

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

Office of Postsecondary Education  
U.S. Department of Education

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**Contact Information**

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

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744. Public reporting burden for this collection of information is estimated to average 10,930 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 required to obtain or retain a benefit (Section 205 of the Higher Education Act). If you have comments or concerns regarding the status of your individual submission of this form, application or survey, please contact: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006 directly. [Note: Please do not return the completed instrument, form, application or survey to this address.]

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary, appendix X of the manual and in the Title II Reporting System regulations at 34 CFR §612.2.

Additional Instructions: Unless indicated otherwise, data must be reported on a program-level basis and programs with fewer than 25 program graduates, alternative route program completers, or students enrolled in a single title II reporting year, must be aggregated consistent with 34 CFR §612.4(c).

**Section I. Program information**

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

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

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

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

(C) Provide the number of students in each initial teacher certification preparation program in the State in 2014-15 in the following categories. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and outside of IHEs). Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reporting in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. (§205(b)(1)(G)(ii))

Teacher preparation program name	Unduplicated number of males enrolled	Unduplicated number of females enrolled	Total number of students enrolled in TPP	Total number of students enrolled institution-wide

TPP name	Number of students enrolled by ethnicity		Number of students enrolled by race											
	Hispanic/Latino of any race		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Pacific Islander		White		Two or more races	
	TPP	Institution-wide	TPP	Institution-wide	TPP	Inst.-wide	TPP	Inst.-wide	TPP	Inst.-wide	TPP	Inst.-wide	TP	Inst.-wide

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(D) For each initial teacher certification preparation program in the State, provide the following information about supervised clinical experience in 2014-15. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and outside of IHEs). (§205(b)(1)(G)(iii), §205(b)(1)(G)(iv))

Teacher preparation program name	Average number of clock hours required for student teaching	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year

(E) For each initial teacher certification preparation program in the State, provide the number of teachers prepared, by area of certification or licensure, academic major and subject area prepared to teach in 2014-15. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and outside of IHEs). (§205(b)(1)(H))

Teacher preparation program name	Area of certification/licensure	Number prepared
Total		

Teacher preparation program name	Academic major	Number prepared
Total		

Teacher preparation program name	Subject area	Number prepared
Total		

(F) Provide the following:

Total number of traditional teacher preparation program completers in 2014-15	
Total number of alternative route program completers in 2014-15 within IHEs	
Total number of alternative route program completers in 2014-15 outside of IHEs	
Total number of initial teaching licenses or certificates issued in 2014-15 to individuals trained in the State	
Total number of initial teaching licenses or certificates issued in 2014-15 to individuals trained in another State	

**Section II. Teacher certification or licensure requirements**

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

1. Certificate or license name:
2. Is this certificate given only to alternative routes to teacher certification participants or completers?
3. Duration of certificate (in years):
4. Is this certificate renewable?
  - a. How many times?
5. Is a bachelor’s degree required?
6. Is a Master’s degree required?
7. Provide the following information about all assessments this teaching certificate or license:

Assessment code	Assessment name	Reliability measure	Validity measure	Total score possible	Cut score	Statewide average score	Statewide pass rate

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

(B) Provide the following information about your State’s teacher certification or licensure assessments:

1. Has the State established a policy that links, aligns or coordinates teacher certification or licensure assessments with the challenging academic content standards for K-12 students?
2. Has the State established a policy that links, aligns or coordinates teacher certification or licensure assessments with early learning standards for early childhood education programs?

**Section IV. Pass rates and scaled scores**

Provide the information in the following tables on the performance of students of each teacher preparation program on each teacher certification/licensure assessment used by your State. This information may be provided to your State by the testing companies. Include traditional teacher preparation programs, alternative routes to teacher certification or licensure within institutions of higher education and alternative routes to teacher certification or licensure operated by entities that are not institutions of higher education. In cases where a student has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 students in each category taking the same assessment in an academic year for data on that assessment to be reported; for summary data, there must also be at least 10 students (although not necessarily taking the same assessment) for data to be reported. In cases where there are less than 10 students taking the same assessment and the assessment pass rate is not reported, those students must be included in the summary data. Enrolled students are those students accepted into the teacher preparation program and who are in the process of completing coursework but who have not yet completed the program.

