

Application of Professional Knowledge, Skills, and Dispositions in the P-12 Classroom**Introduction**

The District of Columbia (DC) Office of the State Superintendent of Education (OSSE) provides approved educator preparation providers (EPPs) with 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 that 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 2023 that includes teacher effectiveness ratings for its completers as reported by DC local educational agencies (LEAs).

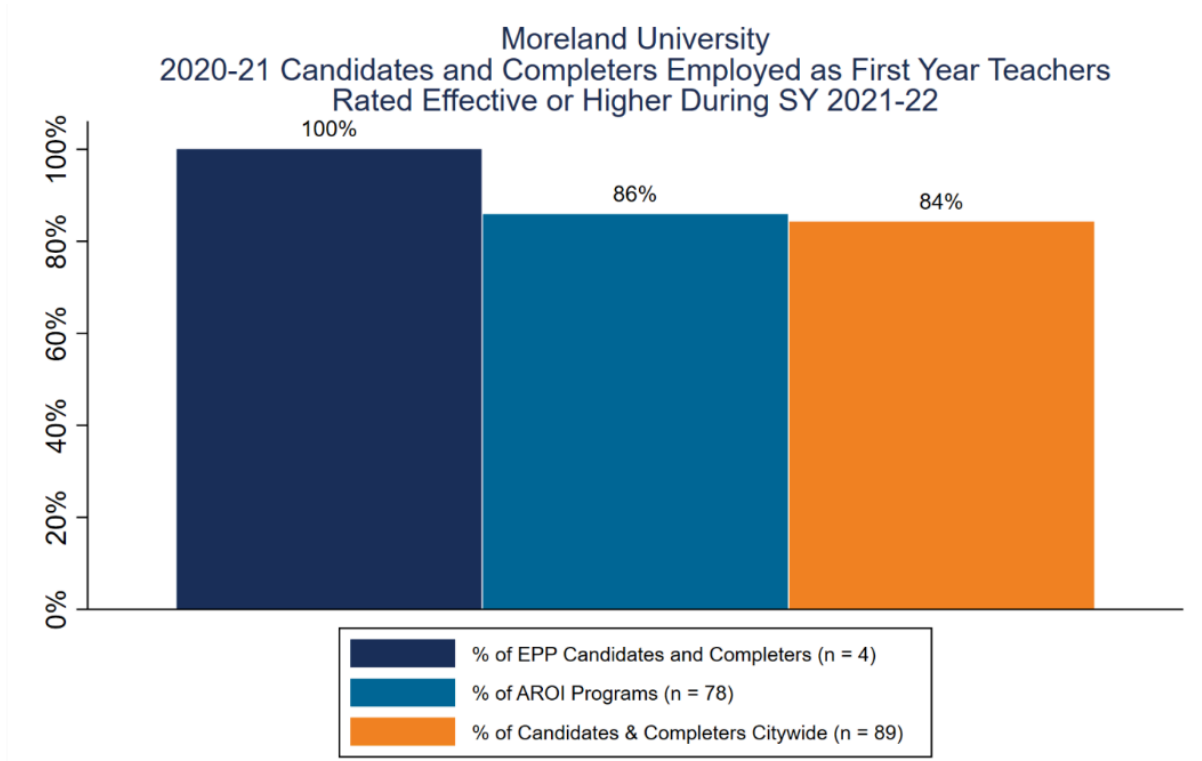
In the District of Columbia, OSSE acknowledges the autonomy of local educational agencies (LEAs) to define effective ratings. For example, in District of Columbia Public Schools, effectiveness is based upon four core measures: instructional practice, student achievement, instructional culture, and collaboration. The data presented in this section represents the most current, available data.

Narrative Analysis

One data set with the 2023 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 2021-2022 (EPP n = 4; DC N =

78). Figure 1 is a bar graph for SY2021-2022 that shows supervisors rated 100% of Moreland completers employed as teachers (n = 4) as effective or higher compared to 86% of Alternative Route Programs and 84% of citywide completers.

Figure 1



Note. Figure is from 2023 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 this 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.

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 of an EPP-created protocol and instruments specifically designed for this measure.