

Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act
HEA

Title II State Report Card on the Quality of Teacher Preparation

Office of Postsecondary Education
U.S. Department of Education

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Section 205 of Title II of the *Higher Education Opportunity Act* mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. ~~The first Secretarial report is due April 2011. Annual state reports to the Secretary are first due on October 7, 2010. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2010, for use by states in preparing annual report cards to the Secretary.~~

Paperwork Burden Statement

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Note: The procedures for developing the information required for these tables are explained in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary, appendix X of the manual.

~~Introduction (optional)~~

Section I. Program information

(A) For each element listed below, ~~check those required for~~ provide the admission data requested into for each traditional initial teacher certification preparation program at institutions of higher education in the state at either the undergraduate (UG) or postgraduate (PG) level. (§205(b)(1)(G)(i)), ~~§205(b))~~

Summary of changes: Yes/no elements were replaced with data-driven elements, minimum and median GPA, SAT, and ACT scores were added, median GPA for program completers was added, and certain elements not required by statute were eliminated.

TPP name	Application		Fee/payment		Transcript		Fingerprint check		Background check		Experience in a classroom or working with children		Minimum number of courses/credits/semester hours completed		Bachelor's degree or higher		Job offer from school/district	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG

TPP name	Minimum high school GPA of entering students		Median high school GPA of entering students		Minimum undergraduate GPA of entering students		Median undergraduate GPA of entering students		Median GPA of program completers		Minimum GPA in content area coursework		Minimum GPA in professional education coursework	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG

TPP name	Recommendation(s)		Essay or personal statement		Interview		Résumé		Personality test (e.g., Myers-Briggs Assessment)		Minimum ACT score of entering students		Median ACT score of entering students		Minimum SAT score of entering students		Median SAT score of entering students	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG

TPP name	Minimum basic skills test score		Subject area/academic content test or other subject matter verification		Minimum GRE score		Minimum Miller Analogies test score		Other (specify: _____)	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG

(B) For each element listed below, ~~check those required for~~ provide the admission data requested into for each alternative initial teacher certification preparation program in the state at either the undergraduate (UG) or postgraduate (PG) level. Include alternative routes to teacher certification or licensure within institutions of higher education (IHEs) and outside of IHEs. (§205(b)(1)(G)(i), §205(b)(1)(E), §205(b))

Summary of changes: Yes/no elements were replaced with data-driven elements, minimum and median GPA, SAT, and ACT scores were added, median GPA for program completers was added, and certain elements not required by statute were eliminated.

TPP name	Application		Fee/payment		Transcript		Fingerprint check		Background check		Experience in-a classroom-or working with children		Minimum-number-of courses/credits/semester hours-completed		Bachelor's degree-or higher		Job-offer-from school/district	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG

TPP name	Minimum high school GPA of entering students		Median high school GPA of entering students		Minimum undergraduate GPA of entering students		Median undergraduate GPA of entering students		Median GPA of program completers		Minimum GPA in content-area coursework		Minimum GPA in professional education coursework	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG

TPP name	Recommendation(s)		Essay or personal statement		Interview		Résumé		Personality test (e.g., Myers-Briggs Assessment)		Minimum ACT score of entering students		Median ACT score of entering students		Minimum SAT score of entering students		Median SAT score of entering students	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG

TPP name	Minimum basic skills test score		Subject area/academic content test or other subject matter verification		Minimum GRE score		Minimum Miller Analogies test score		Other (specify: _____)	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG

(C) Provide the number of students in each initial teacher certification preparation program in the state in 2008-09 in the following categories. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and outside of IHEs). Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reporting in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. (§205(b)(1)(G)(ii))

Summary of changes: Enrollment data elements were disaggregated to enable comparison of enrollment percentage by ethnicity and race in a TPP compared with enrollment percentage by ethnicity and race institution-wide.

Teacher preparation program name	Unduplicated number of males enrolled	Unduplicated number of females enrolled	Total number of students enrolled <u>in TPP</u>	<u>Total number of students enrolled institution-wide</u>

Teacher preparation program name	Number of students enrolled by ethnicity		Number of students enrolled by race											
	Hispanic/Latino of any race		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Pacific Islander		White		Two or more races	
	<u>TPP</u>	<u>Institution-wide</u>	<u>TPP</u>	<u>Institution-wide</u>	<u>TPP</u>	<u>Inst.-wide</u>	<u>TPP</u>	<u>Inst.-wide</u>	<u>TPP</u>	<u>Inst.-wide</u>	<u>TP</u>	<u>Inst.-wide</u>	<u>TP</u>	<u>Inst.-wide</u>

(D) For each initial teacher certification preparation program in the state, provide the following information about supervised clinical experience in 2008-09. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and outside of IHEs). (§205(b)(1)(G)(iii), §205(b)(1)(G)(iv))

Summary of changes: Elements were added to collect additional data on clinical experience.

