCMR §§ 1709 and 1710. OSSE will monitor the progress of an EPP or subject area program toward attaining full approval during the probationary period. Monitoring will include a review of required data reports and evidence, as well as monitoring visits, as necessary. The probation notice will provide a description and timeline of any additional evidence and data reports OSSE will require the EPP or subject area program to document its progress toward re-attainment of full approval status.

OSSE notice

OSSE will provide the EPP or subject area program a notice of intent to assign probationary approval in writing and include the following:

- a. A statement of the proposed probationary approval, specifying the bases for the proposed action;
- b. Notice of the effective date of the proposed probationary approval; and
- c. A description and timeline of the required evidence, data reports and monitoring visits as deemed necessary to address the deficiency that resulted in the probationary approval.

Suspension

OSSE may suspend state approval of an EPP or subject area program that is placed on a probationary approval by OSSE, an external accreditor, or an applicable specialized professional association and the provider or program fails to correct deficiencies under the timeline required by OSSE, the accreditor, or the association, respectively.

If an EPP or subject area program fails to comply with any provision in Chapter 17 of 5A DCMR or the guidance issued in this handbook, OSSE will provide notice to the EPP or subject area program within 60 calendar days as described in the notice section below, and then may suspend state approval of an EPP or subject area program without first placing the provider or program on probation.

Revocation

OSSE may revoke state approval if, after the two-year probation period, it determines that an EPP or subject area program has not made satisfactory progress toward meeting the standards, reporting and/or compliance requirements as set forth in 5A DCMR § 1700, *et seq.* and this handbook.

OSSE may also revoke state approval of an EPP or subject area program that is placed on a probationary approval by OSSE, an external accreditor, or an applicable specialized professional association if the provider or program fails to correct deficiencies under the timeline required by OSSE, the accreditor, or the association, respectively.

OSSE may revoke state approval of an EPP or subject area program without first placing the provider or program on probation if the provider or program fails to comply with any provision of 5A DCMR § 1700, *et seq.* and this handbook. However, prior to state EPP or subject area program approval revocation, OSSE will give 60 calendar days' notice as described in the notice section below to the EPP of the specific 5A DCMR § 1700, *et seq.* or handbook provision for which the EPP or subject area program has failed to comply.

Notice

OSSE will provide written notice to the EPP or subject area program of its intent to deny, suspend, or revoke approval and will include the following:

- a. A statement of the proposed denial, suspension, or revocation, specifying the basis for the proposed action;
- b. Notice of the effective date of the proposed denial, suspension, or revocation;
- c. Notice that an EPP or subject area program may request an administrative review of the proposed denial, suspension, or revocation by submitting a written request to the state superintendent or their designee, subject to the requirements set forth in 5A DCMR § 1708.2, within 15 business days of the date of the written notice; and
- d. Notice that the proposed action shall become final without an administrative review on the 16th business day after the date of the notice of the proposed action if the EPP or subject area program fails to request an administrative hearing within the time and in the manner specified.

OSSE will provide written notice of its final action to the EPP or subject area program if no administrative review is requested.

Once an EPP receives written notice from OSSE of its final action to deny, suspend, or revoke state approval of the EPP or subject area program, the EPP must:

- a. Notify each candidate individually in writing no later than 21 calendar days of the date of OSSE's final action or administrative determination and provide documentation of the notification to OSSE; and
- b. Notify HELC in writing no later than 15 business days of the date of OSSE's final action.

Administrative Review

An EPP or subject area program may request administrative review of OSSE's proposed approval status if there is an allegation that OSSE has failed to follow the procedures outlined in 5A DCMR §§ 1701 through 1706. To request an administrative review, the EPP or subject area program must send an email request to the OSSE state approval administrator within 15 business days of date of the proposed notice to deny, suspend, or revoke its approval.

The written request for administrative review shall:

1. Not exceed 20 double-spaced pages;
1. Be limited to evidence or information previously provided to or collected by OSSE;
2. Include a concise statement of the facts giving rise to the request for administrative review;
3. Include a statement explaining the contention that OSSE failed to follow the outlined procedures; and
4. Include a statement of the specific relief sought.

Review Panel

Within 10 business days of OSSE's receipt of the EPP's written request for administrative review, the state superintendent, or their designee, will designate a three-member intra-agency review panel of OSSE employees to conduct a desktop review. The intra-agency review panel will not include any OSSE employee who had any direct involvement in the proposed decision to deny, suspend, or revoke the approval status of the EPP or subject area program requesting review. Within 30 business days of the state superintendent's designation, the intra-agency review panel will convene to review the written request for administrative review, the agency record and any permissible supporting documentation. The intra-agency review panel may affirm or reverse the OSSE proposed action. The panel shall provide the EPP, IHE, or subject area program with the panel's written decision, including the panel's bases for its decision, within 30 business days of the convening of the panel. A decision by the panel to affirm or reverse shall be OSSE's final administrative determination.

If OSSE does not receive a request from an EPP or IHE for administrative review within 15 business days of the date of the proposed notice to deny, suspend, or revoke its approval, then the decision shall become OSSE's final administrative determination. The EPP or IHE may appeal OSSE's final administrative determination to the DC Superior Court pursuant to DC Official Code § 11-921.

Data Collection and Reporting

To increase transparency regarding educator preparation in DC, and in accordance with 5A DCMR § 1709, OSSE will collect and publicly report data from each approved EPP annually, which will include:

- a. All data required for collection under the Higher Education Act of 1965, 20 U.S.C. §1001 (2012), as amended, and all other applicable federal laws;
- b. Educator candidate and program completer demographic information;
- c. Educator candidate and program completer certification information;

- d. Enrolled candidate and recent graduate PRAXIS or equivalent licensing exams pass rates;
- e. Enrolled candidate and recent graduate employment and placement outcomes; and
- f. Candidate and program completer performance.

Ongoing Reporting Requirements

Each EPP or subject area program that is approved by OSSE to operate in the District of Columbia and is approved by or operating in another jurisdiction must report to OSSE via email within 45 calendar days of receiving notice of any probation, suspension, denial, or revocation determination by another accreditor, specialized professional association, state, or jurisdiction concerning its accreditation, approval or recognition status for the following reasons:

- a. Misrepresentation to the public, a program participant, or a potential participant regarding the requirements for program completion or educator credentialing in the state or jurisdiction in which it is approved; or
- b. Obtained or attempted to obtain approval through misrepresentation, fraud, misleading or incomplete information.