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

TPP code	TPP name/alternative route name	Assessment code	Assessment name	Group	# taking test	Avg. scaled score	# passing test
				All enrolled students who have completed all nonclinical courses			
				All enrolled students			
				All program completers, 2014-15			

**SUMMARY PASS RATES**

TPP code	TPP name/alternative route name	Group	Number taking one or more required tests	Number passing all tests taken
		All program completers, 2014-15		

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

- (A) Describe the procedures for assessing and reporting program performance that the State has established in consultation with the required group of stakeholders, and the State's examination of the quality of its data collection and reporting, in the State report card submitted:
- On or before October 1, 2017, and
  - Any year in which the state has made substantive changes to the weighting of the indicators or the procedures for assessing and reporting the performance of each teacher preparation program in the State.

The description shall include answers to the following questions:

- What is the weighting of the indicators for establishing performance levels of teacher preparation programs;
- What is state's methodology for aggregating data such that all teacher preparation programs are represented in the State Report Card (including those with fewer than the minimum program size threshold) ?
- What are the state-level rewards or consequences associated with each performance level?
- What are the opportunities for programs to challenge the accuracy of their performance data and performance level classification?
- How does the state periodically examine the quality of its data collection and reporting and, as appropriate, modify its activities as necessary?
- What process does the State use to determine what kind of technical assistance to provide to "low performing" programs and how does it administer such assistance?

Provide a link to a description of the State's system for assessing and reporting the performance of each teacher preparation program, including a detailed explanation of the methodology for calculating student learning outcomes and/or teacher evaluation ratings, as applicable.

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

### Student learning outcomes

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

1. **Student Growth Measure.** At the program level, provide the number and percentage of new teachers earning each of the possible performance levels used by the State to measure the aggregate student growth of individual students taught by new teachers. The student growth data that is used to determine the teacher performance levels must measure the change in student achievement for individual students between two or more points in time and must use the following measures:
  - a. For new teachers of grades and subjects in which assessments are required under ESEA section 1111(b)(3): teacher-level aggregation of their students' change in scores on those State's assessments, using a method approved by the State, and, as appropriate, other measures of student learning described in section (b), provided that the measures are rigorous, comparable across schools, and consistent with State guidelines.
  - b. For new teachers of other grades and subjects: teacher-level aggregation of other measures of student learning and performance, such as student results on pre-tests and end-of-course tests, objective-performance-based assessments, student learning objectives, student performance on English language proficiency assessments, and other measures of student achievement that are rigorous, comparable across schools within an LEA, and consistent with State guidelines.

or

2. **Teacher Evaluation Measure.** Provide the following data at the program level for new teachers consistent with statewide guidelines:
  - a. The number and percentage of new teachers throughout the State rated at each performance level under the LEA teacher evaluation system that differentiates teachers on a regular basis using at least three performance levels and multiple valid measures in determining each teacher's performance level. For States with a Statewide teacher evaluation system, this is the number and percentage of teachers at each of the State's summative performance levels under the State's teacher evaluation system that differentiates teachers on a regular basis using at least three performance levels and multiple valid measures in determining each teacher's performance level. Multiple valid measures of performance level must include as a significant factor, data on student growth for all students (including English language learners and students with disabilities), and other measures of professional practice (such as observations based on rigorous teacher performance standards or other measures which may be gathered through multiple formats and sources such as teacher portfolios, and student and parent surveys).
3. Or both.