Teacher preparation program name	Average number of clock hours required prior to student teaching	Average number of <u>clinical</u> clock hours required for <u>program completion</u> <u>student teaching</u>	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during this academic year

Teacher preparation program name	<u>Average number of years of classroom teaching experience for new supervisors/teacher mentors</u>	<u>Number of clinical teaching placements made by the TPP</u>	<u>Is there a performance-based protocol for evaluating candidate performance in clinical work?</u>	<u>Number of formal clinical partnerships with school districts</u>	<u>Percentage of candidates that successfully complete the clinical experience</u>	<u>Average hours of specific training for new supervisors/teacher mentors</u>

(E) For each initial teacher certification preparation program in the state, provide the number of teachers prepared, by area of certification or licensure, academic major and subject area prepared to teach in 2008-09. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and outside of IHEs). (§205(b)(1)(H))

Summary of changes: Certain elements not required by statute were eliminated.

Teacher preparation program name	Teacher preparation program type	Teacher preparation program sponsored by IHE?	Area of certification/licensure	Number prepared
Total				

Teacher preparation program name	Teacher preparation program type	Teacher preparation program sponsored by IHE?	Academic major	Number prepared
Total				

Teacher preparation program name	Teacher preparation program type	Teacher preparation program sponsored by IHE?	Subject area	Number prepared
Total				

(F) Provide the following:

Summary of changes: Certain elements not required by statute were eliminated.

Total number of traditional teacher preparation program completers in 2006-07	
Total number of traditional teacher preparation program completers in 2007-08	
Total number of traditional teacher preparation program completers in 2008-09	
Total number of alternative route program completers in 2006-07 within IHEs	
Total number of alternative route program completers in 2007-08 within IHEs	
Total number of alternative route program completers in 2008-09 within IHEs	
Total number of alternative route program completers in 2006-07 outside of IHEs	
Total number of alternative route program completers in 2007-08 outside of IHEs	
Total number of alternative route program completers in 2008-09 outside of IHEs	
Total number of initial teaching licenses or certificates issued in 2008-09 to individuals trained in your state	
Total number of initial teaching licenses or certificates issued in 2008-09 to individuals trained in another state	

~~**Section II. Reliability and validity of teacher certification or licensure assessments and requirements**~~

Summary of changes: Old section II was moved to new section IV in the assessment pass rate chart.

~~Provide documentation on the reliability and validity of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the state. Provide links to websites, as applicable. (§205(b)(1)(A))~~

Section ~~III~~. Teacher certification or licensure requirements

Summary of changes: Certain elements not required by statute were eliminated and certain yes/no elements were replaced with data-driven elements.

List each teaching certificate or license currently issued by the state and answer the questions about each certificate or license. Include all teaching licenses including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any licenses given specifically to those participating in or completing alternative routes to certification or licensure. Do not include certificates/licenses for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. (§205(b)(1)(B), ~~§205(b)(1)(E)~~)