Prohibited Activities and Representations

Each EPP or subject area program that is approved by OSSE to operate in the District of Columbia is prohibited from making any representation suggesting that it:

- a. Is approved prior to OSSE's issuance of an initial approval;
- b. Has received renewed approval prior to OSSE's issuance of a renewal approval;
- c. Is fully approved during a period of approval with stipulations or probationary approval; or
- d. Is approved during a period of approval suspension.

Each EPP or subject area program that is approved by OSSE to operate in the District of Columbia is prohibited from:

- a. Misrepresenting to the public, a program participant, or a potential participant the requirements for program completion or educator credentialing in the District of Columbia; or
- b. Obtaining or attempting to obtain approval through misrepresentation, fraud, misleading or incomplete information.

If OSSE becomes aware (via communication with another accreditor, specialized professional association, state, jurisdiction, OSSE division, or individual) that an EPP has engaged in any of the prohibited activities or representations above, OSSE may place the EPP's state EPP or subject area program approval on probation, or deny, suspend or revoke state EPP or subject area program approval following procedures in the Denial, Probation, Suspension and Revocation section above.

Requirements for Loss of Approval and Voluntary Closure

An EPP or subject area program that expects to close due to a decision to voluntarily close or the revocation or expiration of its state approval shall submit a written closure plan to OSSE and shall

plan for the safekeeping of its records. The written EPP or subject area closure plan⁹ shall be submitted on the form and in the manner set by OSSE, not less than 90 calendar days before the expected date of closure.

A subject area program that expects to close must provide the EPP in which it operates with sufficient information such that the EPP shall:

- a. Notify OSSE of the subject area program’s intent to close not less than 45 calendar days before the expected date of closure; and
- b. Provide a completed copy of the subject area program closure plan to OSSE not more than 15 calendar days prior to the date of closure for the subject area program.

Fees

Each EPP and subject area program request for state review submitted must be accompanied by a monetary payment, in accordance with 5A DCMR § 1713, as follows:

	EPP	Subject Area Program
Initial state approval request fee	\$5,000	\$1,000
Renewal of state approval request fee	\$2,500	\$500

Fees may be paid by check payable to the DC Treasurer and are due once OSSE and the EPP confirm the schedule of the state EPP or program review visit. Checks may be mailed (OSSE address available on [website](#)) or delivered to the state approval administrator at OSSE.

Waivers

An EPP may request a waiver from OSSE regarding its compliance with the needs assessment, data collection and reporting, or fees requirements, if necessary. To request a waiver, the EPP should email the OSSE state approval administrator no later than 30 calendar days of the applicable due date with the following:

- a. Citation of the regulation for which the waiver is being sought;
- b. The waiver sought;
- c. Clear and convincing evidence of:
 - 1. The immediate economic impact or hardship on the EPP or subject area program;
 - 2. How the intent of the specific regulation shall be achieved in a manner other than that prescribed by the regulation.

OSSE will evaluate and decide whether to grant each waiver request within 60 calendar days of receipt. Waivers will be issued at OSSE’s discretion and may be revoked by OSSE at any time, either upon violation of any condition attached to a waiver, or upon the determination by OSSE that continuance of the waiver is no longer required. For any approved waiver, OSSE will include

⁹ EPP or Subject Area Program Closure Plan is included in Appendix G.

the expiration date of that waiver in the email notifying the EPP that the requested waiver has been approved.

EPP Program Modifications

During an EPP or subject area program term of approval, an EPP may wish to make one or more of the following EPP or subject area program modifications:

- Change in EPP name
- Change in EPP organization/structure
- Change in ownership
- Changes in EPP curriculum/courses
- Changes in EPP grade structure (*e.g.*, moving from a pass/fail system to letter grade system)
- Other (please notify OSSE)

To request OSSE review of an EPP or subject area program modification, an EPP must submit a completed EPP Modification form¹⁰ to the OSSE state approval administrator no less than 60 calendar days prior to the start of the proposed EPP or subject area program modification. The OSSE review (and approval, as applicable) process may take up to 60 calendar days, depending on the proposed modification, the modification timeline and the completeness of the EPP Modification form submission. An EPP cannot begin advertising the modification until approved by OSSE.

EPP or SAP Approval Extensions

Prior to the expiration of the state approval status of an EPP or SAP, an EPP (or IHE, if the SAP is outside the EPP) may be interested in seeking an extension of its current approval term. To request an approval extension from OSSE, an EPP must submit a completed State Approval Extension Request¹¹ to the OSSE state approval administrator no fewer than 60 calendar days before the first day of the month in which its approval application is due. For example, if an EPP or SAP approval application is due to OSSE in January 2023, its state approval extension request is due to OSSE on Nov. 1, 2022. The EPP's or IHE's request must include a justification that consists of the following:

- Documentation of an extension or approval timeline from an external EPP accreditor or SPA; or
- A letter to OSSE from the EPP leader or authorized representative that describes the reason for the extension request; AND

¹⁰ EPP Modification Form is included in Appendix H.

¹¹ State Approval Extension Request is included in Appendix I.

- A description of the steps the EPP or IHE will take to ensure adherence to its upcoming state approval timeline, if OSSE grants the requested extension.

For EPPs or SAPs that are currently externally accredited or recognized, or actively seeking external accreditation or recognition, OSSE will consider an extension period aligned with the extension granted, or accreditation or recognition approval timeline provided by the external accreditor or SPA. For EPPs or IHEs with state EPP or SAP approval, OSSE will consider an extension period of 180 calendar days.

Appendixes

- A. [EPP State Approval Checklists](#)
- B. [Needs Assessment Template](#)
- C. [State Educator Preparation Provider or Subject Area Program Approval Application](#)
- D. [Exhibits and Interviews for State EPP or Subject Area Program Approval Reviews](#)
- E. [Sample Timeline for EPPs](#)
- F. [List of subject area programs with and without SPAs](#)
- G. [EPP or Subject Area Program Closure Plan](#)
- H. [EPP Modification Form](#)
- I. [State Approval Extension Request](#)

Appendix A.

