

**Higher Education Act  
Title II**

**Institutional and Program Report  
Card System (IPRC)**

**User Manual**

**February 2016**

**U.S. Department of Education  
Office of Postsecondary Education**



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## Part I: Introduction to Title II Reporting

### A. Introduction

Sections 205 through 208 of Title II of the *Higher Education Act (HEA)*, as amended in 2008, (PL 110-315) call for accountability for programs that prepare teachers. Section 205 of Title II requires reports from each institution of higher education (IHE) that conducts a traditional teacher preparation program or an alternative route to state certification or licensure program and that enrolls students receiving federal assistance under *HEA* (e.g., Title IV). In addition, states must be able to report on alternative routes to teacher certification or licensure that are operated by entities that are not institutions of higher education. The law can be accessed at <http://www2.ed.gov/policy/highered/leg/hea08/index.html>.

A teacher preparation program is a state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary, middle or secondary schools. A teacher preparation program may be either a traditional program or an alternative route to certification, as defined by the state. Also, it may be within or outside an institution of higher education. For the purposes of Title II reporting, all traditional teacher preparation programs at a single institution of higher education are considered to be a single program. Likewise, all alternative routes to initial teacher certification are considered to be a single program. The law requires institutions of higher education to submit timely and accurate reports or risk a fine of up to \$27,500.

Teacher preparation programs, both traditional and alternative, report to their states, which report to the U.S. Department of Education. Since 2001, the Office of Postsecondary Education at the U.S. Department of Education has collected data from states on teacher preparation programs and their students, as well as states' assessment and licensing of teacher candidates.

While annual Title II reporting is required by law, the mechanisms IHEs use to report are determined by the state. The Institutional and Program Report Card (IPRC) system is an online tool by which IHEs and other organizations with state-approved teacher preparation programs can meet the annual reporting requirements on teacher preparation, certification and licensing mandated by Title II. If a state chooses to use the IPRC system, all IHEs in the state must report to the state using this system. IHEs may need to develop their own internal systems or processes to collect the necessary information to enter into the IPRC system.

This manual provides an overview of Title II reporting for IHEs, including reporting requirements and cycles, key definitions and guidance on using the IPRC system. For purposes of this manual, all entities reporting to their state under Title II will be referred to as IHE(s). For technical assistance in using the IPRC, contact Westat at [title2@westat.com](mailto:title2@westat.com) or 877-684-8532. Additional technical assistance documents and information, such as frequently asked questions, can be found at <https://title2.ed.gov/Public/TA.aspx>. For purposes of this manual, all screenshots are informational and for display purposes only. Data shown in screenshots are examples only and do not necessarily represent correct data.

## B. Reporting Requirements

Section 205(a) of Title II requires each IHE to report annually on:

- Basic aspects of its teacher preparation program, such as admissions requirements; number of students enrolled by gender, ethnicity and race; information about supervised clinical experience; the number of students prepared by academic major and subject area; and the number of program completers;
- Goals for increasing the number of teachers trained in shortage areas and assurances about aspects of teacher training;
- How well groups of students perform on initial state licensing and certification assessments;
- Approval or accreditation of the teacher preparation program and whether the program is under a designation of “low-performing;” and
- Information about preparing teachers to use technology, to participate as a member of individualized education program teams and to teach students with disabilities or who are limited English proficient.

Table 1 highlights each section of the report card and whether a narrative or numeric response is required. A narrative response to a question may include checking yes or no, selecting from a list of possible responses or typing a response in a text box. A numeric response asks for you to type a number in a box or upload a data file. Sections may require only narrative responses, only numeric responses or both types of responses.

**Table 1. Types of responses by report section**

<b>Report Section</b>	<b>Narrative</b>	<b>Numeric</b>
Program Information	✓	
Admissions requirements	✓	
Undergraduate/Postgraduate requirements	✓	✓
Enrollment		✓
Supervised clinical experience	✓	✓
Teachers prepared		✓
Program completers		✓
Annual goals	✓	✓
Assurances	✓	
Pass rates		✓
Low-performing	✓	
Use of technology	✓	
Teacher training	✓	

### C. Reporting Cycles

The data elements required by Title II refer to different points in time. For example, admissions requirements are based on the most current information available, while enrollment is based on a specific academic year. Table 2 shows each report section and the corresponding data collection year/cycle for each reporting year.

**Table 2. Data collection year/cycle by report section**

Report section	Reporting year		
	2016	2017	2018
Program Information	Most recent information	Most recent information	Most recent information
Admission and undergraduate/postgraduate requirements	Most recent information	Most recent information	Most recent information
Enrollment	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
Supervised clinical experience	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
Teachers prepared	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
Program completers	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
	Academic year 2013-2014	Academic year 2014-2015	Academic year 2015-2016
	Academic year 2012-2013	Academic year 2013-2014	Academic year 2014-2015
Annual goals	Academic year 2015-2016	Academic year 2016-2017	Academic year 2017-2018
	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
	Academic year 2013-2014	Academic year 2014-2015	Academic year 2015-2016
Assurances	Most recent information	Most recent information	Most recent information
Pass rates—program completers	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
	Academic year 2013-2014	Academic year 2014-2015	Academic year 2015-2016
	Academic year 2012-2013	Academic year 2013-2014	Academic year 2014-2015
Pass rates—all enrolled students who have completed nonclinical courses	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
Pass rates—other enrolled students	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
Low-performing	Most recent information	Most recent information	Most recent information
Use of technology	Most recent information	Most recent information	Most recent information
Teacher training	Most recent information	Most recent information	Most recent information

## D. Key Definitions

Below are some key definitions for Title II reporting. Additional definitions can be found in the IPRC system's glossary.

*Academic year:* A period of 12 consecutive months, starting September 1 and ending August 31.

*Alternative teacher preparation program:* A teacher preparation program that primarily serves candidates who are the teacher of record in a classroom while participating in the route. Alternative route teacher preparation programs are defined as such by the state.

*Enrolled student:* A student who has been admitted to a teacher preparation program, but who has not yet completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

*Initial certification:* The first teaching certificate or license issued to an individual. The specific certificates or licenses classified as initial certification in each state are defined by the state.

*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 initial certification or licensure may *not* be used as a criterion for determining who is a program completer.

*Teacher preparation program:* A state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary, middle or secondary schools. A teacher preparation program may be either a traditional program or an alternative route to certification, as defined by the state. Also, it may be within or outside an IHE. For the purpose of reporting, all traditional teacher preparation programs at a single IHE are considered to be a single program.

*Traditional teacher preparation program:* A teacher preparation program that primarily serves undergraduate students without prior teaching or work experience and leads at least to a bachelor's degree.<sup>1</sup>

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<sup>1</sup> Some traditional teacher preparation programs may lead to a teaching credential but not a degree. A traditional teacher preparation program in the outlying areas may lead to an associate's degree.

## E. General Information for IHE Reporting

Please note the following general reminders about IHE Title II reporting.

- Your report is due on or before April 30.
- The focus of Title II reporting is on initial teacher certification or licensure. When gathering data and completing the report, do **not** include currently licensed teachers who are earning additional licenses or endorsements, or licenses for school staff other than classroom teachers (e.g., administrators, guidance counselors).
- IHEs must comply with all of the requirements outlined by their testing companies for the calculation of pass rates. IHEs may need to provide program participant information to the testing companies and work with the testing companies to verify pass rate data.
- The data reported in the IPRC system is at the aggregate level, not the individual level.
- States determine the classification of teacher preparation programs as traditional or alternative.
- IHEs with only traditional teacher preparation programs will submit one report for traditional programs. IHEs with only alternative routes will submit one report for alternative programs. IHEs with both traditional and alternative programs will submit two reports—one for the traditional routes and one for the alternative routes. The two reports are identical; the only distinction is the type of program reporting.
- IHEs are encouraged to use the text boxes throughout the report, and the optional contextual section, to provide additional information to describe the teacher preparation program and to provide context for the data being reported.

## F. Benefits to Using the IPRC System

Using the IPRC data entry system is not required by law; however, it has been designed to help IHEs, and ultimately states, with their data collection process. Benefits to using this system include:

- There is no cost to use this system.
- This system allows users to work on the report at their own pace by saving data electronically as they work.
- Data submitted using this system will be pre-populated into the state report.
- Narrative information entered in the previous year's report will be pre-populated in the following year's report. Narrative information includes text typed into text boxes, responses to yes/no questions and other non-numerical data.
- The IPRC contains automated internal edit check functions to help users identify missing or incomplete data.

## Part II: Using the IPRC System for Title II Reporting

### A. Logging In and Logging Out

To log in to the on-line Title II Institutional and Program Report Card system (IPRC), follow these steps:

1. Go to this Website: <https://title2.ed.gov/Public/Login.aspx>. You may want to bookmark this Website or set it as a favorite for future reference.
2. Type the username and password given to you by Westat in the username and password fields. Alternatively, you may want to copy and paste the username and password given to you by Westat to ensure that they are entered correctly.
3. Click the box next to **I have read and accept the terms and conditions of using this system** and click on the Continue button. You can also tab to the Continue button and press Enter (see Figure 1). If you do not check this box, the system will not allow you to log in. A pop-up box will appear reminding you to accept the terms and conditions of using this system.