1. Certificate or license name:
2. ~~Is this an initial certificate?~~
3. ~~Is this an emergency, temporary or provisional certificate?~~
4. Is this certificate given only to alternative routes to teacher certification participants or completers?
5. ~~Is this certificate given only to career/technical education teachers?~~
6. ~~Is this a permanent certificate?~~
7. Duration of certificate (in years):
8. Is this certificate renewable?
 - a. How many times?
 - b. ~~Renewal duration (in years)~~
 - c. ~~Renewal requirements~~
9. Is a bachelor's degree required? If so, specify whether it is required in a specific subject area.
10. ~~Is a master's degree or higher required?~~
11. ~~Is a bachelor's degree in education required?~~
12. ~~Is this certificate granted at the elementary level?~~
 - a. ~~What is the grade span covered by this certificate?~~
 - b. ~~Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?~~
13. ~~Is this certificate granted at the middle school level?~~
 - a. ~~What is the grade span covered by this certificate?~~
 - b. ~~Is a bachelor's degree in a subject area or academic content area required?~~
14. ~~Is this certificate granted at the secondary level?~~
 - a. ~~What is the grade span covered by this certificate?~~
 - b. ~~Is a bachelor's degree in a subject area or academic content area required?~~
15. ~~Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?~~
16. ~~Is a state approved teacher education program required?~~
17. ~~Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?~~
18. ~~Is there a grade point average (GPA) requirement for general and/or professional education coursework?~~
19. ~~Are~~ What tests or assessments are required?
 - a. ~~Are performance assessment (such as portfolios) required?~~
20. ~~Is there a recency of credit requirement?~~
21. ~~Are passing state prescribed coursework and/or written assignments required?~~
22. ~~Is professional employment as a teacher required?~~
23. ~~Is passing National Board of Professional Teaching Standards required?~~
24. ~~Is completion of a supervised clinical experience required?~~
25. ~~Is professional development or continuing education experience required?~~
26. ~~Is participation in a mentoring program required?~~
27. ~~Of fingerprinting, background check or police record examination, which are required?~~
28. ~~Is United States citizenship required?~~
29. ~~Are there any other requirements?~~

Section IVIII. State teacher standards and criteria for certification or licensure (§205(b)(1)(B), §205(b)(1)(C))

Summary of changes: Certain elements not required by statute were eliminated and the table in question 9 was consolidated.

- Has the state developed standards and criteria that prospective teachers must meet in order to attain initial teacher certification or licensure? If so, indicate whether such standards exist in the following grade levels and subject areas:

	<u>Elementary (K-5)</u>	<u>Middle (6-8)</u>	<u>Secondary (9-12)</u>
<u>English/language arts</u>			
<u>Mathematics</u>			
<u>Science</u>			
<u>Other (specify: _____)</u>			

- ~~Is there a unique, overarching set of teacher standards that currently applies to all teaching fields and grade levels?~~
- ~~Are there distinct state teacher standards for early childhood education (birth through age 6)?~~
- ~~Are there distinct state teacher standards for early elementary education (grades K-3)?~~
- ~~Are there distinct state teacher standards for upper elementary education (grades 4-6)?~~
- ~~Are there distinct state teacher standards for middle grades education?~~
- ~~Are there distinct state teacher standards for secondary education?~~
- ~~Were the standards of any national organizations used, modified or referenced in the development of the state teacher standards? If yes, please specify.~~
- ~~Specify where there are state teacher standards for the following specific teaching fields and grade levels:~~

<u>Teaching field</u>	<u>Grade level</u>					
	<u>All levels</u>	<u>Early childhood</u>	<u>Grades K-3</u>	<u>Grades 4-6</u>	<u>Middle grades</u>	<u>Secondary grades</u>
<u>Arts</u>						
<u>Bilingual education, ESL</u>						
<u>English/language arts</u>						
<u>Foreign languages</u>						
<u>Mathematics</u>						
<u>Science</u>						
<u>History</u>						
<u>Geography</u>						
<u>Civics/government</u>						
<u>Economics</u>						
<u>Social studies</u>						
<u>Special education</u>						
<u>Technology in teaching</u>						
<u>Vocational/technical education</u>						
<u>Other (specify: _____)</u>						

- ~~Has the state established challenging academic content standards for K-12 students that specify what children are expected to know and be able to do; contain coherent and rigorous content; and encourage the teaching of advanced skills?~~
- ~~Has the state established early learning standards for early childhood education programs?~~
- ~~Has the state established a policy that links, aligns or coordinates teacher certification or licensure standards with the assessments required for teacher certification or licensure?~~
- ~~Has the state established a policy that links, aligns or coordinates teacher certification or licensure standards with the challenging academic content standards for K-12 students?~~
- ~~Has the state established a policy that links, aligns or coordinators teacher certification or licensure standards with early learning standards for early childhood education programs?~~

15. Has the state established a policy that links, aligns or coordinates teacher certification or licensure assessments with the challenging academic content standards for K-12 students?
16. Has the state established a policy that links, aligns or coordinates teacher certification or licensure assessments with early learning standards for early childhood education programs?
17. ~~Are there other steps being taken to develop or implement teacher standards and align teacher preparation, certification, licensure or assessment standards with content standards for students?~~

Section IV. Pass rates and scaled scores

Summary of changes: Certain elements not required by statute were eliminated, old section II and cut scores were incorporated into the assessment pass rates table, and alternative route assessments were added.

