

Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act (HEA)
HEA Title II State Report Card on the Quality of Teacher Preparation and State Initial Teacher Assessment and Credentialing
SRC

Office of Postsecondary Education
U.S. Department of Education

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

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. Public reporting burden for this collection of information is estimated to average 250 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory (205)(b)(1). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1840-0744.

Note: Key terms and phrases in this questionnaire are defined in the glossary of key terms on p. 20-21.

Contact Information

Instructions: Provide the below information for this report, including a contact person who will be listed as the public contact related to this report.

Key Terms: academic year

State: _____ Agency Name: _____ Contact person: _____ Title: _____

Address: _____ Email: _____

Telephone no.: () _____ - _____ Fax no.: () _____ - _____ Website: _____

Academic year: 2014-15

Section I. Introduction (optional)

Instructions: Please use this space to provide any additional information that provides context for the data included in this report card. You may also attach information to this report card.

Section II.a.i Teacher Preparation Provider and Program Totals

Instructions: Enter the total number of teacher preparation providers by provider type, the total number of teacher preparation programs by program type and level, the total number of individuals and demographic information for individuals enrolled but not yet completed, the total number and demographic information for program completers, and the total enrollment for each provider type and program type.

Key terms: alternative teacher preparation program, teacher preparation program, teacher preparation provider, traditional teacher preparation program

Teacher preparation providers				
	Number of providers	Number of individuals enrolled, not yet completed in AY 2014-15	Number of program completers in AY 2014-15	Total enrollment in AY 2014-15
Institutions of higher education (IHEs) offering only traditional programs				
IHEs offering only alternative programs				
IHEs offering both traditional and alternative programs				
Organizations based outside of an IHE offering alternative programs				
TOTAL				
Teacher preparation programs				
	Number of programs	Number of individuals enrolled, not yet completed in AY 2014-15	Number of program completers in AY 2014-15	Total enrollment in AY 2014-15
Traditional teacher preparation programs at the undergraduate level				
Traditional teacher preparation programs at the postgraduate level				
Alternative, IHE-based teacher preparation programs at the undergraduate level				
Alternative, IHE-based teacher preparation programs at the postgraduate level				
Alternative, not IHE-based teacher preparation programs at the undergraduate level				
Alternative, not IHE-based teacher preparation programs at the postgraduate level				
TOTAL				

Section II.a.ii Teacher Preparation Program Information

Instructions: For each teacher preparation provider in the state, list each teacher preparation program offered in the institution or organization below, and provide (i) the subject area category, (ii) the total number of individuals and demographic information for individuals enrolled but not yet completed, (iii) the total number and demographic information for program completers, and (iv) the total enrollment for each program. 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 or gender groups, so the sum of the members of each racial/gender category may not necessarily add up to the total.

Key terms: alternative teacher preparation program, teacher preparation program, teacher preparation provider, traditional teacher preparation program

Note: This table will be completed for *each* teacher preparation provider in the state.

Teacher Preparation Provider Name:																						
Program Name	(i) Program Subject Area Category*	(ii) INDIVIDUALS ENROLLED, NOT YET COMPLETED Number of individuals enrolled who did not yet complete the program in AY 2014-15										(iii) PROGRAM COMPLETERS: Number of individuals who completed the program during AY 2014-15										(iv) TOTAL ENROLLMENT Total number of individuals enrolled in AY 2014-15
		Gender		Ethnicity	Race							Gender		Ethnicity	Race							
		T	O		Hispanic /Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	T	O		Hispanic /Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	
<i>Traditional Programs (undergraduate)</i>																						
<i>ex. Special Education</i>	<i>ex. Special Education</i>																					
<i>ex. Secondary English</i>	<i>ex. English/ Language Arts</i>																					
<i>Traditional/Undergrad Totals</i>																						
<i>Traditional Programs (postgraduate)</i>																						
<i>Traditional/Postgrad Totals</i>																						
TRADITIONAL TOTALS																						
<i>Alternative Programs (undergraduate)</i>																						
<i>Alternative/Undergrad Totals</i>																						
<i>Alternative Programs (postgraduate)</i>																						
<i>Alternative/Postgrad Totals</i>																						
ALTERNATIVE TOTALS																						

*Program subject area categories include: Elementary Education, Special Education, Early Childhood Education, English/Language Arts, Mathematics, Science, Social Studies, Visual/Performing Arts, English Learners, Foreign Languages, Health/Physical Education, Technology, Engineering, Computer Science, and Other.