**Figure 1. Login screen**

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## Login

You are about to access a United States government computer network intended for authorized users only. You should have no expectation of privacy in your use of this network. Use of this network constitutes consent to monitoring, retrieval, and disclosure of any information stored within the network for any purpose including criminal prosecution.

Please report any problems you encounter while using this web site to [title2@westat.com](mailto:title2@westat.com) or 877-684-8532.

Enter your username and password to continue. Usernames and passwords are case-sensitive.

Username:

Password:

I have read and accept the terms and conditions of using this system.

[Forgot your username or password?](#)

**REPORTING SCHEDULE**

April 30, 2016  
Institutions with teacher preparation programs submit to their state their annual report on pass rates and other program characteristics

October 31, 2016  
The state submits to the Department its annual report on teacher certification or licensure requirements and teacher preparation programs

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The first time you log into the IPRC, you will be prompted to change your password (see Figure 2). Your new password must meet the following requirements:

- Must be 8-15 characters in length;
- Cannot be one of your last 6 IPRC passwords;
- Must contain at least one letter;
- Must contain at least one number;
- Must contain at least one symbol;
- Must be changed at least every 90 days.

Some examples of a password that meets the requirements are:

- 123MainSt!
- Elizabeth@7
- \$October31
- eddd2796af%
- 35&flowers
- Sum14mer#

Use care when creating a new password. If you enter a password that does not meet the requirements, you will be prompted to create a new password.

Username and passwords are **case sensitive**. Be sure that your Caps Lock is not on when you are logging in.

When logging in, if you receive a message saying “Your username is invalid,” this indicates that you have entered your username incorrectly. Be sure you are using your IPRC username and password. If you do not remember the correct username, click on the “Forgot your username or password?” on the login screen.

IPRC accounts that are not used for more than 90 days are deactivated. Contact Westat (title2@westat.com) to reactivate your account.

Figure 2. Initial password change

The screenshot shows the 'Initial password change' form on the Title II Reports website. The form is titled 'Account Information' and is for the academic year 'AY 2014-15'. A red message at the top of the form area states: 'Please update your account information. You must change your password before you can continue.' The form fields are as follows:

- Contact Name: [Dropdown] [Text] [Text]
- Title: [Text]
- Agency: [Text]
- Address: [Text]
- City, State, Zip: [Text] [Text] [Text]
- Phone: [Text]
- Fax: [Text]
- Email: [Text]
- Username: [Text] Must be 5 to 12 letters and/or numbers.
- Password: [Text] Must be 8 to 12 characters, and contain a letter, a number, and a symbol.
- Confirm password: [Text]
- Security Questions:
  - Question 1: [Dropdown]
  - Answer 1: [Text]
  - Question 2: [Dropdown]
  - Answer 2: [Text]
  - Question 3: [Dropdown]
  - Answer 3: [Text]

A 'Continue' button is located at the bottom left of the form area. The footer of the page includes the ED.gov logo and the text 'This is a United States Department of Education computer system.' along with links for 'About Title II', 'Technical Assistance', 'Privacy Policy', and 'Contacts'.

After you have changed your password, you will see drop down menus containing security questions that will allow you to access the IPRC in the event you get locked out of the system. You will be required to set up your security questions at the initial password change screen by selecting three different questions from the drop down menu in the **Question 1**, **Question 2** and **Question 3** boxes. After you have identified your questions, provide the answers in the **Answer 1**, **Answer 2** and **Answer 3** boxes. Be sure to keep track of your security questions and answers as you have provided in the system. If you need to use this feature in the future, you will be required to provide the answers exactly as you have provided in this section.

After you have successfully changed your password and setup your security questions and answers, click **Save** to proceed (*see Section II Part C. System Features for help with the buttons*).

During subsequent logins, if you enter an incorrect username and/or password, you will see a message stating, "The username/password supplied is incorrect. Please check it before trying again." You may then re-enter the correct username and password to log in. If you enter an incorrect username and/or password three times, you will be locked out of your account. The incorrect logins do not necessarily happen consecutively. If you logged in incorrectly three

times during the last 12 hours, your account will be locked. This feature is for security purposes; however, it means that **you will not be able to access your account**. In the event that you get locked out of your account, you will be able to unlock your account via your computer by answering the three security questions that you provided at your initial login. To begin this process, enter your email address in the box provided (see Figure 3), click **Continue**. You must ensure that you provide the email as it was listed in the IPRC account information. If you provide anything different from what is on file, the IPRC system will not be able to identify you, subsequently not allowing you to unlock your account.

**Figure 3. Unlock Account**

**Unlock Account**

Your account has been locked due to too many failed login attempts. You must provide your username and the answers to three security questions before you may continue.

Please enter your username.

Username:

**REPORTING SCHEDULE**

April 30, 2014  
Institutions with teacher preparation programs submit to their state their annual report on pass rates and other program characteristics.

October 31, 2014  
The state submits to the Department its annual report on [teacher certification](#) or licensure requirements and teacher preparation programs.

After entering in your email address, the next screen will prompt you to answer your three security questions (see Figure 4). Enter the correct answers to your security questions and click **Continue**. After answering your security questions, you will be directed to the account information page (Figure 2), where you will be required to change your password. Be sure to follow all of the security requirements when resetting your password. Enter the new password in the **Password** and **Confirm Password** boxes, then click **Save**. Your account has now been unlocked and you are ready to navigate the IPRC system.

**Figure 4. Unlock Account Security Questions**

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## Unlock Account

What is your mother's middle name?

What was your 3rd grade teacher's name?

What was the name of your first employer?

**REPORTING SCHEDULE**

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**If you do not remember your username and/or password, click on the “Forgot your Username or Password?” link (see Figure 5), and your login information will be sent to you via email.**

**Figure 5. Forgot your username or password? Link**

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Please report any problems you encounter while using this web site to [title2@westat.com](mailto:title2@westat.com) or 877-684-8532.

Enter your username and password to continue. Usernames and passwords are case-sensitive.

Username:

Password:

I have read and accept the terms and conditions of using this system.

[Forgot your username or password?](#) ←

**REPORTING SCHEDULE**

April 30, 2016  
Institutions with teacher preparation programs submit to their state their annual report on pass rates and other program characteristics

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In the bottom left-hand corner of each page, you will see a link called **Log out** (see Figure 6). Click on this link when you want to log out of the system. This will return you to the Login Page.

## Figure 6. Log out

<p>Program Data Collection</p> <ul style="list-style-type: none"> <li>State Guidance</li> <li>Choose Report Card</li> <li>Welcome</li> <li>Instructions</li> <li>Institution Information</li> <li>Section I.a Program Information</li> <li>Section I.b Admissions</li> <li>Section I.b Undergraduate Requirements</li> <li>Section I.b Postgraduate Requirements</li> <li>Section I.c Enrollment</li> <li>Section I.d Supervised Clinical Experience</li> <li>Section I.e Teachers Prepared by Subject Area</li> <li>Section I.e Teachers Prepared by Academic Major</li> <li>Section I.f Program Completers</li> <li>Section II Annual Goals - Mathematics</li> <li>Section II Annual Goals - Science</li> <li>Section II Annual Goals - Special Education</li> <li>Section II Annual Goals - Instruction of Limited English Proficient Students</li> <li>Section II Assurances</li> <li>Section III Assessment Pass Rates</li> <li>Section III Summary Pass Rates</li> <li>Section IV Low-Performing</li> <li>Section V Use of Technology</li> <li>Section VI Teacher Training</li> <li>Section VII Contextual Information</li> <li>Section VIII Report Certification</li> <li>Print Report</li> <li>Print Prior Report</li> </ul> <p>Account Information</p> <ul style="list-style-type: none"> <li>Log Out ←</li> </ul>	<p>Welcome to the Title II Reporting System.</p> <p>Title II report cards are due on April 30, 2016. The certification period will be open from April 16, 2016 through April 30, 2016. You will only be able to certify your report within that timeframe. As you complete your report card, check <i>Section VIII</i> for unanswered questions and edit check information. When you are ready to certify your report, click on Section VIII and follow the instructions for certifying.</p> <p>Pass Rate information will be provided to us by the state or the testing company or companies (or entities). Once we have loaded the pass rates for your program, use the <i>Assessment Pass Rates</i> and <i>Summary Pass Rates</i> pages to view them. If you notice any errors in the pass rate data, please contact your testing company immediately.</p> <p>You can print your entire report card using the <i>Print Report Card</i> menu item. If you want to print a single report section, use the <i>Printer-friendly view</i> link at the top or bottom of the section.</p> <p>E-mail questions about this system to <a href="mailto:title2@westat.com">title2@westat.com</a> or call our toll-free telephone hotline (877-684-8532 or 877-6title2).</p>
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## B. System Security

For security purposes, data are stored on a secure database running on a secure operating system and are accessible only by use of a username and password; thus, you are prevented from viewing others' data during the reporting period.

The IPRC automatically logs you off the system after 20 minutes of inactivity (activity includes moving to another page, saving the page, etc.). A time-out warning will notify you that your session is about to expire (see Figure 7). If data are not saved or if inactivity continues, the session will time out, and you will need to log back into the system. **Data should be saved at least every 15 minutes** to avoid losing them.