#### Employment Outcomes

4. **Teacher Placement Rate.** Provide the following data at the program level for new teachers and recent graduates:
  - a. The combined non-duplicated number and percentage of new teachers and recent graduates who have been hired in a full-time teaching position for the grade level span and subject area in which the teachers and recent graduates were prepared. At the State's discretion, this measure may exclude one or more of the following, provided that the State takes a consistent approach for all preparation programs in the State: (1) new teachers or recent graduates who have taken teaching positions in another State; (2) new teachers or recent graduates who have taken teaching positions in private schools; (3) new teachers or recent graduates who have taken teaching positions that do not require State certification; (4) new teachers or recent graduates who have enrolled in graduate school or entered military service. Indicate whether any of the above categories have been excluded.
5. **Teacher Placement Rate Calculated for High-Need Schools.** Provide the following data at the program level for new teachers and recent graduates:
  - a. The combined non-duplicated number and percentage of new teachers and recent graduates who have been hired in a full-time teaching position for the grade level span and subject area in which the teachers and recent graduates were prepared. At the State's discretion, this measure may exclude one or more of the following, provided that the State takes a consistent approach for all preparation programs in the State: (1) new teachers or recent graduates who have taken teaching positions in another State; (2) new teachers or recent graduates who have taken teaching positions in private schools; (3) new teachers or recent graduates who have taken teaching positions that do not require State certification; (4) new teachers or recent graduates who have enrolled in graduate school or entered military service. Indicate whether any of the above categories have been excluded.
6. **Teacher Retention Rate.** Provide the data on any of the following rates at the program level provided that the State takes a consistent approach for all preparation programs in the State:
  - a. The number and percentage of new teachers hired in full-time teaching positions, and served for periods of at least three consecutive school years within five years of being granted a level of certification that allows them to serve as a teacher of record; or
  - b. The number and percentage of new teachers who have been hired in full-time teaching positions and reached a level of tenure or other equivalent measure of retention within five years of being granted a level of certification that allows them to serve as teachers of record; or
  - c. One hundred percent less the percentage of new teachers who have been hired in full-time teaching positions and whose employment was not continued by their employer for reasons other than budgetary constraints within five years of being granted a level of certification or licensure that allows them to serve as teachers of record.

- d. At the State's discretion, this measure may exclude one or more of the following, provided that the State takes a consistent approach to assess and report on all preparation programs in the State: (1) new teachers who have taken teaching positions in other States; (2) new teachers who have taken teaching positions in private schools; (3) new teachers who are not retained due to particular market conditions or circumstances particular to the LEA beyond the control of teachers or schools. Indicate whether any of the above categories have been excluded.
7. **Teacher Retention Rate Calculated for High-Need Schools.** Provide the data on any of the following rates at the program level provided that the State takes a consistent approach for all preparation programs in the State:
    - a. The number and percentage of new teachers hired in full-time teaching positions in high-need schools, and served for periods of at least three consecutive school years within five years of being granted a level of certification that allows them to serve as a teacher of record; or
    - b. The number and percentage of new teachers who have been hired in full-time teaching positions in high-need schools and reached a level of tenure or other equivalent measure of retention within five years of being granted a level of certification that allows them to serve as teachers of record; or
    - c. One hundred percent less the percentage of new teachers who have been hired in full-time teaching positions in high-need schools and whose employment was not continued by their employer for reasons other than budgetary constraints within five years of being granted a level of certification or licensure that allows them to serve as teachers of record.
    - d. At the State's discretion, this measure may exclude one or more of the following, provided that the State takes a consistent approach to assess and report on all preparation programs in the State: (1) new teachers who have taken teaching positions in other States; (2) new teachers who have taken teaching positions in private schools; (3) new teachers who are not retained due to particular market conditions or circumstances particular to the LEA beyond the control of teachers or schools. Indicate whether any of the above categories have been excluded.

#### Survey outcomes

8. **Teacher Survey.** Provide the following data at the program level for new teachers:
  - a. Results from a survey of new teachers in full-time teaching positions for the grade level, span, and subject area in which the teacher was prepared that is designed to capture their perceptions of whether the preparation that they received from their teacher preparation program was effective.
9. **Employer Survey.** Provide the following data at the program level for new teachers:
  - a. Results from a survey of employers or supervisors designed to capture whether the new teachers they employ or supervise, who attended teacher preparation programs in the State where the new teachers are employed or supervised, were effectively prepared.

