

Higher Education Act of 1965, as amended in 2008 by the *Higher Education Opportunity Act*
HEA Title II
 (HEA) Title II Institutional 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 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 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, Freddie Cross, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email freddie.cross@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. 11-13.

Institution Information

Key Terms: academic year

Name of institution: _____

IPEDs ID, if applicable: _____

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

State: _____

Address: _____

Contact person: _____

Email: _____

Telephone number: () _____ - _____

Academic year: _____

Section I. Program information

List of Programs

Instructions: List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. (§205(a)(C))

Key Terms: teacher preparation program

Note: This section is preloaded with the list of programs reported in the prior year's IPRC. Users will review and update the list of programs each year, with an "add program" button in the system to add new programs. When adding a new program, users will select from the list of teacher preparation program categories.

CIP Code	Teacher preparation program*	UG, PG, or Both
13.1210	<i>ex. Early Childhood Education</i>	<i>PG</i>
13.1305	<i>ex. Teacher Education - English/Language Arts</i>	<i>Both</i>
13.1311	<i>ex. Teacher Education - Mathematics</i>	<i>UG</i>
<i>Total number of programs: 3 [auto-calculated]</i>		

*Teacher preparation program categories include: Special Education; Early Childhood Education; Elementary Education; Teacher Education – Agriculture; Teacher Education – Art; Teacher Education – Business; Teacher Education – English/Language Arts; Teacher Education – Foreign Language; Teacher Education – Health; Teacher Education – Family and Consumer Sciences/Home Economics; Teacher Education – Technology/Industrial Arts, Trade and Industrial; Teacher Education – Mathematics; Teacher Education – Music; Teacher Education – Physical Education and Coaching; Teacher Education – Reading; Teacher Education –General Science; Teacher Education – Biology; Teacher Education – Chemistry; Teacher Education – Physics; Teacher Education – Earth Science; Teacher Education – Social Studies and Social Sciences; Teacher Education – Computer Science; Teacher Education – Drama and Dance; Teacher Education – History; Teacher Education – Speech; Teacher Education – English as a Second Language; Junior High/Intermediate/Middle School Education and Teaching, General Education (alternative programs/programs providing pedagogy only); and Other.

Program Requirements

Instructions: Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. (§205(a)(1)(C)(i))

Note: This section is preloaded from the prior year's IPRC. Users will review and update each year.

Element	Admission	Completion
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA	If yes, specify: _____	If yes, specify: _____
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	If yes, specify: _____	If yes, specify: _____

Supervised Clinical Experience

Instructions: Provide the following information about supervised clinical experience, as applicable. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Key Terms: full-time equivalent faculty supervising clinical experience, adjunct faculty supervising clinical experience, cooperating teachers/preK-12 staff supervising clinical experience, supervised clinical experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Programs with student teaching models (most traditional programs)		Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)		All Programs			
Average number of clock hours of supervised clinical experience required prior to student teaching	Average number of clock hours required for student teaching	Average number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	Average number of clock hours required for teaching as the teacher of record in a classroom	Number of full-time equivalent 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 students in supervised clinical experience during this academic year
				<i>See the optional tool below to calculate this number</i>			

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

Optional tool for automatically calculating full-time equivalent faculty in the system

Enter the number of faculty supervising clinical experience who are employed full-time (100%) by the IHE, the number of faculty supervising clinical experience who are employed half-time (50%) by the IHE, and, for any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared a full-time faculty member).

Employment rate	Number of faculty
100% (Employed full time)	
50% (Employed half time)	
Ex. 75%	
Ex. 25%	
NUMBER OF FULL-TIME EQUIVALENT FACULTY SUPERVISING CLINICAL EXPERIENCE	[Auto-generated]

Enrollment and Program Completers

Instructions: In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. (§205(a)(1)(C)(ii))

Key Terms: enrolled student, program completer

Note: This section is not preloaded. The teacher preparation provider will complete this section each year.

Total

Total number of individuals enrolled	
Subset of program completers	

Gender

	Male	Female	Non-binary/other	Not reported
Total enrolled				
Subset of program completers				

Race/ethnicity

	Ethnicity	Race						Not reported
	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	
Total enrolled								
Subset of program completers								

Teachers Prepared by Subject Area

Instructions: Provide the number of program completers by subject area. "Subject area" refers to the subject area category in which the program completer is prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(a)(1)(C)(v))

Key Terms: academic major

Note: This section is not preloaded. The teacher preparation provider will complete this section each year. If there were no program completers, users will check the box to indicate no program completers and will not complete the table.

No program completers in academic year being reported.

CIP Code	Subject Area	Number of program completers
13.10	Special Education	
13.1210	Early Childhood Education	
13.1202	Elementary Education	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	
13.1301	Teacher Education - Agriculture	

13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309 and 13.1320	Teacher Education - Technology/Industrial Arts, Trade and Industrial	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education – General Science	
13.1322	Teacher Education – Biology	
13.1323	Teacher Education – Chemistry	
13.1329	Teacher Education – Physics	
13.1337	Teacher Education – Earth Science	
13.1317 and 13.1318	Teacher Education - Social Studies and Social Sciences	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1331	Teacher Education - Speech	
13.14	Teacher Education - English as a Second Language	
	Other (specify: _____)	

Teachers Prepared by Academic Major

Instructions: Provide the number of program completers by academic major. "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)(ii))

Key Terms: academic major

Note: This section is not preloaded. The teacher preparation provider will complete this section each year. If there were no program completers, users will check the box to indicate no program completers and will not complete the table. If the teacher preparation provider does not grant degrees, users will respond accordingly and will not complete the table.

