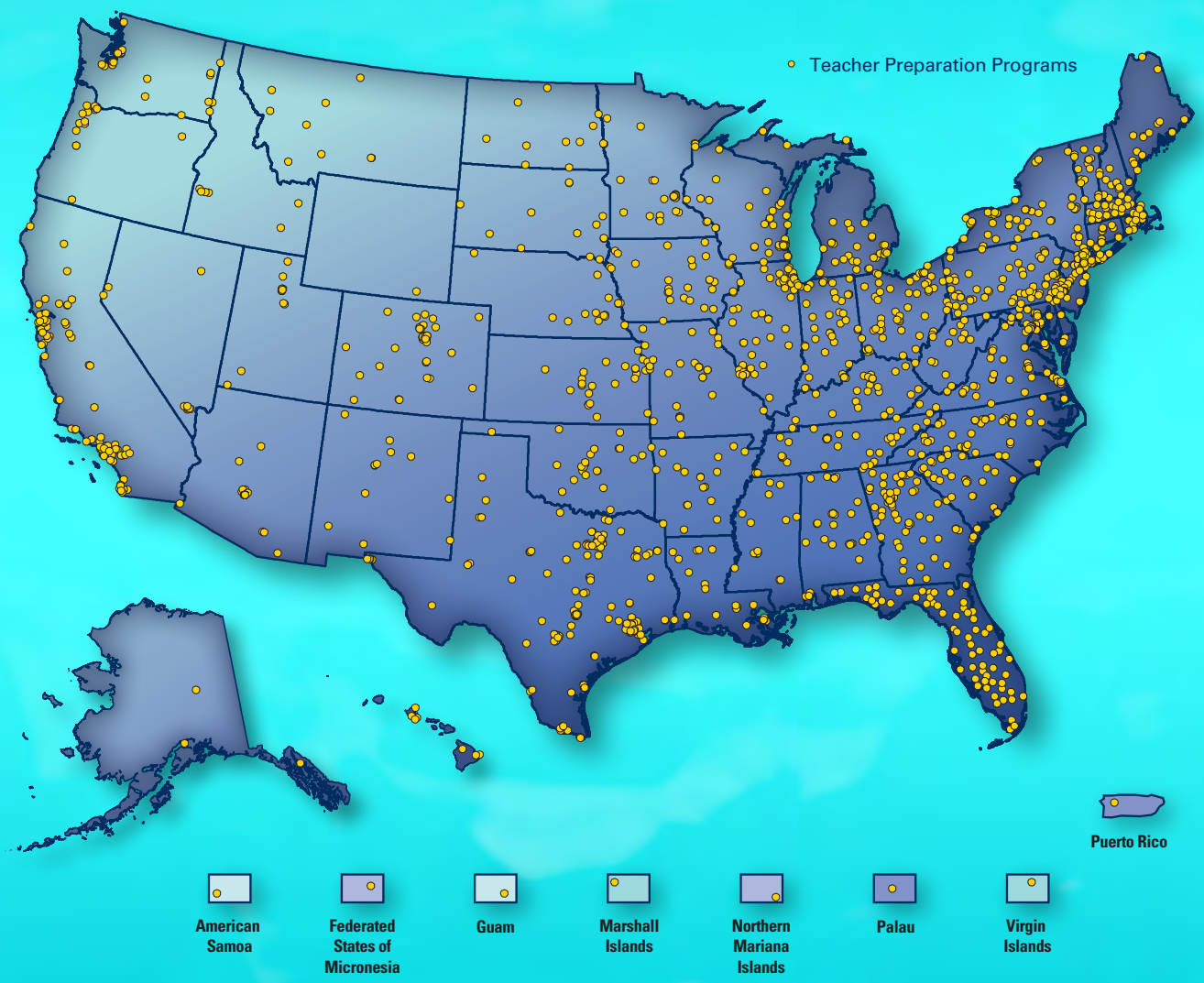
U.S. DEPARTMENT OF EDUCATION

Preparing and Credentialing the Nation's Teachers

The Secretary's Eighth Report on Teacher Quality Based on Data Provided for 2008, 2009, 2010



Preparing and Credentialing the Nation's Teachers:

The Secretary's Eighth Report on Teacher Quality Based on Data Provided for 2008, 2009 and 2010

U.S. Department of Education
Office of Postsecondary Education
November 2011

This report was produced under U.S. Department of Education Contract No. ED-04-CO-0059/0016 with Westat. Philip Schulz served as the contracting officer's representative. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred.

U.S. Department of Education
Arne Duncan
Secretary

Office of Postsecondary Education
Eduardo M. Ochoa
Assistant Secretary

November 2011

This report is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be:
U.S. Department of Education, Office of Postsecondary Education, *Preparing and Credentialing the Nation's Teachers: The Secretary's Eighth Report on Teacher Quality; Based on Data Provided for 2008, 2009 and 2010*, Washington, D.C., 2011.

This report is available on the Department's Web site:
http://www.ed.gov/about/reports/annual/teachprep/2011-title2report.pdf.

This report is also available at: https://title2.ed.gov.

On request, this publication is available in alternate formats, such as Braille, large print, audiotape or computer diskette. For more information, please contact the Department's Alternate Format Center at 202-260-0852 or 202-260-0818.

CONTENTS

Page

Tables v
Figures vii
Executive Summary 1
Chapter I. Teacher Preparation Programs 11
Program Types 11
Enrollment Characteristics 13
Admissions Requirements 15
Supervised Clinical Experience Requirements 16
Program Completers 17
Top Teacher Producers by State and Program Type 20
Chapter II. State Standards for Teacher Certification or Licensure 23
New Data Elements Reported in 2010 23
State Standards for Teachers 24
Policy on Standards for Teachers 24
National Association Standards 27
Chapter III. Evaluation of Teacher Preparation Programs 29
New Data Elements Reported in 2010 29
Identifying Low-performing Teacher Preparation Programs and Those at Risk of Being Considered Low-performing 29
State Criteria for Assessing Teacher Preparation Programs Performance 35
Chapter IV. State Initial Certification or Licensure for Teachers 37
Initial Certificates or Licenses Issued by States 37
Initial Certificates or Licenses Issued to Teachers Trained in Another State 42
Certification or Licensure Areas 43
Certification or Licensure Degree Requirements 43
Emergency Licenses 47
Waivers of State Certification or Licensure 48
Chapter V. Assessments Required for Teacher Certification or Licensure 51
State Assessment Requirements 51
Test Takers 53
State Summary Pass Rates 54
State Minimum Passing Scores 55
Appendix I. Higher Education Act of 1965, as amended (HEA), Sections 205-208 61
Appendix II. Title II State Report Card on the Quality of Teacher Preparation 69
Appendix III. Title II Teacher Quality Grant Partnership (TQP) Discretionary Grant Awards 83

TABLES

Table		Page
ES1	New data elements required by the 2008 Reauthorization of *HEA*	3
ES2	New data elements in the state reports	6
1	Number and percentage of students enrolled in teacher preparation programs, by selected characteristics and program type: AY 2008–09	14
2	Most commonly reported admissions requirements, by program type and level, and percentage of teacher preparation programs with requirement: 2010	15
3	Number of hours required for supervised clinical experiences, by selected characteristics and program type: AY 2008–09	16
4	Summary of state policies on and status of teacher standards: 2010	25
5	Number of states that have set teacher standards in specific fields, by grade level: 2010	26
6	At-risk and low-performing institutions, by risk type and state: 2010	30
7	States that have identified at-risk or low-performing teacher preparation programs: 2002 through 2010	33
8	Total number of teachers receiving initial certification or licensure, by state: AY 2000–01 through AY 2007–08	39
9	Most common initial teacher certification or licensure areas, by program type: AY 2008–09	43
10	Number and characteristics of states' emergency licenses: 2002 through 2010	47
11	Summary pass rates for traditional route program completers: AY 2000–01 through AY 2008–09	54
12	Summary pass rates for alternative route program completers: AY 2000–01 through AY 2008–09	55
13a-d	State passing scores for selected Praxis II assessments: AY 2001–02 through AY 2008–09	56

FIGURES

Figure		Page
1	Classification of teacher preparation programs by type of program: 2010	11
2	States with approved alternative routes to certification: 2010	12
3	Enrollment in teacher preparation programs by type of program: AY 2008–09	13
4	Trend in total number of program completers, by traditional and alternative routes: AY 2000–01 through AY 2008–09	18
5	Trend in percentage of program completers attending traditional and alternative route programs: AY 2000–01 through AY 2008–09	19
6	Top five teacher-producing states by percentage of national program completer population: AY 2008–09	21
7	Top five teacher-producing states by percentage of national traditional program completer population: AY 2008–09	21
8	Top five teacher-producing states by percentage of national alternative route, IHE-based program completer population: AY 2008–09	22
9	Top five teacher-producing states by percentage of national alternative route, not IHE-based program completer population: AY 2008–09	22
10	Classification of teacher preparation programs by at-risk or low-performing status: 2010	32
11	Number of at-risk and low-performing teacher preparation programs reported by states: 2002 through 2010	34
12	Trend in total number of teachers receiving initial certification or licensure: AY 2000–01 through 2007–08	37
13	Number of teachers receiving initial certification or licensure, by state: AY 2007–08	38
14	Top five states issuing teachers initial certification or licensure by percentage of teachers receiving initial teaching certificates or licenses: AY 2007–08	41
15	Percentage of teachers certified who were trained in another state, by state: AY 2007–08	42
16	States requiring content-specific bachelor's degrees for initial certification at the elementary level: 2010	44
17	States requiring content-specific bachelor's degrees for initial certification at the middle school level: 2010	45
18	States requiring content-specific bachelor's degrees for initial certification at the secondary level: 2010	46

FIGURES *continued*

Figure **Page**

19 Percentage of teachers on waivers by poverty status of district: AY 2003–04 through AY 2007–08 48

20 Percentage of teachers on waivers by subject area: AY 2006–07 through AY 2007–08 49

21 States requiring tests for initial teacher certification or licensure: 2010 52

22 Trend in total number of program completers tested, by traditional and alternative routes: AY 2000–01 through AY 2008–09 53

A Classification of Teacher Quality Partnership grant awards by type of program: 2009-2010 85

B Classification of Teacher Quality Partnership grant awards by fiscal agent: 2009-2010 . . 85

C Classification of Teacher Quality Partnership grant awards by program focus: 2009-2010 86

EXECUTIVE SUMMARY

Introduction

This eighth report on the features of America's teacher preparation and initial state credentialing presents data states[1] reported to the U.S. Department of Education (Department) in October 2008, October 2009 and October 2010. Title II of the *Higher Education Act (HEA) of 1965*, as amended in 2008 by the *Higher Education Opportunity Act (HEOA)*, like its predecessor, requires states to report annually on key elements of their teacher preparation programs and requirements for initial teacher certification or licensure, kindergarten through 12th grade (see appendix 1). Because the 2008 reauthorization changed both a number of state reporting requirements and the content of this annual report, and states reasonably needed time to adjust their own data collection and reporting procedures, this three-year period was by necessity a transition period. For this reason, the Department determined that the public would be better served by providing a report on these three years at one time.

Since 2001, the Department has used a Web-based state reporting system to collect the required state data on teacher preparation programs and prospective teachers, as well as on state requirements that govern assessments that prospective teachers must take and credentialing of teacher candidates. State credentials for beginning teachers are referred to in this report as those for initial teacher certification or licensure. States also reported on standards and policies that regulate teacher credentialing and teacher preparation program performance. While this report focuses on national and key state-specific data, the individual state reports contain additional information (such as data for individual teacher preparation programs), and are available at https://title2.ed.gov and http://www2.ed.gov/about/reports/annual/teachprep/index.html.

The report is intended to provide Congress, aspiring teachers, the education community, researchers and policymakers, and the general public with information that Congress has identified as important to a basic understanding of teacher preparation in America. In this regard, this report provides national information and answers questions such as:

- How many prospective teachers were enrolled in teacher preparation programs, and what was the demographic composition of these enrollees?
- How many prospective teachers successfully completed a teacher preparation program, and did they attend a "traditional"[2] or "alternative route"[3] type of program?
- What state standards and policies guide teacher preparation program development and evaluation?
- Which teacher preparation programs have states reported as low-performing or as at-risk of being identified as low-performing?
- What state requirements and assessment criteria underpin initial teacher certification or licensure?
- How many new teachers were certified or licensed by states each year from 2000–01 through 2008–09?

[1] For purposes of this report, the term "state" refers to the entities required to report as states, that is, any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). While for purposes of defining who must report a "state" includes the other entities, for purposes of presentation of data in this report other entities will be reported separately from the 50 states.

[2] Traditional teacher preparation programs generally serve undergraduate students who have no prior teaching or work experience, and lead at least to a bachelor's degree. Some traditional teacher preparation programs may lead to a teaching credential but not to a degree. A traditional teacher preparation program in the outlying areas may lead to an associate's degree.

[3] Alternative route teacher preparation programs primarily serve candidates that are the teacher of record in a classroom while participating in the route. For purposes of Title II reporting, each state determines which teacher preparation programs are alternative routes.

- What proportion of teachers assigned to classrooms were reported as not fully certified or licensed by their states from 2003–04 through 2007–08?
- What was the percentage of teachers reported as not fully certified or licensed by states in high-poverty school districts compared to all other districts for 2007–08, the last year the data were collected?

Reauthorization of the *Higher Education Act*

The Secretary's Eighth Report on Teacher Quality is unique in that it is a transitional report. As noted above, the 2008 reauthorization of *HEA* made significant changes to the Title II data elements and reporting requirements. Congress eliminated some data elements from the prior legislation, such as the number of teachers on waivers, the ranking of teacher preparation programs based on pass rate data and the extent to which passing an assessment was required to teach, and these elements are no longer collected. On the other hand, Congress added other reporting requirements, such as teacher preparation program admissions requirements. States reported these new data for the first time in 2010.

More specifically, the 2008 reauthorization of *HEA* requires states now to report on new elements including: data on teacher preparation program admissions requirements; the number of students enrolled in each teacher preparation program by gender, race and ethnicity; for the state as a whole, and for each teacher preparation program, the number of teachers prepared by area of certification or licensure, major and subject area; the reliability and validity of the teacher certification or licensure assessments used by the state; and the average scaled score on these assessments. In general, the new statute now requires states to report far more detailed information about their teacher preparation programs. Moreover, much of the information states report on those programs comes from reports that Title II of *HEA* requires institutions of higher education (IHEs) with teacher preparation programs, whether traditional or alternative route programs, to report to their states. As a result, much of the data reported by each teacher preparation program is included in the state Title II report. As an additional change from the prior law's reporting requirements, states must now also include in their reports information about teacher preparation programs that are not administered by IHEs, including non-IHE-based alternative routes.

Table ES1 below shows the new data elements required by the 2008 reauthorization of the *HEA*, followed by the statutory citation and section of the state report in which the new data elements can be found (see appendix 1 and appendix 2).

Table ES1. New data elements required by the 2008 Reauthorization of *HEA*

New data element	Citation	State report section
For each teacher preparation program in the State, the criteria for admission into the program	§205(b)(1)(G)(i)	I
For each teacher preparation program in the State, the number of students in the program, disaggregated by race, ethnicity, and gender	§205(b)(1)(G)(ii)	I
For each teacher preparation program in the State, the average number of hours of supervised clinical experience required for those in the program; and the number of full-time equivalent faculty, adjunct faculty, and students in supervised clinical experience	§205(b)(1)(G)(iii), §205(b)(1)(G)(iv)	I
For the State as a whole, and for each teacher preparation program in the State, the number of teachers prepared, in the aggregate and reported separately by area of certification or licensure; academic major; and subject area for which the teacher has been prepared to teach.	§205(b)(1)(H)	I
A description of the reliability and validity of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the State	§205(b)(1)(A)	II
For each of the assessments used by the State for teacher certification or licensure for each institution of higher education located in the State and each entity located in the State, including those that offer an alternative route for teacher certification or licensure, the percentage of students at such institution or entity who have completed 100 percent of the nonclinical course work and taken the assessment who pass such assessment; the percentage of all such students at all such institutions and entities who have taken the assessment who pass such assessment; the percentage of students who have taken the assessment who enrolled in and completed a teacher preparation program; and the average scaled score of individuals participating in such a program, or who have completed such a program during the two-year period preceding the first year for which the annual State report card is provided, who took each such assessment.*	§205(b)(1)(D)	V
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 the State's public schools.	§205(b)(1)(I)	IX
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*.	§205(b)(1)(J)	X
A description of the 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.	§205(b)(1)(K)	XI
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.	§205(b)(1)(L)	X
Shall identify States for which eligible partnerships received a grant under this part.	§205(d)(1)	NA (see appendix 3)

* Pass rates for enrolled students, enrolled students who have completed all nonclinical course work and the average scaled scores on assessments will be reported for the first time in 2011.

Transitional Report Data Contents

The 2008 reporting year was the last year of state and IHE reporting under the prior *HEA* authorization. The 2009 reporting year was a transition year, during which states and IHEs submitted Title II reports using the previous format, but omitted data elements that were no longer required under the 2008 reauthorized legislation. Moreover, in keeping with requirements of the *Paperwork Reduction Act*, the Department could not direct states and IHEs to report on new elements in the 2008 *HEA* reauthorization in a uniform and comprehensible manner until after it had provided the public with opportunities to comment on its proposed procedures for such reporting, considered those comments, and then had obtained approval to have states report under these new procedures as modified to reflect public comment. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and IHEs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data the following year. Consequently, new data elements that states reported during 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.

For purposes of Title II reporting, all traditional teacher preparation programs at an IHE are considered to be a single program. For example, an IHE that prepares undergraduate students to become either mathematics or science teachers would be counted as one teacher preparation program rather than two programs. Thus, the count of traditional teacher preparation programs is the count of IHEs with traditional teacher preparation programs. Because many IHEs have multiple teacher preparation programs, the number of individual traditional teacher preparation programs in the academic content areas (e.g., English, mathematics, science, history) or in other areas (e.g., special education, career and technical education) would be larger than the number of IHEs.

Similarly, all alternative teacher preparation programs at an IHE are considered to be a single program. Alternative route teacher preparation programs primarily serve candidates who are the teacher of record in a classroom while participating in the route. For purposes of Title II reporting, each state determines which teacher preparation programs are alternative routes. Also, they may be within or independent of an IHE. An IHE with both a traditional teacher preparation program and an alternative route teacher preparation program is counted as having two teacher preparation programs, regardless of the number of areas in which the IHE prepares teachers (e.g., arts, foreign languages, physical education). A teacher preparation program that is not IHE-based is counted as one program.

However, when states report on low-performing teacher preparation programs and those at risk of receiving this designation, they report both the name of the IHE and the teacher preparation program that has been identified as low-performing or at-risk. This can be the entire teacher preparation program (e.g., school of education, initial certification program) or a specific portion of the teacher preparation program (e.g., French, social studies, teaching students with disabilities). States also report on alternative route teacher preparation programs that are not based at IHEs that are identified as low-performing or at-risk, and they are counted as one program (see Chapter III). See the Key Terminology for more information on the definition of teacher preparation program.

Some data elements did not change from the 1998 to the 2008 legislation, such as states' descriptions of standards and criteria for initial teacher certification or licensure and alternative routes to teacher certification or licensure, and reports of states' assessments and pass rates.

However, revisions were made to the questions in the previous reporting instrument to align with new language in the reauthorized law. For example, both the 1998 and 2008 legislations require states to describe how teacher certification or licensure assessments and requirements for teachers align with the state's standards for students. However, the 2008 legislation specifically included state early learning standards for early childhood education programs. Thus, the reporting instrument was revised to include questions addressing early childhood education.

Depending on the data reported, states and IHEs may have collected the data either in calendar years or in academic years. For example, information reported on state teacher certification or licensure requirements, alternative routes to certification, state standards for teachers and criteria for assessing the performance of teacher preparation programs was based on the most current state laws, regulations or policies as of October of the reporting year. Numerical data, such as the number of students enrolled in teacher preparation programs, the number of program completers and the number of teachers receiving initial certification or licensure reflect specific academic years (AY).[4] Finally, the list of at-risk and low-performing teacher preparation programs reflects the states' most current cycle for assessing the performance of those programs.[5]

In cases where a data element, such as the number of teacher preparation program completers, has not changed and has been collected in the same manner under both the 1998 and 2008 legislation, trend data are provided for the available years. In cases where a data element is new, data for only one year are included.

The 1998 legislation required states to report on the extent to which teachers in the state are given waivers of certification licensure requirements, including the proportion of such teachers distributed across high- and low-poverty school districts and across subject areas. The definition of a waiver changed for Title II reporting in 2004. A waiver is any temporary, provisional or emergency permit, license or other authorization that permits an individual to teach in a public school classroom without having received an initial certificate or license from that state unless the teacher is a short- or long-term substitute or is participating in an alternate route program and meets the *Elementary and Secondary Education Act (ESEA)* criteria for being highly qualified. The changes to the definition aligned the *HEA* Title II definition with the state certification and licensure requirements for highly qualified teachers in *ESEA*. Further, the new definition better reflected state certification and licensure policies across the nation. The collection of the waiver data changed from a snapshot to a full-year head count of teachers on waivers. Also, the subject areas for which waiver data were reported were refined. Teachers participating in an alternative route who met the criteria for being highly qualified under *ESEA*, but who may not have held a teaching license or certificate, began to be excluded from the count of teachers on waivers. As a result of these changes, waiver data collected prior to 2004 cannot be compared to waiver data collected in 2004 and beyond. Because the 2008 legislation does not require states to report waiver data, waiver data were no longer collected beginning with the 2009 state reports. Waiver data collected from 2004 through 2008, the last year waiver data were collected, are included in this report.