**Save your data at least every 15 minutes!**

**Figure 7. Time-out warning**

### C. System Features

The following features can be found throughout the IPRC system:

- Radio buttons
- Text boxes
- Check boxes
- Buttons to
  - Insert
  - Edit
  - Delete
  - Check Spelling
  - Save or
  - Reset
- Printer-friendly view
- Contact us
- Upload files

**Radio buttons.** You may choose only ONE response when using radio buttons. To select a radio button, click on it with your mouse. Once a radio button is selected, the only way to deselect it is to choose another radio button in that response.

**Text boxes.** Single-line text boxes are usually limited to the size of the displayed box. Multi- line text boxes do not have a character limit; however, we encourage you to **be brief, concise and to the point when entering text.** When referencing a Web address, include the entire address (including “http://”). See Figure 8 for an example of radio buttons and text boxes.

Figure 8. Radio buttons and text boxes

Section V Use of Technology AY 2014-15

Program Data Collection Printer-friendly view (opens in new window)

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section I.a Program Information
- Section I.b Admissions
- Section I.b Undergraduate Requirements
- Section I.b Postgraduate Requirements
- Section I.c Enrollment
- Section I.d Supervised Clinical Experience
- Section I.e Teachers Prepared by Subject Area
- Section I.e Teachers Prepared by Academic Major
- Section I.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students
- Section II Assurances
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
 Yes  
 No
- use technology effectively to collect data to improve teaching and learning  
 Yes  
 No
- use technology effectively to manage data to improve teaching and learning  
 Yes  
 No
- 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.

← Radio Buttons

→ Text Box

**Check boxes.** You may choose more than one check box in a single response (see Figure 9). To select a check box, click your mouse in the box (or using the Tab key, tab to the box and press the space bar). To deselect a box, click your mouse in the box (or press the space bar) again.

**Figure 9. Check boxes**

The screenshot shows a web interface for 'Section IV Low-Performing'. On the left is a navigation menu with categories: 'Site Management', 'States', and 'Programs'. The main content area contains the following text and form elements:

Printer-friendly view (opens in new window)

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

Is your teacher preparation program currently approved or accredited?

Yes  
 No

If yes, please specify the organization(s) that approved or accredited your program:

State  
 NCATE  
 TEAC  
 Other (specify: )

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

Printer-friendly view (opens in new window)

A red arrow points to the checkboxes for 'State', 'NCATE', and 'TEAC' with the text 'Check boxes'.

**Insert/Edit/Delete.** To add new entries, click **Insert**. To view or modify an existing entry, click **Edit**. To delete an entry, click **Delete**. You will see an alert box asking if you are sure you want to delete this item. Click on **OK** to delete the item, or click on **Cancel** if you do not want to delete the item (See Figure 10).

**Figure 10. Insert/edit/delete**

Printer-friendly view (opens in new window)

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Elementary Education	No	<input type="button" value="Edit"/> ← Edit <input type="button" value="Delete"/>
Secondary Biology	No	<input type="button" value="Edit"/> <input type="button" value="Delete"/> ← Delete
Secondary English	No	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
Special Education	No	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
<input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="button" value="Insert"/> ← Insert <input type="button" value="Cancel"/>
Total number of teacher preparation programs: 4		

Printer-friendly view (opens in new window)

Some sections ask for a website. Enter the Web address, including “http://” (see Figure 11).

**Figure 11. Web address**

Printer-friendly view (opens in new window)

**Section 1.b Admissions**

Program Data Collection

- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section 1.a Program Information
- Section 1.b Admissions
- Section 1.b Undergraduate Requirements
- Section 1.b Postgraduate Requirements
- Section 1.c Enrollment
- Section 1.d Supervised Clinical Experience
- Section 1.e Teachers Prepared by Subject Area
- Section 1.e Teachers Prepared by Academic Major
- Section 1.f Program Completers
- Section 2 Annual Goals - Mathematics
- Section 2 Annual Goals - Science
- Section 2 Annual Goals - Special Education

Indicate when students are formally admitted into your initial teacher certification program:  
 Freshman year  Other specify:

Does your initial teacher certification program conditionally admit students?  
 Yes  
 No

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

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

Printer-friendly view (opens in new window)

**Buttons.** One or more buttons are at the bottom of each survey section. Please make special note of the following two buttons: **Save** and **Reset**. A description of each is below.

Save:                      Selecting this button saves data in the section and keeps you in that section. If you will be working on the same section for a long time, we

recommend that you save your data at least every 15 minutes (*see Security*). Use this button to save your data periodically as you work through a section.

Reset:

This button will reset all fields in the section to their last saved value. For example, if you make changes to a saved section but do not want to save the changes, use the **Reset** button. The section will return to how it appeared the last time you saved it.

**Check Spelling.** If you want to check the spelling in a section, click on the button at the bottom of the page marked, "Check Spelling." A new window will open that lists spelling errors and suggests replacements. This feature is similar to those used in word processing programs. In order for the spell-check feature to work properly, your browser must allow pop-up windows. Please disable any pop-up blockers to use this feature.

**Printer-Friendly View.** To print the current section of the report, click on the printer-friendly view link at the top or bottom of the page. A new window will open with the report section that is formatted for printing. To print the section, use your browser print function. You cannot enter data in printer-friendly view; you can only view the questions and data that have been entered. The feature is helpful for printing a section after you complete it so that you can review your work.

**Contact Us.** If you need technical assistance with this Website, click the Contact Us link. A new window will open with email and telephone contact information. Contact your state Title II coordinator with questions about your responses.

**Upload Files.** Some sections allow you to upload files. You will first need to select the file that you want to upload and then click the upload button.

## **D. Report Navigation**

Once you log into the IPRC, you will be able to access all sections of the report (see Figure 12). You can access any section of the survey by clicking the links on the left side of the page. You can also access other information, such as the instructions and glossary. Questions included in the report come from the reporting requirements in Title II. Each reporting section contains a reference to the specific section of the law requiring the question(s) (e.g., (§205(a)(1)(C)(i))) and a link to the law for your reference.

**Figure 12. Main menu**

Welcome	AY 2014-15
<b>Program Data Collection</b>	Welcome to the Title II Reporting System.
State Guidance	Title II report cards are due on April 30, 2016. The certification period will be open from April 16, 2016 through April 30, 2016. You will only be able to certify your report within that timeframe. As you complete your report card, check <i>Section VIII</i> for unanswered questions and edit check information. When you are ready to certify your report, click on Section VIII and follow the instructions for certifying.
Choose Report Card	Pass Rate information will be provided to us by the state or the testing company or companies (or entities). Once we have loaded the pass rates for your program, use the <i>Assessment Pass Rates</i> and <i>Summary Pass Rates</i> pages to view them. If you notice any errors in the pass rate data, please contact your testing company immediately.
Welcome	You can print your entire report card using the <i>Print Report Card</i> menu item. If you want to print a single report section, use the <i>Printer-friendly view</i> link at the top or bottom of the section.
Instructions	E-mail questions about this system to <a href="mailto:title2@westat.com">title2@westat.com</a> or call our toll-free telephone hotline (877-684-8532 or 877-6title2).
Institution Information	
Section Ia Program Information	
Section Ib Admissions	
Section Ib Undergraduate Requirements	
Section Ib Postgraduate Requirements	
Section I.c Enrollment	
Section I.d Supervised Clinical Experience	
Section I.e Teachers Prepared by Subject Area	
Section I.e Teachers Prepared by Academic Major	
Section I.f Program Completers	
Section II Annual Goals - Mathematics	
Section II Annual Goals - Science	
Section II Annual Goals - Special Education	
Section II Annual Goals - Instruction of Limited English Proficient Students	
Section II Assurances	
Section III Assessment Pass Rates	
Section III Summary Pass Rates	
Section IV Low-Performing	
Section V Use of Technology	
Section VI Teacher Training	
Section VII Contextual Information	
Section VIII Report Certification	
Print Report	
Print Prior Report	
Account Information	
Log Out	

## Instructions

From the left side of the page, click on the link for **Instructions**. This page provides basic information about the Title II reporting and the IPRC system and also provides links to other resources (see Figure 13). You will find links to the *User Manual* here.

**Figure 13. Instructions**

Instructions	AY 2014-15
Program Data Collection	This reporting system is a mechanism by which institutions of higher education and other state-approved teacher preparation programs meet the new reporting requirements on teacher preparation, certification, and licensing mandated by Title II of the <i>Higher Education Act</i> , as amended in 2008. The Office of Postsecondary Education is responsible for assisting institutions and states in fulfilling the requirements and for issuing the annual report to Congress.
State Guidance	The <i>Reporting Reference and User Manual</i> is available to assist institutions in preparing their reports. The manual is for reference purposes only.
Choose Report Card	Section 205 of Title II of the <i>Higher Education Opportunity Act</i> 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.
Welcome	<b>Paperwork Burden Statement</b>
Instructions	According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 146 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory (205)(b)(1). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1844-0744.
Institution Information	
Section I.a Program Information	
Section I.b Admissions	
Section I.b Undergraduate Requirements	
Section I.b Postgraduate Requirements	
Section I.c Enrollment	
Section I.d Supervised Clinical Experience	
Section I.e Teachers Prepared by Subject Area	
Section I.e Teachers Prepared by Academic Major	
Section I.f Program Completers	
Section II Annual Goals - Mathematics	
Section II Annual Goals - Science	
Section II Annual Goals - Special Education	
Section II Annual Goals - Instruction of Limited English Proficient Students	

## Institution Information

The individual listed on the Institution Information page (see Figure 14) will be shown in the report card as the contact person for members of the public who would like more information. Review the contact information each year and update as necessary. If your institution is a member of a Teacher Quality Enhancement Partnership (TQEP) grant, click the Yes radio button and enter the TQEP Partnership information. If your institution is not part of a TQEP Partnership grant, click the No radio button and do not enter anything into the TQEP Partnership information boxes. Once you have entered information in this section, choose the appropriate button (**Save**, **Reset**) at the bottom of the page.

