

# Fall 2014 OSSE Educator Preparation Program (EPP) Profiles User Guide

This document is divided into two sections. The first section provides the data source and data notes for each of the elements included in the profiles, highlighting any differences between the traditional and alternate route profiles. The second section is a glossary that provides additional definitional information.

Profile element	Data source(s)	Notes
<b>Section 1: Program Summary</b>		
Location	EPPs	The physical location and contact information for the program. For traditional programs, this field includes an indication of whether the program is hosted at an institution that is public or private.
Mission	EPPs	The stated mission of the EPP. For EPPs with separate traditional and alternate route programs, the text may differ to reflect differences between the two programs.  Text provided by EPPs and limited to 800 characters. EPPs were encouraged to provide a link to their website for readers interested in additional information in this area.
Program approval by subject area	OSSE	For traditional programs, the table shows the programs approved by OSSE and National Council for Accreditation of Teacher Education (NCATE) for undergraduate and graduate degrees.  For alternate route programs, the table shows the programs approved by OSSE for licensure/non-degree.  The data shown were reviewed and updated by the EPPs in August 2014 and will be included in the revised OSSE Directory of State-Approved Educator Preparation Programs which is forthcoming.
Anticipated length of program	EPPs	The anticipated length of the program (in months), as defined by the EPP. For traditional route programs this figure is for full-time students.  Data on anticipated length of program provided by EPPs and is for the 2014-15 school year.

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Profile element	Data source(s)	Notes
Program enrollment	Title II and EPPs	<p>The total number of students enrolled in the program as well as the percentage of students enrolled by full-time/part-time, gender, and race/ethnicity.</p> <p>For Title II reporting purposes, an enrolled participant is a person who has been admitted to a teacher preparation program, but who has not yet completed the program. Title II reporting instructions direct EPPs to exclude currently licensed teachers who are earning additional licenses or endorsements as well as individuals preparing for school-based careers other than classroom teachers.</p> <p>The data on total enrollment as well as percentage of program enrollment by gender and race/ethnicity are for the 2011-12 school year from the 2013 Title II State Report. The percentage of program enrollment by full-time/part-time, provided by the EPPs, is for the 2013-14 school year.</p>
Definition of full-time and part-time students	EPPs	<p>The EPP-specific definition of full- and part-time students to provide context for the enrollment figures.</p> <p>Text provided by EPPs and limited to 250 characters. EPPs were encouraged to provide a link to their website for readers interested in additional information in this area.</p>
<b>Section 2: Admissions</b>		
Program admission requirements	EPPs	<p>This table shows 14 possible admission requirements EPPs might use to screen applicants. In this table, a blank field indicates the EPP does not include that criterion as a requirement for admission. "Yes" indicates that criterion is required for admission and any value shown indicates the minimum value for that criterion. There is one criterion (MAT scaled scores) with NA in the undergraduate column for all EPPs, as this is not appropriate admission criteria for undergraduate degrees.</p> <p>For both traditional and alternate route programs, the data shown were provided by the EPPs and are the admission requirements that were in place for the 2013-14 school year.</p>
Percent of applicants accepted	EPPs	<p>The percent of candidates who completed the application process who are then accepted into the program.</p> <p>Candidates are excluded from this calculation if they did not complete the application process or failed to meet a minimum application standard set by the program.</p> <p>Data and additional contextual information on the percent of applicants accepted provided by the EPPs for the 2013-14 school year.</p>

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<b>Section 3: Graduation/Completion</b>		
Program graduation/ completion requirements	EPPs	<p>This table shows 9 possible graduation/completion requirements EPPs might consider before a student graduates or otherwise completes the program. As with the admission requirements, a blank field indicates the EPP does not include that criterion as a requirement to complete the program. "Yes" indicates that criterion is required for completion and when available a specific value indicates the minimum value for that criterion.</p> <p>For both traditional and alternate route programs, the data shown were provided by the EPPs and are the completion requirements that were in place for the 2013-14 school year.</p>
Teachers prepared by area of credential	Title II	<p>The number of teachers prepared, by area of credential.</p> <p>The data shown are for the 2011-12 school year, from the October 2013 Title II State Report.</p>
Praxis II pass rates	OSSE	<p>For the 2011-12, 2010-11, and 2009-10, the number of completers taking and percent passing a Praxis II test.</p> <p>Praxis II assessments, developed by the Educational Testing Service, measure knowledge of pedagogy and specific subjects that K-12 educators will teach.</p> <p>The data shown are for the 2011-12 school year, from the October 2013 Title II State Report.</p>
Supervised clinical experience	Title II	<p>For Title II reporting, supervised clinical experience is defined as a series of supervised field experiences (including student teaching) with PreK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record.</p> <p>Consult the Title II website for detailed definitions of the individual components of this element (<a href="https://title2.ed.gov/Public/TA/SupervisedClinicalExperience.pdf">https://title2.ed.gov/Public/TA/SupervisedClinicalExperience.pdf</a>)</p> <p>The data shown are for the 2011-12 school year, from the October 2013 Title II State Report.</p>
Supervised clinical experience/support while enrolled in the program	EPPs	<p>Text provided by EPPs and limited to 800 characters across the two elements. For EPPs with separate traditional and alternate route programs the EPP the text may differ to reflect differences between the two programs.</p>
Support following program completion	EPPs	<p>EPPs were encouraged to provide a link to their website for readers interested in additional information in this area.</p>