Section II.b Teacher Quality Enhancement Partnership (TQEP) Grant Information

Instructions: Indicate below whether any programs within your state are members of an HEA Title II Teacher Quality Enhancement Partnership (TQEP) grant awarded by the U.S. Department of Education, as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>?

Are any programs within your state members of an HEA Title II Teacher Quality Enhancement Partnership (TQEP) grant?

Yes No

If yes, provide the following information for each grant within your state:

Award year: _____

Grantee name: _____

Project Name: _____

Grant number: _____

Name(s) of program(s) participating in the TQEP grant (list all participating programs):

List partner districts/LEAs: _____

List other partners: _____

Project Type: Residency Pre-baccalaureate Both

Section II.c.i Traditional Program Admission and Completion Requirements

Instructions: For each traditional teacher preparation provider below, review each element listed below and check if it is required for admission into or completion from any of the traditional teacher preparation program(s) within the provider at either the undergraduate or postgraduate level. Complete the median GPA questions, and the minimum GPA questions if applicable. (§205(a)(1)(C)(i))

Teacher Preparation Provider Name: _____				
Element	Undergraduate		Postgraduate	
	Admission	Completion	Admission	Completion
Transcript				
Fingerprint check				
Background check				
Minimum number of courses/credits/semester hours completed				
Minimum GPA				
Minimum GPA in content area coursework				
Minimum GPA in professional education coursework				
Minimum ACT score				
Minimum SAT score				
Minimum basic skills test score				
Subject area/academic content test or other subject matter verification				
Recommendation(s)				
Essay or personal statement				
Interview				
Other (specify: _____)				

Median GPA of individuals accepted into the program in academic year 2014-15: _____

Median GPA of individuals completing the program in academic year 2014-15: _____

Minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.): _____

Minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.): _____

Section II.c.ii Alternative Program Admission and Completion Requirements

Instructions: For each alternative teacher preparation provider below, review each element listed below and check if it is required for admission into or completion from any of the alternative teacher preparation program(s) within the provider at either the undergraduate or postgraduate level. Complete the median GPA questions, and the minimum GPA questions if applicable. (§205(a)(1)(C)(i))

Teacher Preparation Provider Name: _____				
Element	Undergraduate		Postgraduate	
	Admission	Completion	Admission	Completion
Transcript				
Fingerprint check				
Background check				
Minimum number of courses/credits/semester hours completed				
Minimum GPA				
Minimum GPA in content area coursework				
Minimum GPA in professional education coursework				
Minimum ACT score				
Minimum SAT score				
Minimum basic skills test score				
Subject area/academic content test or other subject matter verification				
Recommendation(s)				
Essay or personal statement				
Interview				
Other (specify: _____)				

Median GPA of individuals accepted into the program in academic year 2014-15: _____

Median GPA of individuals completing the program in academic year 2014-15: _____

Minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.): _____

Minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.): _____

Section II.e.i Number of program completers, by academic major

Instructions: For each teacher preparation provider in the state, provide the number of program completers, by academic major for AY 2014-15. For providers offering both traditional and alternative programs, complete one table for all traditional programs within the provider, and one table for all alternative programs within the provider. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Key Terms: academic major

