##### 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

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| --- |
| Section 205 of Title II of the *Higher Education Opportunity Act* mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. Paperwork Burden StatementAccording to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744. 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 Public Law 110-305, section 205, Higher Education Act of 1965, as amended in 2008 by the Higher ED and the Consolidated and Further Continuing Appropriations Act, 2015 (PL 113-235)); the Secretary may impose a fine on an institution of higher education for failure to provide the information in a timely or accurate manner. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact U.S. Department of Education, Freddie Cross, 400 Maryland Ave., SW, Washington, DC 20202, Freddie.cross@ed.gov or (202) 453-7224 directly. |

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 | *ex. Early Childhood Education* | *PG* |
| 13.1305 | *ex. Teacher Education - English/Language Arts* | *Both* |
| 13.1311 | *ex. Teacher Education - Mathematics* | *UG* |
| *Total number of programs: 3 [auto-calculated]* |

\*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 |
| Number of clock hours of supervised clinical experience required prior to student teaching | Number of clock hours required for student teaching  | Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom | Years 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 |
|  |  |  |  | *See the optional tool below to calculate this number* |  |  |  |

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.

□ Participants do not earn a degree upon completion of the program

|  |  |  |
| --- | --- | --- |
| 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 |
| *Yes/No* | *Yes/No* | *Yes/No/NA* | *Yes/No* | *Yes/No* | *Yes/No* | *Yes/No* |

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) | *Yes/No* | *Yes/No* | *Yes/No* | *Yes/No* |
| Describe goal |  |  |  |  |
| Goal met?  | *Yes/No* | *Yes/No* | *Yes/No* | *Yes/No* |
| Description of strategies used to achieve goal |  |  |  |  |
| Description of steps to improve performance in meeting goal or lessons learned in meeting goal. |  |  |  |  |

**Review current year’s goal** (preloaded from prior year’s IPRC and locked for review only)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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 nameAssessment codeTest company codeGroup | Number taking test | Averagescaled 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.

**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 *Individuals with Disabilities Education Act.* | …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 *Individuals with Disabilities Education Act.* | …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.