EPP State Approval Checklists

EPPs with External Accreditation

Step		Action Item	Deadline	Resources	Complete (Y/N)
1		Submit the Needs Assessment	30 calendar days before application submission	Appendix B	
2		Submit State Educator Preparation Provider or Subject Area Program Approval application	180 calendar days prior to the start of the subject area program, or the expiration of the previous approval term.	Appendix C	
3a		Submit CAEP accreditation decision action letter or SPA recognition decision letter to OSSE			
	Subject Area Programs with a SPA	Submit SPA Recognition Decision Letter(s)	60 calendar days after application submission	Appendix E	
	Subject Area Programs without a SPA	Complete the State Review Approval Process Below (Steps 3b-5)			
3b		Schedule the state review visit with OSSE once OSSE notifies the EPP of its request for approval			
		Submit appropriate state approval request fee(s) to OSSE			
4		Submit evidence for the state review of the EPP or Subject Area Program to OSSE	30 calendar days prior to state review visit	Appendix D	
5		Host state review visit. Provide requested evidence requested by OSSE			
		OSSE to provide a state review visit report	40 calendar days after state review visit		
		(Optional) Submit a request to correct any factual or technical errors	Three calendar days after receiving state review visit report		
6		OSSE to render an approval determination	60 calendar days after state review visit, or submission of external EPP accreditation.		
7		(Optional) Submit a request for administrative review of the approval determination	14 calendar days after OSSE approval determination		

EPPs Seeking State Review

Step		Action Item	Deadline	Resources	Complete (Y/N)
1		Submit the Needs Assessment	30 calendar days before application submission	Appendix B	
2		Submit State Educator Preparation Provider or Subject Area Program Approval application	180 calendar days prior to the start of the subject area program, or the expiration of the previous approval term	Appendix C	
3b	Subject Area Programs without a SPA	Complete the State Review Approval process below (Steps 4-5)			
		Schedule the state review visit with OSSE once OSSE notifies the EPP of its request for approval			
		Submit appropriate state approval request fee(s) to OSSE			
4		Submit evidence for the state review of the EPP or Subject Area Program to OSSE	30 calendar days prior to state review visit	Appendix D	
5		Host state review site visit. Provide requested evidence requested by OSSE			
		OSSE to provide a state review visit report	40 calendar days after state review visit		
		(Optional) Submit a request to correct any factual or technical errors	Three calendar days after receiving state review visit report		
6		OSSE to render an approval determination	60 calendar days after state review visit, or submission of external EPP accreditation.		
7		(Optional) Submit a request for administrative review of the approval determination	14 calendar days after OSSE approval determination		

Responsiveness to Workforce Needs (500-750 words)
Shortage area: How is the EPP or subject-area program responsive to OSSE-identified data-driven current and anticipated national, regional, or local workforce needs for schools and subject areas?
Evidence
Candidate interest: How is the EPP or subject area program responsive to evidence of demonstrated potential candidate interest for enrolling in a specific provider or program?
Evidence
Low enrollment: How does the EPP or subject area program plan to sustain its operation, including actual candidate enrollment at a level that is sufficient to sustain the provider or program?
Evidence

Appendix C.

**State Educator Preparation Provider or
Subject Area Program Approval Application**

Introduction: This application enables an educator preparation provider (EPP) in the District of Columbia to provide information to the Office of the State Superintendent of Education (OSSE) to request state EPP or subject area program review. This form should be submitted to the OSSE State Approval Administrator within 30 calendar days of submitting its Needs Assessment. This application should be submitted to OSSE 180 calendar days prior to desired EPP or subject area program start, in the case of an EPP seeking initial approval, or 180 calendar days prior to the expiration of the previous state EPP or subject area program approval term, in the case of an EPP seeking renewal of state approval.

General Information:

EPP name (in the box below)	EPP leader name and contact information (email and phone number in the box below)
EPP address (in the box to the right)	
EPP website (in the box to the right)	
If the EPP is seeking or has already been approved by the District of Columbia Higher Education Licensure Commission (HELC), please indicate status and date of approval, if applicable (in the box to the right).	<input type="checkbox"/> HELC application in progress <input type="checkbox"/> HELC approved effective date:
If the EPP is accredited by Council for the Accreditation of Educator Preparation (CAEP) or another accrediting body, please provide the accrediting body name and date of the most recent accreditation in the boxes below	
Name	Effective date of most recent accreditation term

If the EPP or any subject area program indicated below has received a probation, suspension, denial, or revocation determination by another accreditor, specialized professional association, state, or jurisdiction in which the EPP or subject area program is operating or has operated within 365 calendar days of its request for OSSE approval, please provide the body, determination and effective date(s) in the boxes below.	
Accreditor, Specialized Professional Association (SPA), state or jurisdiction	Determination
Effective date(s)	

Subject Area Programs: Please indicate in the table below for which subject area programs the EPP is seeking state approval (including those subject area programs for which an EPP has or is seeking SPA recognition).

- An EPP seeking *initial* state EPP and subject area program approval may request review of up to 6 subject area programs.
- An EPP seeking *renewal* of state EPP and subject area program approval should indicate all subject area programs for which it is requesting approval, and then check the box for which type of review (SPA or state, pending eligibility approval by OSSE), is requested.

Subject Area Program	Review requested		Subject Area Program	Review requested	
	SPA	State		SPA	State
¹ Adult Education			^{1, 2} Reading		
Art			School Counselor		
Bilingual Special Education			School Library/ Media Specialist		
Drama/Theater			School Psychologist		
² Early Childhood Education			School Social Worker		
Early Childhood Special Education			¹ Secondary Biology		
Educational Leadership and Administration			¹ Secondary Chemistry		
^{1, 2} Elementary Education			Secondary Computer Science		

Elementary Mathematics Resource			Secondary English		
English as a Second Language			¹ Secondary General Science		
Foreign Languages (Modern)			Secondary Mathematics		
Health and Physical Education			¹ Secondary Physics		
Middle School General Education			¹ Secondary Science		
Middle School English			Secondary Social Studies		
Middle School Mathematics			² Special Education (Deaf and Hard of Hearing)		
¹ Middle School Science			² Special Education (Learning Disability)		
Middle School Social Studies			² Special Education (Non-Categorical)		
Music—Instrumental and Vocal			² Special Education (Severe Emotionally Disturbed)		

¹These subject area programs do not have a specialized professional association (SPA) and will be reviewed by OSSE. All other subject area programs will be reviewed by the relevant SPA, unless the EPP is eligible for state review.

