

Fall 2014 OSSE Educator Preparation Program Profiles Gallaudet University (Traditional)

Section 1: Program Summary

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Mission: *Gallaudet University, federally chartered in 1864, is a bilingual, diverse, multicultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard of hearing individuals through American Sign Language and English. Gallaudet maintains a proud tradition of research and scholarly activity and prepares its graduates for career opportunities in a highly competitive, technological, and rapidly changing world.*

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

Program	Undergraduate degree	Graduate degree
Early Childhood Education	Y	Y
Early Childhood Special Education	N	Y
Elementary Education	Y	Y
School Counselor	N	Y
School Psychology	N	Y
School Social Worker	N	Y
Secondary Biology	Y	Y
Secondary Chemistry	Y	Y
Secondary English	Y	Y
Secondary General Science	Y	Y
Secondary Mathematics	Y	Y
Secondary Social Studies	Y	Y
Special Education (Deaf and Hard of Hearing)	N	Y

	Undergraduate degree	Graduate degree
Anticipated length of program for full-time students (2014-15, EPPs)	16-20 months	14-22 months

Undergraduate: Undergraduate students usually take 4-5 semesters to complete the core program coursework. A semester is four months for a total of 16-20 months.

Graduate: Graduate programs range in length from 14 months (three semesters and a summer) to 22 months (5 semester and a summer).

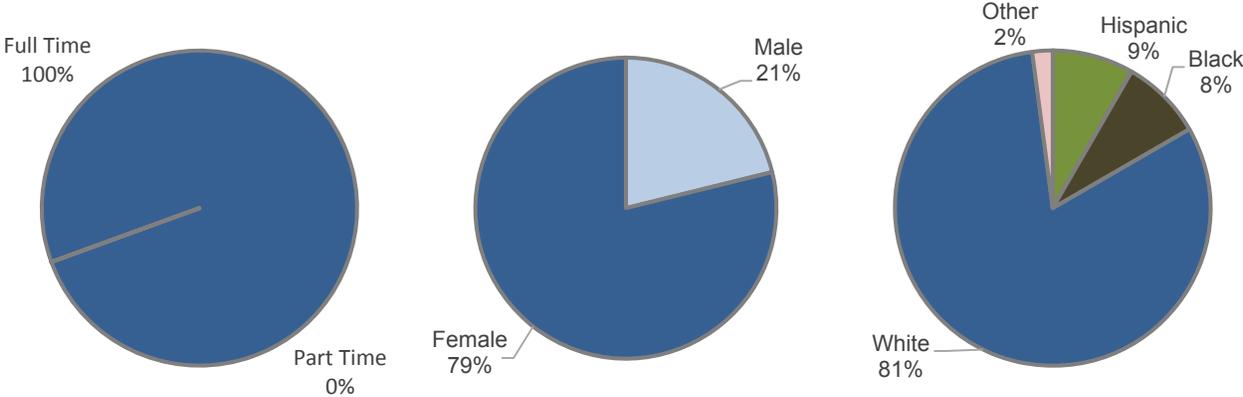
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Total program enrollment: 52 (2011-12, Title II)

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

Gender:
(2011-12, Title II)

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



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

Definition of full-time and part-time students: *Full-time status requires a minimum of 12 hours for undergraduate and 9 hours for graduate students. Part-time enrollment status is defined by the University as less than 12 credit hours per semester for undergraduate students and less than 9 hours for graduate students.*

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Section 2: Admissions

Program admission requirements (2013-14, EPPs)		
Criteria	Undergraduate degree	Graduate degree
High school GPA		
Undergraduate GPA	Yes (2.75)	Yes (3.0)
Minimum credit hours completed as undergraduate		
Praxis Core	Yes (Passing Praxis I)	Yes (Passing Praxis I)
MAT scaled score	N/A	
Praxis II		Yes
Previous education-related courses	Yes	Yes
Education-related bachelor's degree		Yes
Any bachelor's degree		Yes
Previous teaching experience/experience working		
Goals statement	Yes	Yes
Statement/assessment of professional dispositions	Yes	
Letters of recommendation		Yes
Background checks		Yes

Notes: Praxis Core, Undergraduate and Graduate: Gallaudet does not yet require Praxis Core. Gallaudet accepts passing scores on the Praxis I Reading, Writing and Math exams in lieu of the Praxis Core.

