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

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 an initial teaching credential, 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 146 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 in this questionnaire are defined in the Glossary of Key Terms on pages 19-20.

Section I: **Teacher Preparation Provider Information**

Instructions: Provide information about the teacher preparation provider below.

Key Terms: academic year, alternative teacher preparation program, teacher preparation provider, traditional teacher preparation program

Name of provider: _____

Provider type: ☐ Institution of Higher Education (IHE) offering only traditional programs   ☐ IHE offering only alternative programs
☐ IHE offering both traditional and alternative programs   ☐ Organization based outside of an IHE offering alternative programs

State: _____
Address: _____
Contact person: _____
Email: _____
Telephone no.: (   ) _____ - _____

Academic year: _____2014-15_____

Section II.a   **Teacher Preparation Program Information**

Instructions: List each teacher preparation program offered in your 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. (§205(a)(1)(C)(ii))

Key Terms: teacher preparation program; enrolled, not yet completed; program completers; total enrollment

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
		TOTAL	Gender		Ethnicity	Race							TOTAL	Gender		Ethnicity	Race							
			M	F	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			M	F	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		
Traditional Programs (undergraduate)																								
ex. Special Education	*ex. Special Education*																							
ex. Secondary English	*ex. English/ Language Arts*																							
Traditional/Undergraduate Totals																								
Traditional Programs (postgraduate)																								
Traditional/Postgraduate Totals																								
TRADITIONAL TOTALS																								
Alternative Programs (undergraduate)																								
Alternative/Undergraduate Totals																								
Alternative Programs (postgraduate)																								
Alternative/Postgraduate Totals																								
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 institution or organization 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 institution or organization 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 institution or organization:

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

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.): _____

Indicate when students are formally admitted into your teacher preparation program (freshman year, sophomore year, junior year, senior year, postgraduate): _____

Do your teacher preparation programs conditionally admit students?   ☐ Yes   ☐ No

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

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

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

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

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.): _____

Indicate when students are formally admitted into your teacher preparation program (freshman year, sophomore year, junior year, senior year, postgraduate): _____

Do your teacher preparation programs conditionally admit students?   ☐ Yes   ☐ No

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

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

Section II.d   **Supervised Clinical Experience**

Instructions: Provide the following information about supervised clinical experience in 2013-14. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Key Terms: adjunct faculty, faculty supervising clinical experience, supervised clinical experience

Supervised Clinical Experience Requirements for **Traditional Programs**	
Average number of clock hours of supervised clinical experience required prior to student teaching	
Average number of clock hours required for student teaching	
Supervised Clinical Experience Participants in **Traditional Programs**	
Number of faculty supervising clinical experience during this academic year (IHE staff)	
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	
Number of teacher candidates in supervised clinical experience during this academic year	

Supervised Clinical Experience Requirements for **Alternative Programs**	
Average number of clock hours of supervised clinical experience required prior to student teaching, teaching internship, or becoming the teacher or record in a classroom	
Average number of clock hours required for student teaching, intern teaching, or teaching as the teacher of record	
Average number of clock hours required for supervision during teaching	
Supervised Clinical Experience Participants in **Alternative Programs**	
Number of faculty supervising clinical experience during this academic year (IHE staff)	
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	
Number of teacher candidates in supervised clinical experience during this academic year	

Please provide any additional information about or description of the supervised clinical experiences:

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

Instructions: Please provide the number of teachers prepared (program completers) through traditional programs, by academic major for academic year 2014-15. "Academic major" refers to the actual major(s) declared by the program completer. 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

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 alternative program completers, by academic major

Instructions: Please provide the number of teachers prepared (program completers) through alternative programs, by academic major for academic year 2014-15. "Academic major" refers to the actual major(s) declared by the program completer. 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

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 III.a   Annual Goals: Mathematics

Instructions: Each IHE that conducts a teacher preparation program (including programs that offer any ongoing professional development programs) 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. (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a)) Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Did your program prepare teachers in mathematics in 2014-15?   _____ Yes   _____ No

If yes:

How many prospective teachers did your program plan to add in mathematics in 2014-15? _____
Did your program meet the goal for prospective teachers set in mathematics for 2014-15? _____ Yes   _____ No
Description of strategies used to achieve goal, if applicable: _____
_____

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: _____
_____

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

Is your program preparing teachers in mathematics in 2015-16?   _____ Yes   _____ No

If yes:

How many prospective teachers did your program plan to add in mathematics in 2015-16?
Provide any additional comments, exceptions and explanations below: _____
_____

Will your program prepare teachers in mathematics in 2016-17?   _____ Yes   _____ No

If yes:

How many prospective teachers does your program plan to add in mathematics in 2016-17?
Provide any additional comments, exceptions and explanations below: _____
_____

Section III.b   Annual Goals: Science

Instructions: Each IHE that conducts a teacher preparation program (including programs that offer any ongoing professional development programs) 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. (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a)) Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Did your program prepare teachers in science in 2014-15?   _____ Yes   _____ No

If yes:

How many prospective teachers did your program plan to add in science in 2014-15? _____
Did your program meet the goal for prospective teachers set in science for 2014-15? _____ Yes   _____ No
Description of strategies used to achieve goal, if applicable: _____
_____

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: _____
_____

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

Is your program preparing teachers in science in 2015-16?   _____ Yes   _____ No

If yes:

