

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

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.

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 [_____] (expiration date: [____]). The time required for institutions to complete this information collection is estimated to average [____] 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

(A) For each element listed below, provide the admission data requested for 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 preparation programs at the undergraduate level.
 There are no initial teacher preparation programs at the postgraduate level.

Element	UG	PG
Minimum high school GPA of entering students		
Median high school GPA of entering students		
Minimum undergraduate GPA of entering students		
Median undergraduate GPA of entering students		
Minimum ACT score of entering students		
Median ACT score of entering students		
Minimum SAT score of entering students		
Median SAT score of entering students		

(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 TPP 2009-10	
Unduplicated number of males enrolled in 2009-10	
Unduplicated number of females enrolled in 2009-10	

2009-10	Number enrolled in TPP
<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))

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 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))

Area of certification and licensure	Number prepared
Total	

Subject	Number prepared
Total	

Section II. Goals and assurances

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 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)	Select the two strategies that produced the largest increase in the number of teachers produced in the shortage area [drop down list]	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]
Mathematics				
Science				
Special education				
Instruction of limited English proficient students				
Other (specify: _____)				

Provide the following information: (§205(a)(1)(A)(iii), §206(b))

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	
Percent of prospective teachers who received training closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	
Percent of prospective special education teachers who received coursework and training in core academic subjects	
Percent of general education teachers who received training in providing instruction to children from low-income families	
Percent of general education teachers who received training in providing instruction to children with disabilities	
Percent of general education teachers who received training in providing instruction to limited English proficient students	
Percent of prospective teachers who received training on how to teach effectively in urban schools	
Percent of prospective teachers who received training on how to teach effectively in rural schools	

Select the two strategies that were most successful in meeting the assurances listed above [drop down list]:

Section III. Pass rates and scaled scores

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.

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	Statewide average pass rate (%)	Statewide average scaled score
All enrolled students who have completed all nonclinical courses, 2009-10					
All enrolled students, 2009-10					
All program completers, 2009-2010					

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))

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))

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]*

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]*

Section VII. 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