Teacher Preparation Provider Name: _____ Program Type: _____

Academic Major (education majors)	Number of program completers
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Languages	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education – Science (total of all Teacher Education – Science majors, including the sub-categories listed below)	
Teacher Education – Biology	
Teacher Education – Chemistry	
Teacher Education – Physics	
Teacher Education – Earth Science	
Teacher Education – General Science or Other Science	
Teacher Education - Social Studies	
Teacher Education - Computer Science	
Teacher Education - Drama and Dance	
Teacher Education - History	
Teacher Education - Speech	
Teacher Education - Psychology	
Teacher Education - English as a Second Language	

Academic Major (non-education majors)	Number of program completers
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other _____	

Section II.e.ii Number of teachers prepared, by area of credential

Instructions: For each teacher preparation provider in the state, provide the number of individuals earning an initial teaching credential, by area of credential for AY 2014-15. For providers offering both traditional and alternative programs, report traditional programs and alternative programs separately. (§205(b)(1)(H))

Key Terms: initial teaching credential

Teacher preparation provider name	Program type (traditional or alternative)	Area of credential	Number of individuals earning an initial teaching credential

Section III. Assurances

Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances.

Teacher preparation provider name	Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends	Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects	Prospective general education teachers are prepared to provide instruction to students with disabilities	Prospective general education teachers are prepared to provide instruction to limited English proficient students	Prospective general education teachers are prepared to provide instruction to students from low-income families	Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable
	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No/NA</i>	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>
	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No/NA</i>	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>
	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No/NA</i>	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>

Section IV.a Assessment Information

Instructions: 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).

Program type	Assessment code	Assessment name	Testing company	Low score	High score	Cut score

Section IV.b Traditional program pass rates and scaled scores

Instructions: Provide the information in the following tables on the performance of students of each traditional teacher preparation provider on each teacher credential assessment used by your state. This information may be provided to your state by the testing companies. 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. (§205(b)(1)(D), §205(b)(1)(E))

Key Terms: nonclinical coursework, pass rates

TRADITIONAL ASSESSMENT PASS RATES

Teacher Preparation Provider name/code	Assessment code	Assessment name	Group	Number taking test	Average scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
			All enrolled students who have completed all nonclinical coursework						
			Other enrolled students						
			All program completers, 2014-15						
			All program completers, 2013-14						
			All program completers, 2012-13						
Statewide average									

TRADITIONAL SUMMARY PASS RATES

Teacher Preparation Provider name/code	Group	Number taking one or more required tests	Number passing all tests taken	Pass rate (%)	State Average pass rate (%)
	All program completers, 2014-15				
	All program completers, 2013-14				
	All program completers, 2012-13				
Statewide average					

Section IV.c Alternative, IHE-based program pass rates and scaled scores

Instructions: Provide the information in the following tables on the performance of students of each alternative IHE-based teacher preparation provider on each teacher credential assessment used by your state. This information may be provided to your state by the testing companies. 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. (§205(b)(1)(D), §205(b)(1)(E))

Key Terms: nonclinical coursework, pass rates

ALTERNATIVE, IHE-BASED ASSESSMENT PASS RATES

Teacher Preparation Provider name/code	Assessment code	Assessment name	Group	Number taking test	Average scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
			All enrolled students who have completed all nonclinical coursework						
			Other enrolled students						
			All program completers, 2014-15						
			All program completers, 2013-14						
			All program completers, 2012-13						
Statewide average									

ALTERNATIVE, IHE-BASED SUMMARY PASS RATES

Teacher Preparation Provider name/code	Group	Number taking one or more required tests	Number passing all tests taken	Pass rate (%)	State Average pass rate (%)
	All program completers, 2014-15				
	All program completers, 2013-14				
	All program completers, 2012-13				
Statewide average					

Section IV.d Alternative, not IHE-based program pass rates and scaled scores

Instructions: Provide the information in the following tables on the performance of students of each alternative not IHE-based teacher preparation provider on each teacher credential assessment used by your state. This information may be provided to your state by the testing companies. 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. (§205(b)(1)(D), §205(b)(1)(E))