[4] Prior to 2010, the Department's Title II reporting guide defined "academic year" (AY) as any period of 12 consecutive months, as defined by the state. Starting in 2010, the Department defined AY as a period of 12 consecutive months, starting Sept. 1 and ending Aug. 31. Single years used in this report refer to the calendar year.

[5] State review cycles are usually an academic year, but it may be a calendar year. States reported for the most recent review cycle for which they had complete data in October of each year.

Design of the State Reporting System

States used the Department's Web-based reporting system to enter data for each of the three collections, 2008, 2009, 2010, presented in this transitional report. The reporting system was developed according to the requirements of the current and prior Title II authorizations, and was refined based on input from representatives of teacher preparation programs, states, testing companies and national organizations. The data elements included in the legislation were operationalized to allow for the collection of consistent information across states.

Much of the state Title II information is collected in narrative form; through some data elements call for numeric responses. Table ES2 highlights the main data elements of the state report and whether a narrative or numeric response is required. A narrative response may include responding to questions by checking yes or no, selecting from a list of possible responses or typing a response in a text box. A numeric response requires that the state enter a number in response to a question or upload a data file. Data elements may require only narrative responses, only numeric responses or both types of responses. See appendix 2 for the Title II state report.

Table ES2. New data elements in the state reports

Data element	Narrative	Numeric
A description of traditional and alternative route teacher preparation program admissions requirements	✓	
The number of students enrolled in each teacher preparation program by gender, race and ethnicity		✓
The number of hours required prior to student teaching and for student teaching, and the number of faculty and prospective teachers participating at each teacher preparation program		✓
The number of teachers prepared by certification area, academic major and subject area		✓
The total number of teachers receiving initial certification or licensure		✓
The total number of traditional and alternative route teacher preparation program completers		✓
A description of the reliability and validity of teacher certification or licensure assessments and requirements	✓	
A description of each state teacher certificate or license and the requirements to obtain each certificate or license	✓	✓
A description of state teacher standards and the alignment of the standards with assessments for teacher certification or licensure and state academic standards	✓	
The institutional and state pass rates of traditional and alternative route program completers on assessments required for certification or licensure, including the minimum passing score		✓
A description of alternative routes to teacher certification or licensure	✓	✓
A description of criteria for determining low-performing teacher preparation programs and a list of any teacher preparation programs that the state identified as low-performing or at risk of being identified as low-performing	✓	
A description of the extent to which teacher preparation programs addressed shortages of highly qualified teachers	✓	
A description of the extent to which teacher preparation programs prepared teachers to teach students with disabilities and students who are limited English proficient	✓	
A description of the extent to which teacher preparation programs prepared teachers to integrate technology into curricula and instruction	✓	
A description of steps the state has taken to improve teacher quality during the past year	✓	

States had the option to provide introductory or supplemental information to provide context for their reports. States completed and certified their report on or before the October reporting deadline in each year.

The state reporting system was designed to ensure that states would submit complete and accurate data and narrative information in their reports. The reporting system contains internal edit check functions that assist states to identify missing or incomplete data and increase reporting accuracy. For example, through these functions, states could correct data reported by teacher preparation programs in the state report. States also received technical assistance with their reporting. During and following the reporting period, states were provided with multiple opportunities to review, verify and correct their data. To further improve data quality, states were able to revise previous years' data omissions and correct errors. As a result, data presented in this report for previous reporting years may appear inconsistent when compared with data published in earlier reports, but data in this report are more accurate.

State Participation in Title II Reporting

Since 2001, the 50 states, the District of Columbia, Guam and Puerto Rico have participated in Title II reporting. The Virgin Islands began reporting in 2002. American Samoa, the Federated States of Micronesia, the Marshall Islands, the Northern Mariana Islands and Palau began reporting in 2006. Palau does not currently have a teacher certification or licensure system in place and does not report any data.

Key Terminology

The definitions used in this report are those that the Department established for *HEA* Title II reporting. Key definitions are included here.

- **Cut score.** The minimum score required by the state to pass a teacher certification or licensure assessment.
- **Enrolled student.** A student who has been admitted to a teacher preparation program but who has not yet completed the program.
- **Initial certification or licensure.** The first teaching certificate or license issued to an individual. The specific certificates or licenses classified as initial certification in each state are defined by the state. States are to provide information on degree, course work, assessment, supervised clinical experiences and other requirements.
- **Low-performing teacher preparation program.** A program that a state identifies on the basis of criteria it has established for identifying low-performing teacher preparation programs. The criteria may be based on the data collected to meet Title II reporting requirements.
- **Median score.** The median of an odd number of scores is the middle number when the scores are listed in increasing order; the median of an even number of scores is the arithmetic mean of the two middle scores when the scores are listed in increasing order.
- **Program completer.** 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 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.
- **Summary pass rate.** The percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas.

- **Teacher preparation program.** A state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational requirements, or training requirements, or both, for initial certification or licensure to teach in the states' elementary, middle or secondary schools. A teacher preparation program may be either a traditional program or an alternative route to certification, as defined by the state. Also, it may be within or outside an IHE. For Title II reporting, all traditional teacher preparation programs at a single IHE are considered to be a single program.
  - **Alternative route teacher preparation programs** primarily serve candidates that are the teacher of record in a classroom while participating in the route. For purposes of Title II reporting, each state determines which teacher preparation programs are alternative routes. Also, they may be within or outside an IHE.
  - **Traditional teacher preparation programs** generally serve undergraduate students who have no prior teaching or work experience, and lead at least to a bachelor's degree. Some traditional teacher preparation programs may lead to a teaching credential but not to a degree. A traditional teacher preparation program in the outlying areas may lead to an associate's degree.
- **Waiver.** Any temporary, provisional or emergency permit, license or other authorization that permits an individual to teach in a public school classroom without having received an initial certificate or license from that state unless the teacher is a short- or long-term substitute or is participating in an alternative route program and meets the *Elementary and Secondary Education Act (ESEA)*, as amended, criteria for being highly qualified.

Selected Findings From 2008, 2009 and 2010 State Reports

The findings from the state reports are organized into five chapters. Each chapter contains figures and tables following most of the bulleted statements to provide a graphic view of the data and display national data trends, when available. Selected findings from each chapter are presented below.

Teacher Preparation Programs

- In 2010, states reported data on 2,054 teacher preparation programs.[6]
- Three types of teacher preparation programs were reported, with 71 percent classified as traditional, 21 percent alternative teacher preparation programs based at institutions of higher education (IHEs) and 8 percent alternative teacher preparation programs not based at IHEs.
- During AY 2008–09, a total of 724,173 students were enrolled in teacher preparation programs.
- Teacher preparation programs prepared a total of 235,138 completers in AY 2008–09. This represented a decrease of 1 percent from the previous academic year (236,592 in AY 2007–08) and a 1 percent increase from AY 2006–07 (231,675).
- States reported on supervised clinical experiences for the first time in 2010. The curriculum policies of each state and its teacher preparation institutions identified course work that is clinical and nonclinical. Thus, the data reported on supervised clinical experience varied from state to state.

[6] See Key Terminology on page 9 for the definition of teacher preparation program. For purposes of Title II reporting, all traditional teacher preparation programs at a single IHE are considered to be a single program. An IHE with both a traditional teacher preparation program and an alternative route teacher preparation program is counted as having two teacher preparation programs.

State Standards for Teacher Certification or Licensure

- In 2010, 50 states, the District of Columbia, Puerto Rico, Guam, American Samoa, the Northern Mariana Islands and the Virgin Islands reported that they had standards that prospective teachers must meet in order to attain initial teacher certification or licensure.
- In 2010, 43 states, Puerto Rico, Guam, American Samoa and the Northern Mariana Islands had a policy that links, aligns or coordinates teacher certification or licensure standards with early learning standards for early childhood education programs. States reported on this data element for the first time in 2010.

Evaluation of Teacher Preparation Programs

- In 2010, 28 states and Puerto Rico had teacher preparation program evaluation criteria that included the program's progress in improving student academic achievement for elementary and secondary students.
- In 2010, 10 states and Puerto Rico reported 38 at-risk and low-performing teacher preparation programs. Twenty-six of these programs were identified as at-risk and 12 were classified as low-performing.
- At-risk and low-performing programs represented a very small proportion (less than 2 percent) of the total number of IHEs and alternative route programs that prepare teachers.

State Initial Certification or Licensure for Teachers

- In 2010, states reported on the total number of initial teaching licenses or certificates issued in AY 2008–09 to individuals trained in the state and to individuals trained in another state. States reported a total of 313,787 initial teaching licenses or certificates issued in AY 2008–09.
- The proportion of teachers working with waivers of full certification continued to decrease, going from 1.5 percent in AY 2006–07 to 1.4 percent in AY 2007–08. However, the percentage of teachers with a waiver in high-poverty school districts[7] (2.0%) continued to exceed the percentage for all other districts (1.1%).
- In AY 2007–08, 21 percent of teachers receiving initial teaching licenses or certificates were trained in another state.

Assessments Required for Teacher Certification or Licensure

- In AY 2008–09, 48 states, the District of Columbia, Puerto Rico, Guam, the Northern Mariana Islands and the Virgin Islands assessed initial teacher candidates through state testing.
- Not all states required assessments for initial certification or licensure. Iowa, Montana, American Samoa, the Federated States of Micronesia, the Marshall Islands and Palau have either announced plans to use assessments or were deciding on the minimum passing score. As of AY 2008–09, Iowa, Montana, American Samoa, the Federated States of Micronesia, the Marshall Islands and Palau did not require testing for initial teacher certification or licensure.

[7] High-poverty school districts are determined using the quartile of the highest percentage of children living in poverty based on estimates generated by the Small Area Income and Poverty Estimates (SAIPE) program. The estimates provided are only for local education agencies (LEAs) identified in the U.S. Census Bureau's school district mapping project. For more information about the SAIPE data, visit http://www.census.gov/hhes/www/saipe. For charter schools, states would need to include data for teachers if (1) the charter schools are considered to be LEAs and (2) the state requires teachers in those schools to meet the same requirements for initial certification as any other public school teacher. High-poverty school districts are contrasted with all other districts in the state.

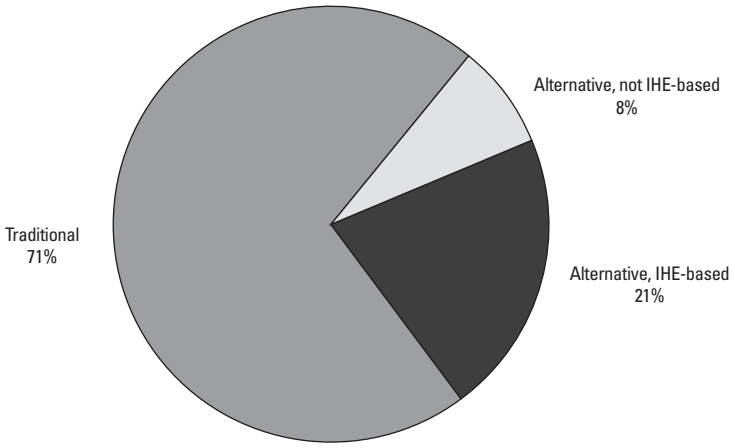
CHAPTER I
TEACHER PREPARATION PROGRAMS

With the amendments to the *HEA* enacted in 2008, state Title II reports now provide more traditional and alternative route teacher preparation program-level data than in previous years. The state reports also now provide data on a third type of program, non-IHE based alternative routes. Under the new 2008 requirements, states now report on the number of students enrolled in each of the three types of teacher preparation programs by gender, race, ethnicity; the number of teachers prepared by certification, major and subject area; program admissions requirements; and hours of supervised clinical experience data.

Program Types

- In 2010, states reported data on 2,054 teacher preparation programs.[8]
- The teacher preparation programs were reported by one of three classifications, traditional, alternative teacher preparation programs based at IHEs, or alternative teacher preparation programs not based at IHEs (see figure 1).
- Among the three types of teacher preparation programs, 71 percent were classified as traditional; 21 percent were alternative teacher preparation programs based at institutions of higher education (IHEs); and 8 percent were alternative teacher preparation programs not based at IHEs (see figure 1).

Figure 1. Classification of teacher preparation programs by type of program: 2010

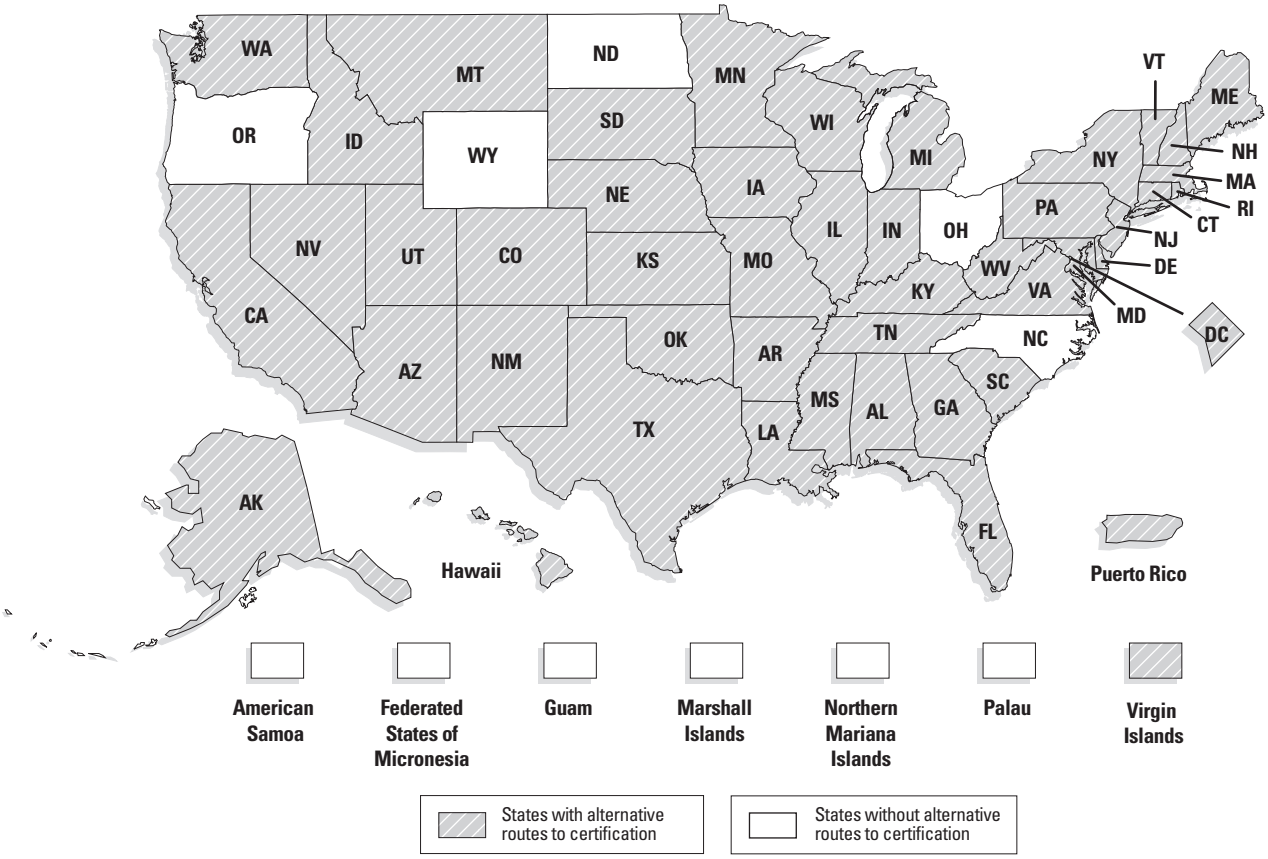


NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands submitted a state Title II report in 2010. Federated States of Micronesia did not submit a state Title II report in 2010. Republic of the Marshall Islands did not submit a state Title II report in 2010. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, new data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

[8] See Key Terminology on page 9 for the definition of teacher preparation program. For purposes of Title II reporting, all traditional teacher preparation programs at a single IHE are considered to be a single program. An IHE with both a traditional teacher preparation program and an alternative route teacher preparation program is counted as having two teacher preparation programs.

- In 2010, 45 states, the District of Columbia, Puerto Rico and the Virgin Islands reported that the state had approved alternative routes to certification (see figure 2). In 2009, there were 48 states, the District of Columbia, Puerto Rico, the Northern Mariana Islands and the Virgin Islands and, in 2008, 48 states, Puerto Rico, the Northern Mariana Islands and the Virgin Islands with approved alternative routes to certification.[9]
- Twenty-one states and the District of Columbia had one or more initial teacher certificates or licenses given only to alternative teacher preparation program participants or completers. States reported on this data element for the first time in 2010.

Figure 2. States with approved alternative routes to certification: 2010



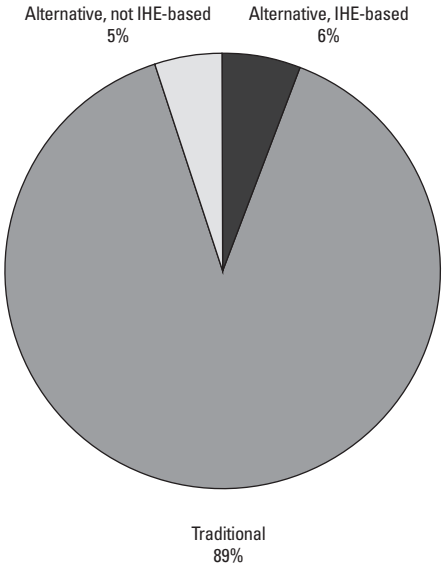
NOTE: Alternative route teacher preparation programs primarily serve candidates that are the teacher of record in a classroom while participating in the route. For purposes of Title II reporting, alternative route teacher preparation programs are defined as such by the state. For purposes of this figure, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2010. Republic of the Marshall Islands did not submit a state Title II report in 2010. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data. Due to changes in the way states reported data on teacher certification or licensure in 2010, some alternative routes to certification that were previously reported as an approved route are now being reported as a certificate or license.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

[9] Under the previous data collection, states were not asked specifically about certificates or licenses issued to individuals participating in or completing an alternative teacher preparation program. As such, some states reported certificates or licenses for individuals from alternative teacher preparation programs as alternative routes. Starting in 2010, states were asked to report certificates or licenses given to individuals from alternative routes. Thus, some states changed the way they reported on alternative routes to separately report on alternative routes and certificates or licenses issued to individuals from these routes.

Enrollment Characteristics

- States reported on the number of students enrolled in teacher preparation programs for the first time in 2010 (AY 2008–09) (see table 1).
- During AY 2008–09, a total of 724,173 students were enrolled in teacher preparation programs.
  - 74 percent of the enrolled students were female, and 25 percent were male.
  - 11 percent of the enrolled students identified themselves as Hispanic or Latino students of any race; 69 percent of the students identified themselves as White, and 8 percent identified themselves as Black or African American.
  - Of the Black or African American enrolled students, 15 percent were enrolled in Historically Black Colleges and Universities (HBCUs).[10]
  - 89 percent of students were enrolled in traditional teacher preparation programs; 6 percent were enrolled in alternative teacher preparation programs based at IHEs; and 5 percent were enrolled in alternative teacher preparation programs not based at IHEs (see figure 3).

Figure 3. Enrollment in teacher preparation programs by type of program: AY 2008–09



NOTE: The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, new data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

[10] Data on enrollment by gender, ethnicity and race were not available for all teacher preparation programs. Some teacher preparation programs only provided the total number of students enrolled.

Table 1. Number and percentage of students enrolled in teacher preparation programs, by selected characteristics and program type: AY 2008–09

Selected characteristics	Program type							
	All teacher preparation programs		Traditional		Alternative, IHE-based		Alternative, not IHE-based	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Total	724,173	–	642,448	–	43,186	–	38,539	–
Students enrolled by gender								
Female	532,867	74	478,453	74	29,569	68	24,845	64
Male	181,662	25	155,112	24	13,443	31	13,107	34
Students enrolled by ethnicity								
Hispanic/Latino of any race	80,396	11	67,996	11	5,527	13	6,873	18
Students enrolled by race								
American Indian or Alaska Native	6,489	1	6,119	1	276	1	94	0
Asian	16,915	2	14,609	2	1,380	3	926	2
Black or African American	56,232	8	44,896	7	5,158	12	6,178	16
Native Hawaiian or Pacific Islander	4,097	1	3,875	1	141	0	81	0
White	496,637	69	447,682	70	27,509	64	21,446	56
Two or more races	8,604	1	6,326	1	580	1	1,698	4

NOTE: Data on enrollment by gender, ethnicity and race were not available for all teacher preparation programs. Some teacher preparation programs only provided the total number of students enrolled; thus, the sum of the number of students enrolled by characteristic will not equal the total. Percentages may not sum to 100. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, new data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Admissions Requirements

- States reported on the admissions requirements for teacher preparation programs for the first time in 2010 (see table 2).