² These subject area programs prepare educator candidates with primary responsibility for literacy instruction (such as elementary education, early childhood education, special education, reading and any other applicable subject area program), and the EPP will be required to demonstrate to OSSE that it sufficiently covers each of the five components of scientifically based reading instruction: phonemic awareness, phonics, oral reading fluency, vocabulary and comprehension, in addition to SPA or state (OSSE) subject area program approval.

EPP Overview: Please attach additional pages to this form that provide an overview of the EPP. The EPP overview should contain relevant information about the EPP, including: an introduction to the EPP with relevant background information and the program structure. This section is designed to provide an overall understanding of the EPP’s design. Please limit the EPP Overview to two pages.

- **Introduction**
Please provide relevant EPP background information and history and qualifications of key staff and faculty.
- **Program Structure**
Provide anticipated program start date, estimated tuition, and anticipated number of candidates. Describe the structure of the program(s), including course/contact hour requirements and program length.

Assurances: As a duly and legally authorized representative of the EPP designated on this form, I verify that the information provided in this application is true, correct, and complete.

In accordance with the DC Human Rights Act of 1977, as amended, DC Official Code Section 2-1401.01, *et seq.*, (the “Act”) all EPPs and subject area programs approved by the District of Columbia shall not discriminate against candidates, faculty and personnel on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, familial status, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business.

Name of EPP leader	
Signature of EPP leader	Date

State EPP Review Eligibility

Eligibility and Evidence:

(1) EPP name (in the box below)		(2) EPP contact person name, title, and information (email and phone number in the box below)	
(3) Please indicate with a checkmark which condition below enables your EPP to request state review:			
<p>_____ Operates solely in the District of Columbia (if this box is selected, request is complete and ready to submit to OSSE State Approval Administrator); or</p> <p>_____ Can demonstrate that 50 percent or more of its program completers are employed by LEAs in the District of Columbia per year for the most recent three years (if this box is selected, please complete boxes (4) and (5) below).</p>			
(4) Please provide in the boxes below the percentage of program completers who currently teach or have taught during the two previous school years in public schools in DC, which may include both the District of Columbia Public Schools (DCPS) and public charter schools:			
	School Year <i>(i.e., 2019-20)</i>	Percentage	
Current school year			
Most recent prior school year (2)			
School year two years prior (3)			
(5) Please provide as additional pages to this form a description (not to exceed 500 words) and evidence for the percentages provided above. Among other examples for evidence, an EPP may refer to the OSSE EPP report, provide evidence from local education agency partners in DC or internal or external EPP documents, surveys, or reports.			

EPP Notification: OSSE will confirm receipt of this State EPP or Subject Area Program Approval Application within five calendar days of an EPP’s submission.

OSSE will notify the EPP of its state EPP review eligibility status within 60 calendar days of the submission of this State EPP and Subject Area Program Approval application.

Appendix D.

Exhibits and Interviews for State Educator Preparation Provider or Subject Area Program Approval Reviews

Exhibits and Interviews for State Educator Preparation Provider (EPP) Standards

The Office of the State Superintendent of Education (OSSE) EPP Standards are adopted from the [Council for the Accreditation of Educator Preparation \(CAEP, 2022\)](#). Evidence sources for each standard and component are from the [CAEP Revised Standards Workbook \(2022\)](#). Please note the possible sources of evidence in the table below is not an exhaustive list. EPPs may include other sources of evidence that are not included below.

EPP Standard	Guiding Questions	Possible sources of evidence
<i>Standard 1 Content and Pedagogical Knowledge</i>		
1.1	<ul style="list-style-type: none"> • How does the EPP know candidates can apply the Interstate Teacher Assessment and Support Consortium (InTASC) standards relating to: <ul style="list-style-type: none"> ○ learner development? ○ learning differences? ○ the learning environment? • How does the EPP know candidates are prepared to teach diverse learners under the different situations they may encounter on the job? • How does the EPP assess candidate examination of their own personal biases? • How are EPP candidates able to engage families in the pre-K-12 learning process? • How does the EPP evidence demonstrate increasing complexity in candidate application of the learner and learning aligned with the InTASC Learning Progression for Teachers? • How does the EPP define equity, diversity and inclusion in relation to the learner and learning? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned 	<ul style="list-style-type: none"> • Differentiated planning for learners (unit plan, lesson plan) • EPP created measures • Performance-based assessments • Differentiated assessments (task, communication, response, materials) • Studies of student populations for purposes of planning and differentiation

EPP Standard	Guiding Questions	Possible sources of evidence
	<p>from the evidence and what conclusions and interpretations have been made.</p>	
1.2	<ul style="list-style-type: none"> • How does the EPP ensure candidates know central concepts of their content area and are able to apply the content in developing equitable and inclusive learning experiences for diverse pre-K-12 students? • How does the evidence demonstrate increasing complexity in candidate application of the content aligned with the InTASC Learning Progression for Teachers? • How does the EPP define equity, diversity, and inclusion in relation to content knowledge? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence, and what conclusions and interpretations have been made. 	<ul style="list-style-type: none"> • Outcome assessments submitted as part of the Specialized Professional Association (SPA) program recognition or state approval process or used for internal review of programs using specialty area standards • EPP created measures • Proprietary measures (e.g., edTPA[®] assessment rubrics related to content, PPAT[®] assessment rubrics related to content, Praxis Content Exams) • State-required licensure measures
1.3	<ul style="list-style-type: none"> • How does the EPP know candidates can apply the InTASC standards relating to measuring pre-K-12 students’ progress? • How does the EPP know candidates can apply the InTASC standards relating to planning for instruction? • How does the EPP know candidates understand and can apply the InTASC standards relating to using a variety of instructional strategies? • Describe the evidence that demonstrates effective integration of technology as supported by state or national technology standards. • How does the evidence demonstrate increasing complexity in candidate understanding and application of instructional practice 	<ul style="list-style-type: none"> • Assignments or tasks from courses • Assignments or tasks from clinical experiences • Proprietary assessments (e.g., edTPA[®] assessment rubrics related to instructional practice, PPAT[®] assessment rubrics related to instructional practice, Teacher Work Sample-TWS rubrics related to instructional practice) • Pedagogical knowledge tests • Observational measures • Digital portfolios demonstrating application of national or state technology standards