**Figure 14. Institution information**

Institution Information
AY 2014-15

**Program Data Collection**

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information**
- Section Ia Program Information
- Section Ib Admissions
- Section Ib Undergraduate Requirements
- Section Ib Postgraduate Requirements
- Section Ic Enrollment
- Section Id Supervised Clinical Experience
- Section Ie Teachers Prepared by Subject Area
- Section Ie Teachers Prepared by Academic Major
- Section If Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students
- Section II Assurances
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology
- Section VI Teacher Training
- Section VII Contextual Information
- Section VIII Report Certification
- Print Report
- Print Prior Report
- Account Information
- Log Out

[Printer-friendly view \(opens in new window\)](#)

Name of Institution: Alabama Teacher's College

Institution/Program Type: Alternative, IHE-based

Academic Year: 2014-15

State: Wyoming

Address:

City, State, Zip:

Contact Name:

Phone:

Email:

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<https://www2.ed.gov/programs/tqpartnership/awards.html>)

Yes  
 No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs (one per line):

List other partners (one per line):

Project Type:

Residency  
 Pre-baccalaureate  
 Both Residency and Pre-baccalaureate

## Section III: Completing the Title II Report

### Section 1.a Program Information

Click on the link on the left side menu for **Section 1.a Program Information**. List each traditional teacher preparation program included in your traditional route; each IHE-based alternative route program included in your IHE-based alternative route; or each non-IHE-based alternative route program included in your non-IHE-based alternative route, 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>, by clicking the radio button next to the appropriate “yes”/”no” response.

**Figure 15. Section 1.a Program Information**

Section 1.a Program Information
AY 2014-15

Program Data Collection

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section 1.a Program Information
- Section 1.b Admissions
- Section 1.b Undergraduate Requirements
- Section 1.b Postgraduate Requirements
- Section 1.c Enrollment
- Section 1.d Supervised Clinical Experience
- Section 1.e Teachers Prepared by Subject Area

Printer-friendly view (opens in new window)

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
<input style="width: 95%;" type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="button" value="Insert"/> <input type="button" value="Cancel"/>
Total number of teacher preparation programs: 0		

Printer-friendly view (opens in new window)

### Section I.b. Admissions Requirements

Click on the link on the left side menu for **Section I.b Admissions**. In this section, provide information about admissions requirements, including your institution/program Website, timeframe when students are formally admitted into the program and whether your institution conditionally admits students. If you feel there is a need to enter any additional narrative regarding your admissions process, enter this information into the contextual box, as seen in Figure 16. This text box does not have a character limit; however, we encourage you to **be brief, concise and to the point when entering text**. Once you have entered information in the Admissions section, save your data using the **Save** button at the bottom of the page.

**Figure 16. Section 1.b Admissions**

**Section 1.b Admissions**
AY 2014-15

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Program Data Collection
Printer-friendly view (opens in new window)

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section 1.a Program Information
- Section 1.b Admissions**
- Section 1.b Undergraduate Requirements
- Section 1.b Postgraduate Requirements
- Section 1.c Enrollment
- Section 1.d Supervised Clinical Experience
- Section 1.e Teachers Prepared by Subject Area
- Section 1.e Teachers Prepared by Academic Major
- Section 1.f Program Completers
- Section II Annual Goals - Mathematics

Indicate when students are formally admitted into your initial teacher certification program:

Other specify:

Does your initial teacher certification program conditionally admit students?

Yes

No

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

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

Printer-friendly view (opens in new window)

Click on the links on the left side menu for **Section 1.b Undergraduate Requirements** and **Section 1.b Postgraduate Requirements**. Indicate whether each element is required for admission into or exit out of any of your initial teacher certification program(s) at either the undergraduate or postgraduate level (see Figure 17). Yes/no questions require you to choose either “yes” or “no” as your response. Click the radio button next to your response. To change your response, click the radio button for the other response. If there are no initial teacher certification programs at either the undergraduate level or postgraduate level, click the appropriate box at the top of the page. This will make the corresponding column inactive. Once you have entered information in these sections, save your data using the **Save** button at the bottom of the page.

**Figure 17. Section 1.b Undergraduate/Postgraduate Requirements**

**Section 1.b Undergraduate Requirements**
AY 2014-15

---

Program Data Collection
Printer-friendly view (opens in new window)

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section 1.a Program Information
- Section 1.b Admissions
- Section 1.b Undergraduate Requirements**
- Section 1.b Postgraduate Requirements
- Section 1.c Enrollment
- Section 1.d Supervised Clinical Experience
- Section 1.e Teachers Prepared by Subject Area
- Section 1.e Teachers Prepared by Academic Major
- Section 1.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

## Section I.c. Enrollment

On the left side of the page, click on the link for **Section I.c Enrollment**.

In this section, provide the number of students enrolled in the teacher preparation program by category (see Figure 18). Do not report on the total number of students enrolled in your entire institution, only include students enrolled in the initial teacher preparation program. Do not include currently licensed teachers who are earning additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors). For purposes of Title II reporting, the definition of an enrolled student is a student who has been admitted to a teacher preparation program, but who has not yet completed the program. If an individual completed the program during the academic year being reported, that individual is counted as a program completer and *not* an enrolled student.

The ethnicity category includes the number of Hispanic/Latino students of any race. The race category includes the number of students who are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White or Two or more races. Unknown, missing, other or other reporting categories are not permitted. Please note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in the race categories. Be sure to include non-resident aliens in the appropriate categories.

The following examples may be helpful in understanding how the reporting will work.

Example 1: An enrolled student self-identifies as Hispanic/Latino and as Asian. This individual is reported only in the Hispanic/Latino category.

Example 2: An enrolled student self-identifies as Hispanic/Latino and as Asian and Black or African American. This individual is reported only in the Hispanic/Latino category.

Example 3: An enrolled student self-identifies as non-Hispanic/Latino and as Native Hawaiian or Other Pacific Islander. This individual is reported in the Native Hawaiian or Other Pacific Islander category.

Example 4: An enrolled student self-identifies as non-Hispanic/Latino and as American Indian or Alaska Native and White. This individual is reported in the two or more races category.

It is understood that asking individuals to report on their race/ethnicity is optional in many places. Students should not be forced to report, and an ethnic/racial categorization should not be imposed or assumed. You will report on the race/ethnicity data that you have available, though the data may not be complete. Also, it is not expected that the sum of the enrolled students reported by race/ethnicity will equal the total number of students enrolled. For guidance from the U.S. Department of Education on the collection and reporting of racial and ethnic data, please see <http://www.gpo.gov/fdsys/pkg/FR-2007-10-19/pdf/E7-20613.pdf>.

Similarly, asking individuals to report on their gender is optional in some places. Students should not be forced to report, and gender categorization should not be imposed or assumed. You will report on the gender data that you have available, though the data may not be complete. Also, it is not expected that the sum of the enrolled students reported by gender will equal the total number of students enrolled.

Once you have entered information in the enrollment section, save your data using the **Save** button at the bottom of the page.

You will receive an error message in the following situations:

- The information entered is not a whole number.
- The value of any race and ethnicity category is higher than the count given for total enrollment.

If you get an error message, go back and update your data and click the **Save** button. You will be able to save your work; however, your report will not be eligible for certification until the errors are cleared.

You can enter data on a rolling basis, so you do not necessarily need to complete Section I.c before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If this section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

## Figure 18. Section 1.c Enrollment

Section 1.c Enrollment
AY 2014-15

Program Data Collection

Printer-friendly view (opens in new window)

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section I.a Program Information
- Section I.b Admissions
- Section I.b Undergraduate Requirements
- Section I.b Postgraduate Requirements
- Section I.c Enrollment
- Section I.d Supervised Clinical Experience
- Section I.e Teachers Prepared by Subject Area
- Section I.e Teachers Prepared by Academic Major
- Section I.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students
- Section II Assurances
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology
- Section VI Teacher Training
- Section VII Contextual Information

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 reported 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. (5205(a)(1)(C)(ii))

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15	<input type="text"/>
Unduplicated number of males enrolled in 2014-15	<input type="text"/>
Unduplicated number of females enrolled in 2014-15	<input type="text"/>

2014-15	Number enrolled
<b>Ethnicity</b>	
Hispanic/Latino of any race	<input type="text"/>
<b>Race</b>	
American Indian or Alaska Native	<input type="text"/>
Asian	<input type="text"/>
Black or African American	<input type="text"/>
Native Hawaiian or Other Pacific Islander	<input type="text"/>
White	<input type="text"/>
Two or more races	<input type="text"/>

## Section I.d. Supervised Clinical Experience

On the left side of the page, click on the link for **Section I.d Supervised Clinical Experience**.

In this section, provide information about supervised clinical experience. The activities that constitute supervised clinical experience will vary by state. If you are unsure about what to report in this section, please contact your state Title II coordinator.