Provide the information in the following tables on the performance of students of each teacher preparation program on each teacher certification/licensure assessment used by your state. This information may be provided to your state by the testing companies. Include traditional teacher preparation programs, alternative routes to teacher certification or licensure within institutions of higher education and alternative routes to teacher certification or licensure operated by entities that are not institutions of higher education. In cases where a student has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 students in each category taking the same assessment in an academic year for data on that assessment to be reported; for summary data, there must also be at least 10 students (although not necessarily taking the same assessment) for data to be reported. In cases where there are less than 10 students taking the same assessment and the assessment pass rate is not reported, those students must be included in the summary data. Enrolled students are those students admitted to the teacher preparation program who have not yet completed the program.

ASSESSMENT PASS RATES (~~§205(b)(1)(A)~~, §205(b)(1)(D), ~~§205(b)(1)(E)~~)

TPP code	TPP name/ <u>alternative route name</u>	Assessment code	Assessment name	Test company / entity code	Group	# taking test	Avg. scaled score	# passing test	<u>Total Score Possible</u>	<u>Cut Score Pass rate (%)</u>	<u>Reliability measure</u>	<u>Validity measure</u>
					All enrolled students who have completed all nonclinical courses							
					Other All enrolled students							
					All program completers, 2008-09							
					All program completers, 2007-08							
					All program completers, 2006-07							
	State wide avg											

SUMMARY PASS RATES

TPP code	TPP name/ <u>alternative route name</u>	Group	Number taking one or more required tests	Number passing all tests taken	<u>Pass rate (%)</u>
		All program completers, 2008-09			

		All program completers, 2007-08			
		All program completers, 2006-07			
	Statewide average				

CUT SCORE TABLE

For each assessment required for initial certification or licensure listed below, provide the low end (lowest possible score), high end (highest possible score) and cut score (minimum passing score):

Assessment	Low end	High end	Cut score

Section VI. Alternative routes to teacher certification or licensure (§205(b)(1)(E))

Summary of changes: Alternative route assessment information was moved to new section IV, other information on alternative routes were reflected in section I and new section II, and other elements not required by statute were eliminated.

1. Has the state approved any alternative routes to certification or licensure?
2. Is the state considering or has the state proposed alternative routes to certification or licensure?
3. Has the state approved alternative routes to certification or licensure, but no entity is currently implementing them?
4. Has the state approved and implemented one or more alternative routes to certification or licensure?

For all state approved alternative routes, both implemented and not implemented, list each alternative route and answer the questions about each route:

1. Alternative route name:
2. Year approved by the state:
3. Year implemented:
4. Number enrolled during the 2008-09 academic year:
5. Is this alternative route limited to teaching certain subject areas or grade levels? If yes, please specify:
6. Is this alternative route designed to address critical shortage areas? If yes, please specify:
7. Maximum number of years allowed to complete alternative route program:
8. Is this route intended for mid-career switchers?
9. Is a teaching license issued to an individual participating in this route? If yes, please specify:
10. Is a bachelor's degree required?
 - a. Is a bachelor's degree in a subject area required?
11. Are pedagogy or professional knowledge classes required?
12. Is there a credit hour requirement for general and/or professional education coursework?
13. Is there a grade point average (GPA) requirement for general and/or professional education coursework?
14. Are tests or assessments required?
15. Are performance assessment (such as portfolios) required?
16. Is passing state prescribed coursework and/or written assignments required?
17. Is professional employment as a teacher required?
18. Is completion of a supervised clinical experience required? If yes, please describe:
19. Is professional development or continuing education experience required?
20. Is participation in a mentoring program required?
21. Is a person participating in this route considered highly qualified under the *No Child Left Behind Act*?
22. Is there a service requirement upon completion of this alternative route? If yes, please specify:
 - a. Teaching in a high-needs school? How many years: _____

b. Teaching in a critical shortage area? How many years: _____

23. Of fingerprinting, background check or police record examination, which are required?

24. Is United States citizenship required?

25. Who administers the alternative route:

state	institution of higher education	district
non-profit or private organization	other (specify: _____)	

If the alternative route is administered by institutions of higher education, select the institutions offering this alternative route:

26. Are there any other requirements? Please specify:

Website: _____

Section VII. Criteria for assessing the performance of teacher preparation programs in the state (§205(b)(1)(F), §207(a))

Summary of changes: Information on assessment of TPP performance is reflected in new section V.