Table 2. Most commonly reported admissions requirements, by program type and level, and percentage of teacher preparation programs with requirement: 2010

Common admissions requirements	Percentage of teacher preparation programs with admissions requirement					
	Traditional (*N*=1,458)		Alternative, IHE-based (*N*=430)		Alternative, not IHE-based (*N*=166)	
	Undergraduate (%)	Postgraduate (%)	Undergraduate (%)	Postgraduate (%)	Undergraduate (%)	Postgraduate (%)
Application	86	66	22	95	9	89
Bachelor's degree or higher	1	64	5	95	7	92
Essay or personal statement	60	52	14	66	6	72
Interview	42	38	15	65	6	73
Minimum basic skills test score	68	41	27	69	5	63
Minimum number of credits completed	75	45	19	65	7	64
Minimum undergraduate grade point average (GPA)	79	62	21	87	5	67
Payment or fee	25	43	8	64	7	71
Recommendation(s)	59	56	16	70	5	69
Subject matter verification, such as a subject area or academic content area test	21	29	10	70	5	70
Transcript	76	65	21	92	10	90

NOTE: The most commonly reported admissions requirements are those that many, though not necessarily the majority, of the teacher preparation programs indicated were required for admissions. Most of the teacher preparation programs are classified as traditional teacher preparation programs. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, new data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Supervised Clinical Experience Requirements

- States reported on supervised clinical experiences for the first time in 2010.
- The curriculum policies of each state and its teacher preparation institutions identified course work that is clinical and nonclinical. Thus, the data reported on supervised clinical experience varied from state to state.
- Of the total students enrolled, 50 percent were taking part in supervised clinical experience during AY 2008–09.
- The majority (90 percent) of the students participating in supervised clinical experience were from traditional teacher preparation programs, which serve most students (see figure 3).
- Among the teacher preparation programs that reported data on supervised clinical experience requirements, the average number of hours of supervised clinical experience required prior to student teaching was 172. The average number of hours required for student teaching was 577 (see table 3).
- Within traditional teacher preparation programs that reported data on supervised clinical experience requirements, the average number of hours of supervised clinical experience required prior to student teaching was 177. The average number of hours required for student teaching was 514 (see table 3).
- Within alternative teacher preparation programs based at IHEs that reported data on supervised clinical experience requirements, the average number of hours of supervised clinical experience required prior to student teaching was 151. The average number of hours required for student teaching was 725 (see table 3).
- Within alternative teacher preparation programs not based at IHEs that reported data on supervised clinical experience requirements, the average number of hours of supervised clinical experience required prior to student teaching was 169. The average number of hours required for student teaching was 901 (see table 3).

Table 3. Number of hours required for supervised clinical experiences, by selected characteristics and program type: AY 2008–09

	Program type			
Selected characteristics	All teacher preparation programs	Traditional	Alternative, IHE-based	Alternative, not IHE-based
Prior to student teaching				
Average number of hours	172	177	151	169
For student teaching				
Average number of hours	577	514	725	901

NOTE: The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, new data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Program Completers

- Teacher preparation programs prepared a total of 235,138 completers in AY 2008–09. This represented a decrease of 1 percent from the previous academic year (236,592 in AY 2007–08) and a 1 percent increase from AY 2006–07 (231,675) (see figure 4).

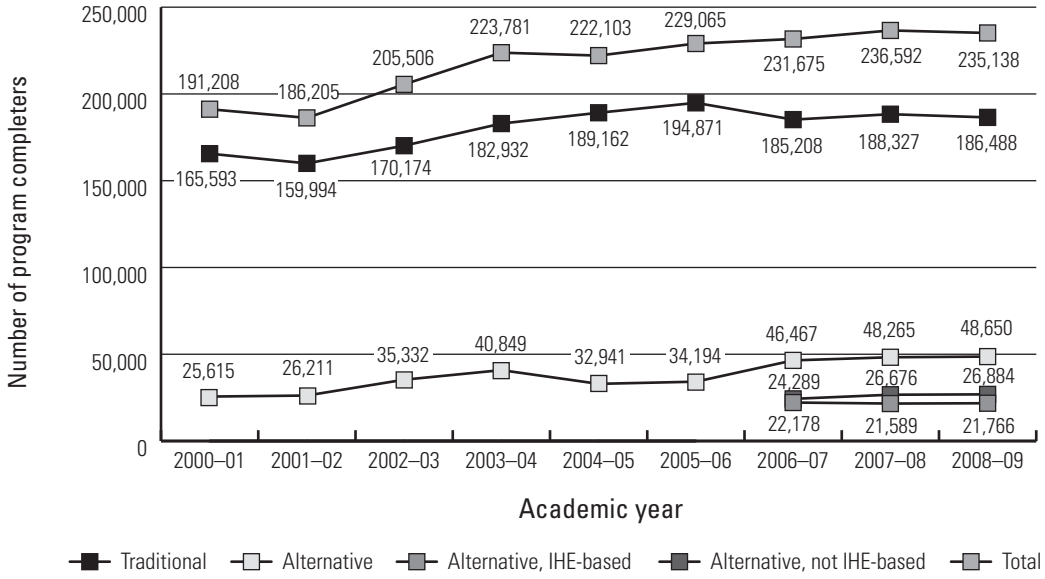
Traditional Routes

- Traditional teacher preparation programs prepared 186,488 completers in AY 2008–09. This represented a decrease of 1 percent from the previous academic year (188,327 in AY 2007–08) and a 1 percent increase from AY 2006–07 (185,208) (see figure 4).
- In AY 2008–09, the proportion of program completers in traditional teacher preparation programs, as compared to alternative programs, was 79 percent. This represented a decrease from the two previous academic years, when the proportion of program completers in traditional preparation programs was 80 percent in each year (see figure 5).

Alternative Routes

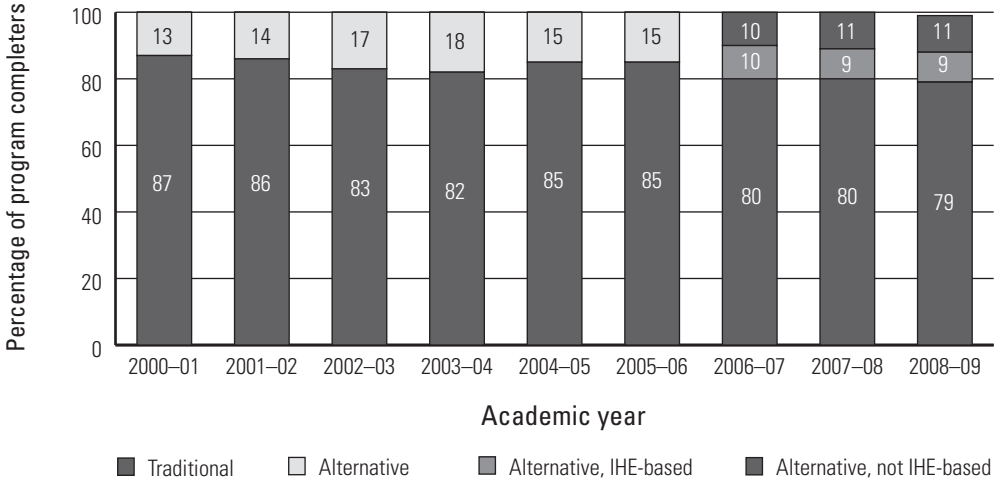
- States reported the number of program completers from alternative teacher preparation programs based at IHEs and alternative teacher preparation programs not based at IHEs separately for the first time in 2010. States provided these data for AY 2006–07, 2007–08 and 2008–09.
- Alternative teacher preparation programs based at IHEs prepared 21,766 completers in AY 2008–09. This represented an increase of 1 percent from the previous academic year (21,589 in AY 2007–08) and a 2 percent decrease from AY 2006–07 (22,178) (see figure 4).
- Alternative teacher preparation programs not based at IHEs prepared 26,884 completers in AY 2008–09. This represented an increase of 1 percent from the previous academic year (26,676 in AY 2007–08) and an 11 percent increase from AY 2006–07 (24,289) (see figure 4).
- In AY 2008–09, nine percent of completers came from alternative programs based at IHEs and 11 percent came from alternative programs not based at IHEs (see figure 5).

Figure 4. Trend in total number of program completers, by traditional and alternative routes: AY 2000–01 through AY 2008–09



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands submitted a state Title II report in 2010. Federated States of Micronesia did not submit a state Title II report in 2007 or 2010. Republic of the Marshall Islands did not submit a state Title II report in 2009 or 2010. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data. The number of alternative completers in AY 2006–07 through AY 2008–09 is the sum of the alternative, IHE-based completers and alternative, not IHE-based completers. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Figure 5. Trend in percentage of program completers attending traditional and alternative route programs: AY 2000–01 through AY 2008–09

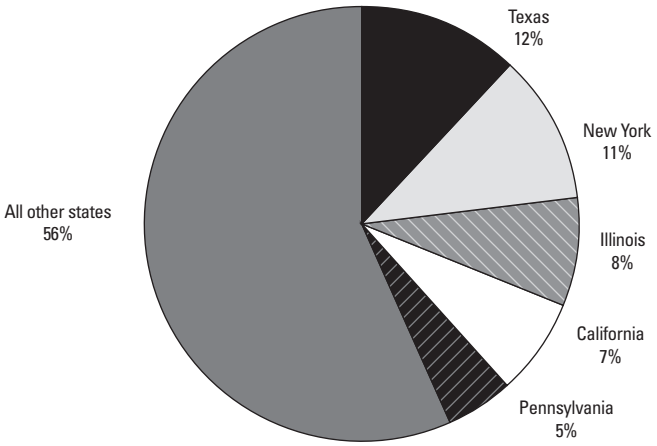


NOTE: Due to changes in the data collection, states reported the number of program completers from alternative teacher preparation programs based at IHEs and alternative teacher preparation programs not based at IHEs separately for the first time in 2010. States provided these data for AY 2006–07, 2007–08 and 2008–09. Data for AY 2006-07 through 2008-09 include the percentage of program completers for traditional teacher preparation programs, alternative, IHE-based teacher preparation programs and alternative, not IHE-based teacher preparation programs. The total percentage of alternative completers in AY 2006–07 through AY 2008–09 is the sum of the percentage of alternative, IHE-based completers and alternative, not IHE-based completers. See Key Terminology for definitions of teacher preparation programs. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands submitted a state Title II report in 2010. Federated States of Micronesia did not submit a state Title II report in 2007 or 2010. Republic of the Marshall Islands did not submit a state Title II report in 2009 or 2010. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data. Percentages may not sum to 100 due to rounding. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Top Teacher Producers by State and Program Type

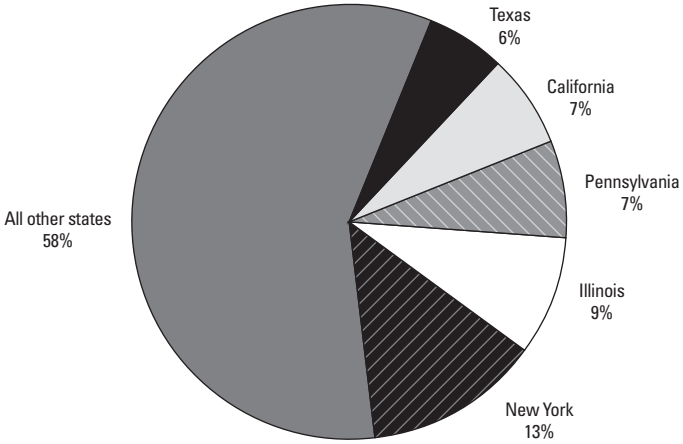
- The five states that prepared the greatest number of teacher preparation program completers in AY 2008–09 were (see figure 6):
  - Texas (28,115)
  - New York (26,670)
  - Illinois (18,121)
  - California (17,407)
  - Pennsylvania (12,800)
- The five states that prepared the greatest number of traditional route completers in AY 2008–09 were (see figure 7):
  - New York (23,327)
  - Illinois (17,682)
  - California (13,017)
  - Pennsylvania (12,357)
  - Texas (11,725)
- The five states that prepared the greatest number of alternative route completers based at IHEs in AY 2008–09 were (see figure 8):
  - California (3,664)
  - Texas (3,440)
  - New York (3,343)
  - New Jersey (2,040)
  - Florida (1,962)
- States reported the number of program completers from alternative teacher preparation programs based at IHEs and alternative teacher preparation programs not based at IHEs separately for the first time in 2010. States provided these data for AY 2006–07, 2007–08 and 2008–09.
- The five states that prepared the greatest number of alternative route completers not based at IHEs in AY 2008–09 were (see figure 9):
  - Texas (12,950)
  - New Jersey (2,718)
  - Florida (1,649)
  - Alabama (1,396)
  - Oklahoma (1,186)

Figure 6. Top five teacher-producing states by percentage of national program completer population: AY 2008–09



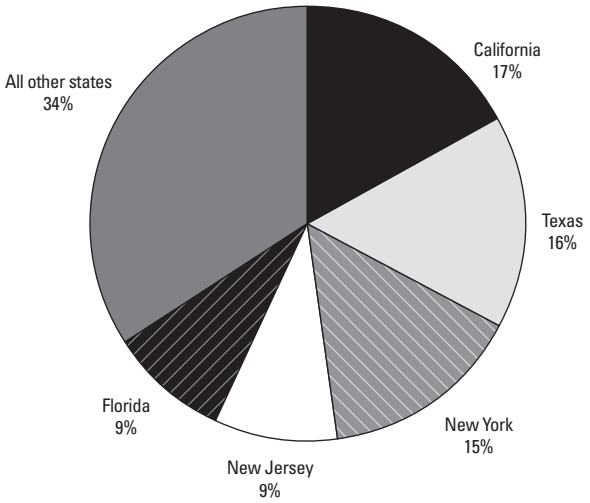
NOTE: For purposes of this figure, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2010. Republic of the Marshall Islands did not submit a state Title II report in 2010. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Figure 7. Top five teacher-producing states by percentage of national traditional program completer population: AY 2008–09



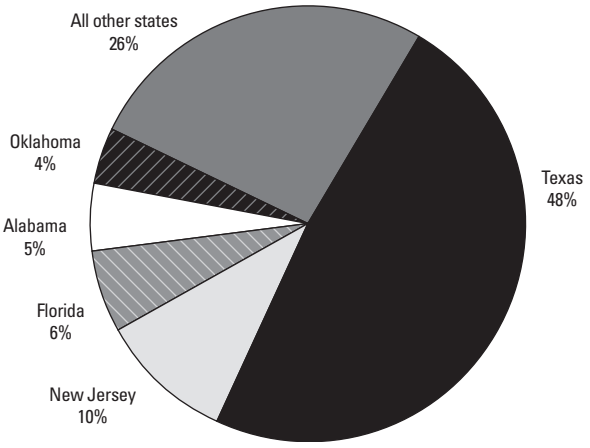
NOTE: For purposes of this figure, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2010. Republic of the Marshall Islands did not submit a state Title II report in 2010. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Figure 8. Top five teacher-producing states by percentage of national alternative route, IHE-based program completer population: AY 2008–09



NOTE: For purposes of this figure, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2010. Republic of the Marshall Islands did not submit a state Title II report in 2010. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Figure 9. Top five teacher-producing states by percentage of national alternative route, not IHE-based program completer population: AY 2008–09



NOTE: For purposes of this figure, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2010. Republic of the Marshall Islands did not submit a state Title II report in 2010. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

CHAPTER II
STATE STANDARDS FOR TEACHER CERTIFICATION OR LICENSURE

States have reported on state standards for teacher certification or licensure since the inception of Title II reporting, but the specific data elements have changed. With the amendments to *HEA* enacted in 2008, states in 2010 reported on teacher standards for early childhood education and the use of national organizations' standards in the development of the state teacher standards for the first time

New Data Elements Reported in 2010

- As Title II of *HEA* now requires, states responded to these specific questions below for the first time in 2010.
  - Has the state established early learning standards for early childhood education programs?
  - Were the standards of any national organizations used, modified or referenced in the development of the state teacher standards?
  - 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 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 coordinates teacher certification or licensure standards with early learning standards for early childhood education programs?
  - 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?
  - 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?
  - 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?

State Standards for Teachers

- In 2010, 50 states, the District of Columbia, Puerto Rico, Guam, American Samoa, the Northern Mariana Islands and the Virgin Islands reported that they had standards that prospective teachers must meet in order to attain initial teacher certification or licensure.
- In 2009, 48 states, the District of Columbia, Puerto Rico, Guam, American Samoa, the Federated States of Micronesia, the Marshall Islands, the Northern Mariana Islands and the Virgin Islands reported that they had standards that prospective teachers must meet in order to attain initial teacher certification or licensure.
- This is an increase from 2008 when 47 states, the District of Columbia, Puerto Rico, American Samoa, the Federated States of Micronesia, the Marshall Islands, the Northern Mariana Islands and the Virgin Islands had developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure.

Policy on Standards for Teachers

- In 2010, 46 states, Puerto Rico, Guam, American Samoa and the Northern Mariana Islands had a policy that links, aligns or coordinates teacher certification or licensure standards with the challenging academic content standards for K–12 students (see table 4).
- In 2009, 42 states, Guam and the Marshall Islands had established a policy that links, aligns or coordinates teacher certification or licensure standards with state content standards for students and, in 2008, 44 states, Guam and the Marshall Islands had established such a policy.
- In 2010, 43 states, Puerto Rico, Guam, American Samoa and the Northern Mariana Islands had a policy that links, aligns or coordinates teacher certification or licensure standards with early learning standards for early childhood education programs (see table 4).

Table 4. Summary of state policies on and status of teacher standards: 2010

Policies or standards	Number of states responding "yes"
Has the state developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure?	56
Were the standards of any national organizations used, modified or referenced in the development of the state teacher standards?*	46
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?*	56
Has the state established early learning standards for early childhood education programs?*	52
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?*	51
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?*	50
Has the state established a policy that links, aligns or coordinates teacher certification or licensure standards with early learning standards for early childhood education programs?*	47
Has the state established policy that links, aligns or coordinates teacher certification or licensure assessments with the challenging academic content standards for K–12 students?*	45
Has the state established policy that links, aligns or coordinates teacher certification or licensure assessments with early learning standards for early childhood education programs?*	43
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?*	42

*New data element in 2010.

NOTE: For purposes of this table, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2010. Republic of the Marshall Islands did not submit a state Title II report in 2010. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, new data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

- In 2010, nearly all states have set teacher standards at all levels across all fields (see table 5).
- Forty-four states, Guam, the Northern Mariana Islands and Puerto Rico have set teacher standards at all levels in special education, and 40 states Guam and the Northern Mariana Islands have set teacher standards at all levels in the arts (see table 5).
- At the secondary level, 39 states, the District of Columbia, Guam, the Northern Mariana Islands and Puerto Rico have set teachers standards in mathematics and science (see table 5).

Table 5. Number of states that have set teacher standards in specific fields, by grade level: 2010

	Grade level and number of states					
Field	All levels	Early childhood	Grades K–3	Grades 4–6	Middle grades	Secondary grades
Across all fields	54	40	37	30	35	44
Arts	42	20	27	27	27	28
Bilingual education, ESL	41	20	27	27	27	28
Civics and government	11	7	11	15	25	31
Economics	10	5	10	14	23	30
English or language arts	28	21	29	30	36	41
Foreign languages	37	15	24	24	26	30
Geography	12	8	15	18	25	30
History	15	10	17	20	29	34
Mathematics	24	21	29	30	38	43
Science	23	20	27	30	38	43
Social studies	21	19	27	30	39	44
Special education	47	33	30	30	31	31
Technology in teaching	34	20	24	25	29	30
Vocational or technical education	10	5	6	12	31	41

NOTE: For purposes of this table, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2010. Republic of the Marshall Islands did not submit a state Title II report in 2010. ESL is English as a Second Language. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

National Association Standards

- In 2010, 43 states, Puerto Rico, Guam and the Virgin Islands reported using, modifying or referencing standards of national organizations in the development of their state teacher standards. Among the states that provided details on the standards used, 24 states, Guam and the Virgin Islands reported that they used the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and 16 states and Guam noted that they used the National Council for Accreditation of Teacher Education (NCATE) standards. Other organizations listed included the Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), the National Board for Professional Teaching Standards (NBPTS) and the American Council on the Teaching of Foreign Languages (ACTFL), among other content-specific groups.