#### Indicators of program characteristics

10. **Specialized accreditation.** State whether the program is accredited by a specialized accrediting agency recognized by the Secretary for accreditation of professional teacher education programs. \_\_\_ Yes \_\_\_ No  
If no, respond to questions 11 through 13.
11. **Content and Pedagogical Knowledge.** State whether the program provides teacher candidates with an understanding of (1) the central concepts and structures of the discipline in which teacher candidates have been trained, and (2) how to create effective learning experiences that make the discipline accessible and meaningful for all students, including a distinct set of instructional skills to address the needs of English language learners and students with disabilities, in order to assure mastery of the content by the students, as described in applicable professional, State, or institutional standards. \_\_\_ Yes \_\_\_ No
12. **Quality clinical preparation.** State whether the program provides teacher candidates with training that integrates content, pedagogy, and professional coursework around a core of pre-service clinical experiences, which must, at a minimum (a) be provided, at least in part, by qualified clinical instructors, including school and LEA-based personnel, who meet established qualification requirements and who use a training standard that is publicly



available; (b) include multiple clinical or field experiences, or both, that serve diverse, rural, or underrepresented student populations in kindergarten through twelfth grade, including English language learners and students with disabilities, and that are assessed using a performance-based protocol to demonstrate teacher candidate mastery of content and pedagogy; and (c) require that teacher candidates use research-based practices, including observation and analysis of instruction, collaboration with peers, and effective use of technology for instructional purposes.  
 \_\_\_ Yes \_\_\_ No

13. **Rigorous Teacher Candidate Entry and Exit Qualifications.** State whether the program assesses the qualifications of a teacher candidate prior to the candidate’s completion of the program using, at a minimum, (a) rigorous entrance requirements based on multiple measures, and (b) rigorous exit criteria based on an assessment of candidate performance that relies on validated professional teaching standards and measures of a candidate’s effectiveness that include, at a minimum,, measures of curriculum planning, instruction of students, appropriate plans and modifications for all students, and assessment of student learning. \_\_\_ Yes \_\_\_ No

Other indicators

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

Indicator weighting

15. Provide the percent weight your state applies to each of the preceding indicators for purposes of identifying programs as low performing, at-risk, effective, exceptional, or another classification the State may reasonably establish. Pursuant to 34 CFR § 612.4(b)(1), a state must make meaningful differentiations in teacher preparation program performance based on the preceding indicators, including, in significant part, student learning outcomes.

Student growth measure	Teacher evaluation measure	Teacher placement rate	Teacher placement rate for high-need schools	Teacher retention rate	Teacher retention rate for high-need schools
_____ %	_____ %	_____ %	_____ %	_____ %	_____ %

Teacher survey	Employer survey	Specialized accreditation	Content and pedagogical knowledge	Quality clinical preparation	Rigorous entry and exit qualifications	Other Indicators
_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %

**Section VI. Classification of teacher preparation programs (§207(a), §205(b))**

1. For each teacher preparation program or entity in the State that currently has lost its approval or terminated its financial support due to its low performance based on the State’s assessment of program performance, provide the name of the program or entity, the body that withdrew approval or terminated financial support, and the reason for loss of approval or funding. Indicate all programs and entities that have lost approval or funding from an agency or instrumentality of the State, including but not limited to board of regents/trustees, State educational agency, or local educational agency.
2. For each traditional and alternative teacher preparation program in your State, identify whether each one is currently classified as low performing, at risk of being classified as low performing, classified as effective, classified as exceptional, unable to be classified because of small program size, or classified as another identification the State may reasonably establish. If the State identifies programs by additional performance classifications, the State should indicate the position of those classifications relative to the four classifications listed above. Pursuant to 34 CFR § 612.5(b)(2), a state must identify a program as effective or higher only if it has satisfactory or higher student learning outcomes.
  - a. Program name:
  - b. Institution name:
  - c. Prior year classification:
  - d. Classification:
  - e. Number of students:
  - f. Number of academic years rolled-up, if applicable:

g. If designated as low performing, at risk, or exceptional, date so designated:

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

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

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

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

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

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

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

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

**Section X. Certification**

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

\_\_\_\_\_ Signature

\_\_\_\_\_ Name of responsible representative for the State

\_\_\_\_\_ Title

Certification of review of submission:

\_\_\_\_\_ Signature

\_\_\_\_\_ Name

\_\_\_\_\_ Title