

Application of Professional Knowledge, Skills, and Dispositions in the P-12 Classroom (R4.1)**Introduction**

The District of Columbia (DC) Office of the State Superintendent of Education (OSSE), which provides approved educator preparation providers (EPPs) information about program completers employed in DC local education agencies (LEAs) via an annual report. Annual reports use data from multiple sources (EPP completer rosters, LEA faculty and staff data, DC student enrollment data, PRAXIS data from Educational Testing Service (ETS), and OSSE educator credentialing data systems.

Reports provided by OSSE to EPPs include EPP-specific data and city-wide results to allow for EPP-state comparisons. Topics address demographics (race, ethnicity, gender); level of credentialing (non-renewable initial teaching credential, renewable standard teaching credential); subject area information (program, PRAXIS pass rates); employment outcomes; and teacher performance effectiveness ratings.

Purpose of Data Collection

The purpose of the data collection is to show program completers apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Analysis Summary

EPP completers demonstrate effective application of professional knowledge, skills, and dispositions gained in their preparations during their first year of teaching. While limited sample size was available, Moreland University completers

Teacher Effectiveness Ratings

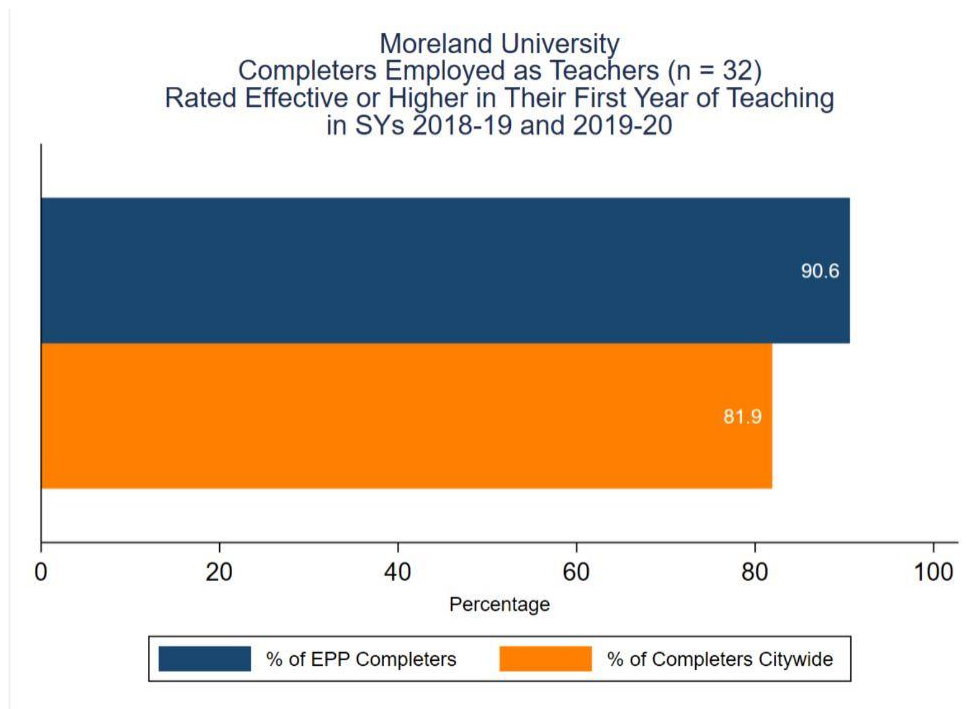
Moreland University reviews teacher effectiveness ratings as a data source to show completers apply the professional knowledge, skills, and dispositions gained in their preparation. In the following section, the EPP gathered data available from Office of the State Superintendent of Education (OSSE) Educator Preparation Provider Reports in 2021 and 2022 that includes teacher effectiveness ratings for its completers as reported by DC local educational agencies (LEAs).

In the District of Columbia, OSSE acknowledges the autonomy of local educational agencies (LEAs) to define effective ratings. For example, in District of Columbia Public Schools, effectiveness is based upon four core measures: instructional practice, student achievement, instructional culture, and collaboration. The data presented in this section represents the most current, available data. The EPP will provide 2023 data regarding effectiveness of its completers once the 2023 OSSE Educator Preparation Provider Report becomes available.