How many prospective teachers did your program plan to add in science in 2015-16?
Provide any additional comments, exceptions and explanations below: _____
_____

Will your program prepare teachers in science in 2016-17?   _____ Yes   _____ No

If yes:

How many prospective teachers does your program plan to add in science in 2016-17?
Provide any additional comments, exceptions and explanations below: _____
_____

Section III.c   Annual Goals: Special education

Instructions: Each IHE that conducts a teacher preparation program (including programs that offer any ongoing professional development programs) 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. (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a)) Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Did your program prepare teachers in special education in 2014-15?   _____ Yes   _____ No

If yes:

How many prospective teachers did your program plan to add in special education in 2014-15? _____
Did your program meet the goal for prospective teachers set in special education for 2014-15? _____ Yes   _____ No
Description of strategies used to achieve goal, if applicable: _____
_____

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: _____
_____

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

Is your program preparing teachers in special education in 2015-16?   _____ Yes   _____ No

If yes:

How many prospective teachers did your program plan to add in special education in 2015-16?
Provide any additional comments, exceptions and explanations below: _____
_____

Will your program prepare teachers in special education in 2016-17?   _____ Yes   _____ No

If yes:

How many prospective teachers does your program plan to add in special education in 2016-17?
Provide any additional comments, exceptions and explanations below: _____
_____

Section III.d   Annual Goals: Instruction of limited English proficient students

Instructions: Each IHE that conducts a teacher preparation program (including programs that offer any ongoing professional development programs) 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. (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a)) Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?   _____ Yes   _____ No

If yes:

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15? _____
Did your program meet the goal for prospective teachers set in instruction of limited English proficient students for 2014-15? _____ Yes   _____ No
Description of strategies used to achieve goal, if applicable: _____
_____

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: _____
_____

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

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?   _____ Yes   _____ No
If yes:

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?
Provide any additional comments, exceptions and explanations below: _____
_____

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?   _____ Yes   _____ No
If yes:

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?
Provide any additional comments, exceptions and explanations below: _____
_____

Section III.e   Assurances

Instructions: Certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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.
_____ Yes   _____ No

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
_____ Yes   _____ No

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
_____ Yes   _____ No   _____ Program does not prepare special education teachers

Prospective general education teachers are prepared to provide instruction to students with disabilities.
_____ Yes   _____ No

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
_____ Yes   _____ No

Prospective general education teachers are prepared to provide instruction to students from low-income families.
_____ Yes   _____ No

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
_____ Yes   _____ No

Describe your institution's most successful strategies in meeting the assurances listed above:

Section IV.a   Traditional program pass rates and scaled scores

Instructions: Provide the information in the following tables on the performance of the students in your traditional teacher preparation programs on each teacher credential 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 fewer 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 credential 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 credential assessment taken over a three-year period. (§205(a)(1)(B))

Key Terms: nonclinical coursework, pass rates

TRADITIONAL ASSESSMENT PASS RATES

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 (%)
All enrolled students who have completed all nonclinical coursework, 2014-15				
Other enrolled students, 2014-15				
All program completers, 2014-15				
All program completers, 2013-2014				
All program completers, 2012-2013				

TRADITIONAL SUMMARY PASS RATES

	Number taking one or more required tests	Number passing all tests taken	Pass rate (%)
All program completers, 2014-15			
All program completers, 2013-2014			
All program completers, 2012-2013			

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.b   Alternative program pass rates and scaled scores

Instructions: Provide the information in the following tables on the performance of the students in your alternative teacher preparation programs on each teacher credential 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 fewer 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 credential 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 credential assessment taken over a three-year period. (§205(a)(1)(B))

Key Terms: nonclinical coursework, pass rates

ALTERNATIVE ASSESSMENT PASS RATES

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 (%)
All enrolled students who have completed all nonclinical coursework, 2014-15				
Other enrolled students, 2014-15				
All program completers, 2014-15				
All program completers, 2013-2014				
All program completers, 2012-2013				

ALTERNATIVE SUMMARY PASS RATES

	Number taking one or more required tests	Number passing all tests taken	Pass rate (%)
All program completers, 2014-15			
All program completers, 2013-2014			
All program completers, 2012-2013			

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 V.   Program Accreditation and Designation

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

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   _____ CAEP   _____ Other (specify :_____)

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

Section VI.   Use of Technology

Instructions: Provide the following information about the use of technology in your teacher preparation program. Please note that checking 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))
Key Terms: universal design for learning

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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.

Section VII.   Teacher Training

Instructions: Provide the following information about your teacher preparation program. Please note that checking 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(G))

Key Terms: individualized education program teams

Does your program prepare general education teachers to:
    teach students with disabilities effectively? _____ Yes   _____ No
    participate as a member of individualized education program teams? _____ Yes   _____ No
    teach students who are limited English proficient effectively? _____ Yes   _____ No

Provide a description of the evidence your program uses to show that it 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*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the six elements listed above are not currently in place.

Does your program prepare special education teachers to:
    teach students with disabilities effectively? _____ Yes   _____ No   _____ Program does not prepare special education teachers
    participate as a member of individualized education program teams? _____ Yes   _____ No   _____ Program does not prepare special education teachers
    teach students who are limited English proficient effectively? _____ Yes   _____ No   _____ Program does not prepare special education teachers

Provide a description of the evidence that your program uses to show that it 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 six elements listed above are not currently in place.

Section VIII. 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 IX. Report 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 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.
  - 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.