EPP Standard	Guiding Questions	Possible sources of evidence
	<p>aligned with the InTASC Learning Progression for Teachers?</p> <ul style="list-style-type: none"> • How does the EPP define equity, diversity and inclusion in relation to instructional practice? • How do the EPP’s candidates identify potential biases and adapt instructional resources and assessments to create culturally responsive, equitable learning opportunities? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence and what conclusions and interpretations have been made. 	
1.4	<ul style="list-style-type: none"> • How does the EPP know candidates can apply the InTASC standards relating to professional learning and ethical practice? • How does the EPP know candidates can apply the InTASC standards relating to collaboration and leadership? • How does the EPP ensure candidates have knowledge of professional standards of practice, relevant laws and policies and codes of ethics? • How does the evidence demonstrate increasing complexity in candidate understanding and application of professional responsibility aligned with the InTASC Learning Progression for Teachers? • How does the EPP define equity, diversity and inclusion in relation to professional responsibility? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence and what 	<ul style="list-style-type: none"> • Course assignments or tasks • EPP created measures • Dispositions assessments • Relevant sections of state licensure requirements • Required state/EPP ethics training

EPP Standard	Guiding Questions	Possible sources of evidence
	conclusions and interpretations have been made.	
<i>Standard 2 Clinical Partnerships and Practice</i>		
2.1	<ul style="list-style-type: none"> • How does the EPP document partnerships? • How are the partnerships mutually beneficial? • How does the EPP ensure all partners are involved - or have the opportunity to be involved - in the development, maintenance and modification of the partnership? In other words, how does the EPP ensure that partnerships are co-constructed? • How does the EPP engage pre-K-12 partners in an on-going collaborative process? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence and what conclusions and interpretations have been made. 	<ul style="list-style-type: none"> • Documentation of collaboration (meeting decisions, agenda topics) • Memoranda of Agreement (MOUs) • Advisory board meeting agendas and notes
2.2	<ul style="list-style-type: none"> • What features of partnerships including clinical educator participation, selection, or training have had positive effects on candidate development? • How does the EPP work with partners to select clinical educators? • How does the EPP prepare clinical educators for the role and responsibilities in working with candidates? • How does the EPP evaluate clinical educators and their impact on candidate success? • How does the EPP engage partners in the data informed decision-making for clinical educators? • How does the EPP support clinical educators as they engage in the role of working with candidates? 	<ul style="list-style-type: none"> • MOUs • Process documents and training materials for clinical educators • Feedback tools for clinical educators • Criteria for serving as a clinical educator • Job descriptions and expectations for clinical educators • Meeting decisions/active discussions for partnership

EPP Standard	Guiding Questions	Possible sources of evidence
	<ul style="list-style-type: none"> • How does the EPP define equity, diversity and inclusion in relation to professional responsibility? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence and what conclusions and interpretations have been made. 	
2.3	<ul style="list-style-type: none"> • What opportunities have candidates had to prepare in diverse settings and to work with students having different needs? • What features of clinical experiences (e.g., depth, breadth, coherence and duration) has the EPP studied—through comparisons across preparation programs, or more formal investigations—to improve candidate outcomes? • What clinical experiences have enhanced completer’s knowledge of diversity, equity and inclusion issues and their readiness to use that knowledge in teaching situations? • What applications of technology have prepared completers for their responsibilities on the job? • How are clinical experiences effective in preparing candidates for initial employment in education in their field of specialization? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence and what conclusions and interpretations have been made. 	<ul style="list-style-type: none"> • Scope and sequence chart/graphic of clinical experiences • Performance-based assessment data • Tracking system of placements/experiences • Portfolio of clinical experiences • Proprietary Assessments to demonstrate a positive impact on student learning in clinical experiences (e.g., edTPA[®] assessment rubrics, PPAT[®] assessment rubrics)
<i>Standard 3 Candidate Recruitment, Progression, and Support</i>		
3.1	<ul style="list-style-type: none"> • How does the EPP recruit an increasingly diverse and strong pool of candidates? 	<ul style="list-style-type: none"> • Basic descriptive information such as baseline points and numerical goals. • Results from annual monitoring of academic achievement, diversity and

EPP Standard	Guiding Questions	Possible sources of evidence
	<ul style="list-style-type: none"> • How does the EPP’s recruitment strategies respond to and serve employer needs? • How does the EPP determine the success of recruitment efforts? • How are recruitment efforts supported as evidence-informed, meaningful, and feasible given the context of the EPP? • How do the recruitment strategies and actions meet the needs of employers for which the EPP prepares candidates? • How do the recruitment strategies and actions align with the mission of the EPP? • How have the recruitment strategies and actions and their implementation moved the EPP toward the goal of greater candidate diversity? • In what ways does disaggregated data on candidates (admitted and enrolled candidates by a broad range of backgrounds and diverse populations) inform decisions that align with the EPP mission and the goals of achieving a diverse, highly qualified candidate pool? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence, and what conclusions and interpretations have been made. 	<p>employment needs aligned with recruitment goals</p> <ul style="list-style-type: none"> • Results of EPPs monitoring of progress towards recruitment goals • Statewide shortage reports • EPP’s interpretation of its progress and revising goals, as needed
3.2	<ul style="list-style-type: none"> • How does the EPP monitor candidate progress, including performance on non-academic factors like critical dispositions and professional responsibilities? • How does the EPP communicate with candidates the progress monitoring points and requirements for each point? 	<ul style="list-style-type: none"> • Crosswalk/curriculum of key evidences from Standard 1 aligned with transition points • Assessments used at key points during the program including data and analyses • Documentation of complaints/appeals (no identifying names) and demographics of those submitting complaints/appeals. • Description of support services available, frequency of use, and results in terms of