Most common national organizations referenced by states in the development of teacher standards
Interstate Teacher Assessment and Support Consortium (InTASC)
National Council for Accreditation of Teacher Education (NCATE)
National Council of Teachers of Mathematics (NCTM)
National Science Teachers Association (NSTA)
Council for Exceptional Children (CEC)
National Association for the Education of Young Children (NAEYC)
National Council for the Social Studies (NCSS)
National Council of Teachers of English (NCTE)
National Board for Professional Teaching Standards (NBPTS)
American Association for Health Education (AAHE)
American Council on the Teaching of Foreign Languages (ACTFL)
Association for Childhood Education International (ACEI)
International Society for Technology in Education (ISTE)
National Association for Sport and Physical Education (NASPE)
International Reading Association (IRA)
National Middle School Association (NMSA)
Teachers of English to Speakers of Other Languages (TESOL)
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
Interstate School Leaders Licensure Consortium Standards (ISLLC)
American Association for the Advancement of Science (AAAS)
American Association of Colleges for Teacher Education (AACTE)
American Library Association (ALA)
Association for Childhood Education (ACE)
Council on Technology Teacher Education (CTTE)
Educational Testing Service–Pathwise
National Association of Schools of Art and Design (NASAD)
National Association of Schools of Dance (NASD)
National Dance Education Organization (NDEO)
North American Association for Environmental Education (NAAEE)
Teacher Education Accreditation Council (TEAC)

CHAPTER III
EVALUATION OF TEACHER PREPARATION PROGRAMS

While states have reported on the evaluation of their teacher preparation programs in previous years, *HEA* as reauthorized in 2008 increased the amount of information that states report on assessing program performance and identifying at-risk and low-performing programs. For example, states reported on the implementation of criteria for assessing the performance of alternative teacher preparation programs for the first time in 2010. Also, questions about additional criteria, such as progress in improving student academic achievement, were added to what states needed to report. Of the 38 programs identified by states as low-performing or at-risk, 21 are housed at institutions of higher education that participate in the *Higher Education Act's* TEACH Grant program that is designed to provide scholarship aid to high achieving students attending high quality teacher preparation programs.

New Data Elements Reported in 2010

- States responded to the specific data elements below for the first time in 2010.
  - 47 states, Puerto Rico and the Virgin Islands implemented criteria for assessing the performance of traditional teacher preparation programs.
  - 32 states and Puerto Rico implemented criteria for assessing the performance of alternative teacher preparation programs.
- States reported on the criteria below for the first time in 2010.
  - 37 states, Puerto Rico and the Virgin Islands had criteria that include a determination of passing rates on state certification or licensure assessments in the academic content areas.
  - 43 states and Puerto Rico had criteria that include indicators of teaching skills.
  - 22 states, Puerto Rico and the Virgin Islands had criteria that include progress in increasing the percentage of highly qualified teachers in the state.
  - 22 states and Puerto Rico had criteria that include progress in increasing professional development opportunities.
  - 28 states and Puerto Rico had criteria that include progress in improving student academic achievement for elementary and secondary students.
  - 23 states, Puerto Rico and the Virgin Islands had criteria that include progress in raising the standards for entry into the teaching profession.

Identifying Low-performing Teacher Preparation Programs and Those at Risk of Being Considered Low-performing

- As Title II of *HEA* requires, each state determines the criteria for assessing teacher preparation programs and identifying low-performing teacher preparation programs and those at-risk of being considered low-performing.[11]

[11] See Appendix 1, Sections 205(b)(1)(F) and 207 for more information. For details on each state's criteria, visit https://title2.ed.gov. States report both the name of the IHE, if the teacher preparation program is IHE-based, and the teacher preparation program that has been identified as low-performing or at-risk. This can be the entire teacher preparation program or a specific portion of the teacher preparation program.

- In 2010, 10 states and Puerto Rico reported 38 low-performing teacher preparation programs and those at-risk of receiving this designation. Twenty-six of these programs were identified as at-risk and 12 were classified as low-performing (see table 6).
- Thirty-one of the 38 low-performing teacher preparation programs and those at-risk of receiving this designation were located in 29 different traditional teacher preparation institutions, and seven were alternative teacher preparation programs (see table 6).

Table 6. At-risk and low-performing institutions, by risk type and state: 2010

State	Institution name	Program type	Program name(s)	Risk type	Date designated
California	Alliant International University*	Traditional	Multiple Subject Program Intern; Single Subject; Education Specialist	At-risk	6/19/08
Florida	University of Tampa*	Traditional	Teacher Preparation Program	At-risk	7/1/10
Illinois	Columbia College Chicago	Traditional	Teacher Preparation Program	At-risk	11/19/08
Indiana	Anderson University*	Traditional	Advanced Programs	At-risk	1/7/10
	Calumet College of St. Joseph	Traditional	Initial Certification Program	At-risk	2/9/10
Maine	Thomas College	Traditional	Teacher Preparation Program	At-risk	2/10/10
	University of Maine at Fort Kent	Traditional	Teacher Preparation Program	At-risk	7/14/10
Michigan	Adrian College	Traditional	Teacher Preparation Program	At-risk	8/10/10
	Lake Superior State University*	Traditional	Teacher Preparation Program	At-risk	8/12/09
Puerto Rico	Caribbean University - Recinto de Ponce*	Traditional	Teacher Preparation Program	At-risk	10/30/10
Rhode Island	University of Rhode Island*	Traditional	School Psychology	At-risk	3/29/10
South Carolina	Limestone College	Traditional	Education Unit	At-risk	10/19/10
	Southern Wesleyan University*	Traditional	Education Unit	At-risk	10/19/10
Texas	Alternative Certification for Teachers - Rio Grande Valley	Alternative, not IHE-based	Alternative Certification for Teachers - Rio Grande Valley	At-risk	4/9/10
	Arlington Baptist College	Traditional	Teacher Preparation Program	At-risk	4/9/10
	Houston Community College System*	Alternative, IHE-based	Teacher Preparation Program	At-risk	4/9/10
	Intern Teacher Alternative Certification Program	Alternative, not IHE-based	Intern Teacher Alternative Certification Program	At-risk	4/9/10

continued on next page

Table 6. At-risk and low-performing institutions, by risk type and state: 2010 *continued*

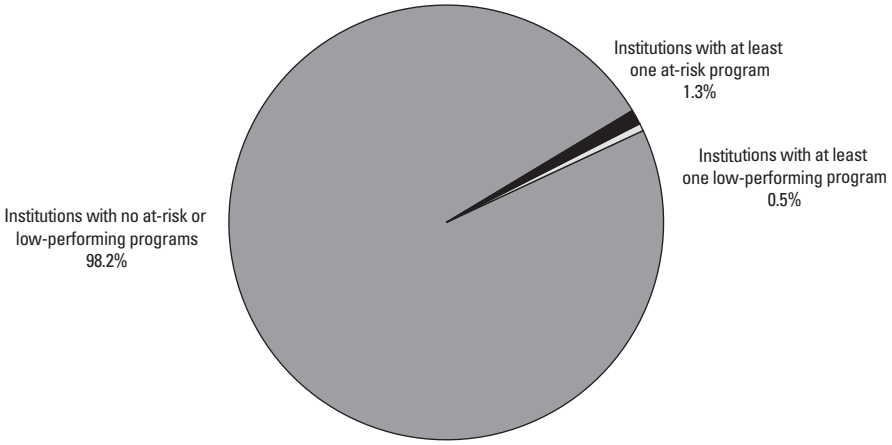
State	Institution name	Program type	Program name(s)	Risk type	Date designated
Texas (cont'd)	Jarvis Christian College*	Traditional	Teacher Preparation Program	At-risk	4/9/10
	Prairie View Agricultural & Mechanical University*	Traditional	Teacher Preparation Program	At-risk	4/9/10
	Region 02 Education Service Center	Alternative, not IHE-based	Region 02 Education Service Center	At-risk	4/9/10
	Schreiner University*	Traditional	Teacher Preparation Program	At-risk	4/9/10
	Southwestern Adventist University*	Traditional	Teacher Preparation Program	At-risk	4/9/10
	Teachers for the 21st Century	Alternative, not IHE-based	Teachers for the 21st Century	At-risk	4/9/10
	Texas Alternative Center for Teachers	Alternative, not IHE-based	Texas Alternative Center for Teachers	At-risk	4/9/10
	Texas Southern University*	Traditional	Teacher Preparation Program	At-risk	4/9/10
	University of St. Thomas*	Traditional	Teacher Preparation Program	At-risk	4/9/10
Florida	Florida Memorial University*	Traditional	Teacher Preparation Program	Low-performing	7/1/10
Michigan	Marygrove College*	Traditional	Teacher Preparation Program	Low-performing	8/12/09
	Olivet College*	Traditional	Teacher Preparation Program	Low-performing	8/12/09
	University of Detroit Mercy*	Traditional	Teacher Preparation Program	Low-performing	8/12/09
New York	CUNY Brooklyn College*	Traditional	English Content Specialty	Low-performing	7/20/10
	CUNY Brooklyn College*	Traditional	Student with Disability Content Specialty	Low-performing	7/20/10
	D'Youville College	Traditional	French Content Specialty	Low-performing	7/20/10
	Le Moyne College*	Traditional	Social Studies Content Specialty	Low-performing	7/20/10
	Touro College - Manhattan	Traditional	Teaching Students with Disabilities	Low-performing	9/11/06
	Touro College - Manhattan	Traditional	Student with Disability Content Specialty	Low-performing	7/20/10
Texas	Steps to Teaching – Alternative Certification Program	Alternative, not IHE-based	Steps to Teaching – Alternative Certification Program	Low-performing	4/9/10
	Texas College	Traditional	Teacher Preparation Program	Low-performing	4/9/10

* Of the 38 programs identified by states as low-performing or at-risk, 21 are housed at institutions of higher education that participate in the Higher Education Act's TEACH Grant program that is designed to provide scholarship aid to high achieving students attending high quality teacher preparation programs.

NOTE: For purposes of this table, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2010. Republic of the Marshall Islands did not submit a state Title II report in 2010. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data. States report both the name of the IHE, if the teacher preparation program is IHE-based, and the teacher preparation program that has been identified as low-performing or at-risk. This can be the entire teacher preparation program or a specific portion of the teacher preparation program.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

- Under state procedures for assessing the quality of teacher preparation programs, those institutions that states identify as having at least one program that is low-performing or at-risk of being designated low-performing represented a very small proportion (less than 2 percent) of the total number of IHEs and alternative route programs that prepare teachers (see figure 10).

Figure 10. Classification of teacher preparation programs by at-risk or low-performing status: 2010



NOTE: Definitions of the at-risk and low-performing categories were established by each state authority. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data. In this figure, institutions include traditional IHE-based teacher preparation programs, alternative IHE-based teacher preparation programs, and alternative routes not based within IHEs.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

- Of the 38 low-performing teacher preparation programs or those at-risk of being designated low-performing reported in 2010, 14 were also reported as at-risk or low-performing in one or more previous years, though not necessarily in consecutive years (see table 7).
- In 2009, states reported that there were 28 low-performing teacher preparation programs or programs at-risk of being designated low-performing, and states reported 40 at-risk and low-performing teacher preparation programs in 2008.

Table 7. States that have identified at-risk or low-performing teacher preparation programs: 2002 through 2010

State	At-risk (AR) or Low-performing (LP)								
	2002	2003	2004	2005	2006	2007	2008	2009	2010
Alabama								LP	
California							AR	AR	AR
Connecticut						LP	LP		
Florida	LP		LP	LP	LP	LP	AR, LP	AR, LP	AR, LP
Georgia	LP		†	†	AR	AR	AR		
Illinois		AR	AR	AR	AR	AR			AR
Indiana			AR	AR					AR
Iowa					LP				
Kansas	AR	AR	AR, LP	AR, LP	AR, LP	AR, LP	AR		
Kentucky			AR	LP	AR	AR, LP	AR, LP	LP	
Louisiana	LP		AR	AR					
Maine			AR		AR	AR			AR
Maryland		LP			AR				
Michigan						AR, LP	AR, LP	AR, LP	AR, LP
Mississippi	AR								
Missouri					AR	AR	AR		
New York	AR	AR	AR		LP	LP	LP	LP	LP
North Carolina	LP	LP	LP	LP	LP				
Ohio	AR	AR			AR	AR	AR	AR	
Puerto Rico							AR, LP	AR, LP	AR
Rhode Island									AR
South Carolina	AR	AR, LP		AR	AR		AR	AR	AR
Tennessee	AR, LP	AR	AR	AR					
Texas	AR, LP	LP			LP				AR, LP
Washington				AR		AR			
Total number of states	11	9	11	11	14	12	12	9	11

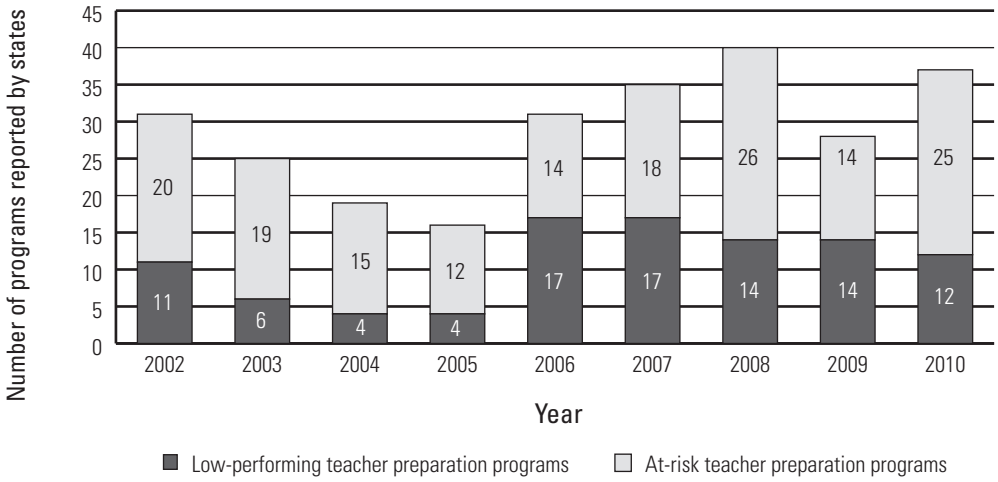
†The state did not specify the designation of the program. The program was being restructured.

NOTE: For purposes of this table, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2007 or 2010. Republic of the Marshall Islands did not submit a state Title II report in 2009 or 2010. Table entries indicate, for a given state and year, if one or more teacher preparation programs have been designated as "low-performing" (LP) or "at-risk" of being designated as low-performing (AR), respectively. Definitions of these categories were established by each state authority. States not included in this table have not identified any teacher preparation program as low-performing or at-risk. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

- The number of low-performing teacher preparation programs or those at-risk of being considered low-performing reported by states fluctuated between 2002 and 2010, ranging from a low of 16 programs in 2005 to a high of 40 programs in 2008 (see figure 11).

Figure 11. Number of at-risk and low-performing teacher preparation programs reported by states: 2002 through 2010



NOTE: Definitions of at-risk and low-performing teacher preparation programs were established by each state authority. In 2004 and 2005, one state did not specify the designation of one program. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands submitted a state Title II report in 2010. Federated States of Micronesia did not submit a state Title II report in 2007 or 2010. Republic of the Marshall Islands did not submit a state Title II report in 2009 or 2010. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

State Criteria for Assessing Teacher Preparation Programs Performance

- States set their own criteria for evaluating the performance of all three types of teacher preparation programs.
- States provided narrative responses to the following open-ended questions about identifying and assisting low-performing teacher preparation programs and those at-risk for being identified as low-performing:
  - 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."
  - 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."
  - 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.
  - 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.
- There were 48 states that provided a detailed description of their criteria.
- Twenty-eight states reported that the criteria for classifying programs as low-performing or at-risk of being low-performing are the same for both traditional and alternative programs.
- Based on the data states provided on criteria they used to classify traditional and alternative routes to teacher certification or licensure as low-performing or at-risk of being low-performing, states can be classified into two groups: those that used either a single criterion or multiple criteria. Some states require programs to meet all of the criteria, while other states require programs to meet some number or combination of criteria.
  - Among the 48 states, 21 states used a single criterion, which included:
    - Program's approval or accreditation status (typically based on multiple criteria)
    - Program's pass rate on state certification assessments
    - Program's completion rate
  - Among the 48 states that provided a detailed description of their criteria, 27 states used multiple criteria to establish at-risk or low-performing status. The multiple criteria may include:
    - Pass rate data
    - Program approval or accreditation status
    - Minimum number of hours required for student teaching
    - Student to faculty ratios
    - School or district satisfaction surveys
    - Academic major requirements

    - Adherence to state reporting requirements
    - Program completion rates
    - Certification rates
    - Response to state or school district hiring needs

- Four states have different criteria for alternative programs.
  - One state's criteria for alternative routes included additional requirements assessing the subject-matter knowledge of program completers.
  - Three states are in the process of developing criteria specific to alternative programs.
- The assessment of the teacher preparation programs may occur on a multiyear cycle as part of the state accreditation or approval process, which can include:
  - On-site visits, interviews with stakeholders, documentation reviews, surveys or other data collections. States report using teams who are responsible for the review and approval of state teacher preparation programs.
  - Partnership with a national accreditation organization to conduct the review process.
  - Other activities, which may include:
    - Program self-evaluations designed to show evidence of meeting state standards and identifying areas for improvement.
    - Annual progress reports demonstrating the program's analysis of data, such as pass rates on certification assessments.
    - Other data collections, such as surveys of program graduates and their employers.
- Title II accountability provisions require states to provide technical assistance to programs identified as being low-performing, or at-risk of being so identified, which states may tailor to programs' needs such as:
  - On-site visits
  - Funding for program improvements
  - Outside resources or consultants
  - Workshops or trainings
  - Institutional mentoring
  - Helping teacher preparation programs develop test-taking skills or practice testing programs
  - State liaison programs: Some states report they have developed a state liaison program, which provides every teacher preparation program in the state with a dedicated state staff member to turn to for advice or assistance on a regular basis. If a program is identified as low-performing or as at-risk of being identified as low-performing, the state liaison may provide more intensive assistance, such as regular conference calls or meetings with the program.

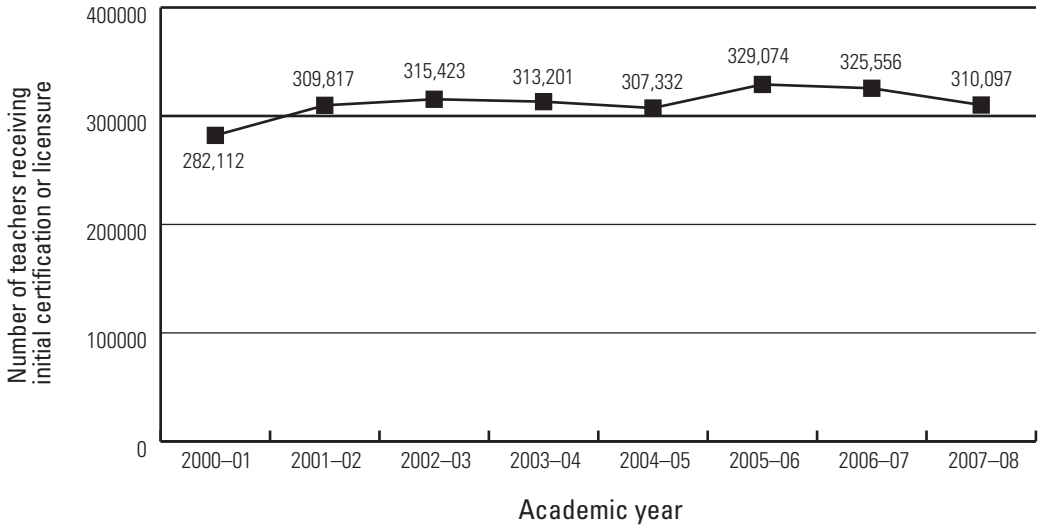
CHAPTER IV
STATE INITIAL CERTIFICATION OR LICENSURE FOR TEACHERS

States have reported on initial certification or licensure since the inception of Title II reporting, and *HEA* as reauthorized in 2008 expanded the reporting requirements. States began to report on the areas of initial teacher certification or licensure in 2010, such as elementary education, special education and English language arts. Also, the 2008 *HEA* reauthorization no longer requires states to report the number of teachers who are on waivers of initial state certification or licensure requirements.

Initial Certificates or Licenses Issued by States

- In 2010, states reported on the total number of initial teaching licenses or certificates issued in AY 2008–09 to individuals trained in the state and to individuals trained in another state. States reported a total of 313,787 initial teaching licenses or certificates issued in AY 2008–09. Under the new 2008 requirements, data collected on initial teaching licenses or certificates in 2010 are not comparable to data collected in previous years. In previous years, states reported on the total number of teachers receiving initial certification or licensure. In 2010, states reported on the number of initial teaching licenses or certificates issued.
- In AY 2007–08, the total number of teachers receiving initial certification or licensure was 310,097, and in AY 2006–07, it was 325,556 (see figure 12).