If you feel there is a need to enter any additional narrative regarding supervised clinical experience, enter this information into the text box, as seen in Figure 19. This text box does not have a character limit; however, we encourage you to **be brief, concise and to the point when entering text**.

Once you have entered information in the supervised clinical experience section, save your data using the **Save** button at the bottom of the page.

You will receive an error message in the following situations:

- The information entered is not a number

If you get an error message, go back and update your data and click the **Save** button. You will be able to save your work; however, your report will not be eligible for certification until the errors are cleared.

You can enter data on a rolling basis, so you do not necessarily need to complete Section I.d before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If this section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

**Figure 19. Section I.d Supervised clinical experience**

Section I.d Supervised Clinical Experience
AY 2014-15

Program Data Collection
[Printer-friendly view \(opens in new window\)](#)

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section I.a Program Information
- Section I.b Admissions
- Section I.b Undergraduate Requirements
- Section I.b Postgraduate Requirements
- Section I.c Enrollment
- Section I.d Supervised Clinical Experience
- Section I.e Teachers Prepared by Subject Area
- Section I.e Teachers Prepared by Academic Major
- Section I.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students
- Section II Assurances

Provide the following information about supervised clinical experience in 2014-15. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

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

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

[Printer-friendly view \(opens in new window\)](#)

## Section I.e. Teachers Prepared

On the left side of the page, click on the link for **Section I.e. Teachers Prepared Subject Area** (figure 20) or **Section I.e Teachers Prepared Academic Major** (figure 21).

In this section, provide the number of teachers prepared by academic major and subject area for academic year 2014-2015. For the purposes of this section, only include individuals who are program completers. 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.

“Subject area” refers to the area in which individuals are prepared to teach. For each subject area listed, provide the number of individuals prepared by your program. Please choose the subject area(s) that best fit the areas in which teachers are prepared. Individuals may be counted more than once. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. You may leave a cell blank if no individuals were prepared in a particular subject area.

“Academic major” refers to the actual major granted to an individual. Academic majors vary from one IHE or teacher preparation program to the next; please choose the academic majors that most closely match the majors offered by your institution. For example, if an individual

majored in Geology, that individual should be counted in the “Geological and Earth Sciences/Geosciences” academic major, even though the name of the major does not match exactly. Please note that the list of majors includes several “Teacher Education” majors, as well as several non-education majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the “Chemistry” academic major category rather than the “Teacher Education – Chemistry” category. Please also note that individuals may be counted more than once. For example, if an individual majors in Secondary Math Education, that individual should be counted in the “Teacher Education - Secondary Education” academic major category, as well as the “Teacher Education – Mathematics” category. You may leave a cell blank if no individuals were prepared in a particular academic major.

Please use the “Other” categories sparingly, if there is no similar subject area or academic major listed. Please use the text box to describe the breakdown of any subject areas or academic majors listed in the “Other” categories.

**Figure 20. Section I.e Teachers Prepared by Subject Area**

**Section I.e Teachers Prepared by Subject Area**
AY 2014-15

**Program Data Collection**

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section I.a Program Information
- Section I.b Admissions
- Section I.b Undergraduate Requirements
- Section I.b Postgraduate Requirements
- Section I.c Enrollment
- Section I.d Supervised Clinical Experience
- Section I.e Teachers Prepared by Subject Area**
- Section I.e Teachers Prepared by Academic Major
- Section I.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students
- Section II Assurances
- Section III Assessment Pass Rates
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- Section IV Low-Performing
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Printer-friendly view (opens in new window)

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

Additional guidance on reporting teachers prepared by subject area.

No teachers prepared in academic year 2014-15

Subject Area	Number Prepared
Education - General	[ ]
Teacher Education - Special Education	[ ]
Teacher Education - Early Childhood Education	[ ]
Teacher Education - Elementary Education	[ ]
Teacher Education - Junior High/Intermediate/Middle School Education	[ ]
Teacher Education - Secondary Education	[ ]
Teacher Education - Multiple Levels	[ ]
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 Teacher Education/Industrial Arts	[ ]
Teacher Education - Mathematics	[ ]
Teacher Education - Music	[ ]
Teacher Education - Physical Education and Coaching	[ ]
Teacher Education - Reading	[ ]
Teacher Education - Science Teacher Education/General Science	[ ]
Teacher Education - Social Science	[ ]
Teacher Education - Social Studies	[ ]
Teacher Education - Technical Education	[ ]
Teacher Education - Computer Science	[ ]
Teacher Education - Biology	[ ]
Teacher Education - Chemistry	[ ]
Teacher Education - Drama and Dance	[ ]

**Figure 21. Section I.e Teachers prepared by Academic Major**

Section I.e Teachers Prepared by Academic Major		AY 2014-15
Program Data Collection	Printer-friendly view (opens in new window)	
State Guidance	Please provide the number of teachers prepared by academic major for academic year 2014-15. 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))	
Choose Report Card	Additional guidance on reporting teachers prepared by academic major.	
Welcome	<input type="checkbox"/> No teachers prepared in academic year 2014-15	
Instructions		
Institution Information		
Section I.a Program Information		
Section I.b Admissions		
Section I.b Undergraduate Requirements		
Section I.b Postgraduate Requirements		
Section I.c Enrollment		
Section I.d Supervised Clinical Experience		
Section I.e Teachers Prepared by Subject Area		
Section I.e Teachers Prepared by Academic Major		
Section I.f Program Completors		
Section II Annual Goals - Mathematics		
Section II Annual Goals - Science		
Section II Annual Goals - Special Education		
Section II Annual Goals - Instruction of Limited English Proficient Students		
Section II Assurances		
Section III Assessment Pass Rates		
Section III Summary Pass Rates		
Section IV Low-Performing		
Section V Use of Technology		
Section VI Teacher Training		
Section VII Contextual Information		
Section VIII Report Certification		
Print Report		
Print Prior Report		

Academic Major	Number Prepared
Education - General	<input type="text"/>
Teacher Education - Special Education	<input type="text"/>
Teacher Education - Early Childhood Education	<input type="text"/>
Teacher Education - Elementary Education	<input type="text"/>
Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
Teacher Education - Secondary Education	<input type="text"/>
Teacher Education - Agriculture	<input type="text"/>
Teacher Education - Art	<input type="text"/>
Teacher Education - Business	<input type="text"/>
Teacher Education - English/Language Arts	<input type="text"/>
Teacher Education - Foreign Language	<input type="text"/>
Teacher Education - Health	<input type="text"/>
Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
Teacher Education - Mathematics	<input type="text"/>
Teacher Education - Music	<input type="text"/>
Teacher Education - Physical Education and Coaching	<input type="text"/>
Teacher Education - Reading	<input type="text"/>
Teacher Education - Science	<input type="text"/>
Teacher Education - Social Science	<input type="text"/>
Teacher Education - Social Studies	<input type="text"/>

You will receive an error message in the following situations:

- The information entered for number prepared is not a whole number.
- If you enter a number row in “Other”, but do not specify subject area/academic major
- If you specify a subject area/academic major in “Other”, but do not enter a number

If you get an error message go back and update your data and click the **Save** button. You will be able to save your work; however, your report will not be eligible for certification until the errors are cleared.

## Section 1.f. Program Completers

On the left side of the page, click on the link for **Section I.f Program Completers**.

In this section, report the number of program completers for the three academic years shown (see Figure 22). Program completer is defined as 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 initial certification or licensure may *not* be used as a criterion for determining who is a program completer.

Once you have entered information in the program completer section, choose the appropriate button (**Save**, **Reset**) at the bottom of the page.

You will receive an error message in the following situations:

- The information entered is not a whole number.

If you get an error message, go back and update your data and click the **Save** button. You will be able to save your work; however, your report will not be eligible for certification until the errors are cleared.

You can enter data on a rolling basis, so you do not necessarily need to complete Section I.f before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If this section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

**Figure 22. Section I.f Program completers**

Section I.f Program Completers
AY 2014-15

Program Data Collection

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section I.a Program Information
- Section I.b Admissions
- Section I.b Undergraduate Requirements
- Section I.b Postgraduate Requirements
- Section I.c Enrollment
- Section I.d Supervised Clinical Experience
- Section I.e Teachers Prepared by Subject Area
- Section I.e Teachers Prepared by Academic Major
- Section I.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students

Printer-friendly view (opens in new window)

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15

2013-14

2012-13

Printer-friendly view (opens in new window)

## Section II. Annual Goals and Assurances

Section II is divided into two parts. The first part asks about annual goals; the second is about assurances. Select the link on the left to complete **Section II. Annual Goals** (see Figure 23) or **Section II Assurances** (see Figure 24).

When completing the **Annual Goals** sections, be sure to provide goal information for each teacher shortage area.

If you would like to enter any additional narrative regarding your annual goals, enter these data into the text box in each shortage area section. This text box does not have a character limit; however, we encourage you to **be brief, concise and to the point when entering text**.

In the **Assurances** section, check Yes or No for each statement. In the text box, describe your institution's most successful strategies in meeting the assurances. You can also use this box and the optional contextual information section (Section VII) to provide context for your responses.

As you enter information into each of these sections, choose the appropriate button (**Save**, **Reset**) at the bottom of the page.