EPP Standard	Guiding Questions	Possible sources of evidence
	<ul style="list-style-type: none"> • How does the EPP collect and respond to complaints/appeals? • How is the evidence for monitoring progression from admission through completion identified in Standard R1 connected to identified transition points? • How does the EPP demonstrate the transition point process is followed with fidelity within the EPP (e.g., how does the EPP ensure there are no loopholes to work around the system)? • Identify and describe the support mechanisms for candidates not meeting program expectations (e.g., advising, remediation, or mentoring) that are available and how recommendations occur. • How are support mechanisms (e.g., remediation and mentoring) culturally responsive for candidates? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence, and what conclusions and interpretations have been made. 	<p>keeping candidates on the path to completion or counseling out of program</p>
3.3	<ul style="list-style-type: none"> • What evidence does the EPP use to ensure by the end of the program a candidate is ready to move into the profession? • How does the EPP use multiple sources of evidence to triangulate that candidates are prepared for certification at completion? • How does the EPP ensure candidates are proficient in effective teaching and have a positive impact on diverse pre-K-12 student learning and development? • How does the EPP ensure candidates’ critical dispositions 	<ul style="list-style-type: none"> • Progression level threshold/criteria for success at completion • EPP-created measures • Proprietary measures (e.g., edTPA[®] assessment rubrics, PPAT[®] assessment rubrics, Praxis Content Exams) • State-required licensure measures • Student-teaching evaluation instruments • Dispositions/Non-Academic Factor Instruments

EPP Standard	Guiding Questions	Possible sources of evidence
	<p>reflect positive beliefs about the learning potentials of all students and a commitment to continued growth in cultural awareness and reflection on bias and equitable practices?</p> <ul style="list-style-type: none"> • How does the EPP disaggregate the completion data and what has been learned from the analysis across demographic groups? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence and what conclusions and interpretations have been made. 	
<i>Standard 4 Program Impact</i>		
4.1	<ul style="list-style-type: none"> • How does the EPP demonstrate completer impact on pre-K-12 student learning and development? • How is the EPP’s sample representative of completers and measures used to show the EPP completers have a positive impact on pre-K-12 student learning and development? • How does the EPP measure completer teaching effectiveness in the classroom? • What is the rationale for the measures chosen to measure impact? • How does the EPP ensure a representative sample inclusive of licensure areas or a purposive sample to be enlarged over time? • How does the EPP ensure completers are effective in contributing to diverse pre-K-12 student learning growth? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence and what 	<ul style="list-style-type: none"> • Contribute to pre-K-12 student-learning growth <ul style="list-style-type: none"> ○ State-level data of student performance (e.g., student growth measures, value-add measures) ○ Performance portfolios ○ Case study • Apply professional knowledge, skills and dispositions in the pre-K-12 classroom <ul style="list-style-type: none"> ○ State-level data of teacher performance (e.g., teacher evaluations) ○ Focus groups/interviews <ul style="list-style-type: none"> ▪ Completers ▪ Pre-K-12 students ▪ Observers ○ Observations of completers ○ Surveys

EPP Standard	Guiding Questions	Possible sources of evidence
	conclusions and interpretations have been made.	
4.2	<ul style="list-style-type: none"> • How does the EPP measure satisfaction with preparation as viewed by employers? • How does the EPP ensure a representative sample inclusive of most licensure areas or a purposive sample to be enlarged over time? • How does the EPP ensure instruments/methods elicit responses specific to the criteria in Standard 1 (e.g., the learner and learning, content, instructional practice, professional responsibilities, technology)? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence and what conclusions and interpretations have been made. 	<ul style="list-style-type: none"> • Employer satisfaction surveys • Focus groups or interviews with detailed methodology • Employer satisfaction case study
4.3	<ul style="list-style-type: none"> • How does the EPP measure satisfaction with preparation as viewed by completers? • How does the EPP ensure instruments/methods elicit responses specific to the criteria in R1 (e.g., the learner and learning, content, instructional practice, professional responsibilities, technology)? • How does the EPP ensure all of the programs are included within the data cycles? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence and what conclusions and interpretations have been made. 	<ul style="list-style-type: none"> • Completer/alumni satisfaction surveys • Focus groups or interviews with detailed methodology • Employer satisfaction case study • State proprietary measure (administered by state entities)
<i>Standard 5 Quality Assurance System and Continuous Improvement</i>		
5.1	<ul style="list-style-type: none"> • How does the EPP maintain a functioning Quality Assurance System capable of providing data 	<ul style="list-style-type: none"> • Graphic representation of the Quality Assurance System

EPP Standard	Guiding Questions	Possible sources of evidence
	<p>output that enables quality control and continuous improvement?</p> <ul style="list-style-type: none"> • How are data describing the EPP’s effectiveness (as provided for standards 1-4) collected, analyzed, monitored and reported? • What are examples of questions the system is called on to answer that make use of the system capabilities to combine data from various sources and/or disaggregate data by different categories? • How is the system used by the EPP to provide information for review and decision making? • Can the faculty, staff, candidates and stakeholders articulate their role and engagement in the Quality Assurance System? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence and what conclusions and interpretations have been made. 	<ul style="list-style-type: none"> • Crosswalk of all measures included in the Quality Assurance System • Verification of the Quality Assurance System through demonstration
5.2	<ul style="list-style-type: none"> • What strengths and weaknesses in the Quality Assurance System do faculty find when they use data and analyses from the system? • How are the data relevant, verifiable, representative, cumulative and actionable? • How are the scoring procedures aligned with the CAEP Criteria for Evaluation of Assessments? • What procedures does the EPP take in design, collection, analysis and interpretation of data to ensure its validity? • What procedures does the EPP take in design, collection, analysis and interpretation of data to ensure its reliability? 	<ul style="list-style-type: none"> • Reliability and validity process documentation and data • Sampling procedures • At least three cycles of data for Standards 1-4 • Documentation of instrument revision with timeline

EPP Standard	Guiding Questions	Possible sources of evidence
	<ul style="list-style-type: none"> • Can findings be triangulated with multiple data points so they can be confirmed or found conflicting? • How do the EPP-created assessments meet the CAEP Criteria for EPP Created Assessments? • How do the EPP-created surveys meet the CAEP Criteria for EPP Created Surveys? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence and what conclusions and interpretations have been made. 	
5.3	<ul style="list-style-type: none"> • What EPP process is used to involve stakeholders in data driven decision-making? • How and when do external partners participate in the EPP’s continuous improvement process? • How are clinical partners (external stakeholders) included in the continuous improvement process? • In what ways are stakeholders involved in program design? • In what ways are stakeholders involved in evaluation? • In what ways are stakeholders involved in continuous improvement? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence and what conclusions and interpretations have been made. 	<ul style="list-style-type: none"> • MOUs/partnerships • Advisory board feedback/input • Co-construction or assessments/surveys • Documentation of meetings and decisions
5.4	<ul style="list-style-type: none"> • How does the EPP support continuous improvement through procedures that gather, input, analyze, interpret and use information from the Quality Assurance System (QAS) effectively? 	<ul style="list-style-type: none"> • Decision grid (Question, Data, Stakeholder group, Decision) • Condensed meeting minutes that highlight data review and decisions • Outcomes of changes/modifications (what happened after changes were made)

