

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

Office of Postsecondary Education
U.S. Department of Education

Contact Information

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Section 205 of Title II of the *Higher Education Opportunity Act* mandates that the Department of Education collect data on State assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress.

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 States 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, appendix X of the manual.

Section I. Program information

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

TPP name	Minimum high school GPA of entering students		Median high school GPA of entering students		Minimum undergraduate GPA of entering students		Median undergraduate GPA of entering students		Median GPA of program completers		Minimum ACT score of entering students		Median ACT score of entering students		Minimum SAT score of entering students		Median SAT score of entering students		
	UG	PG	UG	PG	UG	PG	PG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	

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

TPP name	Minimum high school GPA of entering students		Median high school GPA of entering students		Minimum undergraduate GPA of entering students		Median undergraduate GPA of entering students		Median GPA of program completers		Minimum ACT score of entering students		Median ACT score of entering students		Minimum SAT score of entering students		Median SAT score of entering students		
	UG	PG	UG	PG	UG	PG	PG	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 in TPP	Total number of students enrolled institution-wide

TPP 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					
	TPP	Institution-wide	TPP	Institution-wide	TPP	Inst.-wide	TPP	Inst.-wide	TPP	Inst.-wide	TPP	Inst.-wide	TP	Inst.-wide				

(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 for student teaching	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year

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

(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	Area of certification/licensure	Number prepared
Total		

Teacher preparation program name	Academic major	Number prepared
Total		

Teacher preparation program name	Subject area	Number prepared
Total		

(F) Provide the following:

Total number of traditional teacher preparation program completers in 2008-09	
Total number of alternative route program completers in 2008-09 within 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 another State	

Section II. 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 as well as any licenses given specifically to those participating in or completing alternative routes to certification or licensure. Do not include certificates/licenses for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. (§205(b)(1)(B), §205(b)(1)(E))

1. Certificate or license name:
2. Is this certificate given only to alternative routes to teacher certification participants or completers?
3. Duration of certificate (in years):
4. Is this certificate renewable?
 - a. How many times?
5. Is a bachelor’s degree required? If so, specify whether it is required in a specific subject area.
6. What tests or assessments are required?

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

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

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

2. 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?
3. 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?

Section IV. 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.

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

TPP code	TPP name/alternative route name	Assessment code	Assessment name	Group	# taking test	Avg. scaled score	# passing test	Total Score Possible	Cut Score	Reliability measure	Validity measure
				All enrolled students who have completed all nonclinical courses							
				All enrolled students							
				All program completers, 2008-09							
	State wide avg										

SUMMARY PASS RATES

TPP code	TPP name/alternative route name	Group	Number taking one or more required tests	Number passing all tests taken
		All program completers, 2008-09		

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

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

Student learning outcomes

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

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

OR

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

Employment Outcomes

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

Customer satisfaction survey outcomes

5. **Teacher Satisfaction Survey.** For three aggregate cohorts of program graduates, provide the following data at the program level:
 - a. Quantitative and qualitative data from recent graduates assessing whether the services received from their teacher preparation program were effective in preparing them for their first three years in the classroom.

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

Other indicators

7. **Other indicators.** If your state chooses to collect and report such data, provide the following:
 - a. Data on other indicators predictive of student performance, such as student surveys.

Section VI. Low performing State teacher preparation programs (§207(a), §205(b))

1. For each teacher preparation program in the State that currently has lost its approval or terminated its financial support due to its low performance based on the State's assessment of program performance, provide the name of the program, the body that withdrew approval or terminated financial support, and the reason for loss of funding or support. Indicate all programs that have lost funding or approval from an agency or instrumentality of the State, including but not limited to board of regents/trustees, State educational agency, or local educational agency.
2. For each traditional and alternative teacher preparation program in your State, identify whether each one is currently classified as low performing, at risk of being classified as low performing, classified as satisfactorily performing, or classified as high quality.
 - a. Program name:
 - b. Institution name:
 - c. Classification:
 - d. If designated as low performing, at risk, or high quality, date so designated:
3. 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. At risk or low performing:
 - d. Date designated:

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

Provide the number of highly qualified teachers needed by area of certification/licensure, subject, and specialty in your State's public schools. Also provide the number of newly prepared teachers in each of these areas, and include those prepared to teach students with disabilities effectively. These data will be tracked year-over-year to measure progress in addressing the shortage of highly qualified teachers. (§205(b)(1)(I), (§205(b)(1)(J), (§205(b)(1)(L))

	Area of certification/licensure	Subject	Specialty	Students with disabilities	Limited English proficient
Number of highly qualified teachers needed					
New teachers prepared					

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

Choose the two most representative responses from the following list that describe the most effective activities that prepares teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning. [*drop down list*]

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

Section IX. Efforts to improve the quality of the current and future teaching force

Choose the two most representative responses from the following list that describe the most effective activities taken by the State during the past year to improve the quality of the current and future teaching force. [*drop down list*] (§205(d)(2)(A))

Section X. 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