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<b>Teacher Effectiveness</b>		
Teacher performance ratings for general education teachers	OSSE	<p>Information for Group 1 teachers and Group 2 teachers shown together. Group 1 teachers teach in tested grades/subjects. For teachers in this group, the overall ratings are derived from ratings in: individual value-added DC CAS data, teaching and learning framework, commitment to the school community, and school value-added DC CAS data. For teachers in Group 2 that do not teach in tested grades/subjects, the overall ratings are derived from ratings in: teaching and learning framework, teacher-assessed student achievement data, commitment to the school community, and school value-added DC CAS data.</p> <p>Cells in this table may be blank for one or more of the following reasons:</p> <ul style="list-style-type: none"> <li>• The teacher ratings for this EPP were suppressed because there were fewer than five teachers in one or more of the cells.</li> <li>• The EPP did not provide DC OSSE with completer information.</li> <li>• 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.</li> </ul> <p>The data shown are for the 2012-13 school year.</p>

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## Glossary

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**Academic year:** A period of 12 consecutive months, starting September 1 and ending August 31.

**Adjunct faculty and Pre-K–12 staff.** IHE and preK-12 staff (whether teachers or other educational leaders) who are engaged significantly with the teacher-candidates during their supervised clinical experience – in terms of spending significant amounts of time working with them – should be counted in the adjunct faculty count. When calculating the number of adjunct faculty, please count the actual number of individuals, rather than an FTE calculation. In other words, please count each individual as 1, regardless of the full-time or part-time status, or the amount of time supervising teacher-candidates.

**DC Public Schools:** The term DC public schools includes the District of Columbia Public School district (DCPS) as well as the public charter schools in DC.

**EPP:** DC OSSE-approved Educator Preparation Program.

**Mentoring/induction support:** Mentoring/induction support is not formally defined in Title II, but it is essentially the coaching and instruction that a candidate receives while serving as the teacher of record in a classroom. For traditional programs, there likely will not be any required mentoring/induction support, since the candidates in traditional programs are typically NOT considered the teacher of record in a classroom and traditional programs tend to instead require student teaching and other forms of clinical experience. However, for alternative programs which offer pedagogy instruction and courses while the candidate is actually the teacher of record in a classroom, there might be a significant amount of mentoring/induction support as part of their preparation program.

**Miller Analogies Test (MAT):** A standardized test used primarily for graduate school admissions. The MAT consists of 120 questions in 60 minutes. The test aims to measure the individual's logical and analytical reasoning through the use of partial analogies.

**NCATE:** National Council for Accreditation of Teacher Education.

**OSSE:** The District of Columbia Office of the State Superintendent of Education.

**Praxis:** *The Praxis Series*™ tests are developed by the Educational Testing Service (ETS) to measure teacher candidates' knowledge and skills. The tests are used for licensing and certification processes and include:

- **Praxis® Academic Skills for Educators Tests (CORE®)**  
These tests measure academic skills in reading, writing and mathematics. These tests were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs. [See \*Praxis Core information\*](#).
- **Praxis® II Subject Assessments**  
These tests measure subject-specific content knowledge, as well as general and subject-specific teaching skills, that you need for beginning teaching. [See \*Praxis II information\*](#).

**Program Completers:** A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of

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having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

**Student:** For purposes of Title II reporting, the definition of an enrolled student is a student who has been admitted to a teacher preparation program, but who has not yet completed the program. If an individual completes the program during the academic year being reported, that individual is counted as a program completer and not an enrolled student.

**Supervising faculty:** All persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program.

**Teacher:** For the purpose of reporting, a teacher is a classroom teacher, including special education and early childhood education teachers. A teacher is not a principal, vice principal, school administrator, guidance counselor, school social worker, speech/language pathologist or other school support personnel.

**Title II:** Reporting required under Section 205 in Title II of the Higher Education Act that requires each state receiving funding under the Act to report annually on teacher preparation in the state.