Key Terms: nonclinical coursework, pass rates

ALTERNATIVE, NOT IHE-BASED ASSESSMENT PASS RATES

Teacher Preparation Provider name/code	Assessment code	Assessment name	Group	Number taking test	Average scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
			All enrolled students who have completed all nonclinical coursework						
			Other enrolled students						
			All program completers, 2014-15						
			All program completers, 2013-14						
			All program completers, 2012-13						
Statewide average									

ALTERNATIVE, NOT IHE-BASED SUMMARY PASS RATES

Teacher Preparation Provider name/code	Group	Number taking one or more required tests	Number passing all tests taken	Pass rate (%)	State Average pass rate (%)
	All program completers, 2014-15				
	All program completers, 2013-14				
	All program completers, 2012-13				
Statewide average					

Section V. Initial Teacher Credential requirements

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

1. Credential name:
2. Is this an initial credential?
3. Is this an emergency, temporary or provisional credential?
4. Is this credential given only to alternative routes to teacher certification participants or completers?
5. Is this credential given only to career/technical education teachers?
6. Is this a permanent credential?
7. Duration of credential (in years):
8. Is this credential renewable? If yes: 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? If yes: a) What is the grade span covered by this credential? b) Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?
13. Is this credential granted at the middle school level? If yes: a) What is the grade span covered by this credential? b) Is a bachelor's degree in a subject area or academic content area required?
14. Is this credential granted at the secondary level? If yes: a) What is the grade span covered by this credential? 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 participation in a mentoring program required?
27. Of fingerprinting, background check or police record examination, which are required?
28. Are there any other requirements?

Section VI. State teacher standards and criteria for a teaching credential

Instructions: Complete the following questions regarding teacher standards and criteria for a teaching credential in your state. (§205(b)(1)(B), §205(b)(1)(C))

1. Has the state developed standards that prospective teachers must meet in order to attain an initial teacher credential?
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 credential standards with the assessments required for teacher certification or licensure?
13. Has the state established a policy that links, aligns or coordinates teacher credential standards with the challenging academic content standards for K-12 students?
14. Has the state established a policy that links, aligns or coordinates teacher credential standards with early learning standards for early childhood education programs?
15. Has the state established a policy that links, aligns or coordinates teacher credential assessments with the challenging academic content standards for K-12 students?
16. Has the state established a policy that links, aligns or coordinates teacher credential 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, credentialing, or assessment standards with content standards for students?

Section VII. Alternative routes to a teacher credential

Instructions: For all state-approved alternative routes to a teaching credential, list each alternative route and answer the questions about each route. (§205(b)(1)(E))

Key Terms: alternative route to a teaching credential

1. Alternative route name:
2. Year approved by the state:
3. Year implemented:
4. Is this alternative route limited to teaching certain subject areas or grade levels? If yes, please specify.
5. Is this alternative route designed to address critical shortage areas? If yes, please specify.
6. Maximum number of years allowed to complete alternative route program:
7. Is a teaching license issued to an individual participating in this route? If yes, please specify.
8. Is a bachelor’s degree required? If yes: a) Is a bachelor’s degree in a subject area required?
9. Are pedagogy or professional knowledge classes required?
10. Is there a credit hour requirement for general and/or professional education coursework?
11. Is there a grade point average (GPA) requirement for general and/or professional education coursework?
12. Are tests or assessments required?
13. Is professional employment as a teacher required?
14. Is completion of a supervised clinical experience required? If yes, please describe.
15. Is professional development or continuing education experience required?
16. Is participation in a mentoring program required?
17. Is a person participating in this route considered a highly qualified teacher under ESEA, as amended?
18. 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 (<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>)? How many years: _____

19. Who administers the alternative route:

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

a) If the alternative route is administered by institutions of higher education, which institutions offer this alternative route?