You can enter data on a rolling basis, so you do not necessarily need to complete Section II before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If the section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

**Figure 23. Section II Annual goals**

Section II Annual Goals - Mathematics
AY 2014-15

**Program Data Collection**

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- Choose Report Card
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- Section Ib Undergraduate Requirements
- Section Ib Postgraduate Requirements
- Section Ic Enrollment
- Section Id Supervised Clinical Experience
- Section Ie Teachers Prepared by Subject Area
- Section Ie Teachers Prepared by Academic Major
- Section If Program Completers
- Section II Annual Goals - Mathematics**
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students
- Section II Assurances
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
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Printer-friendly view (opens in new window)

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 to state credential 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. (5205(a)(1)(A)(ii), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

**Academic year 2014-15**

Did your program prepare teachers in mathematics in 2014-15?

Yes  
 No (leave remaining questions for year blank)

How many prospective teachers did your program plan to add in mathematics in 2014-15?

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes  
 No  
 Not 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:

Provide any additional comments, exceptions and explanations below:

**Figure 24. Section II Assurances**

Section II Assurances	
Program Data Collection	Printer-friendly view (opens in new window)
State Guidance	
Choose Report Card	
Welcome	Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.
Instructions	
Institution Information	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.
Section I.a Program Information	<input type="radio"/> Yes
Section I.b Admissions	<input type="radio"/> No
Section I.b Undergraduate Requirements	Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Section I.b Postgraduate Requirements	<input type="radio"/> Yes
Section I.c Enrollment	<input type="radio"/> No
Section I.d Supervised Clinical Experience	
Section I.e Teachers Prepared by Subject Area	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
Section I.e Teachers Prepared by Academic Major	<input type="radio"/> Yes
Section I.f Program Completers	<input type="radio"/> No
Section II Annual Goals - Mathematics	<input type="radio"/> Program does not prepare special education teachers
Section II Annual Goals - Science	Prospective general education teachers are prepared to provide instruction to students with disabilities.
Section II Annual Goals - Special Education	<input type="radio"/> Yes
Section II Annual Goals - Instruction of Limited English Proficient Students	<input type="radio"/> No
Section II Assurances	Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Section III Assessment Pass Rates	<input type="radio"/> Yes
	<input type="radio"/> No

### Section III. Pass Rates

This section allows users to provide the information on the performance of the students in their teacher preparation program on each initial teacher certification or licensure assessment used in the state.

Westat will be working directly with states and testing companies to obtain pass rate files for each teacher preparation program. Once the final pass rate files have been received, Westat will load the pass rates into each report. It is estimated that this process should be complete by mid-April 2014, at which time you should be able to view your institution's pass rates. To view your pass rates, click **Section III Assessment Pass Rates** (figure 25) or **Section III Summary Pass Rates** (figure 26), You will need to review and verify your pass rates before certifying your report.

The following points are important to remember when reporting these data:

- This information will be provided by the state or the testing company or companies.
- In cases where a student has taken a given assessment more than once, the highest score on that test must be used in the pass rate calculation.
- There must be at least 10 students in each group 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.
- Not all groups of students will be applicable to every IHE. For example, if your IHE has interwoven clinical and nonclinical elements into every course so that there are no “nonclinical courses,” the “all enrolled students who have completed all nonclinical courses” group would not apply, and you would not report any data in this group.
- In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher certification or licensure 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 certification or licensure assessment taken over a three-year period.

**Figure 25. Assessment pass rates**

Section III Assessment Pass Rates							
Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score	
1 -BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	45	100	45	100	100	100	
2 -CHEMISTRY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	12	100	12	100	100	100	
9 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	65	100	65	100	100	100	
5 -PHYSICS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	45	100	45	100	100	100	

**Figure 26. Summary pass rates**

Submit Reports | View Reports / Resources | Technical Assistance | Contacts / Help

**SUBMIT REPORTS**

Instructions

Institution/Program Information

Section I.a Admission Requirements

Section I.b Enrollment

Section I.c Supervised Clinical Experience

Section I.d Teachers Prepared

Section I.e Program Completers

Section II Annual Goals

Section II Assurance

Section III Pass Rates

Section III Assessment Pass Rates

**Section III Summary Pass Rates**

Section IV Low-Performing

Section V Use of Technology

Section VI Teacher Training

Section VII Contextual Information

Section VIII Report Card Certification

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Massachusetts Test University  
Traditional Program  
2009-10

**Section III Summary Pass Rates**

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	245	245	100	100

Massachusetts Test University  
Traditional Program  
2009-10

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#### Section IV. Low-Performing

From the left side of the page, click on the link for **Section IV Low-Performing** (see Figure 27).

In this section, provide information about the approval or accreditation of your teacher preparation program.

Each state has its own state-specific definition of low performing. Confer with your state to determine if your program meets your state's definition.

Yes/no questions require you to choose either “yes” or “no” as your response. Click the radio button next to your response. To change your response, click the radio button for the other response.

A question with a list of responses allows you to choose more than one response, as applicable. Click the box next to one or more of your responses. To change your response, click the box again. If you choose “other” as your response, you must provide more information in the “specify” box.

Once you have entered information in this section, choose the appropriate button (**Save**, **Reset**) at the bottom of the page.

You can enter data on a rolling basis, so you do not necessarily need to complete Section IV before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If this section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

**Figure 27. Section IV Low-performing**

Section IV Low-Performing

Program Data Collection

- State Guidance
- Choose Report Card
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- Section I.b Undergraduate Requirements
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- Section I.e Teachers Prepared by Academic Major
- Section I.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students

Printer-friendly view (opens in new window)

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

Is your teacher preparation program currently approved or accredited?

Yes  
 No

If yes, please specify the organization(s) that approved or accredited your program:

State  
 NCATE  
 TEAC  
 Other (specify: )

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

Printer-friendly view (opens in new window)

## Section V. Use of Technology

From the left side of the page, click on the link for **Section V Use of Technology** (see Figure 28).

In this section, provide information about the use of technology in the teacher preparation program. Yes/no questions require you to choose either “yes” or “no” as your response. Click the radio button next to your response. To change your response, click the radio button for the other response. If any unit or department of the teacher preparation program would respond “yes” to an item, respond “yes” for the entire teacher preparation program and explain any exceptions in the text box.

The text box does not have a character limit; however, we encourage you to **be brief, concise and to the point when entering text**. Use the **Check Spelling** button to check your spelling in this section.

Once you have entered information in this section, choose the appropriate button (**Save**, **Reset**) at the bottom of the page.

You can enter data on a rolling basis, so you do not necessarily need to complete Section V before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If this section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

**Figure 28. Section V Use of technology**

### Section V Use of Technology

**Program Data Collection**

- State Guidance
- Choose Report Card
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- Section I.a Program Information
- Section I.b Admissions
- Section I.b Undergraduate Requirements
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- Section I.c Enrollment
- Section I.d Supervised Clinical Experience
- Section I.e Teachers Prepared by Subject Area
- Section I.e Teachers Prepared by Academic Major
- Section I.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students
- Section II Assurances
- Section III Assessment Pass Rates
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Printer-friendly view (opens in new window)

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  - Yes
  - No
- use technology effectively to collect data to improve teaching and learning
  - Yes
  - No
- use technology effectively to manage data to improve teaching and learning
  - Yes
  - No
- 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.

Printer-friendly view (opens in new window)

## Section VI. Teacher Training

From the left side of the page, click on the link for **Section VI Teacher Training** (see Figure 29).

In this section, provide information about the preparation of both general and special education teachers. Be sure to scroll to the bottom of the page to respond to all items in this section.

Yes/no questions require you to choose either “yes” or “no” as your response. Click the radio button next to your response. To change your response, click the radio button for the other response. If any unit or department of the teacher preparation program would respond “yes” to an item, respond “yes” for the entire teacher preparation program and explain any exceptions in the text box. The special education items include a “Program does not prepare special education teachers” response. Use this response if your institution does not have a program to prepare special education teachers.

The text box does not have a character limit; however, we encourage you to **be brief, concise and to the point when entering text**. Use the **Check Spelling** button to check your spelling in this section.

Once you have entered information in this section, choose the appropriate button (**Save, Reset**) at the bottom of the page.

You can enter data on a rolling basis, so you do not necessarily need to complete Section VI before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If this section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

**Figure 29. Section VI Teacher training**

### Section VI Teacher Training

**Program Data Collection** [Printer-friendly view \(opens in new window\)](#)

- [State Guidance](#)
- [Choose Report Card](#)
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**Account Information**

[Log Out](#)

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (5205(a)(1)(G))

Does your program prepare **general education** teachers to:

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

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

---

Does your program prepare **special education** teachers to:

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

Provide a description of the evidence 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 three elements listed above are not currently in place.

[Printer-friendly view \(opens in new window\)](#)

## Section VII. Contextual Information (Optional)

From the left side of the page, click on the link for **Section VII Contextual Information** (see Figure 30).

This section is optional; it can be used to provide supplementary information. In this section, you can provide any additional information that describes your teacher preparation program(s) or gives context for the responses you provided throughout your report. Use the **Check Spelling** button to check your spelling in this section.

You may also attach information to this report card. If you do attach supplementary information, please note you can only upload Microsoft Word, Microsoft Excel or Adobe PDF documents.

