

Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act  
Title II Institutional and Program Report Card on the Quality of Teacher Preparation

Office of Postsecondary Education  
U.S. Department of Education

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**Institution Information**

Name of institution: \_\_\_\_\_

Institution/program type:  Traditional  Alternative, IHE-based  Alternative, not IHE-based

Check if your institution is a member of a Teacher Quality Enhancement (TQE) partnership grant:

TQE partnership name or grant number, if applicable: \_\_\_\_\_

State: \_\_\_\_\_

Address: \_\_\_\_\_

Contact person: \_\_\_\_\_

Email: \_\_\_\_\_

Telephone no.: (     ) \_\_\_\_\_ - \_\_\_\_\_

Academic year: \_\_\_\_\_

Section 205 of Title II of the *Higher Education Opportunity Act* mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. ~~The first Secretarial report is due April 2011. Annual state reports to the Secretary are first due on October 7, 2010. Data from institutions with teacher preparation programs are due to states annually, beginning April 30, 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 institutions to complete this information collection is estimated to average ~~145.75~~ 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.

**Section I. Program information**

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

(A) For each element listed below, ~~check if it is required for~~provide the admission data requested ~~into for any each~~ of your initial teacher certification program(s) at either the undergraduate (UG) or postgraduate (PG) level. If your institution does not collect any of the following information as a part of admission to the program, mark the section “n/a”. (§205(a)(1)(C)(i))

  


There are no initial teacher ~~certification-preparation~~ programs at the undergraduate level.

There are no initial teacher ~~certification-preparation~~ programs at the postgraduate level.

Element	UG	PG
<del>Application</del>		
<del>Fee/payment</del>		
<del>Transcript</del>		
<del>Fingerprint check</del>		
<del>Background check</del>		
<del>Experience in a classroom or working with children</del>		
<del>Minimum number of courses/credits/semester hours completed</del>		
<del>Minimum high school GPA of entering students</del>		
<del>Median high school GPA of entering students</del>		
<del>Minimum undergraduate GPA of entering students</del>		
<del>Median undergraduate GPA of entering students</del>		
<del>Minimum GPA in content area coursework</del>		
<del>Minimum GPA in professional education coursework</del>		
<del>Median GPA in content area coursework</del>		
<del>Median GPA in professional education coursework</del>		
<del>Minimum ACT score of entering students</del>		
<del>Median ACT score of entering students</del>		
<del>Minimum SAT score of entering students</del>		
<del>Median SAT score of entering students</del>		
<del>Minimum GRE score</del>		
<del>Minimum basic skills test score</del>		
<del>Subject area/academic content test or other subject matter verification</del>		
<del>Minimum Miller Analogies test score</del>		
<del>Recommendation(s)</del>		
<del>Essay or personal statement</del>		
<del>Interview</del>		
<del>Résumé</del>		
<del>Bachelor’s degree or higher</del>		
<del>Job offer from school/district</del>		
<del>Personality test (e.g., Myers Briggs Assessment)</del>		
<del>Other (specify: _____)</del>		

~~Provide a link to your website where additional information about admissions requirements can be found:~~

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Indicate when students are formally admitted into your initial teacher certification program (freshman year, sophomore year, junior year, senior year, postgraduate): \_\_\_\_\_

Does your initial teacher certification program conditionally admit students?  Yes  No

Please provide any additional information about or exceptions to the admissions information provided above.

(B) Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. The sum of the members of each racial category may not necessarily add up to the total number of students enrolled. (§205(a)(1)(C)(ii))

Total number of students enrolled in <u>TPP</u> 2009-10	
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Unduplicated number of males enrolled in 2009-10	
Unduplicated number of females enrolled in 2009-10	

2009-10	Number enrolled <u>in TPP</u>
<i>Ethnicity</i>	
Hispanic/Latino of any race	
<i>Race</i>	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	

(C) Provide the following information about supervised clinical experience in 2009-10. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

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

(D) Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

<del>Academic major</del> Area of certification and licensure	Number prepared
Total	

Subject <del>area</del>	Number prepared
Total	

(E) Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10	
2008-09	
2007-08	

**Section II. Goals and assurances**

*Summary of changes: Narrative elements were replaced with drop-down menus and yes/no assurances were replaced with data-driven elements.*

**ANNUAL GOALS**

Each institution of higher education (IHE) 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below ~~can~~ may enter NA for the area(s) in which the IHE does not have that program. (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a))

Teacher shortage area in 2009-10	Goal	Goal met? (Y/N)	Description of strategies used to achieve goal <del>Select the two strategies that produced the largest increase in the number of teachers produced in the shortage area [drop down list]</del>	Description of steps to improve performance in meeting goal or lessons learned in meeting goal <del>Select the two strategies the IHE intends to use to continue to increase the number of teachers produced in the shortage area [drop down list]</del>
Mathematics				
Science				
Special education				
Instruction of limited English proficient students				
Other (specify: _____)				

~~Provide any additional comments, exceptions and explanations below:~~

**ASSURANCES**

~~Provide the following information: Place a check next to each statement certifying that your institution is in compliance with the following assurances.~~ (§205(a)(1)(A)(iii), §206(b))

<del>Percent of prospective teacher who received training that 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</del>	
<del>Percent of prospective teachers who received training closely linked with the needs of schools and the instructional decisions new teachers face in the classroom</del>	
<del>Percent of prospective special education teachers who received coursework and training in core academic subjects</del>	
<del>Percent of general education teachers who received training in providing instruction to children from low-income families</del>	
<del>Percent of general education teachers who received training in providing instruction to children with disabilities</del>	