20. Are there any other requirements? Please specify.

21. Website: _____

Section VIII. Criteria for assessing the performance of teacher preparation programs in the state

Instructions: In this section, please indicate the level and provide an approximation of program implementation. Note: On request, be prepared to document your responses. (§205(b)(1)(F), §207(a)), (§205(b)(1)(J))

Key Terms: individualized education program teams

1. Does the state have criteria for assessing the performance of traditional teacher preparation programs?
2. Does the state have criteria for assessing the performance of alternative teacher preparation programs?
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 does not have criteria, has the state proposed criteria for assessing teacher preparation program performance?
6. Check each criterion your state uses to assess the performance of teacher preparation programs:
 - a. Pass rates on state assessments required for a teaching credential ____ Yes ____ No
 - b. Academic knowledge indicators ____ Yes ____ No
 - c. Teaching skills acquired by enrollees ____ Yes ____ No
 - d. Teaching strategies focusing on identifying the specific learning needs of students who are gifted and talented. ____ Yes ____ No
 - e. Progress in increasing the percentage of highly qualified teachers in the state ____ Yes ____ No
 - f. Progress in increasing professional development opportunities for teachers ____ Yes ____ No
 - g. Progress in improving K-12 student academic achievement ____ Yes ____ No
 - h. Progress in raising the standards for entry into the teaching profession ____ Yes ____ No
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 teacher preparation programs prepare teachers, including general education and special education teachers to participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*? Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher certification or licensure, as applicable.
9. Are there any other criteria? Please specify.

Section IX. Low performing and at risk teacher preparation programs

Instructions: (§207(a))

Key Terms:

1. Describe the criteria your state has defined for classifying traditional teacher preparation programs as “low performing” or “at risk of being low performing.”
 - a. Are criteria linked to the state’s criteria for assessing the performance of traditional teacher preparation programs as described in Section VIII? Yes No
 - b. Do the criteria include pass rates on state assessments for an initial teaching credential? Yes No
 - c. Do the criteria include the program’s accreditation status? Yes No
 - d. Describe any additional criteria.
2. Describe the criteria your state has defined for classifying alternative teacher preparation programs as “low performing” or “at risk of being low performing.”
 - a. Are criteria linked to the state’s criteria for assessing the performance of alternative teacher preparation programs as described in Section VIII? Yes No
 - b. Do the criteria include pass rates on state assessments for an initial teaching credential? Yes No
 - c. Do the criteria include the program’s accreditation status? Yes No
 - d. Describe any additional criteria.
3. Describe the procedures your state uses to identify the needs of and assist (through the provisions of technical assistance) low-performing traditional teacher preparation programs.
4. Describe the procedures your state uses to identify the needs of and assist (through the provisions of technical assistance) low-performing alternative teacher preparation programs.
5. 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, please update the program’s current status. Add any traditional and alternative teacher preparation programs in your state that are currently classified as low performing or at risk of being so classified, that were not classified as low performing or at risk of being so classified last year.
 - a. Program name:
 - b. Institution name:
 - c. Program type (traditional or alternative):
 - d. At risk or low performing:
 - e. Date designated:

Section X. Shortages of highly qualified teachers

Instructions: Answer the following questions regarding how teacher preparation programs in your state are addressing shortages of highly qualified teachers. (§205(b)(1)(I)) Be prepared to document your responses.

1. Do teacher preparation programs in your state address shortages of highly qualified teachers by area of certification or licensure? Yes No
2. Do teacher preparation programs in your state address shortages of highly qualified teachers by subject? Yes No
3. Do teacher preparation programs in your state address shortages of highly qualified teachers by specialty? Yes No

Provide a description of the extent to which teacher preparation programs are addressing shortages of highly qualified teachers, by area of credential, 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.

Section XI. Use of Technology

Instructions: Answer the following questions regarding how teacher preparation programs in your state use technology. (§205(b)(1)(K)) Be prepared to document your responses.

Key Terms: universal design for learning

Do teacher preparation programs in your state prepare teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning? Yes No

Do teacher preparation programs in your state prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement? Yes No

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.