When uploading a document, click the **Browse** button to navigate your computer and select a document. Once you have selected your document, click open. Click the **Upload** button to finish the upload process. In the Link Text box, provide a brief title or description of the document. The files you upload will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Once you have entered information in this section, choose the appropriate button (**Save**, **Reset**) in the middle of the page.

**Figure 30. Section VII Contextual information (Optional)**

Alabama Teacher's College  
Traditional Program

2016 Title II Reports

Section VII Contextual Information AY 2014-15

Program Data Collection Printer-friendly view (opens in new window)

State Guidance  
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Section II Assurances Printer-friendly view (opens in new window)  
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Section VII Contextual Information

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

**Supporting Files**

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Link text:

File:

## Section VIII. Certification

On the left side of the page, click on the link for **Section VIII Certification** (see Figure 31). Upon entering this section, the system will run a check to ensure the report is complete. If the report is not complete, the system will present a list of questions that have been left unanswered. You can click on the link to the section(s) listed to bring you directly to the page where there are unanswered questions. Data verification features have been implemented to assist you in ensuring the quality and accuracy of the information being reported. The data verification report, which provides edit check information, is generated in real time and is always available in Section VIII; you do not need to certify your report in order to view the edit check information.

When all sections of the report have been completed, and the report has been reviewed by the appropriate person (e.g., university president), you are ready to certify your report. Select the check box under Certification of submission. Enter your name and title. Select the check box under Certification of review of submission. Enter the name and title of the reviewer. Checking these boxes indicates that the report is complete and that the information in the report is accurate. Finally, click the **Certify and Submit Report Card** button. Do not click this button until you are ready to submit your completed report. You will no longer have access to your report in order to edit it, so be sure that the report is complete before it is certified.

When this section is complete, the system will automatically send you an email indicating that the certification process is complete. The state Title II coordinator will receive a copy of this email. In order for the e-mail verification of data certification to work properly, your browser

must allow pop-up windows. Please disable any pop-up blockers to use this feature. Be sure to follow any other report certification procedures specified by your state.

**Figure 31. Certification**

Certification of submission

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

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 reviewer:

Title:

## **Printing Your Report**

From the left side of the page, click on the **Print Report Card** link. From here (see Figure 32), you may print your complete report. To print the report, use your browser print function. For example, if you are using Internet Explorer, you should see a **Print** button at the top of your browser window. Click on this button to print the report or click on File from the menu at the top of the screen and then choose Print. You cannot enter data in this section, you can only view the questions and data that have been entered.

Depending on your window or browser settings, some sections (Section III, for example) will print better in landscape format. Also, many of the sections can be quite lengthy. Printing the entire report at once may take several minutes. You must wait for entire report to load on the screen before printing. It is recommended that you print a copy of your report after you complete it and keep it for your records. Alternatively, if you have access to a PDF program, you can create and save a PDF version of your report.

### **Figure 32. Print menu**

Program Data Collection

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section I.a Program Information
- Section I.b Admissions
- Section I.b Undergraduate Requirements
- Section I.b Postgraduate Requirements
- Section I.c Enrollment
- Section I.d Supervised Clinical Experience
- Section I.e Teachers Prepared by Subject Area
- Section I.e Teachers Prepared by Academic Major
- Section I.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students
- Section II Assurances
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology
- Section VI Teacher Training
- Section VII Contextual Information
- Section VIII Report Certification
  - Print Report**
  - Print Prior Report

Account Information

Log Out

### **Updating User Account Information**

From the left side of the page, click on the **Account Information** link. From here (see Figure 33), you may update your contact information, user name and password.

Once you have entered information in this section, choose the appropriate button (**Save**) at the bottom of the page.

**Figure 33. User account information**

**Account Information**

Program Data Collection

Choose Report Card

Account Information

Log Out

Contact Name:

Title:

Agency:

Address:

City, State, Zip

Phone:

Fax:

Email:

Username:  Must be 5 to 12 letters and/or numbers.

Password:  Must be 8 to 12 characters, and contain a letter, a number, and a symbol.

Confirm password:

Security Question 1:

Questions: Answer 1:

Question 2:

Answer 2:

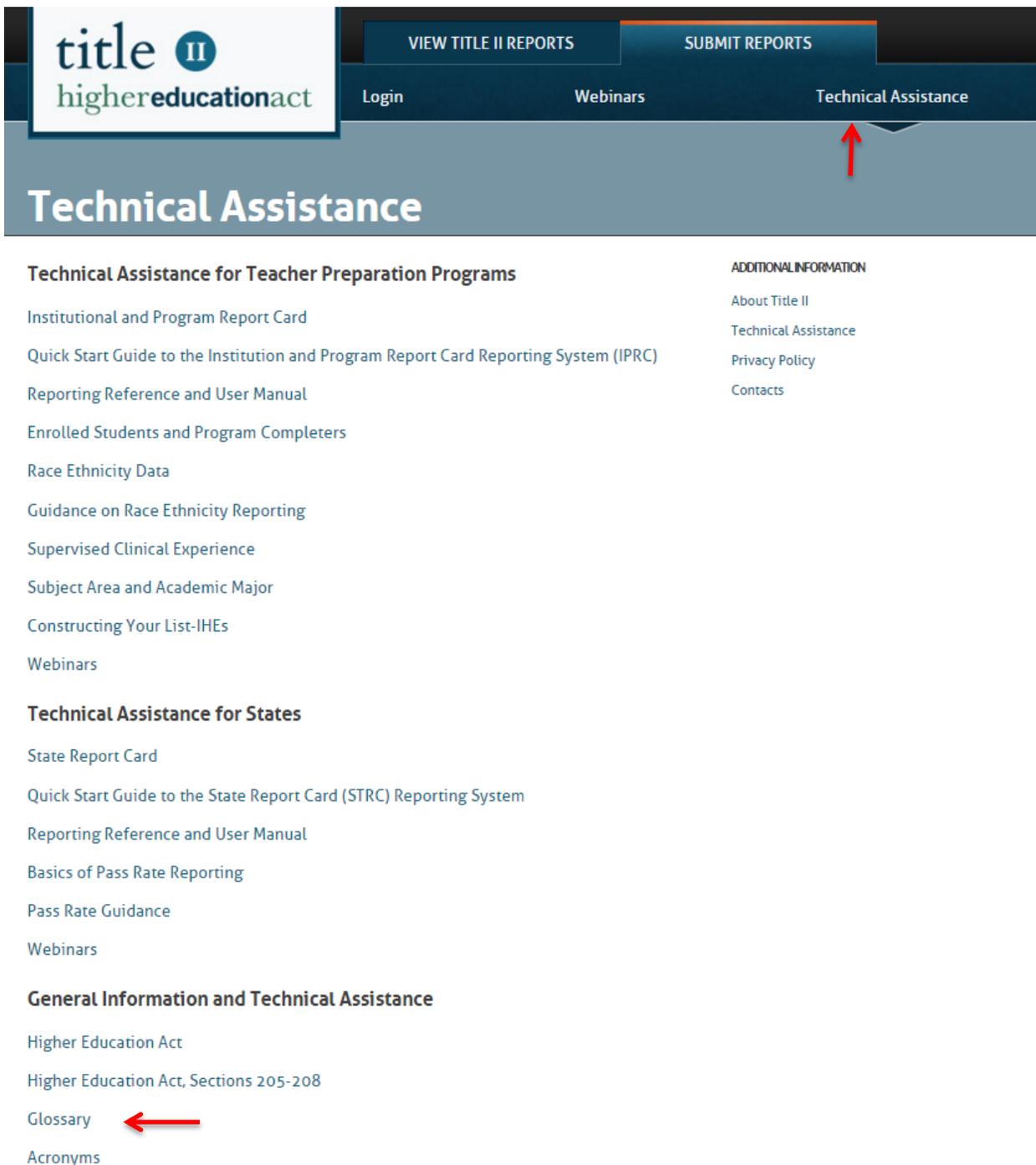
Question 3:

Answer 3:

## Glossary

For your reference, the glossary is accessed by clicking the **Technical Assistance** tab located on the right of each page. Scroll to the bottom of the page and select the **Glossary** link on the left side menu (See Figure 34). A new window will open with the Glossary.

**Figure 34. Glossary**



The screenshot shows the website interface for the Title II Higher Education Act. At the top, there is a navigation bar with the following elements:

- Logo: title II highereducationact
- Buttons: VIEW TITLE II REPORTS, SUBMIT REPORTS
- Navigation Links: Login, Webinars, Technical Assistance (highlighted with a red arrow)

The main content area is titled "Technical Assistance" and is divided into three sections:

- Technical Assistance for Teacher Preparation Programs**
  - Institutional and Program Report Card
  - Quick Start Guide to the Institution and Program Report Card Reporting System (IPRC)
  - Reporting Reference and User Manual
  - Enrolled Students and Program Completers
  - Race Ethnicity Data
  - Guidance on Race Ethnicity Reporting
  - Supervised Clinical Experience
  - Subject Area and Academic Major
  - Constructing Your List-IHEs
  - Webinars
- Technical Assistance for States**
  - State Report Card
  - Quick Start Guide to the State Report Card (STRC) Reporting System
  - Reporting Reference and User Manual
  - Basics of Pass Rate Reporting
  - Pass Rate Guidance
  - Webinars
- General Information and Technical Assistance**
  - Higher Education Act
  - Higher Education Act, Sections 205-208
  - Glossary (highlighted with a red arrow)
  - Acronyms

On the right side, there is an "ADDITIONAL INFORMATION" section with the following links:

- About Title II
- Technical Assistance
- Privacy Policy
- Contacts

## Contact Us

For your reference, contact information can be found by clicking **Contact Us** link on the left side menu (See Figure 35). Contact Westat for technical assistance in using this system. Contact your state Title II coordinator with questions about your responses.