No program completers in academic year being reported.

Do participants earn a degree upon completion of the program? [Yes/No]

CIP Code	Academic Major (education majors)	Number of program completers
13.10	Special Education	
13.1210	Early Childhood Education	
13.1202	Elementary Education	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309 and 13.1320	Teacher Education - Technology/Industrial Arts, Trade and Industrial	

13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education – General Science	
13.1322	Teacher Education – Biology	
13.1323	Teacher Education – Chemistry	
13.1329	Teacher Education – Physics	
13.1337	Teacher Education – Earth Science	
13.1317 and 13.1318	Teacher Education - Social Studies and Social Sciences	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1331	Teacher Education - Speech	
13.14	Teacher Education - English as a Second Language	
	Other (specify: _____)	
	Academic Major (non-education majors)	Number of program completers
24	Liberal Arts/Humanities	
42	Psychology	
45	Social Sciences	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
12	Personal and Culinary Services	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
40	Physical Sciences	
52	Business/Management/Marketing	
11	Computer and Information Sciences	
38	Philosophy and Religious Studies	
25	Library Science	
30	Multi/Interdisciplinary Studies	
41	Science Technologies/Technicians	
44	Public Administration and Social Service Professions	
51	Health Professions and Related Clinical Sciences	
47	Mechanic and Repair Technologies	
46	Construction	
	Other (specify: _____)	

Program Assurances

Instructions: Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. (§205(a)(1)(A)(iii); §206(b))

Note: This section is preloaded from the prior year's IPRC

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>

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

Section II. Annual Goals

Instructions: Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a))

Key Terms: quantifiable goals

Report progress on last year's goal (first two rows preloaded from prior year's IPRC)

	Mathematics	Science	Special Education	Instruction of limited English proficient students
Program offered in this subject? (If no, leave the rest of the column blank)	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>
Describe goal				
Goal met?	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>
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				

Review current year's goal (preloaded from prior year's IPRC)

	Mathematics	Science	Special Education	Instruction of limited English proficient students
Program offered in this subject? (If no, leave the rest of the column blank)	Yes/No	Yes/No	Yes/No	Yes/No
Describe goal				

Set next year's goal (teacher preparation provider enters a new goal for the next year)

	Mathematics	Science	Special Education	Instruction of limited English proficient students
Program offered in this subject? (If no, leave the rest of the column blank)	Yes/No	Yes/No	Yes/No	Yes/No
Describe goal				

Section III. Pass rates and scaled scores

Note: This table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. 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: pass rate, scaled score, teacher credential assessment

Assessment name Assessment code Test company code Group	Number taking test	Average scaled score	Number passing test	Pass rate (%)	Statewide average pass rate (%)	Statewide average scaled score
All enrolled students who have completed all nonclinical courses						
Other enrolled students,						
All program completers						
All program completers, (prior year)						
All program completers, (two prior years)						

Section IV. Statement and Designation as Low-Performing

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

Note: This section is preloaded from the prior year's IPRC

(1) 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 CAEP AAQEP Other (specify:)

(2) Is your program currently under a designation as "low-performing" by the state? Yes No

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

Note: This section is preloaded from the prior year's IPRC

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.

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

Note: This section is preloaded from the prior year's IPRC

Provide a description of the activities that prepare **general education teachers** to:

... teach students with disabilities effectively.	...participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i>effectively teach students who are limited English proficient.

Does your program prepare special education teachers? ___ Yes ___ No

If yes, provide a description of the activities that prepare **special education teachers**:

... teach students with disabilities effectively.	...participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i>effectively teach students who are limited English proficient.

Contextual information (optional)

Please use this space to provide any additional information that describes your teacher preparation program(s).

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*.

_____ Name of responsible representative for teacher preparation program

_____ Title

Certification of review of submission:

_____ 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 Supervising Clinical Experience:** Teacher preparation provider staff (whether teachers or other educational leaders) who are engaged with the teacher-candidates during their supervised clinical experience, in terms of spending time observing or supervising candidates or discussing the clinical experience with candidates or other teacher preparation program faculty.
- Alternative route to a teaching credential:** A teacher preparation pathway that primarily serves candidates that are the teacher of record in a classroom while participating in the route. Alternative routes to a teaching credential are defined as such by the state.
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience:** PreK-12 staff who teach in the classrooms in which candidates are placed for clinical experiences, who are engaged with teacher-candidates during their supervised clinical experience, in terms of observing or supervising candidates or discussing the clinical experience with candidates or other teacher preparation program faculty.
- Enrolled student:** An individual who has been admitted, enrolled, and registered in a teacher preparation program and participated in the program during the academic year. Participation may include taking a course, participating in clinical experience, or participating in other program activities. Individuals who were enrolled and completed the program during the academic year are counted in the total count of enrolled students as well as in the subset of program completers (see “program completer”).
- 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.
- Full-time equivalent faculty:** Each faculty member who is employed full-time by the IHE counts as 1. Each faculty member who is employed part-time by the IHE is counted in proportion with the amount of time the individual is employed (for example, a faculty member who is employed half-time is counted as .5).
- 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 one regular education teacher of such child (if the child is, or may be, participating in the regular education environment); not less than one special education teacher, or where appropriate, not less than one 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.
- Quantifiable goal:** A quantifiable goal is a clear, specific milestone by which programs can measure progress towards increasing the number of prospective teachers in shortage areas. A specific, quantifiable goal must include a measurable value. For example, instead of "increase program enrollment," which is not a specific, quantifiable goal, a program could set a goal to "increase program enrollment by five participants."
- 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. 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.
- 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.