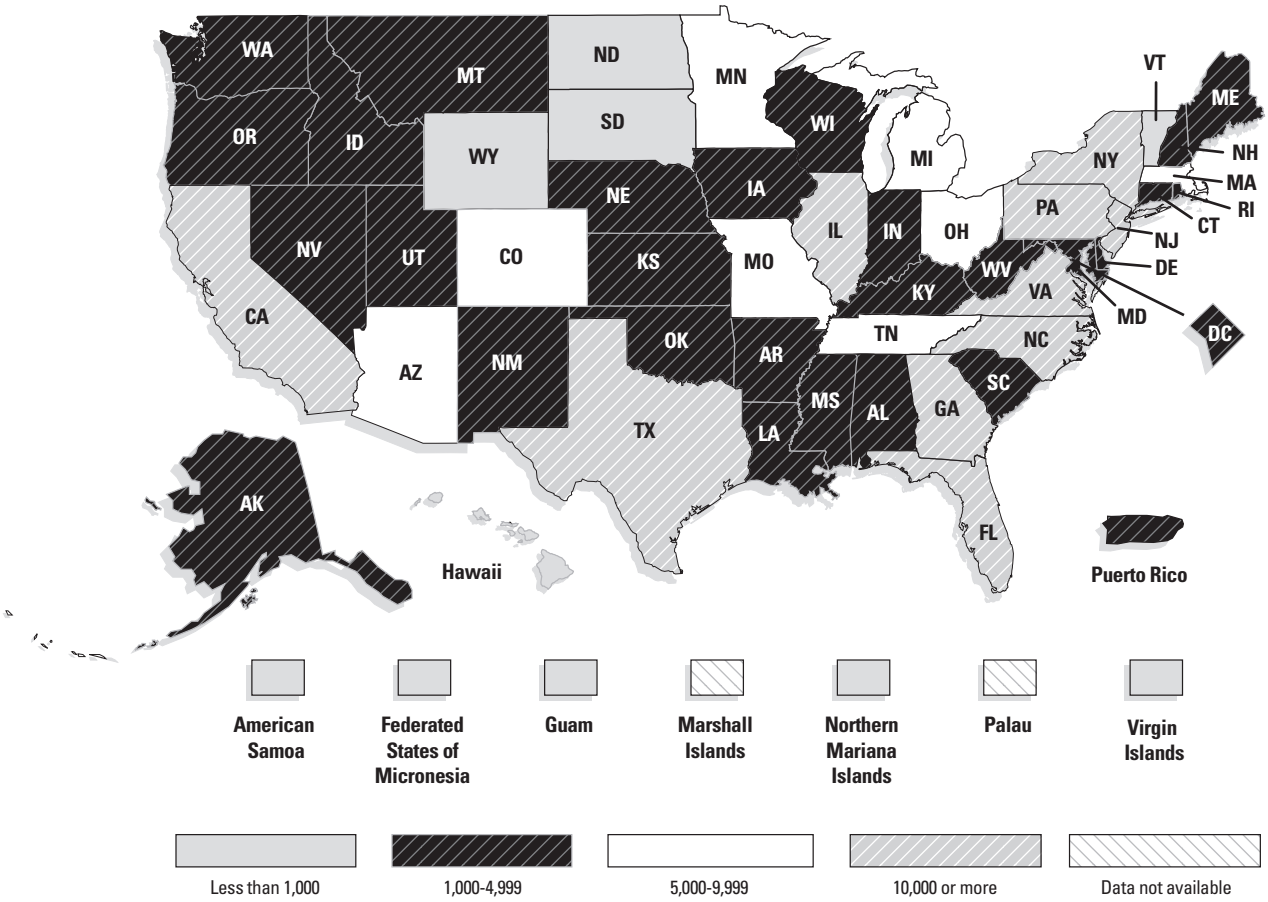
Figure 12. Trend in total number of teachers receiving initial certification or licensure: AY 2000–01 through 2007–08



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands submitted a state Title II report in 2010. Federated States of Micronesia did not submit a state Title II report in 2007. Republic of the Marshall Islands did not submit a state Title II report in 2009. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

- For AY 2007–08, ten states reported issuing initial teaching certificates or licenses to over 10,000 teachers (see figure 13).
- Hawaii, North Dakota, South Dakota, Wyoming, Vermont, American Samoa, the Federates States of Micronesia, Guam, the Northern Mariana Islands and the Virgin Islands reported issuing initial teaching certificates or licenses to less than 1,000 teachers (see figure 13).

Figure 13. Number of teachers receiving initial certification or licensure, by state: AY 2007–08



NOTE: For purposes of this figure, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Republic of the Marshall Islands did not submit a state Title II report in 2009.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

- Colorado and American Samoa reported increasing the number of teachers receiving initial certification or licensure by 50 percent or more between AY 2006–07 and AY 2007–08 (see table 8).
- Between AY 2006–07 and AY 2007–08, 29 states, the District of Columbia, Puerto Rico, the Federated States of Micronesia, Guam, the Northern Mariana Islands reported a decrease in the number of teachers receiving initial certification or licensure (see table 8).

Table 8. Total number of teachers receiving initial certification or licensure, by state: AY 2000–01 through AY 2007–08

State	Academic year								Percent change from 2000-01 to 2007-08	Percent change from 2006-07 to 2007-08
	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08		
Alabama	7,329	11,651	5,633	4,063	3,929	4,292	6,014	4,096	-44	-32
Alaska	857	623	936	994	765	834	937	1,056	23	13
American Samoa	—	—	—	—	—	107	47	138	—	194
Arizona	9,041	11,241	11,174	11,093	11,643	7,395	7,184	6,852	-24	-5
Arkansas	1,950	1,631	2,053	1,693	911	1,531	1,651	1,959	0	19
California	23,926	29,536	27,136	31,397	28,039	25,879	24,176	23,320	-3	-4
Colorado	5,647	4,476	5,591	3,131	3,525	3,358	2,513	5,570	-1	122
Connecticut	3,465	3,488	3,526	3,503	3,744	3,700	4,020	2,976	-14	-26
Delaware	1,125	871	922	1,041	1,136	1,358	1,346	1,191	6	-12
District of Columbia	1,271	1,250	1,200	1,070	1,380	859	1,072	1,021	-20	-5
Federated States of Micronesia	—	—	—	—	27	—	2,123	454	—	-79
Florida	17,320	17,977	21,257	20,521	23,366	25,485	21,537	21,035	21	-2
Georgia	7,760	8,055	9,759	10,217	10,619	11,287	11,866	11,895	53	0
Guam	181	174	92	109	89	136	248	82	-55	-67
Hawaii	792	920	716	928	1,097	1,155	1,044	975	23	-7
Idaho	1,216	1,829	1,850	1,875	1,820	1,513	1,709	2,009	65	18
Illinois	8,885	9,810	11,182	11,479	9,898	13,476	14,389	10,157	14	-29
Indiana	6,389	6,629	5,687	6,027	6,067	5,548	5,017	4,865	-24	-3
Iowa	4,113	3,886	4,090	4,168	3,684	3,680	3,328	3,237	-21	-3
Kansas	1,736	1,846	1,867	2,406	2,723	2,387	2,545	2,909	68	14
Kentucky	2,519	2,657	2,980	3,319	4,333	4,364	2,385	2,230	-11	-6
Louisiana	3,749	4,558	4,198	3,903	3,492	3,143	2,892	3,098	-17	7
Maine	1,052	1,302	1,294	1,237	1,054	1,313	1,042	1,155	10	11
Marshall Islands	—	—	—	—	0	0	0	—	—	—
Maryland	4,602	4,030	4,377	3,084	4,380	4,350	4,370	4,003	-13	-8
Massachusetts	7,331	5,110	8,054	8,664	7,057	5,911	7,361	6,875	-6	-7
Michigan	6,141	8,653	7,641	8,451	8,515	8,675	8,041	7,233	18	-10
Minnesota	10,433	10,322	11,348	8,758	7,911	8,001	4,650	5,078	-51	9

continued on next page

Table 8. Total number of teachers receiving initial certification or licensure, by state: AY 2000–01 through AY 2007–08 *continued*

State	Academic year								Percent change from 2000-01 to 2007-08	Percent change from 2006-07 to 2007-08
	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08		
Mississippi	2,140	2,186	1,189	1,112	1,051	2,373	2,094	2,805	31	34
Missouri	5,505	5,919	5,326	5,059	5,958	5,113	5,931	6,374	16	7
Montana	1,238	1,203	1,381	1,376	1,473	1,130	1,494	1,266	2	-15
Nebraska	2,919	2,252	2,244	1,548	1,859	2,307	1,992	1,870	-36	-6
Nevada	2,019	2,723	2,664	2,122	2,380	2,996	5,923	4,909	143	-17
New Hampshire	1,466	1,295	1,873	1,928	1,816	1,722	1,516	1,725	18	14
New Jersey	10,093	12,556	13,276	10,836	11,144	11,521	10,858	10,977	9	1
New Mexico	2,471	2,533	2,596	2,637	2,367	3,097	1,477	2,172	-12	47
New York	25,901	28,193	32,128	28,386	15,480	29,723	35,195	30,122	16	-14
North Carolina	9,333	9,452	9,679	12,356	13,621	13,047	12,908	12,277	32	-5
North Dakota	645	506	506	630	697	693	489	539	-16	10
Northern Mariana Islands	—	—	—	—	—	70	29	28	—	-3
Ohio	7,256	10,483	7,493	8,857	9,045	11,199	9,534	8,880	22	-7
Oklahoma	2,942	1,765	2,091	6,069	6,846	5,154	5,435	4,596	56	-15
Oregon*	1,724	2,611	3,388	2,352	2,253	3,990	3,800	2,743	59	-28
Palau	—	—	—	—	—	—	—	—	—	—
Pennsylvania	11,311	12,376	12,608	12,036	12,260	15,959	14,318	14,192	25	-1
Puerto Rico	3,136	3,447	3,017	3,538	3,740	4,296	4,020	2,943	-6	-27
Rhode Island	1,805	1,498	1,308	1,582	1,263	1,103	1,206	1,267	-30	5
South Carolina	3,017	2,007	2,049	2,159	2,063	1,881	2,534	2,296	-24	-9
South Dakota	652	940	943	957	1,057	1,165	1,263	967	48	-23
Tennessee	6,448	8,913	5,747	5,553	5,908	6,158	6,648	7,052	9	6
Texas	16,601	17,920	24,726	22,715	26,393	27,993	29,644	30,257	82	2
Utah	2,139	2,193	2,830	2,582	3,204	3,311	3,145	2,920	37	-7
Vermont	746	702	702	720	1,069	970	984	867	16	-12
Virgin Islands	90	39	60	24	18	20	70	73	-19	4
Virginia	10,777	11,003	9,304	10,582	10,832	10,969	9,219	10,179	-6	10
Washington	4,538	5,939	4,959	4,953	5,932	5,033	3,702	3,792	-16	2
West Virginia	1,352	1,369	1,505	1,581	1,786	1,801	1,778	1,690	25	-5
Wisconsin	4,445	4,617	4,699	5,080	3,975	3,886	4,092	4,055	-9	-1
Wyoming	573	652	569	740	638	657	751	795	39	6
Total	282,112	309,817	315,423	313,201	307,332	329,074	325,556	310,097	10	-5

–Data not available.

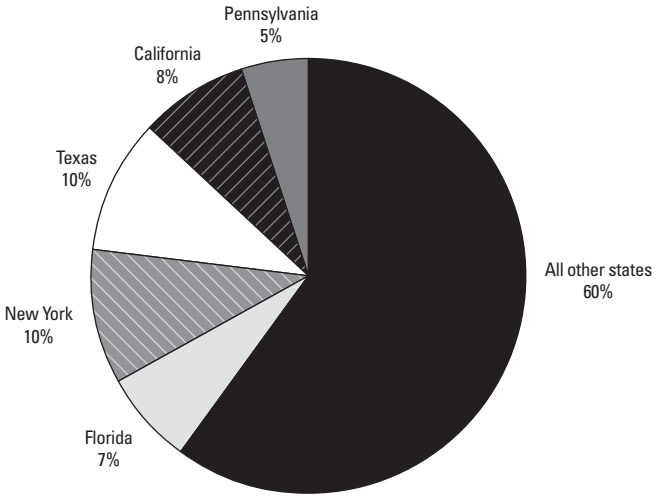
*Data for AY 2000–01 and AY 2001–02 are incomplete for out-of-state program completers.

NOTE: For purposes of this table, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2007. Republic of the Marshall Islands did not submit a state Title II report in 2009. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

- The five states issuing initial teaching licenses or certificates to the largest number of teachers in AY 2007–08 were (see figure 14):
  - Texas (30,257)
  - New York (30,122)
  - California (23,320)
  - Florida (21,035)
  - Pennsylvania (14,192)

Figure 14. Top five states issuing teachers initial certification or licensure by percentage of teachers receiving initial teaching certificates or licenses: AY 2007–08

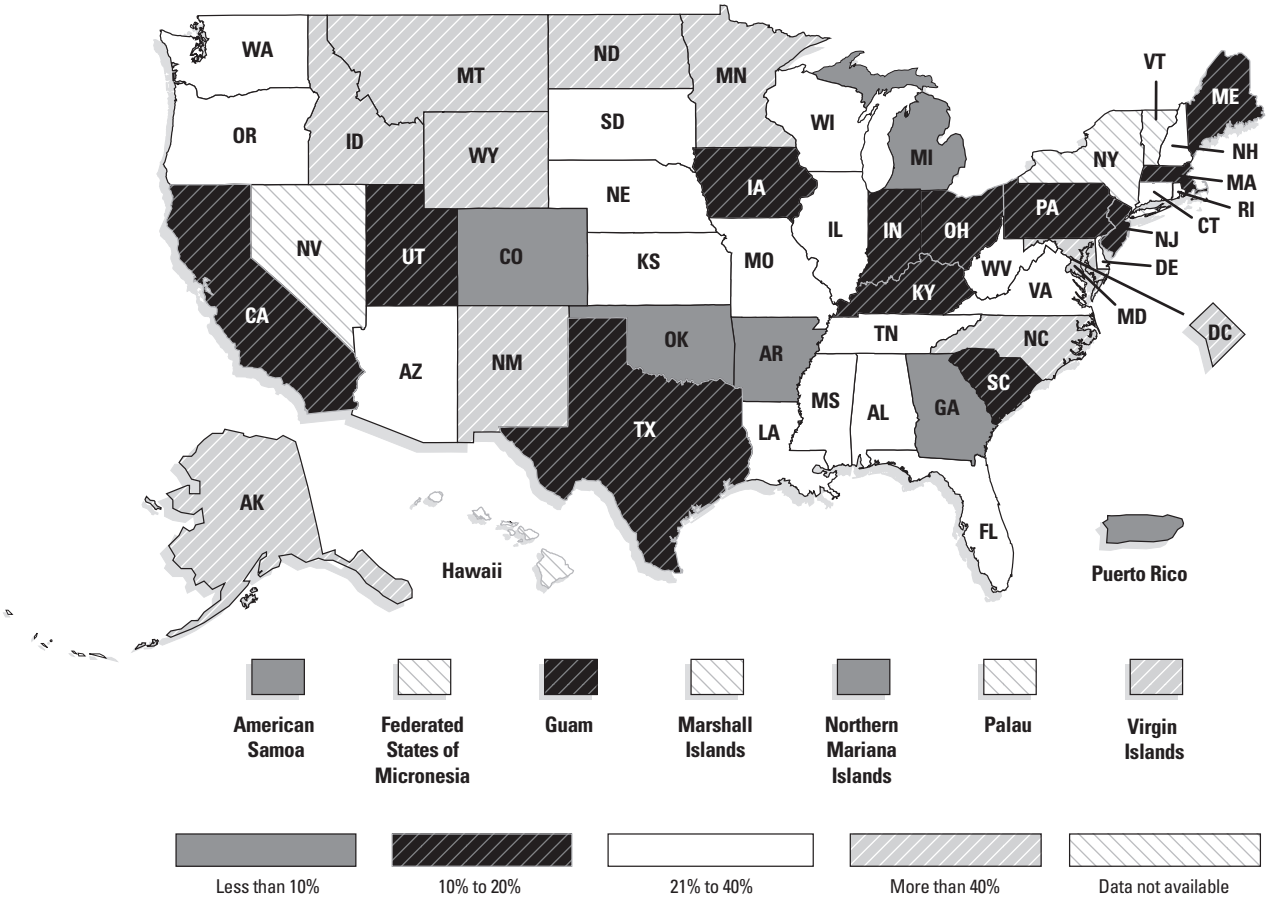


NOTE: For purposes of this figure, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Republic of the Marshall Islands did not submit a state Title II report in 2009.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Initial Certificates or Licenses Issued to Teachers Trained in Another State

- In AY 2007–08, 21 percent of teachers receiving initial teaching licenses or certificates were trained in another state.
- In AY 2007–08, nine states, the District of Columbia and the Virgin Islands reported that more than 40 percent of teachers receiving initial teaching licenses or certificates completed out-of-state programs. Five states, American Samoa, the Northern Mariana Islands and Puerto Rico reported rates lower than 10 percent (see figure 15).

Figure 15. Percentage of teachers certified who were trained in another state, by state: AY 2007–08



NOTE: For purposes of this figure, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Republic of the Marshall Islands did not submit a state Title II report in 2009.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Certification or Licensure Areas

- States reported on the areas of initial teacher certification or licensure for the first time in 2010 (see table 9).

Table 9. Most common initial teacher certification or licensure areas, by program type: AY 2008–09

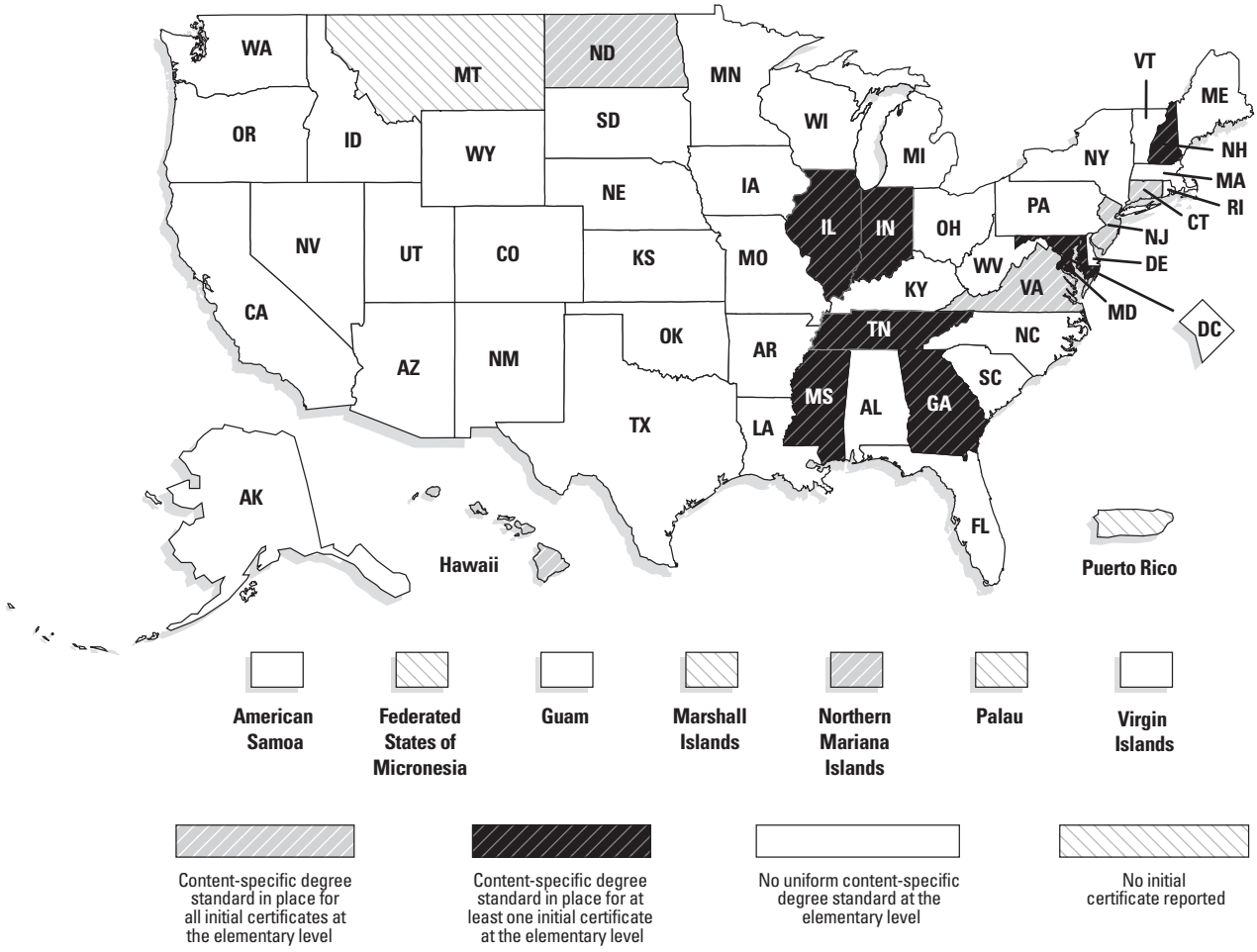
Program type	
Traditional	Alternative
Elementary education	Elementary education
Early childhood education	Special education
Special education	Early childhood education
English language arts	English language arts
Social studies	Science

NOTE: The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, new data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Certification or Licensure Degree Requirements

- In 2010, five states and the Northern Mariana Islands reported requiring a subject area or academic content area bachelor's degree for all of their initial certificates or licenses regardless of level. In 2009, there were seven states, Puerto Rico and the Virgin Islands and, in 2008, six states, Puerto Rico and the Virgin Islands with this requirement.
- In 2009, 10 states, Puerto Rico and the Virgin Islands required content-specific degrees for at least one initial certificate issued at the elementary level, and 28 states, Puerto Rico and the Virgin Islands required these degrees for at least one initial secondary-level certificate.
- In 2008, nine states, Puerto Rico and the Virgin Islands required content-specific degrees for at least one initial certificate issued at the elementary level, and 28 states, Puerto Rico and the Virgin Islands required these degrees for at least one initial secondary-level certificate.
- In 2010, 12 states and the Northern Mariana Islands reported requiring a subject area or academic content area bachelor's degree for at least one initial certificate or license issued at the elementary level (see figure 16).