Section XII. Efforts to improve teacher quality

Instructions: 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)) Be prepared to document your responses.

Section XIII. Supplemental information (optional)

Instructions: Please use this space to provide any supplemental information to support your State Report Card.

Section XIV. 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*.

I certify that, to the best of my knowledge, the information in this report on **low performing and at risk teacher preparation programs** 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 of reviewer

_____ Title

Glossary of Key Terms:

Academic major:	The actual major(s) declared by the program completer. Post-baccalaureate programs should report on the undergraduate major or the academic major of the most recent degree earned by the prospective teacher.
Academic year:	A period of 12 consecutive months, starting September 1 and ending August 31.
Adjunct faculty:	IHE staff who are engaged significantly with the teacher-candidates during their supervised clinical experience, in terms of spending significant amounts of time working with them. Any of the following three criteria would imply inclusion in the count of adjunct faculty: 1) If they spend a number of hours each week observing, supervising or discussing the clinical experience with the teacher-candidates or other teacher preparation program faculty, 2) If they receive a stipend from the teacher preparation program for their participation; 3) If they are considered part of the teacher preparation program, in terms of recognition in brochures or other program descriptions provided to the state or the general public.
Alternative program:	A teacher preparation program that primarily serves candidates that are the teacher of record in a classroom while participating in the route. Alternative programs are defined as such by the state.
Enrolled, not yet completed:	A student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is not counted in this category.
Faculty supervising clinical experience:	All persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program.
Individualized education program team:	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.
Nonclinical coursework:	Any course in the teacher preparation program curriculum that focuses on content, such as academic subject matter, and does not require students to participate in the activities of supervised clinical experience as described in the glossary definition may be counted as nonclinical coursework. The curriculum policies of each state and its institutions will identify coursework that is nonclinical or clinical. See Supervised clinical experience.
Pass rate:	The percentage of students who passed assessment(s) taken for an initial teaching credential in the field of preparation. <ul style="list-style-type: none">• Single assessment pass rate: The percentage of students who passed the assessment among all who took the assessment.• 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.

- 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 an initial teaching credential may not be used as a criterion for determining who is a program completer.
- Scaled score:** A scaled score is a conversion of a student's raw score on a test or a version of the test to a common scale that allows for a numerical comparison between students. Because most major testing programs use multiple versions of a test, the scale is used to control slight variations from one version of a test to the next. Scaled scores are particularly useful for comparing test scores over time, such as measuring semester-to-semester and year-to-year growth of individual students or groups of students in a content area. However, within the same test, different content areas are typically on different scales, so a scaled score of 24 in Mathematics may not mean the same as a scaled score of 24 in Reading.
- Supervised clinical experience:** A series of supervised field experiences (including student teaching) with PK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Please note that Title II, Section 202 (d)(2) describes features of clinical experience as follows. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework that is clinical and nonclinical.
- Teacher credential assessment:** A test or other structured method that measures the qualifications of prospective teachers, has a pass-fail outcome and is used by the state for teacher credentialing.
- Teacher preparation program:** A program, whether traditional or alternative, offered by a teacher preparation provider that leads to a specific state teacher credential in a specific field.
- Teacher preparation provider:** An IHE or other organization that is authorized by the state to prepare teachers.
- Teacher shortage area:** As designated by the Secretary or by the State educational agency, including mathematics, science, special education, and instruction of limited English proficiency students (see Section 206(a)).
- Total enrollment:** The total number of individuals enrolled in a teacher preparation program in a given academic year. Total enrollment should be the sum of individuals in the "enrolled, not yet completed" category and program completers.
- Traditional teacher preparation program:** A teacher preparation program that primarily serves undergraduate students without prior teaching or work experience and leads at least to a bachelor's degree. Some traditional teacher preparation programs may lead to a teaching credential but not a degree. A traditional teacher preparation program in the outlying areas may lead to an associate's degree.
- Universal design for learning:** A scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.