The Praxis Core replaced the Praxis I starting in October 2013. DC OSSE will continue to accept Praxis I through August 2016. Additionally, until August 2016, in lieu of completing the full Praxis I, individuals may submit scores from the SAT, ACT, and/or GRE in combination with Praxis Writing scores. Applicants may not be required to meet all of the listed criteria. See the EPP website for more information on specific admission requirements.

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

	Undergraduate degree	Graduate degree
Percent of applicants accepted (2013-14, EPPs)	85%	60%

Additional notes on percent of applicants accepted: *No additional information provided by the EPP.*

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Section 3: Graduation/Completion

Program graduation/completion requirements		(2013-14, EPPs)	
Criteria	Undergraduate degree	Graduate degree	
Program GPA	Yes (2.75)	Yes (3.0)	
Minimum credit hours completed	Yes (120)	Yes (38)	
A minimum number of clock hours spent on early field experiences for:			
Program with lowest number of required hours	Yes (80)	Yes (140)	
Program with highest number of required hours	Yes (90)	Yes (260)	
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for:			
Program with lowest number of required hours	Yes (350)	Yes (350)	
Program with highest number of required hours	Yes (350)	Yes (350)	
Praxis Core	Yes (Passing Praxis I)	Yes (Passing Praxis I)	
Praxis II	Yes	Yes	
Paper-based portfolio			
Electronic portfolio			
Performance assessment (TPA or non-TPA)	Yes		

Note: Praxis Core, Undergraduate and Graduate: Gallaudet does not yet require Praxis Core for completion. Gallaudet requires passing scores on the Praxis I Reading, Writing and Math exams, but will accept passing scores on Praxis Core in lieu of Praxis I. The Praxis Core replaced the Praxis I starting in October 2013. DC OSSE will continue to accept Praxis I through August 2016. Additionally, until August 2016, in lieu of completing the full Praxis I, individuals may submit scores from the SAT, ACT, and/or GRE in combination with Praxis Writing scores. Refer to the [OSSE website](#) for more information.

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

Praxis II pass rates			(2011-12, Title II)
Year	Number taking tests	Pass rate	
2011-12	23	70%	
2010-11	10	100%	
2009-10	8	-	

Teachers prepared by area of credential		(2011-12, Title II)
Area		Number
Elementary Education		5
Secondary English		1
Secondary Mathematics		1
Special Education (Categorical)		3

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Supervised clinical experience	
(2011-12, Title II)	
Average number of clock hours required prior to student teaching	87
Average number of clock hours required for student teaching	350
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty in supervised clinical experience during this academic year	11
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year	0
Number of students in supervised clinical experience during this academic year	69

Supervised clinical experience/support while enrolled in the program:

Teacher Candidates are placed in field experiences with increasing responsibilities and requirements as they progress through the program. During student teaching, the candidate will take responsibility for planning, teaching, and evaluating all aspects of the classroom instruction. Successful candidates support student learning by delivering an effective instructional sequence, employing meaningful learner assessments, recording and analyzing data, and reflecting on the teaching-learning experience. Successful candidates should have an impact on learners' gains related to knowledge and skills. The university supervisor will make observation visits to the candidate on-site between two (2) and five (5) times during the field experience (depending on the length of the experience). The purpose of these visits is to observe the teacher candidate participating in and leading classroom activities and to discuss the candidate's performance with the cooperating teacher and the teacher candidate. The university supervisor also has the responsibility for reviewing the teacher candidate's lesson plan(s), for providing assistance to the teacher candidate, and for conducting pre- and post-observation and evaluative conferences.

Support following program completion:

No additional information provided by the EPP.

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Section 4: Teacher Effectiveness

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

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

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

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Indicators planned for future profiles:

Placement and Retention:

Completers teaching in DC public schools

Data source: OSSE/Title II

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

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

Data source: OSSE/Title II

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

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

Data source: OSSE/Title II

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

Teacher Effectiveness:

Preparation to carry out teaching job

Data source: Surveys of recent program completers and school leaders

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

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