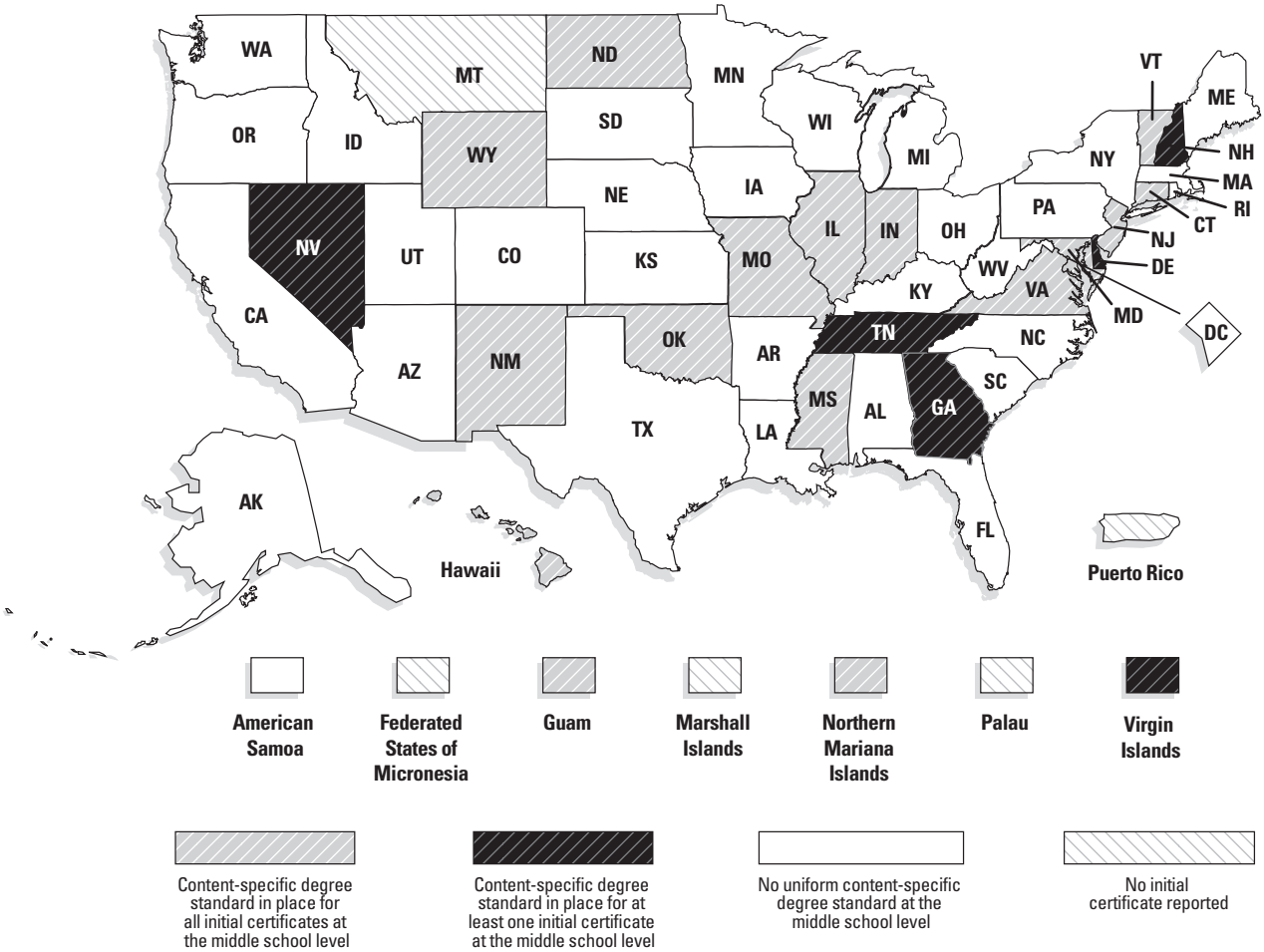
Figure 16. States requiring content-specific bachelor's degrees for initial certification at the elementary level: 2010



NOTE: For purposes of this figure, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2010. Republic of the Marshall Islands did not submit a state Title II report in 2010. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

- In 2010, 19 states, Guam, the Northern Mariana Islands and the Virgin Islands required a subject area or academic content area bachelor's degree for at least one initial certificate or license issued at the middle school level (see figure 17).

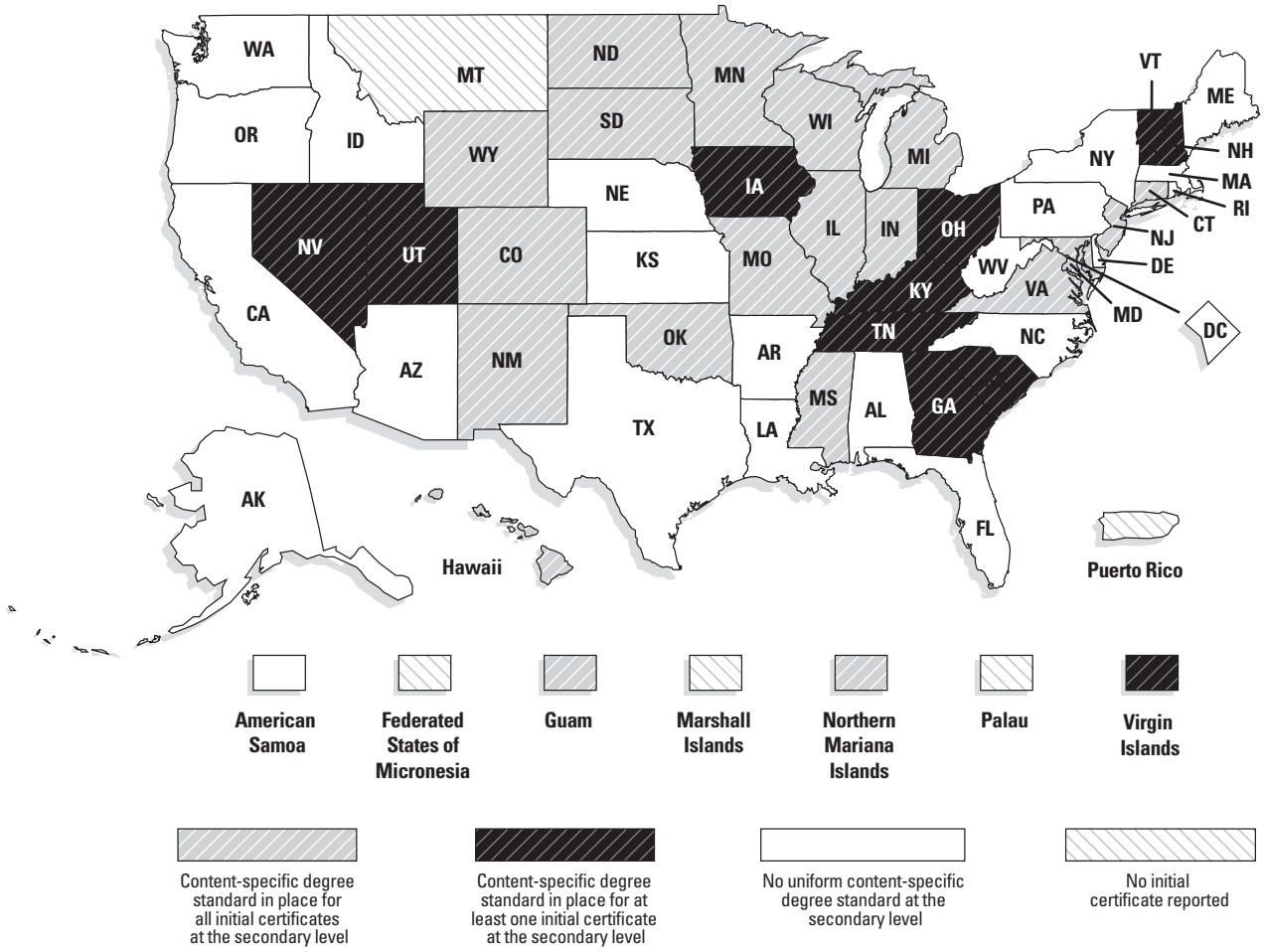
Figure 17. States requiring content-specific bachelor's degrees for initial certification at the middle school level: 2010



NOTE: For purposes of this figure, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2010. Republic of the Marshall Islands did not submit a state Title II report in 2010. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, new data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

- In 2010, 28 states, Guam, the Northern Mariana Islands and the Virgin Islands required a subject area or academic content area bachelor's degree for at least one initial certificate or license issued at the secondary level (see figure 18).

Figure 18. States requiring content-specific bachelor's degrees for initial certification at the secondary level: 2010



NOTE: For purposes of this figure, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2010. Republic of the Marshall Islands did not submit a state Title II report in 2010. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Emergency Licenses

- Due to changes in the data collection, data collected on emergency licenses in 2010 are not comparable to data collected in previous years. Beginning in 2010, the amount of information collected about emergency licenses increased compared to previous years. In addition, some states reported each emergency license available in each subject area or grade level as a separate license, increasing what was previously reported as one emergency license to multiple licenses.
- In 2010, states reported having 275 different emergency licenses with an average permitted duration of 2.2 years (see table 10).

Table 10. Number and characteristics of states' emergency licenses: 2002 through 2010

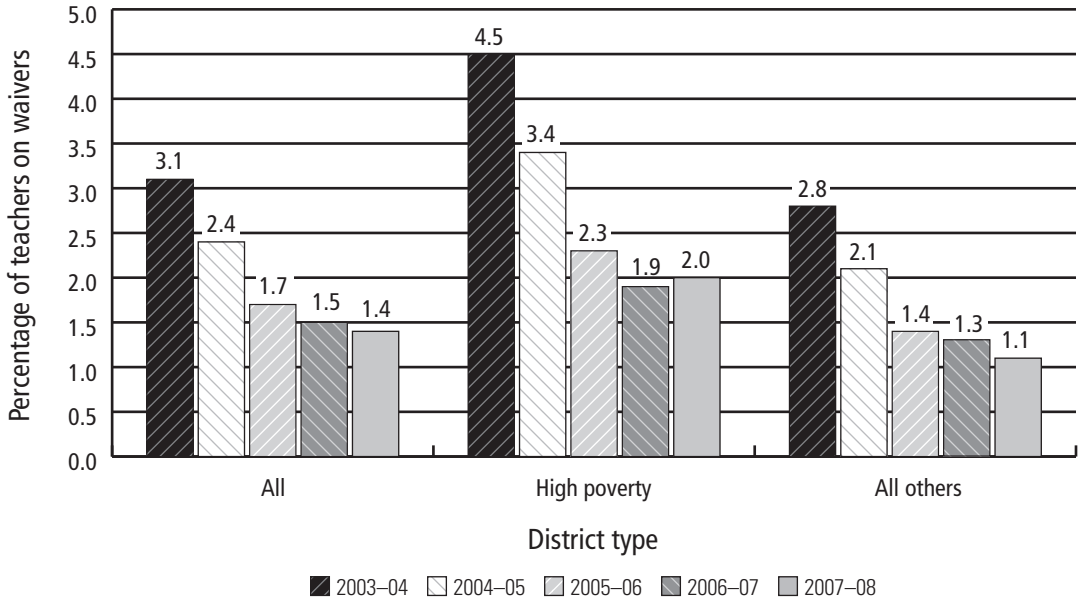
	Year								
	2002 (N=54)	2003 (N=54)	2004 (N=54)	2005 (N=54)	2006 (N=59)	2007 (N=59)	2008 (N=59)	2009 (N=59)	2010 (N=59)
Number of emergency licenses	124.0	127.0	122.0	121.0	132.0	128.0	126.0	124.0	275.0
Average duration (in years)	1.4	1.4	1.4	1.4	1.5	1.5	1.5	1.4	2.2
Average number of times renewable	1.5	1.3	1.3	1.2	1.1	1.2	1.1	1.1	1.0
Number of unlimited renewal licenses	22.0	15.0	15.0	12.0	9.0	10.0	10.0	10.0	72.0
Number of nonrenewable licenses	36.0	51.0	49.0	51.0	59.0	50.0	49.0	48.0	114.0

NOTE: For purposes of this table, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2007 or 2010. Republic of the Marshall Islands did not submit a state Title II report in 2009 or 2010. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data. Data collected during the 2010 pilot reporting year may be incomplete and should be interpreted with caution. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Waivers of State Certification or Licensure

- Due to changes in the statute, the final year that data on the number of teachers on waivers of state certification or licensure were reported was 2008. As a result of definitional changes, waiver data collected prior to 2004 cannot be compared to waiver data collected from 2004 through 2008.[12]
- The proportion of teachers working with waivers of full certification continued to decrease, going from 1.5 percent in AY 2006–07 to 1.4 percent in AY 2007–08. However, the percentage of teachers with a waiver in high-poverty school districts[13] (2.0%) continued to exceed, by almost double, the percentage for all other districts (1.1%) (see figure 19).

Figure 19. Percentage of teachers on waivers by poverty status of district: AY 2003–04 through AY 2007–08



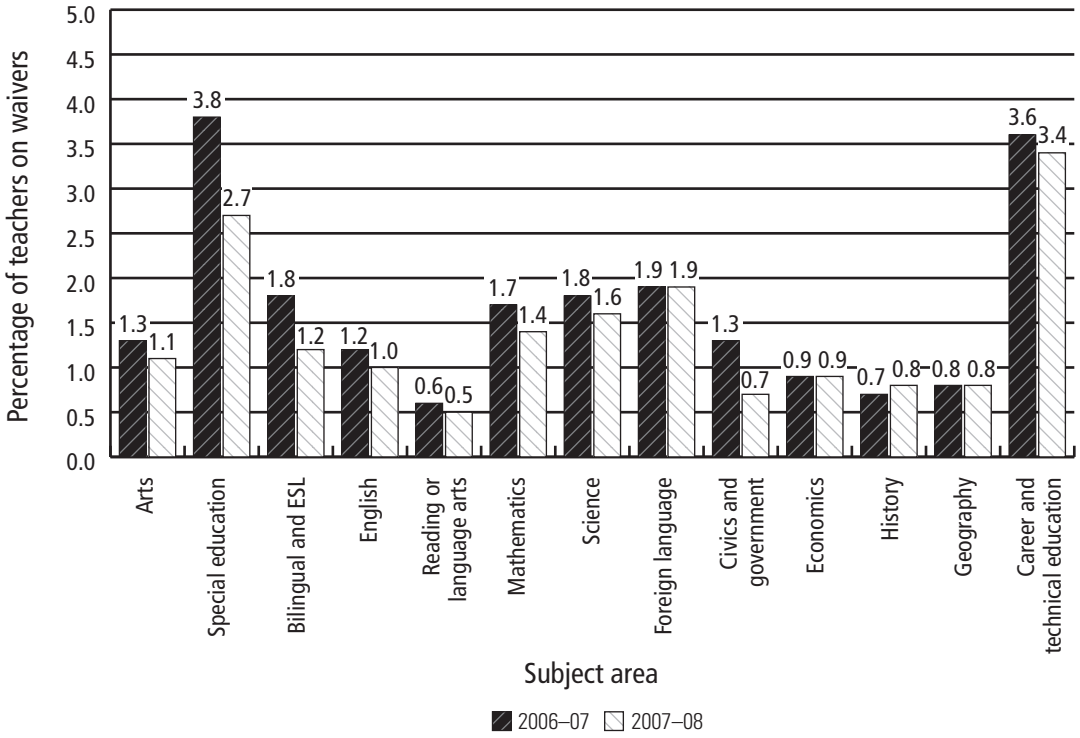
NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands submitted a state Title II report in 2010. Federated States of Micronesia did not submit a state Title II report in 2007. See footnote 13 for the definition of "high-poverty districts." Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

[12] The changes to the definition aligned *HEA* Title II definition with the state certification and licensure requirements for highly qualified teachers in *ESEA*. Further, the new definition better reflected state certification and licensure policies across the nation. The collection of the waiver data changed from a snapshot to a full-year head count of teachers on waivers. Also, the subject areas for which waiver data were reported were refined. Teachers participating in an alternative route who met the criteria for being highly qualified under *ESEA*, but who may not have held a teaching license or certificate, began to be excluded from the count of teachers on waivers.

[13] High-poverty districts are determined using the quartile of the highest percentage of children living in poverty based on estimates generated by the Small Area Income and Poverty Estimates (SAIPE) program. The estimates provided are only for local education agencies (LEAs) or school districts identified in the U.S. Census Bureau's school district mapping project. For more information about the SAIPE data, visit http://www.census.gov/hhes/www/saipe. For charter schools, states would need to include data for teachers if (1) the charter schools are considered to be LEAs and (2) the state requires teachers in those schools to meet the same requirements for initial certification as any other public school teacher. High-poverty school districts are contrasted with all other districts in the state.

- From AY 2006–07 to AY 2007–08, states reported a decrease in the percentage of teachers on waivers by subject area for most areas, with three subjects (foreign language, economics and geography) remaining the same and one subject (history) seeing an increase (see figure 20).

Figure 20. Percentage of teachers on waivers by subject area: AY 2006–07 through AY 2007–08



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands submitted a state Title II report in 2010. Federated States of Micronesia did not submit a state Title II report in 2007. ESL is English as a Second Language. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

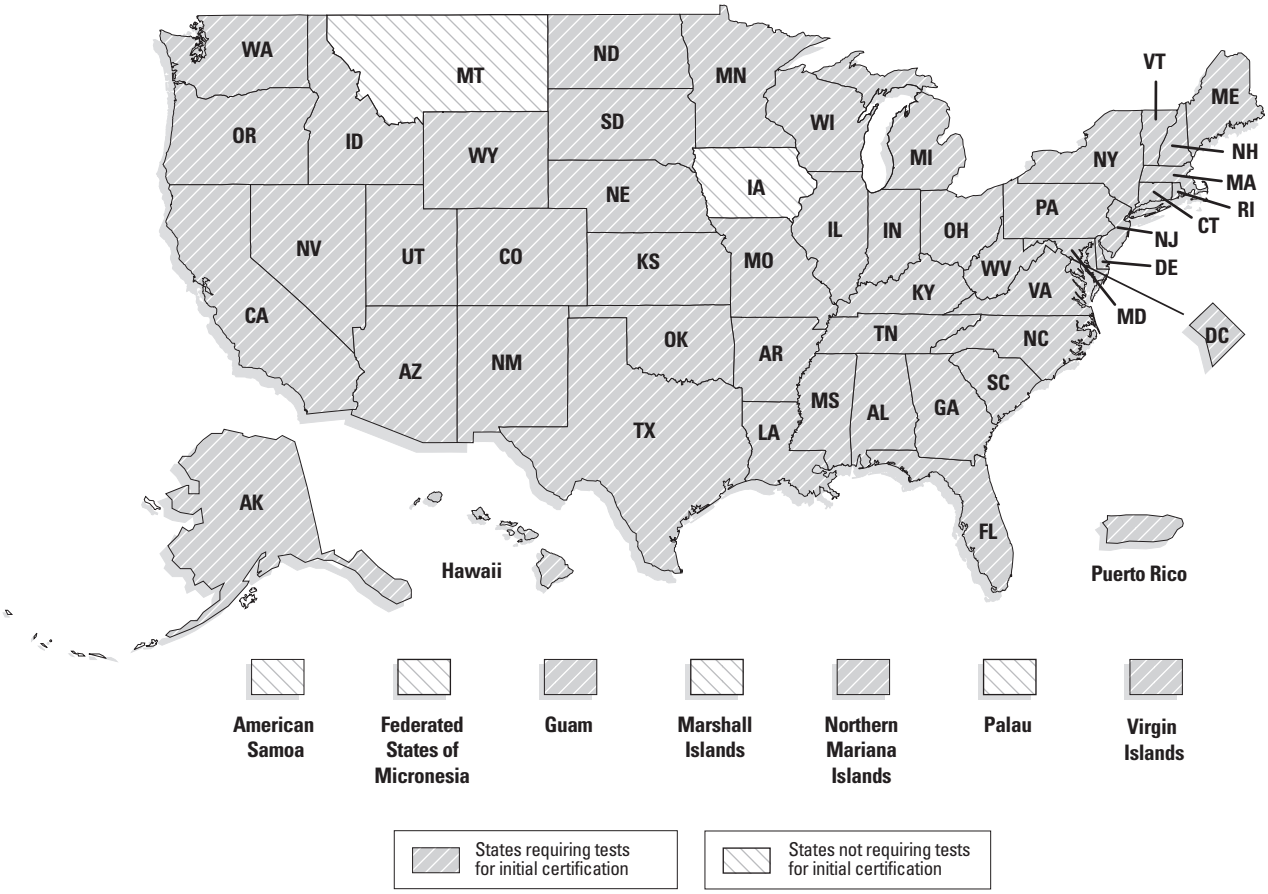
CHAPTER V
ASSESSMENTS REQUIRED FOR TEACHER CERTIFICATION OR LICENSURE

While states have provided data on state assessments for initial teacher certification or licensure in previous years, the Department revised the reporting requirements. The Department no longer requires states to classify assessments by aggregate area (e.g., basic skills, academic content), and rankings on the institutional summary pass rates are no longer required. Beginning in 2011, the Department will have states report pass rates for enrolled students and the average scaled score on assessments. As required by the reauthorized *HEA*, states must now report on the reliability and validity of the certification or licensure assessments.