<u>Percent of general education teachers who received training in providing instruction to limited English proficient students</u>	
<u>Percent of prospective teachers who received training on how to teach effectively in urban schools</u>	
<u>Percent of prospective teachers who received training on how to teach effectively in rural schools</u>	

- ~~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;~~
- ~~training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom;~~
- ~~prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects;~~
  - ~~Program does not prepare special education teachers~~
- ~~general education teachers receive training in providing instruction to children with disabilities;~~
- ~~general education teachers receive training in providing instruction to limited English proficient students;~~
- ~~general education teachers receive training in providing instruction to children from low income families; and~~
- ~~prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.~~  
Describe>Select the two~~your institution's most successful~~ strategies that were most successful in meeting the assurances listed above [drop down list]:

### Section III. Pass rates and scaled scores

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

Provide the information in the following tables on the performance of the students in each of your teacher preparation program on each teacher certification/licensure assessment used by your state. This information will be provided to your institution by the state or the testing company or companies (or entities). 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(a)(1)(B))

Assessment name Assessment code Test company/entity code Assessment cut score Assessment score range	Number taking test	Average scaled score	Number passing test	Pass rate (%)	Statewide average pass rate (%)	Statewide average scaled score
All enrolled students who have completed all nonclinical courses, 2009-10						
<del>Other</del> All enrolled students, 2009-10						
All program completers, 2009-2010						
<del>All program completers, 2008-2009</del>						
<del>All program completers, 2007-2008</del>						

#### SUMMARY PASS RATES

	Number taking one or more required tests	Number passing all tests taken	Pass rate (%)	Statewide average pass rate (%)
<del>All program completers, 2009-2010</del>				
<del>All program completers, 2008-2009</del>				
<del>All program completers, 2007-2008</del>				

~~Note: Your institution or organization is not required by Title II to publish summary pass rates. Please retain the individual assessment data for each student that will allow you to verify these summary pass rates. This information is requested for validation purposes.~~

#### Section IV. Statement and Designation as Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.  
(§205(a)(1)(D), §205(a)(1)(E))

(A) Is your teacher preparation program currently approved or accredited?

Yes  No

If yes, please specify the organization(s) that approved or accredited your program:

State  NCATE  TEAC  Other (specify: \_\_\_\_\_)

If no, does your State require approval or accreditation of teacher preparation programs?  Yes  No

(B) Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 207(a) of the HEA of 2008)?  Yes  No

#### Section V. Use of Technology (§205(a)(1)(F))

*Summary of changes: Certain elements not required by statute were eliminated and narrative elements were replaced with drop-down menus.*

~~Does your program prepare teachers to:~~

~~(A) integrate technology effectively into curricula and instruction  Yes  No~~

~~(B) use technology effectively to collect data to improve teaching and learning  Yes  No~~

~~(C) use technology effectively to manage data to improve teaching and learning  Yes  No~~

~~(D) use technology effectively to analyze data to improve teaching and learning  Yes  No~~

~~Provide a description of how your program prepares 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. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.~~

~~For purposes of increasing student academic achievement, select the two program activities that best prepared teachers to integrate technology effectively into curricula and instruction from the following: [drop down list]~~

~~For purposes of increasing student academic achievement, select the two program activities that best prepared teachers to use technology effectively to manage and analyze data to improve teaching and learning from the following: [drop down list]~~

**Section VI. Teacher Training (§205(a)(1)(G))**

*Summary of changes: Certain elements not required by statute were eliminated and narrative elements were replaced with drop-down menus.*

~~Does your program prepare general education teachers to:~~

- ~~(A) teach students with disabilities effectively \_\_\_\_\_ Yes \_\_\_\_\_ No~~
- ~~(B) participate as a member of individualized education program teams \_\_\_\_\_ Yes \_\_\_\_\_ No~~
- ~~(C) teach students who are limited English proficient effectively \_\_\_\_\_ Yes \_\_\_\_\_ No~~

~~Provide a description of how your program prepares general 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*<sup>†</sup>, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.~~

~~Of the following program activities, including training related to participation as a member of individualized education program teams, select the two program activities that best prepared general education teachers to effectively teach students with disabilities: [drop down list]~~

~~Of the following program activities select the two program activities that best prepared general education teachers to effectively teach students who are limited English proficient: [drop down list]~~

~~Does your program prepare special education teachers to:~~

- ~~(D) teach students with disabilities effectively \_\_\_\_\_ Yes \_\_\_\_\_ No  
\_\_\_\_\_ Program does not prepare special education teachers~~
- ~~(E) participate as a member of individualized education program teams \_\_\_\_\_ Yes \_\_\_\_\_ No  
\_\_\_\_\_ Program does not prepare special education teachers~~
- ~~(F) teach students who are limited English proficient effectively \_\_\_\_\_ Yes \_\_\_\_\_ No  
\_\_\_\_\_ Program does not prepare special education teachers~~

~~Provide a description of how your program prepares 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. Include planning activities and a timeline if any of the three elements listed above are not currently in place.~~

~~Of the following program activities select the two program activities that best prepared special education teachers to effectively teach students with disabilities: [drop down list]~~

~~Of the following program activities select the two program activities that best prepared special education teachers to effectively teach students who are limited English proficient: [drop down list]~~

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<sup>†</sup>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 VII. Contextual information (optional)~~**

~~Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.~~

**Section VIII. 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 teacher preparation program

\_\_\_\_\_ Title

Certification of review of submission:

\_\_\_\_\_ Signature

\_\_\_\_\_ Name

\_\_\_\_\_ Title