1. Has the state implemented criteria for assessing the performance of traditional teacher preparation programs? If yes, provide the implementation date.
2. Has the state implemented criteria for assessing the performance of alternative routes to teacher certification or licensure? If yes, provide the implementation date.
3. List the entities involved in implementation:
4. Specify any national organizations whose criteria are being used or that are involved in some other way:
5. If the state has not implemented criteria, has the state proposed criteria for assessing teacher preparation program performance?
6. Do the state criteria include a determination of passing rates on state certification or licensure assessments in the academic content areas?
7. Do the state criteria include indicators of teaching skills?
7. Describe the state criteria for assessing the performance of teacher preparation programs for:
 - 7.a. Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students who are gifted and talented, and to tailor academic instruction to such needs.
 - 7.b. Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students with disabilities, and to tailor academic instruction to such needs.
 - 7.c. Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students who are limited English proficient, and to tailor academic instruction to such needs.
 - 7.d. Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students with low literacy levels, and to tailor academic instruction to such needs.
8. Do the state criteria include progress in increasing the percentage of highly qualified teachers in the state?
9. Do the state criteria include progress in increasing professional development opportunities?
10. Do the state criteria include progress in improving student academic achievement for elementary and secondary students?
11. Do the state criteria include progress in raising the standards for entry into the teaching profession?
12. Are there any other criteria? Please specify:

Section V: Assessment of Teacher Preparation Programs (§205(b)(1)(F))

Summary of changes: New section V reflects the reporting described in 34 CFR §§ 612.4 - 612.5.

Provide the following information, disaggregated by each traditional and alternative teacher preparation program in your State, consistent with 34 CFR § 612.5:

Student learning outcomes

For each teacher preparation program in your State, report aggregate K-12 education outcomes associated with program graduates by calculating:

1. **Student Growth.** For three aggregate cohorts of program graduates, provide the following data, at the program level, of students taught by teacher preparation program graduates. The data must measure the change in student achievement for individual students between two or more points in time:
 - a. For grades and subjects in which assessments are required under ESEA section 1111(b)(3), a student's score on the State's assessments under section 1111(b)(3).
 - b. Any alternative measures of student learning and performance, (such as student results on pre-tests and end-of-course tests, and objective-performance-based assessments), student learning objectives, student performance on English language proficiency assessments, and other measures of student achievement that are rigorous and comparable across schools within an LEA, including those based on classroom observations consistent with State protocols.

OR

2. **Teacher Evaluation.** For three aggregate cohorts of program graduates, provide the following data at the program level:
 - a. The number of teachers rated at each performance level under a district teacher evaluation system consistent with Statewide parameters that differentiates teachers in at least three performance levels, using multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys).

Employment Outcomes

3. **Teacher Placement Rate.** For three aggregate cohorts of program graduates, provide the following data at the program level:
 - a. The percentage of teachers that have been hired in a full-time teaching position for the grade level span and subject area in which they trained. At the State's discretion, this measure may exclude or include either of the following: (1) teachers who have taken teaching positions in another State and (2) teachers who have taken teaching positions in private schools in the State, provided that the State takes a consistent approach for all preparation programs in the State. Indicate whether out-of-state and private teaching positions have been included or excluded.
4. **Teacher Retention Rate.** For three aggregate cohorts of program graduates, provide the following data at the program level:
 - a. The percentage of teachers hired in a full-time teaching position within the State, who served for a period of at least two school years within four years of the teacher being granted a level of certification that allows him or her to serve as a teacher of record, or another greater period of time as determined by the State.

Customer satisfaction survey outcomes

5. **Teacher Satisfaction Survey.** For three aggregate cohorts of program graduates, provide the following data at the program level:
 - a. Quantitative and qualitative data from recent graduates assessing whether the services received from their teacher preparation program were effective in preparing them for their first three years in the classroom.
6. **Employer Satisfaction Survey.** For three aggregate cohorts of program graduates, provide the following data at the program level:
 - a. Quantitative and qualitative data from employers assessing whether teachers working in employers' school, district, or State, were prepared effectively to teach for the first three years in the classroom.

Other indicators

7. Other indicators. If your state chooses to collect and report such data, provide the following:

- a. Data on other indicators predictive of student performance, such as student surveys.

Section VIII. Low performing state teacher preparation programs (§207(a), §205(b))

Summary of changes: Narrative descriptions were replaced with information on low performing and at-risk TPPs.