State Assessment Requirements

- In AY 2008–09, 48 states, the District of Columbia, Puerto Rico, Guam, the Northern Mariana Islands and the Virgin Islands assessed initial teacher candidates through state testing (see figure 21).
- Not all states required assessments for initial certification or licensure. Iowa, Montana, American Samoa, the Federated States of Micronesia, the Marshall Islands and Palau have either announced plans to use assessments or were deciding on the minimum passing score. As of AY 2008–09, Iowa, Montana, American Samoa, the Federated States of Micronesia, the Marshall Islands and Palau did not require testing for initial teacher certification or licensure.

Figure 21. States requiring tests for initial teacher certification or licensure: 2010

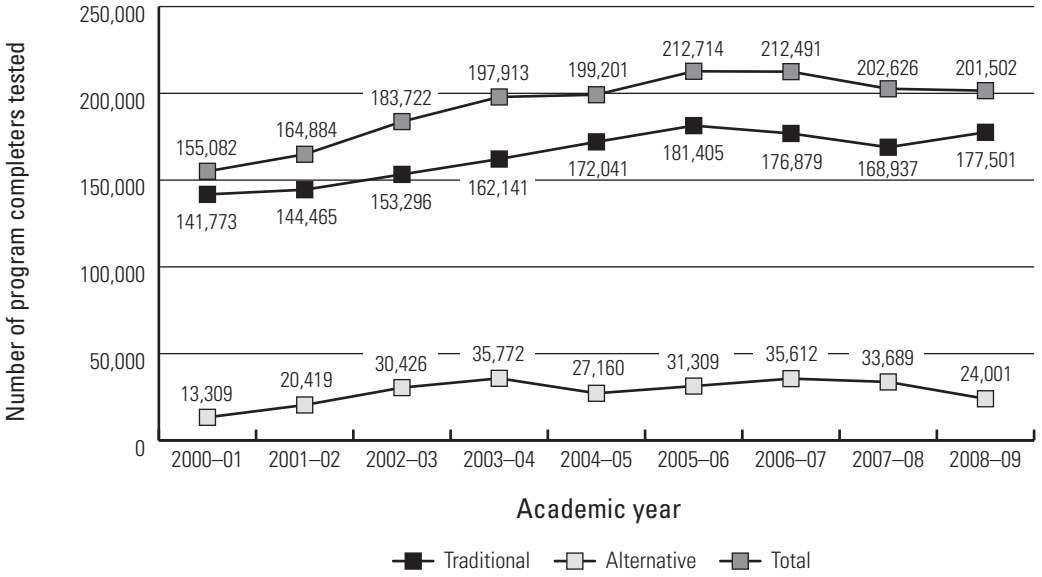


NOTE: For purposes of this figure, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). Federated States of Micronesia did not submit a state Title II report in 2010. Republic of the Marshall Islands did not submit a state Title II report in 2010. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Test Takers

- Among the AY 2008–09 program completers, there were a total of 201,502 test takers. There were 202,626 test takers in AY 2007–08 and 212,491 in AY 2006–07 (see figure 22).
- In AY 2008–09, 88 percent of the test takers were from traditional teacher preparation programs; 12 percent were from alternative teacher preparation programs.

Figure 22. Trend in total number of program completers tested, by traditional and alternative routes: AY 2000–01 through AY 2008–09



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands submitted a state Title II report in 2010. Federated States of Micronesia did not submit a state Title II report in 2007 or 2010. Republic of the Marshall Islands did not submit a state Title II report in 2009 or 2010. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data. The number of alternative route test takers in AY 2008–09 is the sum of the alternative, IHE-based test takers and alternative, not IHE-based test takers.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

State Summary Pass Rates

- In order to determine whether program completers have passed an assessment for the purposes of meeting initial teacher certification or licensure requirements, each state sets the minimum passing score, or cut score, on each assessment. Depending on the score a state established as needed to pass, receiving a passing score on the assessment may not mean the same thing as having a significant degree of content knowledge. The summary pass rate is the percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas.
- In AY 2008–09, pass rates on state teacher assessments remained high. Nationally, 97 percent of AY 2008–09 program completers passed their certification or licensure assessments.
- The pass rate for traditional program completers was 96 percent, and, for alternative route completers, it was 97 percent (see table 11 and table 12).

Table 11. Summary pass rates for traditional route program completers: AY 2000–01 through AY 2008–09

Academic year	Summary			
	Number of institutions	Number tested	Number passing	Pass rate (%)
2000–01	1,108	141,773	132,297	93
2001–02	1,094	144,465	135,902	94
2002–03	1,102	153,296	145,824	95
2003–04	1,115	162,141	154,940	96
2004–05	1,170	172,041	165,562	96
2005–06	1,242	181,405	175,003	96
2006–07	1,240	176,879	170,280	96
2007–08	1,242	168,937	162,897	96
2008–09	1,240	177,501	171,246	96

NOTE: The summary pass rate is the percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands submitted a state Title II report in 2010. Federated States of Micronesia did not submit a state Title II report in 2007 or 2010. Republic of the Marshall Islands did not submit a state Title II report in 2009 or 2010. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data. The number of institutions includes the number of institutions with at least 10 test takers. Summary pass rates were calculated for states that did not provide summary pass rate data based on the institutional pass rate data available.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

Table 12. Summary pass rates for alternative route program completers: AY 2000–01 through AY 2008–09

Academic year	Summary			
	Number of programs	Number tested	Number passing	Pass rate (%)
2000–01	70	13,309	12,507	94
2001–02	129	20,419	19,403	95
2002–03	158	30,426	29,039	95
2003–04	160	35,772	34,212	96
2004–05	179	27,160	25,655	94
2005–06	214	31,309	29,747	95
2006–07	207	35,612	34,037	96
2007–08	225	33,689	32,509	96
2008–09	249	24,001	23,324	97

NOTE: The summary pass rate is the percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands submitted a state Title II report in 2010. Federated States of Micronesia did not submit a state Title II report in 2007 or 2010. Republic of the Marshall Islands did not submit a state Title II report in 2009 or 2010. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data. The number of programs includes the number of programs with at least 10 test takers. Summary pass rates were calculated for states that did not provide summary pass rate data based on the program pass rate data available. The pass rate data for alternative routes in AY 2008–09 include the alternative, IHE-based data and alternative, not IHE-based data.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

State Minimum Passing Scores

- Each state sets the minimum passing score, or cut score, on assessments required for initial teacher certification or licensure. Thus, the cut score can vary for an assessment used in multiple states. Also, depending on the score a state established as needed to pass, receiving a passing score on the assessment may not mean the same thing as having a significant degree of content knowledge.

- Most states use the assessments developed by the Educational Testing Service (ETS), called the Praxis Series. Other states work with Pearson to develop assessments aligned to state standards, so assessments offered in different states vary.[14] Some states use a combination of ETS and Pearson assessments, or assessments from other organizations, such as Language Testing International, the College Board or the American Board for Certification of Teacher Excellence (ABCTE).

- Assessments that many states use include ETS' Elementary Education: Curriculum, Instruction, and Assessment (0011), Elementary Education: Content Knowledge (0014), English Language, Literature, and Composition: Content Knowledge (0041) and Mathematics: Content Knowledge (0061). The cut score on ETS' Elementary Education: Curriculum, Instruction, and Assessment (0011) test varies from 155 in West Virginia to 168 in Pennsylvania (see table 13a). The cut score ranges from 116 in Arkansas to 147 in Virginia on the Mathematics: Content Knowledge (0061) assessment (see table 13d).

[14] For information on the cut scores states set on Pearson assessments, see the individual state reports available at https://title2.ed.gov and http://www2.ed.gov/about/reports/annual/teachprep/index.html.

Table 13a. State passing scores for selected Praxis II assessments: AY 2001–02 through AY 2008–09

Elementary Education: Curriculum, Instruction, and Assessment (0011)								
State	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09
Connecticut	163	163	163	163	163	163	163	163
Delaware	–	–	–	–	158	158	158	–
District of Columbia	146	146	146	146	146	–	–	–
Hawaii	164	164	164	164	164	164	164	164
Indiana	143	143	165	165	165	165	165	165
Kansas	–	–	–	163	163	163	163	163
Kentucky	163	163	163	163	163	163	163	–
Louisiana	156	156	156	156	156	156	–	–
Mississippi	–	–	–	–	–	158	158	158
Missouri	164	164	164	164	164	164	164	164
Nevada	158	158	158	158	158	158	158	158
North Carolina[a]	–	–	–	–	–	–	–	–
North Dakota	–	–	–	–	–	–	–	158
Ohio	162	162	162	–	–	–	–	–
Pennsylvania	168	168	168	168	168	168	168	168
South Carolina	164	164	164	164	164	164	164	164
Tennessee	159	159	159	159	159	159	159	159
West Virginia	155	155	155	155	155	155	155	155
Wyoming	–	–	–	–	160	160	160	160
Median for Title II Completers[b]	180	179	181	179	180	180	179	178
National Median	179	178	177	177	177	177	177	177
Average Performance Range	169–188	168–187	168–186	167–186	168–186	169–186	168–186	168–185

- Generally, the cut scores set by states are at or below the national median score established for a test (see table 13b).

Table 13b. State passing scores for selected Praxis II assessments: AY 2001–02 through AY 2008–09

Elementary Education: Content Knowledge (0014)								
State	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09
Alabama	–	–	–	–	–	–	137	137
Delaware	–	–	–	–	151	151	151	151
District of Columbia	–	–	145	145	145	145	145	145
Idaho	–	–	–	143	143	143	143	143
Kentucky	–	–	–	148	148	148	148	148
Louisiana	147	147	147	150	150	150	150	150
Maine	–	–	–	–	145	145	145	145
Maryland	142	142	142	142	142	142	142	142
Minnesota	--	140	140	145	145	145	145	145
Mississippi	153	153	153	153	–	153	153	153
New Hampshire	–	–	–	–	–	–	148	148
New Jersey	133	133	141	141	141	141	141	141
Northern Mariana Islands	–	–	–	–	–	–	–	146
Rhode Island	–	–	145	145	145	145	145	145
South Dakota	–	–	–	–	137	137	140	140
Tennessee	–	–	140	140	140	140	140	140
Utah	–	–	–	–	150	150	150	150
Vermont	148	148	148	148	148	148	148	148
Virginia	–	143	143	143	143	143	143	143
Washington	–	–	–	–	141	141	141	170
Wisconsin	–	–	–	147	147	147	147	147
Median for Title II Completers[b]	165	166	165	165	166	165	165	165
National Median	159	162	163	163	163	163	163	164
Average Performance Range	145–174	149–175	149–175	150–175	150–175	151–175	151–176	151–176

- There is very little change in states' cut scores from year to year (see table 13c).

Table 13c. State passing scores for selected Praxis II assessments: AY 2001–02 through AY 2008–09

English Language, Literature, and Composition: Content Knowledge (0041)								
State	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09
Alabama	–	–	–	–	–	151	151	151
Alaska	–	–	158	–	158	158	158	–
Arkansas	159	159	159	159	159	159	159	159
Connecticut	172	172	172	172	172	172	172	172
Delaware	–	–	–	–	159	163	163	163
District of Columbia	150	150	150	142	150	142	142	142
Hawaii	164	164	164	164	164	164	164	164
Idaho	–	–	–	158	158	158	158	158
Indiana	153	153	153	153	153	153	153	153
Kansas	–	–	–	165	165	165	165	165
Kentucky	155	155	160	160	160	160	160	160
Louisiana	160	160	160	160	160	160	160	160
Maine	–	–	–	–	160	160	160	160
Maryland	164	164	164	164	164	164	164	164
Minnesota	–	148	148	157	157	157	157	157
Mississippi	157	157	157	157	157	157	157	157
Missouri	158	158	158	158	158	158	158	158
Nevada	150	150	150	150	150	150	150	150
New Hampshire	164	164	164	164	164	164	164	164
New Jersey	155	155	162	162	162	162	162	162
North Dakota	–	–	–	–	–	–	–	151
Northern Mariana Islands	–	–	–	–	–	–	–	164
Ohio	167	167	167	167	167	167	167	167
Pennsylvania	160	160	160	160	160	160	160	160
South Carolina	162	162	162	162	162	162	162	162
South Dakota	–	–	–	–	154	154	154	154
Tennessee	157	157	157	157	157	157	157	157
Utah	–	–	–	–	–	168	168	168
Vermont	172	172	172	172	172	172	172	172
Virginia	172	172	172	172	172	172	172	172
Washington	–	–	–	–	158	158	158	158
West Virginia	155	155	155	155	155	155	155	155
Wisconsin	–	–	–	160	160	160	160	160
Median for Title II Completers[b]	178	178	179	179	179	178	179	179
National Median	176	177	177	178	177	177	177	177
Average Performance Range	164–187	166–188	166–188	166–188	166–188	166–187	166–187	165–187

Table 13d. State passing scores for selected Praxis II assessments: AY 2001–02 through AY 2008–09

	Mathematics: Content Knowledge (0061)							
State	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09
Alabama	–	–	–	–	–	126	126	126
Alaska	–	–	146	–	–	146	146	–
Arkansas	116	116	116	116	116	116	116	116
Connecticut	141	137	137	137	137	137	137	137
Delaware	–	–	–	–	121	141	141	141
District of Columbia	141	141	141	141	141	141	141	141
Hawaii	136	136	136	136	136	136	136	136
Idaho	–	–	–	119	119	119	119	129
Indiana	136	136	136	136	136	136	136	136
Kansas	–	–	–	137	137	137	137	137
Kentucky	125	125	125	125	125	125	125	125
Louisiana	–	–	125	125	130	130	130	130
Maine	–	–	–	–	126	126	126	126
Maryland	141	141	141	141	141	141	141	141
Minnesota	–	124	124	125	125	125	125	125
Mississippi	123	123	123	123	123	123	123	123
Missouri	137	137	137	137	137	137	137	137
Nevada	144	144	144	144	133	133	133	133
New Hampshire	127	127	127	127	127	140	140	140
New Jersey	130	130	137	137	137	137	137	137
North Dakota	–	–	–	–	–	–	–	139
Ohio	139	139	139	139	139	139	139	139
Pennsylvania	136	136	136	136	136	136	136	136
South Carolina	131	131	131	131	131	131	131	131
South Dakota	–	–	–	–	124	124	124	124
Tennessee	136	136	136	136	136	136	136	136
Utah	–	–	–	–	138	138	138	138
Vermont	141	141	141	141	141	141	141	141
Virginia	147	147	147	147	147	147	147	147
Washington	–	–	–	–	134	134	134	134
West Virginia	133	133	133	133	133	133	133	133
Wisconsin	–	–	–	135	135	135	135	135
West Virginia	155	155	155	155	155	155	155	155
Wisconsin	–	–	–	135	135	135	135	135
Median for Title II Completers[b]	**149**	**150**	**151**	**148**	**151**	**152**	**153**	**153**
National Median	**143**	**143**	**143**	**143**	**143**	**143**	**144**	**144**
Average Performance Range	**128–157**	**128–157**	**128–156**	**127–156**	**127–156**	**128–157**	**128–158**	**128–159**

–Data not available.

[a] In North Carolina, while this assessment is required for elementary education certification, the state counts a combined score of the Elementary Education: Curriculum, Instruction, and Assessment and Elementary Education: Content Area Exercises for its elementary education license. The individual assessment cut score is not applicable.

[b] Includes data only for those state where ETS calculates the pass rates for states: Ala., Alaska, Ark., Conn., D.C., Del., Hawaii, Idaho, Ind., Kan., Ky., La., Maine, Md., Minn., Miss., Neb. (AY 2008–09), N.H., N.J., Nev., Ohio, Pa., R.I., S.C., S.Dak., Tenn. (AY 2008–09), Utah, Vt. (AY 2008–09), V.I., Wash. (prior to AY 2008–09), W.Va. (AY 2008–09), Wis., Wyo.

NOTE: For purposes of this figure, the term "state" refers to any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). States shown reported pass rates and cut scores for the assessments shown. The possible score range for these assessments is 100-200. Average performance range indicates the 25th and 75th percentiles of test score distribution. Federated States of Micronesia did not submit a state Title II report in 2007 or 2010. Republic of the Marshall Islands did not submit a state Title II report in 2009 or 2010. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data. The Department used the 2010 reporting year to pilot the new reporting procedures and instruments. That year, the Department directed states and teacher preparation programs to report as completely as was reasonably possible, while they used the pilot year to build capacity and develop processes for collecting full and accurate data in 2011. Consequently, data elements that states reported in 2010 vary in comprehensiveness and limit the Department's ability to fully interpret the data.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2011). Higher Education Act Title II Reporting System.

APPENDIX I

Higher Education Act of 1965, as amended (HEA), Sections 205-208

SEC. 205. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE TEACHERS.

(a) INSTITUTIONAL AND PROGRAM REPORT CARDS ON THE QUALITY OF TEACHER PREPARATION.—

(1) REPORT CARD.—Each institution of higher education that conducts a traditional teacher preparation program or alternative routes to State certification or licensure program and that enrolls students receiving Federal assistance under this Act shall report annually to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, the following:

(A) GOALS AND ASSURANCES.—

(i) For the most recent year for which the information is available for the institution—

(I) whether the goals set under section 206 have been met; and

(II) a description of the activities the institution implemented to achieve such goals.

(ii) A description of the steps the institution is taking to improve its performance in meeting the annual goals set under section 206.

(iii) A description of the activities the institution has implemented to meet the assurances provided under section 206.

(B) PASS RATES AND SCALED SCORES.—For the most recent year for which the information is available for those students who took the assessments used for teacher certification or licensure by the State in which the program is located and are enrolled in the traditional teacher preparation program or alternative routes to State certification or licensure program, and for those who have taken such assessments and have completed the traditional teacher preparation program or alternative routes to State certification or licensure program during the two-year period preceding such year, for each of such assessments—

(i) the percentage of students who have completed 100 percent of the nonclinical coursework and taken the assessment who pass such assessment;

(ii) the percentage of all students who passed such assessment;

(iii) the percentage of students who have taken such assessment who enrolled in and completed the traditional teacher preparation program or alternative routes to State certification or licensure program, as applicable;

(iv) the average scaled score for all students who took such assessment;

(v) a comparison of the program's pass rates with the average pass rates for programs in the State; and

(vi) a comparison of the program's average scaled scores with the average scaled scores for programs in the State.

(C) PROGRAM INFORMATION.—A description of—

(i) the criteria for admission into the program;

(ii) the number of students in the program (disaggregated by race, ethnicity, and gender);

(iii) the average number of hours of supervised clinical experience required for those in the program;

(iv) the number of full-time equivalent faculty and students in the supervised clinical experience; and

(v) the total number of students who have been certified or licensed as teachers, disaggregated by subject and area of certification or licensure.

(D) STATEMENT.—In States that require approval or accreditation of teacher preparation programs, a statement of whether the institution's program is so approved or accredited, and by whom.

(E) DESIGNATION AS LOW-PERFORMING.—Whether the program has been designated as low-performing by the State under section 207(a).

(F) USE OF TECHNOLOGY.—A description of the activities, including activities consistent with the principles of universal design for learning, that prepare teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement.

(G) TEACHER TRAINING.—A description of the activities that prepare 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, and to effectively teach students who are limited English proficient.

(2) REPORT.—Each eligible partnership receiving a grant under section 202 shall report annually on the progress of the eligible partnership toward meeting the purposes of this part and the objectives and measures described in section 204(a).

(3) FINES.—The Secretary may impose a fine not to exceed $27,500 on an institution of higher education for failure to provide the information described in this subsection in a timely or accurate manner.

(4) SPECIAL RULE.—In the case of an institution of higher education that conducts a traditional teacher preparation program or alternative routes to State certification or licensure program and has fewer than 10 scores reported on any single initial teacher certification or licensure assessment during an academic year, the institution shall collect and publish information, as required under paragraph (1)(B), with respect to an average pass rate and scaled score on each State certification or licensure assessment taken over a three-year period.

(b) STATE REPORT CARD ON THE QUALITY OF TEACHER PREPARATION.—

(1) IN GENERAL.—Each State that receives funds under this Act shall provide to the Secretary, and make widely available to the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, an annual State report card on the quality of teacher preparation in the State, both for traditional teacher preparation programs and for alternative routes to State certification or licensure programs, which shall include not less than the following:

(A) A description of the reliability and validity of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the State.

(B) The standards and criteria that prospective teachers must meet to attain initial teacher certification or licensure and to be certified or licensed to teach particular academic subjects, areas, or grades within the State.

(C) A description of how the assessments and requirements described in subparagraph (A) are aligned with the State's challenging academic content standards required under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and, as applicable, State early learning standards for early childhood education programs.