EPP Standard	Guiding Questions	Possible sources of evidence
	<ul style="list-style-type: none"> • What actions has the EPP taken to pilot specific program improvements and study their effectiveness? • What examples of changes in courses, clinical experiences, or other candidate experiences represent the effectiveness of continuous improvement efforts? • Describe the evidence that most compellingly demonstrates the EPP’s case, what they have learned from the evidence and what conclusions and interpretations have been made. 	<ul style="list-style-type: none"> • Goals crosswalk table (goals and where in the process)
<i>Standard 6 Fiscal and Administrative Capacity</i>		
6.1	<ul style="list-style-type: none"> • Describe the EPP’s fiscal capacity as appropriate to the scale of its operations. • Describe the budget for curriculum, instruction, faculty, clinical work, scholarship, etc., and how it supports high-quality work within the EPP and its school partners for the preparation of professional educators. 	<ul style="list-style-type: none"> • Narrative addressing each component • Organizational budget • Program Characteristics Table • EPP Characteristics Table • Capacity Table
6.2	<ul style="list-style-type: none"> • Does the EPP have administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver and operate coherent programs of study so that its candidates are prepared to meet all standards? • Are academic calendars, catalogs, publications, grading policies and advertising current, accurate and transparent? 	<ul style="list-style-type: none"> • Narrative addressing each component • Academic calendars • Catalogs, publications • Grading policies • Advertising materials
6.3	<ul style="list-style-type: none"> • Describe the EPP’s professional education faculty, faculty academic qualifications and pre-K-12 teaching experience that qualifies them for their assignments. • Does the EPP provide adequate resources and opportunities for 	<ul style="list-style-type: none"> • Narrative addressing each component • Qualification Table for EPP-Based Clinical Educators

EPP Standard	Guiding Questions	Possible sources of evidence
	professional development of faculty, including training in the use of technology?	
6.4	<ul style="list-style-type: none"> • Describe how the EPP’s campus and school facilities, equipment and supplies support candidates in meeting standards. • How does the EPP infrastructure support faculty and candidate use of information technology in instruction? 	<ul style="list-style-type: none"> • Narrative addressing each component • Off Campus, Satellite, Branch Table

Exhibits and Interviews for State Subject Area Program Standards

[OSSE’s Subject Area Program Standards](#) are adopted from the relevant specialized professional association for each subject area program. In cases where there is no specialized professional association for a subject area program, OSSE has developed subject area program standards.

For a state subject area program review, an EPP must provide supporting evidence of its capacity to meet the subject area program standards. Possible sources of evidence that an EPP may use to demonstrate that a particular standard or component has been met include (but is not limited to) the following:

- Course syllabi;
- Assignment sheets;
- Evaluation forms (e.g., field or clinical experience);
- Course handouts;
- Assessments: Exams, tests and quizzes;
- Educator Preparation Provider or Program handbook;
- Advising forms;
- Field Experience handbook(s); and
- Other Materials.

Appendix E.

Example timelines for EPPs

For an Educator Preparation Provider (EPP) with external EPP accreditation and Specialized Professional Association (SPA) recognition:

Approval Event	Date
EPP submits Needs Assessment	March 16
EPP submits application (Intent to Seek State EPP or Subject Area Program form and State Review Eligibility form) and evidence of external EPP accreditation and/or applicable SPA recognition.	April 15
OSSE renders state EPP and/or subject area program approval determination.	June 14

For an EPP with external EPP accreditation and a subject area program without a SPA:

Approval Event	Date
EPP submits Needs Assessment	March 16
EPP submits application (Intent to Seek State EPP or Subject Area Program form and State Review Eligibility form) and evidence of external EPP accreditation.	April 15
EPP prepares for subject area program state review.	April 15-June 13
Subject area program state review visit.	June 14
OSSE renders state EPP and subject area program approval determination.	Aug. 13

For an EPP eligible to seek state review:

Approval Event	Date
EPP submits Needs Assessment	March 16
EPP submits application (Intent to Seek State EPP or Subject Area Program form and State Review Eligibility form).	April 15
EPP prepares for state EPP and subject area program state review.	April 15-June 13
State EPP and subject area program state review visit.	June 14
OSSE renders state EPP and subject area program approval determination.	Aug. 13

Appendix F.

List of subject area programs with and without SPAs

Subject Area Programs offered by DC EPPs	
Subject area programs with Specialized Professional Association (SPA)	Subject area programs without Specialized Professional Association
Art	Adult Education
Bilingual Special Education	Elementary Education
Drama/Theater	Reading
Early Childhood Education	Secondary Computer Science
Early Childhood Special Education	Science: Biology, Chemistry, General Science, Physics
Educational Leadership and Administration	
Elementary Math Resource	
English Language Arts	
English to Speakers of Other Languages	
Health	
Mathematics	
Modern Foreign Language	
Music (Instrumental and Vocal)	
Physical Education	
School Counseling	
School Library/Media Specialist	
School Psychology	
School Social Worker	
Social Studies	
Special Education <ul style="list-style-type: none"> • Deaf and Hard-of-Hearing • Learning Disability • Non-Categorical • Severe Emotionally Disturbed 	

Appendix G.

Educator Preparation Provider (EPP) or Subject Area Program Closure Plan

EPP or Subject Area Program Close-out Form: {Insert EPP Name}

Within **30 calendar days of receipt** of this document, please provide the following information regarding the closure of the [insert EPP] educator preparation provider and its programs below:

- {Insert subject area program 1}
- {Insert subject area program 2}
- {Insert subject area program 3}
- {Insert subject area program 4}

The Office of the State Superintendent of Education (OSSE) will follow-up with any questions or requests for additional information within **15 calendar days of receipt** of this information.

By signing this document (on page 2), representatives of {Insert EPP} and OSSE indicate that they agree to the action items and dates above.

