

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

**Institution Information**

Name of institution: \_\_\_\_\_

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

State: \_\_\_\_\_

Address: \_\_\_\_\_

Contact person: \_\_\_\_\_

Email: \_\_\_\_\_

Telephone no.: (     ) \_\_\_\_\_ - \_\_\_\_\_

Academic year: \_\_\_\_\_ 2015-16 \_\_\_\_\_

Is your institution a member of an HEA Title II Teacher Quality Enhancement Partnership (TQEP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)  Yes     No

If yes, provide the following:

Award year: \_\_\_\_\_ Grantee name: \_\_\_\_\_

Project Name: \_\_\_\_\_ Grant number: \_\_\_\_\_

List partner districts/LEAs: \_\_\_\_\_ List other partners: \_\_\_\_\_

Project Type:  Residency     Pre-baccalaureate     Both

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, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1840-0744.

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* on pages 1 through 5. Terms and phrases in this questionnaire are defined in the Key Definitions on page 4 of the manual.

**Section I. Program information**

(A) List each traditional teacher preparation program included in your traditional route; each IHE-based alternative program included in your IHE-based alternative route; or each non-IHE-based program included in your non-IHE-based alternative route below, and provide the total count of teacher preparation programs. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

Teacher preparation programs	Teacher Quality Partnership Grant Member?
<i>ex. Early Childhood Special Education</i>	<i>yes/no</i>
<i>ex. Secondary English</i>	<i>yes/no</i>
<i>ex. Instructional Technology</i>	<i>yes/no</i>
Total number of teacher preparation programs	

(B) For each element listed below, check if it is required for admission into or exit from any of your teacher preparation program(s) at either the undergraduate (UG) or postgraduate (PG) level. (§205(a)(1)(C)(i))

Element	UG		PG	
	Entry	Exit	Entry	Exit
Transcript				
Fingerprint check				
Background check				
Minimum number of courses/credits/semester hours completed				
Minimum GPA				
Median GPA				
Minimum GPA in content area coursework				
Minimum GPA in professional education coursework				
Minimum ACT score				
Minimum SAT score				
Minimum basic skills test score				
Subject area/academic content test or other subject matter verification				
Recommendation(s)				
Essay or personal statement				
Interview				
Other (specify: _____)				

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

\_\_\_\_\_

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

Does your teacher preparation program conditionally admit students?     Yes     No

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

(C) Provide the number of students in the teacher preparation program in the following categories. 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(a)(1)(C)(ii))

Total number of students enrolled in 2015-16	
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Unduplicated number of males enrolled in 2015-16	
Unduplicated number of females enrolled in 2015-16	

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	
<i>Race</i>	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	

(D) Provide the following information about supervised clinical experience in 2015-16. Enter NA if the question is not applicable for your teacher preparation program. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Average number of clock hours required prior to student teaching	
Average number of clock hours required for student teaching	
Average number of clock hours required for mentoring/induction support	
Number of full-time equivalent faculty supervising clinical experience during this academic year	
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	
Number of students in supervised clinical experience during this academic year	

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

- (E) Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "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))

Academic Major	Number of teachers prepared
TOTAL (all majors)	

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been 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(b)(1)(H))

Subject Area	Number of teachers prepared
TOTAL (all subject areas)	

- (F) Provide the total number of teacher preparation program completers in each of the following academic years:

2015-16	
2014-15	
2013-14	

**Section II. Goals and assurances****ANNUAL GOALS**

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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program. (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a))

Teacher shortage area <a href="http://www2.ed.gov/about/offices/list/ope/pol/tsa.html">http://www2.ed.gov/about/offices/list/ope/pol/tsa.html</a>	Academic Year	Goal	Goal met? (Y/N), if applicable	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
Mathematics	2017-18				
	2016-17				
	2015-16				
Science	2017-18				
	2016-17				
	2015-16				
Special education	2017-18				
	2016-17				
	2015-16				
Instruction of limited English proficient students	2017-18				
	2016-17				
	2015-16				

Provide any additional comments, exceptions and explanations below:

## ASSURANCES

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

- preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends;
- 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; and
- prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

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

### Section III. Pass rates and scaled scores

Provide the information in the following tables on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. This information will be provided to your institution by the state or the testing company or companies (or entities). In cases where a student has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 students in each category taking the same assessment in an academic year for data on that assessment to be reported; for summary data, there must also be at least 10 students (although not necessarily taking the same assessment) for data to be reported. In cases where there are less than 10 students taking the same assessment and the assessment pass rate is not reported, those students must be included in the summary data.

Enrolled students are those students admitted to the teacher preparation program who have not yet completed the program.

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.

#### ASSESSMENT PASS RATES (§205(a)(1)(B))

Assessment name Assessment code Test company/entity code Assessment cut score Assessment score range	Number taking test	Average scaled score	Number passing test	Pass rate (%)	Statewide average pass rate (%)	Statewide average scaled score
All enrolled students who have completed all nonclinical courses, 2015-16						
Other enrolled students, 2015-16						
All program completers, 2015-16						
All program completers, 2014-2015						
All program completers, 2013-2014						

#### SUMMARY PASS RATES

	Number taking one or more required tests	Number passing all tests taken	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2015-16				
All program completers, 2014-2015				
All program completers, 2013-2014				

Note: Your institution or organization is not required by Title II to publish summary pass rates. Please retain the individual assessment data for each student that will allow you to verify these summary pass rates. This information is requested for validation purposes.

**Section IV. Statement and Designation as Low-Performing**

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

(A) Is your teacher preparation program currently approved or accredited?  
 Yes     No

If yes, please specify the organization(s) that approved or accredited your program:  
 State     NCATE     TEAC     Other (specify : \_\_\_\_\_)

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

NOTE: See appendix X of the manual for the legislative language referring to “low-performing” programs.

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

Provide the following information about the use of technology in your teacher preparation program. Please note that checking ‘yes’ indicates that your teacher preparation program would be able to provide evidence upon request.

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))**

Provide the following information about your teacher preparation program. Please note that checking ‘yes’ indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- (A) teach students with disabilities effectively  Yes  No
- (B) participate as a member of individualized education program teams  Yes  No
- (C) teach students who are limited English proficient effectively  Yes  No

Does your program prepare special education teachers to:

- (D) teach students with disabilities effectively  Yes  No  
 Program does not prepare special education teachers
- (E) participate as a member of individualized education program teams  Yes  No  
 Program does not prepare special education teachers
- (F) teach students who are limited English proficient effectively  Yes  No  
 Program does not prepare special education teachers

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*<sup>1</sup>, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the six elements listed above are not currently in place.

Provide a description of the evidence that your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the six elements listed above are not currently in place.

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<sup>1</sup> The term ‘individualized education program team’ or ‘IEP Team’ means a group of individuals composed of the parents of a child with a disability; not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment); not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the local educational agency; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, the child with a disability.

**Section VII. Contextual information (optional)**

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

**Section VIII. Certification**

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

\_\_\_\_\_ Signature

\_\_\_\_\_ Name of responsible representative for teacher preparation program

\_\_\_\_\_ Title

Certification of review of submission:

\_\_\_\_\_ Signature

\_\_\_\_\_ Name of President/Chief Executive (or designee)

\_\_\_\_\_ Title