- ~~1. Provide a list of the criteria your state has defined for classifying traditional teacher preparation programs as “low performing” or “at risk of being low performing.”~~
- ~~2. Provide a list of the criteria your state has defined for classifying alternative routes to teacher certification or licensure as “low performing” or “at risk of being low performing.”~~
- ~~3. Provide a description of the procedures your state uses to identify and assist (through the provisions of technical assistance) low performing traditional teacher preparation programs.~~
- ~~4. Provide a description of the procedures your state uses to identify and assist (through the provisions of technical assistance) low performing alternative routes to teacher certification or licensure.~~

1. For each teacher preparation program in the State that currently has lost its approval or terminated its financial support due to its low performance based on the State’s assessment of program performance, provide the name of the program, the body that withdrew approval or terminated financial support, and the reason for loss of funding or support. Indicate all programs that have lost funding or approval from an agency or instrumentality of the State, including but not limited to board of regents/trustees, state educational agency, or local educational agency.

~~5.2.~~ Last year, your State indicated that the following traditional and alternative teacher preparation programs were classified as low performing or at risk of being classified as low performing. For each program, indicate whether the program is still classified as low performing or at risk of being so classified.

- a. Program name:
- b. Institution name:
- c. Program type (traditional or alternative):
- d. At risk or low performing:
- e. Date designated:

~~6.—3. For each traditional and alternative teacher preparation program in your state, identify whether each one is currently classified as low performing, at risk of being classified as low performing, classified as adequately performing, or classified as high quality. Provide a list of traditional and alternative teacher preparation programs in your state that are currently classified as low performing or at risk of being so classified~~

- a. Program name:
- b. Institution name:
- c. Program type (traditional or alternative):
- d. ~~At risk or low performing~~ Classification:
- e. If designated as low performing, at risk, or high quality, d ~~Date~~ so designated:

Section IXVII. Shortages of highly qualified teachers, teacher training, technology, improvements in teacher quality

Summary of changes: Old section X was incorporated into new section VII, and narrative descriptions were replaced with data-driven elements.

Provide the number of highly qualified teachers needed by area of certification/licensure, subject, and specialty in your state’s public schools. Also provide the number of newly prepared teachers in each of these areas, and include those prepared to teach students with disabilities effectively. These data will be tracked year-over-year to measure progress in addressing the shortage of highly qualified teachers. ~~a description of the extent to which teacher preparation programs are addressing shortages of highly qualified teachers, by area of certification or licensure, subject, and specialty, in your state’s public schools. Include planning activities and timelines if these activities are not currently in place. Include both~~

~~traditional programs and alternative routes to teacher certification or licensure, as applicable. (§205(b)(1)(I), (§205(b)(1)(L), (§205(b)(1)(J))~~

	<u>Area of certification/licensure</u>	<u>Subject</u>	<u>Specialty</u>	<u>Students with disabilities</u>	<u>Limited English proficient</u>
<u>Number of teachers needed</u>					
<u>New teachers prepared</u>					

Section X. Teacher Training

~~Provide a description of the extent to which teacher preparation programs prepare teachers, including general education and special education teachers, to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*[†]. Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher certification or licensure, as applicable. (§205(b)(1)(J))~~

~~Provide a description of the extent to which teacher preparation programs prepare teachers, including general education and special education teachers, to effectively teach students who are limited English proficient. Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher certification or licensure, as applicable. (§205(b)(1)(L))~~

Section XI. Use of Technology
 (§205(b)(1)(K))

Summary of changes: Narrative descriptions were replaced with drop-down menus.

~~Provide a description of the Choose the two most representative responses from the following list that describe the most effective activities that prepare teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement. Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher certification or licensure, as applicable.~~

[†]The term "individualized education program team" or "IEP Team" means a group of individuals composed of the parents of a child with a disability; not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment); not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the local educational agency; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, the child with a disability.

Choose the two most representative responses from the following list that describe the most effective activities that use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement. [drop down list] (§205(b)(1)(K))

Section XII. Efforts to improve the quality of the current and future teaching force~~Efforts to improve teacher quality~~

Summary of changes: Narrative descriptions were replaced with drop-down menus.

Choose the two most representative responses from the following list that describe the most effective activities~~List and describe any steps~~ taken by the state during the past year to improve the quality of the current and future teaching force. (§205(d)(2)(A))

Section XIII. Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

_____ Signature

_____ Name of responsible representative for the state

_____ Title

Certification of review of submission:

_____ Signature

_____ Name

_____ Title

~~Supplemental information (optional)~~