(D) For each of the assessments used by the State for teacher certification or licensure—

(i) for each institution of higher education located in the State and each entity located in the State, including those that offer an alternative route for teacher certification or licensure, the percentage of students at such institution or entity who have completed 100 percent of the nonclinical coursework and taken the assessment who pass such assessment;

(ii) the percentage of all such students at all such institutions and entities who have taken the assessment who pass such assessment;

(iii) the percentage of students who have taken the assessment who enrolled in and completed a teacher preparation program; and

(iv) the average scaled score of individuals participating in such a program, or who have completed such a program during the two-year period preceding the first year for which the annual State report card is provided, who took each such assessment.

(E) A description of alternative routes to teacher certification or licensure in the State (including any such routes operated by entities that are not institutions of higher education), if any, including, for each of the assessments used by the State for teacher certification or licensure—

(i) the percentage of individuals participating in such routes, or who have completed such routes during the two-year period preceding the date for which the determination is made, who passed each such assessment; and

(ii) the average scaled score of individuals participating in such routes, or who have completed such routes during the two-year period preceding the first year for which the annual State report card is provided, who took each such assessment.

(F) A description of the State's criteria for assessing the performance of teacher preparation programs within institutions of higher education in the State. Such criteria shall include indicators of the academic content knowledge and teaching skills of students enrolled in such programs.

(G) For each teacher preparation program in the State—

(i) the criteria for admission into the program;

(ii) the number of students in the program, disaggregated by race, ethnicity, and gender (except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student);

(iii) the average number of hours of supervised clinical experience required for those in the program; and

(iv) the number of full-time equivalent faculty, adjunct faculty, and students in supervised clinical experience.

(H) For the State as a whole, and for each teacher preparation program in the State, the number of teachers prepared, in the aggregate and reported separately by—

(i) area of certification or licensure;

(ii) academic major; and

(iii) subject area for which the teacher has been prepared to teach.

(I) 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 the State's public schools.

(J) 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.

(K) A description of the activities that prepare teachers to—

(i) integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and

(ii) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

(L) 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.

(2) PROHIBITION AGAINST CREATING A NATIONAL LIST.— The Secretary shall not create a national list or ranking of States, institutions, or schools using the scaled scores provided under this subsection.

(c) DATA QUALITY.—The Secretary shall prescribe regulations to ensure the reliability, validity, integrity, and accuracy of the data submitted pursuant to this section.

(d) REPORT OF THE SECRETARY ON THE QUALITY OF TEACHER PREPARATION.—

(1) REPORT CARD.—The Secretary shall annually provide to the authorizing committees, and publish and make widely available, a report card on teacher qualifications and preparation in the United States, including all the information reported in subparagraphs (A) through (L) of subsection (b)(1). Such report shall identify States for which eligible partnerships received a grant under this part.

(2) REPORT TO CONGRESS.—The Secretary shall prepare and submit a report to the authorizing committees that contains the following:

(A) A comparison of States' efforts to improve the quality of the current and future teaching force.

(B) A comparison of eligible partnerships' efforts to improve the quality of the current and future teaching force.

(C) The national mean and median scaled scores and pass rate on any standardized test that is used in more than one State for teacher certification or licensure.

(3) SPECIAL RULE.—In the case of a teacher preparation program with fewer than ten scores reported on any single initial teacher certification or licensure assessment during an academic year, the Secretary shall collect and publish, and make publicly available, information with respect to an average pass rate and scaled score on each State certification or licensure assessment taken over a three-year period.

(e) COORDINATION.—The Secretary, to the extent practicable, shall coordinate the information collected and published under this part among States for individuals who took State teacher certification or licensure assessments in a State other than the State in which the individual received the individual's most recent degree.

SEC. 206. TEACHER DEVELOPMENT.

(a) ANNUAL GOALS.—Each institution of higher education that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to State certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the State educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

(b) ASSURANCES.—Each institution described in subsection (a) shall provide assurances to the Secretary that—

(1) training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends;

(2) training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom;

(3) prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects;

(4) general education teachers receive training in providing instruction to diverse populations, including children with disabilities, limited English proficient students, and children from low-income families; and

(5) prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

(c) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to require an institution to create a new teacher preparation area of concentration or degree program or adopt a specific curriculum in complying with this section.

SEC. 207. STATE FUNCTIONS.

(a) STATE ASSESSMENT.—In order to receive funds under this Act, a State shall conduct an assessment to identify low-performing H. R. 4137—76 teacher preparation programs in the State and to assist such programs through the provision of technical assistance. Each such State shall provide the Secretary with an annual list of low-performing teacher preparation programs and an identification of those programs at risk of being placed on such list, as applicable. Such assessment shall be described in the report under section 205(b).

Levels of performance shall be determined solely by the State and may include criteria based on information collected pursuant to this part, including progress in meeting the goals of—

(1) increasing the percentage of highly qualified teachers in the State, including increasing professional development opportunities;

(2) improving student academic achievement for elementary and secondary students; and

(3) raising the standards for entry into the teaching profession.

(b) TERMINATION OF ELIGIBILITY.—Any teacher preparation program from which the State has withdrawn the State's approval, or terminated the State's financial support, due to the low performance of the program based upon the State assessment described in subsection (a)—

(1) shall be ineligible for any funding for professional development activities awarded by the Department;

(2) may not be permitted to accept or enroll any student who receives aid under title IV in the institution's teacher preparation program;

(3) shall provide transitional support, including remedial services if necessary, for students enrolled at the institution at the time of termination of financial support or withdrawal of approval; and

(4) shall be reinstated upon demonstration of improved performance, as determined by the State.

(c) NEGOTIATED RULEMAKING.—If the Secretary develops any regulations implementing subsection (b)(2), the Secretary shall submit such proposed regulations to a negotiated rulemaking process, which shall include representatives of States, institutions of higher education, and educational and student organizations.

(d) APPLICATION OF THE REQUIREMENTS.—The requirements of this section shall apply to both traditional teacher preparation programs and alternative routes to State certification and licensure programs.

SEC. 208. GENERAL PROVISIONS.

(a) METHODS.—In complying with sections 205 and 206, the Secretary shall ensure that States and institutions of higher education use fair and equitable methods in reporting and that the reporting methods do not reveal personally identifiable information.

(b) SPECIAL RULE.—For each State that does not use content assessments as a means of ensuring that all teachers teaching in core academic subjects within the State are highly qualified, as required under section 1119 of the Elementary and Secondary Education Act of 1965, in accordance with the State plan submitted or revised under section 1111 of such Act, and that each person employed as a special education teacher in the State who teaches elementary school or secondary school is highly qualified by the deadline, as required under section 612(a)(14)(C) of the Individuals with Disabilities Education Act, the Secretary shall—

(1) to the extent practicable, collect data comparable to the data required under this

part from States, local educational agencies, institutions of higher education, or other entities that administer such assessments to teachers or prospective teachers; and

(2) notwithstanding any other provision of this part, use such data to carry out requirements of this part related to assessments, pass rates, and scaled scores.

(c) RELEASE OF INFORMATION TO TEACHER PREPARATION PROGRAMS.—

(1) IN GENERAL.—For the purpose of improving teacher preparation programs, a State that receives funds under this Act, or that participates as a member of a partnership, consortium, or other entity that receives such funds, shall provide to a teacher preparation program, upon the request of the teacher preparation program, any and all pertinent education related information that—

(A) may enable the teacher preparation program to evaluate the effectiveness of the program's graduates or the program itself; and

(B) is possessed, controlled, or accessible by the State.

(2) CONTENT OF INFORMATION.—The information described in paragraph (1)—

(A) shall include an identification of specific individuals who graduated from the teacher preparation program to enable the teacher preparation program to evaluate the information provided to the program from the State with the program's own data about the specific courses taken by, and field experiences of, the individual graduates; and

(B) may include—

(i) kindergarten through grade 12 academic achievement and demographic data, without revealing personally identifiable information about an individual student, for students who have been taught by graduates of the teacher preparation program; and

(ii) teacher effectiveness evaluations for teachers who graduated from the teacher preparation program

APPENDIX II

Title II State Report Card on the Quality of Teacher Preparation

Office of Postsecondary Education
U.S. Department of Education

Contact Information

State: _____

Contact person: _____

Title: _____

Agency: _____

Address: _____

Email: _____

Telephone no.: ( ) _____ - _____

Fax no.: ( ) _____ - _____

Website: _____

Academic year: ___2008-09_____

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 30, 2010. Data from institutions with teacher preparation programs are due to states annually, beginning April 31, 2010, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 9/30/2012). The time required for states to complete this information collection is estimated to average 910 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

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.Introduction

Introduction (optional)
Section I. Program information

(A) For each element listed below, check those required for admission into 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))

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		Minimum undergraduate GPA		Minimum GPA in content area coursework		Minimum GPA in professional education coursework		Recommendation(s)		Essay or personal statement		Interview		Résumé		Personality test (e.g., Myers-Briggs Assessment)	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG

TPP name	Minimum ACT score		Minimum SAT score		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	UG	PG	UG	PG

(B) For each element listed below, check those required for admission into 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))

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		Minimum undergraduate GPA		Minimum GPA in content area coursework		Minimum GPA in professional education coursework		Recommendation(s)		Essay or personal statement		Interview		Résumé		Personality test (e.g., Myers-Briggs Assessment)	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG

TPP name	Minimum ACT score		Minimum SAT score		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	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))

Teacher preparation program name	Unduplicated number of males enrolled	Unduplicated number of females enrolled	Total number of students enrolled

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

(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))

Teacher preparation program name	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	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

(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))

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:

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

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 supporting files and links to websites, as applicable. (§205(b)(1)(A))

Section III. Teacher certification or licensure requirements

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 and 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)(A))

1. Certificate 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?
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 tests or assessments required?
20. Are performance assessment (such as portfolios) required?
21. Is there a recency of credit requirement?
22. Are passing state prescribed coursework and/or written assignments required?
23. Is professional employment as a teacher required?
24. Is passing National Board of Professional Teaching Standards required?
25. Is completion of a supervised clinical experience required?
26. Is professional development or continuing education experience required?
27. Is participation in a mentoring program required?
28. Of fingerprinting, background check or police record examination, which are required?
29. Is United States citizenship required?
30. Are there any other requirements?

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

1. Has the state developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure?
2. Is there a unique, overarching set of teacher standards that currently applies to all teaching fields and grade levels?
3. Are there distinct state teacher standards for early childhood education (birth through age 6)?
4. Are there distinct state teacher standards for early elementary education (grades K-3)?
5. Are there distinct state teacher standards for upper elementary education (grades 4-6)?
6. Are there distinct state teacher standards for middle grades education?
7. Are there distinct state teacher standards for secondary education?
8. Were the standards of any national organizations used, modified or referenced in the development of the state teacher standards? If yes, please specify.
9. Specify where there are state teacher standards for the following specific teaching fields and grade levels:

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

10. 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?
11. Has the state established early learning standards for early childhood education programs?
12. 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?
13. 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?
14. Has the state established a policy that links, aligns or coordinates 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 V. Pass rates and scaled scores

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. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher certification or licensure assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state certification or licensure assessment taken over a three-year period.

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

TPP code	TPP name	Assessment code	Assessment name	Test company/ entity code	Group	Number taking test	Average scaled score	Number passing test	Pass rate (%)
					All enrolled students who have completed all nonclinical courses				
					Other enrolled students				
					All program completers, 2008-09				
					All program completers, 2007-08				
					All program completers, 2006-07				
	Statewide average								

SUMMARY PASS RATES

TPP code	TPP name	Group	Number taking one or more required tests	Number passing all tests taken	Pass rate (%)
		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))

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.
27. Website:_____

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

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? 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 VIII. Low performing state teacher preparation programs (§207(a))

- 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."
- 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."
- 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.
- 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.
- 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:
- 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:
  e. Date designated:

Section IX. Shortages of highly qualified teachers

Provide 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))

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*[15]. 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))

[15] 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.

Section XI. Use of Technology

Provide a description of the 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. (§205(b)(1)(K))

Section XII. Efforts to improve teacher quality

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)

APPENDIX III

Title II Teacher Quality Grant Partnership (TQP) Discretionary Grant Awards

Title II of the *Higher Education Act (HEA)* of 1965, as amended in 2008 by the *Higher Education Opportunity Act (HEOA)*, authorizes Teacher Quality Partnership (TQP) grant awards to eligible partnerships and requires information about them be reported annually as listed below. The discretionary grants are to reform traditional university teacher preparation and implement teacher residency programs. The partnerships include high-need school districts, their high-need schools, institutions of higher education (IHEs) and their colleges or departments of education, arts and sciences. The TQP awards support collaboration of key stakeholders to improve the quality of teaching in public elementary and secondary schools in which children are in greatest need of support to accelerate their learning. Project abstracts and other information are available at http://www2.ed.gov/programs/tqpartnership/awards.html.

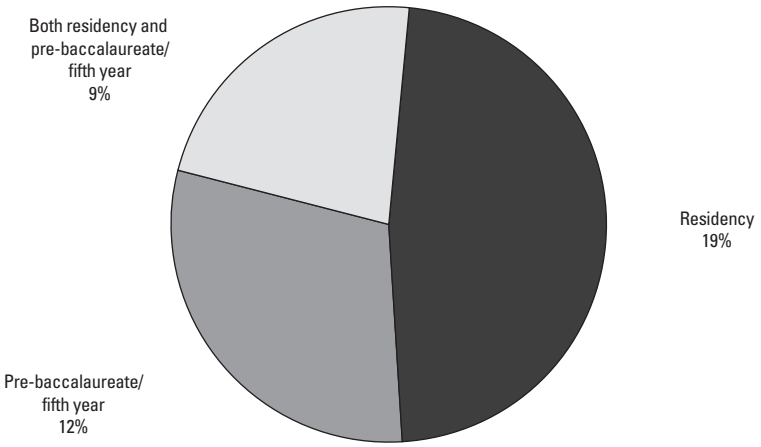
Teacher Quality Partnership (TQP) grant awards in FY 2009 and FY 2010

State	Grantee	Name of Partnership
2009		
AZ	Arizona Board of Regents for and on behalf of Arizona State University	PDS NEXT
CA	California State L.A. University Auxiliary Services, Inc.	Los Angeles Urban Teacher Residency Program
	California State University, Bakersfield	California Partnership for Teacher Quality Programs
	California State University, Dominguez Hills	California State University, Dominguez Hills Urban Teacher Residency
	The CSU, Chico Research Foundation	Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools
	The Regents of the University of California	Los Angeles Urban Teacher Residency (LA-UTR)
GA	Georgia State University Research Foundation, Inc.	NET-Q: Network for Enhancing Teaching-Quality
	Kennesaw State University	Vertically Articulated Professional Development Schools
IL	Illinois State University	Teacher Education and Assessment Continuum for High-need Educators and Resources + Principal Leadership in Urban Schools (TEACHER + PLUS) Project
	National-Louis University	Academy for Urban School Leadership (AUSL)
	The Board of Trustees of the University of Illinois	Chicago Teacher Partnership Program
IN	Trustees of Indiana University	Urban Education Excellence: STEM Teaching Residency with Dual Licensure in Special Education
KS	MidAmerica Nazarene University	Preparing Educators for Rural Kansas
	Wichita State University	Wichita Teacher Quality Partnership
KY	Western Kentucky University Research Foundation, Inc.	GSKyTeach
LA	Louisiana State University and A&M College	Central Louisiana Academic Residency for Teachers
MO	Curators, Univ. of Missouri–on behalf of UMKC	Institute for Urban Education Change Agents for Urban School Excellence
NC	East Carolina University	Teacher Quality and Student Achievement: A Comprehensive Data-Driven School-University Approach to P–16 Reform

NJ	Montclair State University	Newark-Montclair Urban Teacher Residency Program
	William Paterson University	Garden State Partnership for Teacher Quality
NY	Bard College	Bard College Rural Teacher Residency Program
	Research Foundation of CUNY on behalf of Hunter College of CUNY	New Visions for Public Schools–Hunter College Urban Teacher Residency
	Teachers College, Columbia University	Teaching Residents at Teachers College, Columbia University (TR@TC)
OH	Ohio State University Research Foundation	Apprenticeships Supported by Partnerships for Innovation and Reform in Education (ASPIRE)
SC	Winthrop University	Network of Sustained, Collaborative, Ongoing Preparation for Educators (NetSCOPE)
SD	Mid Central Education Cooperative	South Dakota Partnership for Teacher Quality
TX	Texas State University– San Marcos	Teaching Residency Program for Critical Shortage Areas
VA	Old Dominion University Research Foundation	Old Dominion University Teacher Immersion Residency
2010		
CA	The University Corporation California State University Northridge	A Teaching Residency Program in Special Education: Improving Achievement of Students with Disabilities in High-Need Schools
CO	School District No. 1, City and County of Denver, State of Colorado	Denver Teacher Residency
IA	Iowa Department of Education	Iowa Teacher Quality Partnership Grant project
IL	Governors State University	Chicago Southland Region Teacher Quality Partnership
	University of Chicago	Chicago Urban Teacher Education Program
MA	Boston Plan for Excellence/Boston Teacher Residency	Boston Teacher Residency Partnership
NC	University of North Carolina at Greensboro	Project ENRICH: Educational Network for Renewal, Innovation, Collaboration and Help
NM	Questa Independent Schools	Land of Enchantment Teacher Quality Partnership (LETQP)
NY	Research Foundation of CUNY on behalf of Lehman College	Mathematics Achievement with Teachers of High-need Urban Populations
TX	National Math and Science Initiatives, Inc.	The Teacher Preparation Reform Consortium
VA	Virginia Commonwealth University	Richmond Teacher Residency Program
WA	Heritage University	Heritage 105 Project

There are two types of TQP grants: 1) Teacher Residency Programs that focus on preparing elementary education, mathematics, science and special education teachers, and 2) Reformed Teacher Preparation projects that focus on reform of all teacher certification areas offered by the IHE in their pre-baccalaureate and fifth year programs. Figure A shows the distribution of the 40 TQP grants awarded in FY 2009 and FY 2010 by program type.

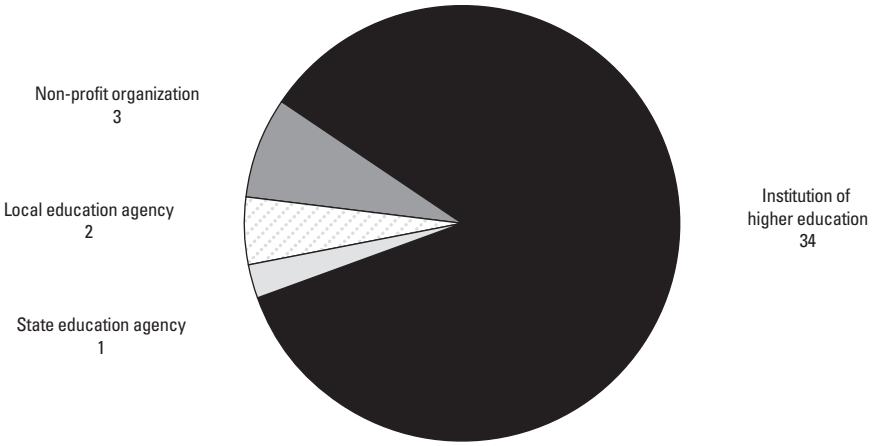
Figure A. Classification of Teacher Quality Partnership grant awards by type of program: 2009–2010



SOURCE: U.S. Department of Education, Annual Performance Reports, Teacher Quality Partnership Grants (2011).

TQP grants can be awarded to various fiscal agents, including IHEs, local education agencies, state education agencies and nonprofit organizations. Figure B shows the distribution of the 40 TQP grants awarded in FY 2009 and FY 2010 by fiscal agent.

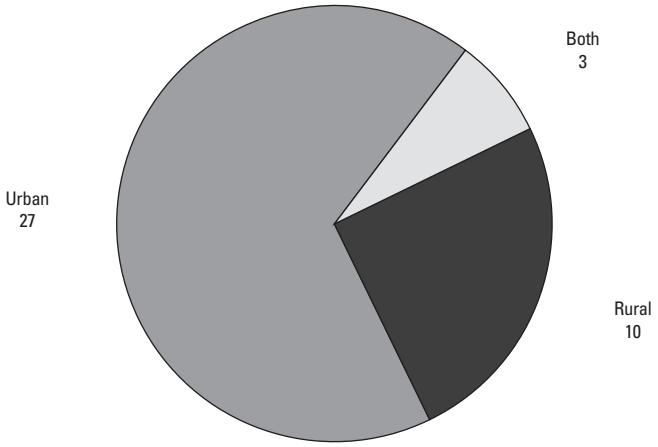
Figure B. Classification of Teacher Quality Partnership grant awards by fiscal agent: 2009–2010



SOURCE: U.S. Department of Education, Annual Performance Reports, Teacher Quality Partnership Grants (2011).

TQP grants can be focused on preparing teachers for rural, urban or both types of school districts. Figure C shows the distribution of the 40 TQP grants awarded in FY 2009 and FY 2010 by location.

Figure C. Classification of Teacher Quality Partnership grant awards by program focus: 2009–2010



SOURCE: U.S. Department of Education, Annual Performance Reports, Teacher Quality Partnership Grants (2011).

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

www.ed.gov