Narrative Analysis

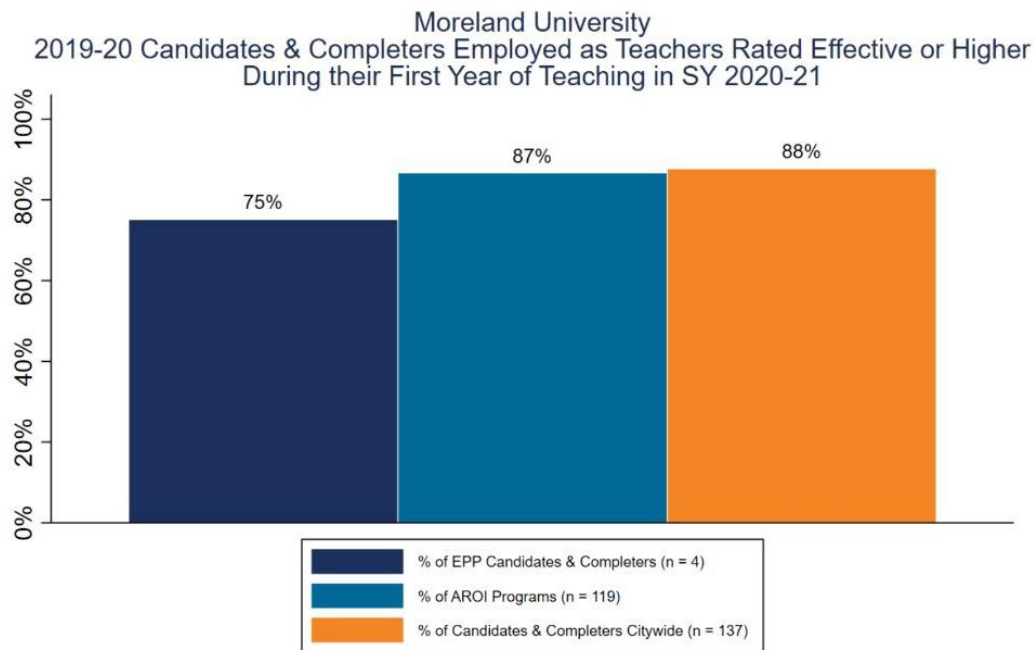
One data set with the 2021 and 2022 OSSE Educator Preparation Provider Reports shows percentages of first-year teachers employed in DC who earned ratings of effective or higher. Reports allow for comparisons between EPP-prepared teachers and citywide cohorts for the school year 2020-2021 (EPP n = 4; DC N = 137) and combined school years 2018-2019 and 2019-2020 (EPP n = 32). Figure 1 is a bar graph for SY2018-2019 and 2019-2020 that shows supervisors rated 90.6% of Moreland completers employed as teachers (n = 32) as effective or higher compared to 81.9% of citywide completers. Figure 2 shows in SY2020-2021, 75% (n = 4) of Moreland completers employed as teachers were rated as effective or higher as compared to 87% (n = 119) Alternate Route providers and 88% (n = 137) citywide.

Figure 1



Note. Figure is from 2021 OSSE Educator Preparation Provider Report: Teacher Effectiveness (p.22)

Figure 2



Note. Figure is from 2022 OSSE Educator Preparation Provider Report: Teacher Effectiveness (p.22)

Limitations

Limitations of OSSE data for effectiveness ratings include the low “n” for the EPP for each data cycle, LEA “autonomy to define ‘effective teaching’ under [local] evaluation system[s],” and incomplete matching of LEA faculty and staff data sets to EPP completer rosters. OSSE also reported, “LEAs impacted by the public health emergency in the 2020-21 school year may not have effectiveness ratings available”.

Application of Results

Moreland University remains committed to preparing educators who are able to apply professional knowledge, skills, and dispositions gained in their preparation. Acknowledging limitations of available data, in the next year, the EPP is increasing its focus on the development an EPP-created protocol and instruments specifically designed for this measure.