Date of Closure	
Reason for Closure	
Contact person for EPP closure information, including email and phone number.	
Student information	
<ul style="list-style-type: none"> a. Date last cohort admitted b. Total number of students currently enrolled c. List of students currently enrolled and information (name, email address, phone number, current program status, and anticipated completion date). 	
Provide the EPP’s plan and timeline of notifying students of closure.	
Provide the EPP’s plan and timeline of notifying local education agency (LEA) and other partners (e.g., Institutions of Higher Education [IHEs]). If students will be transferred to a partner institution for program completion, provide transfer plan and contact person (including email and phone number) at transfer institution.	

Provide the EPP's plan for storage and maintenance of student records, including student records contact person (and email and phone number).	
Any other relevant information that would be helpful to OSSE.	

Signature
{Insert EPP}

Signature
OSSE

Position at {Insert EPP}

Position at OSSE

Date

Date

Appendix H.

EPP Modification Form

Education Preparation Provider (EPP) Modification Form

This form is to be used for a currently accredited/state-approved EPP to request review of a proposed modification of its organization and/or program(s).

The following list, in part, describes some of the changes that could occur that would substantively modify an EPP program:

- Change in EPP name
- Change in EPP organization/structure
- Change in ownership
- Changes in EPP curriculum/courses
- Changes in EPP grade structure
- Other

The review and approval process may take up to 60 calendar days, depending on the proposed modification, the modification timeline, and the completeness of the modification submission. An EPP cannot begin advertising the modification until approved by OSSE.

Please provide the following information in the chart below:

Date submitted to OSSE	
Education Preparation Provider (EPP)	
EPP Leader	
EPP Leader contact information	Email:
	Phone:
Name of individual submitting EPP modification	
Contact information for individual submitting EPP modification (if distinct from EPP leader contact information)	Email:
	Phone:
Most recent approval date for EPP accreditation/state approval	
Description of the EPP modification proposed above:	

Timeline
Please submit, as one or more attachments to this form, supporting documentation (on EPP letterhead) below:
<ul style="list-style-type: none"> • Reason/rationale for proposed modification
<ul style="list-style-type: none"> • Relevant context/background for proposed modification (<i>i.e.</i>, new organization), if different than reason/rationale above.
<ul style="list-style-type: none"> • Impact on current applicants and/or candidates, including plans to assure the program completion of current candidates.
<ul style="list-style-type: none"> • Impact on future applicants and/or candidates, including plans to assure the program completion of future candidates.
<ul style="list-style-type: none"> • Impact on current EPP staff and/or faculty.
<ul style="list-style-type: none"> • Impact on future EPP staff and/or faculty.
<ul style="list-style-type: none"> • Impact on current budget.
<ul style="list-style-type: none"> • Impact on future budget.
<ul style="list-style-type: none"> • Description of how students, faculty and staff will be notified of the proposed modification.
<ul style="list-style-type: none"> • Other supporting documentation.

Please submit the completed form to Joelle Lastica Hlava, State Approval Administrator, at Joelle.LasticaHlava@dc.gov. If you have any questions, please email Dr. Lastica Hlava or call (202) 741-1888.

EPP Leader or Authorized Representative Name Title
(printed)

EPP Leader or Authorized Representative Signature Date

Appendix I.

State Approval Extension Request

Background: On June 24, 2022, the Office of the State Superintendent of Education (OSSE) released a [Notice of Final Rulemaking](#) (NFR) regarding state educator preparation provider (EPP) and subject area program (SAP) approval. Consistent with the NFR, OSSE has published an [EPP Approval Schedule](#) for the first cycle of state EPP and SAP approvals. In order to remain in compliance with the approval requirements of the newly promulgated regulations, an EPP, or in the case of a subject area program operating outside of an EPP, an institution of higher education (IHE), may be interested in seeking an extension of the time indicated on OSSE's approval schedule.

Policy: OSSE will consider an approval extension request from a currently approved EPP or IHE if it submits a state approval extension request no fewer than 60 calendar days before the first day of the month in which its approval application submission is due.¹² For example, if an EPP or SAP approval application is due to OSSE in January 2023, its state approval extension request is due to OSSE on Nov. 1, 2022.

The EPP's or IHE's approval extension request must include a justification. The justification must include the following:

- documentation of an extension or approval timeline from an external EPP accreditor or specialized professional association (SPA); or
- a letter to OSSE from the EPP leader or authorized representative that describes the reason for the extension request; **AND**
- what steps the EPP or IHE will take to ensure adherence to its upcoming state approval timeline, if OSSE grants the requested extension.

For EPPs or SAPs that are currently externally accredited or recognized, or actively seeking external accreditation or recognition, OSSE will consider an extension period aligned with the extension granted, or accreditation or recognition approval timeline provided, by the external accreditor or SPA. For EPPs or IHEs with state EPP or SAP approval, OSSE will consider an extension period of 180 calendar days.

¹² The [EPP Approval Schedule](#) is posted on the OSSE website.

EPP Information and State Approval Extension Request

EPP name	
Most recent EPP accrediting or approval entity	<input type="checkbox"/> Council for the Accreditation of Educator Preparation (CAEP) <input type="checkbox"/> OSSE
EPP accreditation expiration or state approval determination date	
Requesting State EPP Approval Extension	<input type="checkbox"/> Yes
Justification	<input type="checkbox"/> CAEP extension documentation attached (for EPPs with external CAEP accreditation), as well as the steps the requesting entity, will take to ensure adherence to the new approval timeline, should OSSE grant the extension request <input type="checkbox"/> Letter to OSSE from EPP leader or authorized representative attached (for EPPs with state EPP and/or SAP approval) describing need for request and steps the requesting entity will take to ensure adherence to the new approval timeline, should OSSE grant the extension request
EPP leader or authorized representative name, title and contact information (email and phone number)	
EPP leader or authorized representative signature	
Date	

Subject Area Program Information and State Approval Extension Request

Approved subject area programs (add more rows, if necessary)	Most recent SAP recognition or approval entity (please check either SPA or OSSE)		SAP recognition expiration or state approval determination date	Requesting SAP approval extension (please check yes or no)		Justification (Please check SPA documentation or description attached)	
	SPA	OSSE		Yes	No	SPA documentation attached	Description of need* attached
EPP leader or authorized representative name, title and contact information (email and phone number)							
EPP leader or authorized representative signature							
Date							

***Note:** The EPP must also include the steps it will take to ensure adherence to the new approval timeline, should OSSE grant the extension request.