**Figure 35. Contact us**

The screenshot shows the website interface for the Title II Higher Education Act. The top navigation bar includes links for 'VIEW TITLE II REPORTS', 'SUBMIT REPORTS', and 'About Title II | Contacts'. Below this, a secondary navigation bar contains 'Home Page', 'Select a State', 'Publications', and 'Data Tools'. A red arrow points to the 'About Title II | Contacts' link in the top right corner. The main content area is titled 'Contacts' and contains the following text:

This website provides technical assistance and resources for Title II (Sections 207 and 208) of the Higher Education Act. Westat, as a contractor for the U.S. Department of Education, is providing technical assistance to states and institutions regarding the Title II reporting requirements. Title II technical assistance will be provided via:

- a toll-free telephone hotline (877-684-8532 or 877-6title2); and
- information located on this website.

This site is designed to disseminate information about Title II reporting requirements, but also to provide a forum for states and institutions to exchange ideas and to communicate with each other. By sharing information, and experiences, states and institutions may serve as resources to one another.

Please direct any comments about this website to: [title2@westat.com](mailto:title2@westat.com).

**CONTACTS**

- State Contacts
- Testing Agency Contacts
- State Certification Office Web Sites

**ADDITIONAL INFORMATION**

- About Title II
- Technical Assistance
- Privacy Policy
- Contacts

The footer of the page includes the ED.gov logo and the text 'This is a United States Department of Education computer system.' on the left, and 'About Title II | Technical Assistance | Privacy Policy | Contacts' on the right.



## **Appendix A**

### **Title II Tips for Reporting**

#### Pass Rate Templates

Section 205 of Title II of the *Higher Education Act* (as amended in 2008) requires teacher preparation programs to report data on the assessments used for teacher certification or licensure by the state. These data include the number of test takers, the number who passed, the pass rate, the average scaled score and the minimum passing score for each assessment. States must report these data for each IHE (traditional and alternative routes) and non-IHE-based alternative route. For Title II reporting, all traditional teacher preparation programs at a single IHE are to be considered a single program. Similarly, all alternative routes at a single IHE are to be considered a single program.

Pass rate data will be reported at the single assessment level and at the summary level. At the single assessment level, pass rate data for each assessment taken by each group of students will be aggregated into a state summary pass rate. At the summary level, the pass rate data for each completer group will be aggregated to present 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. Summary pass rates will not be computed for the enrolled groups of students as it is expected that they will not have declared their area of specialization, and the number and types of tests required for their areas of specialization would be unknown. The pass rate data for the traditional routes will be reported separately from the pass rate data for the alternative routes.

Data templates are provided to report pass rates and related data. These templates are provided in Excel format (.xls) and are required to be used to report pass rate data. You can also download a data template from the institutional (IPRC) or state (STRC) reporting systems. Once you have downloaded and saved a file, you can work in that file without being logged into the reporting system.

Pass rate files will undergo rigorous system checks as they are uploaded. Any errors will be reported immediately to you in an error message. Some errors will prevent you from uploading the file(s). Some errors must be corrected after the file is uploaded. To avoid these errors, please review the checklist before submitting or uploading pass rate files.

## Variables

GROUP	DESCRIPTION
1	All enrolled students who have completed all nonclinical courses
2	Other enrolled students
3	All program completers, current year
4	All program completers, prior year
5	All program completers, two years prior
6	All program completers, combined three years (summary pass rate files only)

TESTCOMPANY	DESCRIPTION
1	Educational Testing Service (ETS)
2	Evaluation Systems group of Pearson
3	College Board
4	American Board for Certification of Teacher Excellence (ABCTE)
5	American Council on the Teaching of Foreign Languages (ACTFL)
98	State
99	Other

Table D1

Use for: single assessment pass rates for traditional teacher preparation programs within IHEs

Filename: TableD1.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
ASSESSMENTCODE	Unique code to identify the assessment	8	Text
ASSESSMENTNAME	Name of the assessment	50	Text
TESTCOMPANY	Use code to identify test company	8	Numeric
LOWSCORE	Lowest possible score on assessment	8	Numeric
HIGHSCORE	Highest possible score on assessment	8	Numeric
CUTSCORE	Minimum passing score on assessment	8	Numeric
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
AVGSCALED	Average scaled score on assessment	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide pass rate on assessment	8	Numeric
STAVGSCALED	Statewide average scaled score on assessment	8	Numeric

**Variables** *continued*

Table D2

Use for: summary pass rates for traditional teacher preparation programs within IHEs

Filename: TableD2.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide summary pass rate	8	Numeric

Table D3

Use for: single assessment pass rates for alternative teacher preparation programs within IHEs

Filename: TableD3.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
ASSESSMENTCODE	Unique code to identify the assessment	8	Text
ASSESSMENTNAME	Name of the assessment	50	Text
TESTCOMPANY	Use code to identify test company	8	Numeric
LOWSCORE	Lowest possible score on assessment	8	Numeric
HIGHSORE	Highest possible score on assessment	8	Numeric
CUTSCORE	Minimum passing score on assessment	8	Numeric
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
AVGSCALED	Average scaled score on assessment	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide pass rate on assessment	8	Numeric
STAVGSCALED	Statewide average scaled score on assessment	8	Numeric

**Variables** *continued*

Table D4

Use for: summary pass rates for alternative teacher preparation programs within IHEs

Filename: TableD4.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide summary pass rate	8	Numeric

Table D5

Use for: single assessment pass rates for alternative teacher preparation programs outside of IHEs

Filename: TableD5.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
ASSESSMENTCODE	Unique code to identify the assessment	8	Text
ASSESSMENTNAME	Name of the assessment	50	Text
TESTCOMPANY	Use code to identify test company	8	Numeric
LOWSCORE	Lowest possible score on assessment	8	Numeric
HIGHSORE	Highest possible score on assessment	8	Numeric
CUTSCORE	Minimum passing score on assessment	8	Numeric
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
AVGSCALED	Average scaled score on assessment	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide pass rate on assessment	8	Numeric
STAVGSCALED	Statewide average scaled score on assessment	8	Numeric

**Variables** *continued*

Table D6

Use for: summary pass rates for alternative teacher preparation programs outside of IHEs

Filename: TableD6.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide summary pass rate	8	Numeric

## ✓ Troubleshooting Check List

- The files CANNOT contain any commas. Make sure that the text fields do not contain commas.
- An **Institutional Code [INSTCODE]** is required for each institution. **Institutional Codes** must be unique to each institution, but can be the same for a traditional and alternative route at the same institution. For example, the Institutional Code for the traditional route at Teachers College can be 100, and the Institutional Code for the alternative route at Teachers College can also be 100. However, the Institutional Code for the traditional route at Educators University cannot be 100, since this is the Institutional Code for Teachers College.
- Institutional Codes should match the codes used in prior years.
- An **Institutional Name [INSTNAME]** is required for each institution. **Institutional Names** must be unique to each institution, but can be the same for a traditional and alternative route at the same institution.
- Please check the **Institutional Name** to ensure uniformity. Verify that the names are spelled correctly. If you use abbreviations, make sure they are used consistently.
- The **Assessment Code [ASSESSMENTCODE]** and **Assessment Name [ASSESSMENTNAME]** must be unique to each test. They also should match the codes and names given by the testing companies and/or your state. Frequently we see incomplete names (for example, Biology rather than Biology Content Knowledge) or inconsistent Assessment Codes.
- You cannot use the same **Assessment Code** for tests with two different names or the same **Assessment Name** for tests with two different Assessment Codes. If a test has been changed and given a different code, but the name was not changed, you must make an adjustment to the test name with the different code. For example, if test 151 was revised, and the code for the revised test is 251, add the word “Revised” to the end of the Assessment Name for the test with Assessment Code 251.
- Assessment Names** and **Assessment Codes** must be used uniformly throughout tables D1-D6. Assessment Code 100 cannot have the Assessment Name Mathematics in Table D3 if Assessment Code 100 has the Assessment Name Reading in Table D1.
- Use the code (1-5, 98, 99) to identify the **Test Company [TESTCOMPANY]** for each assessment. If all of the tests in the file are from the same company, this variable will have the same value for each test.
- The **Low Score [LOWSCORE]** is the lowest possible score that a test taker can get on the assessment. This is not the lowest score observed or achieved by the test takers. It is possible for many tests to have the same **Low Score**. This information should be available from the testing company.
- The **High Score [HIGHSCORE]** is the highest possible score that a test taker can get on the assessment. This is not the highest score observed or achieved by the test takers. It is possible for many tests to have the same **High Score**. This information should be available from the testing company.
- The **Cut Score [CUTSCORE]** is the minimum passing score on the assessment. It is possible for many tests to have the same **Cut Score**. This information should be available from the testing company.

### ✓ Troubleshooting Check List *continued*

- Use the code (1-6) to identify the **Group [GROUP]** of students taking the assessments. Once a student becomes a program completer, he or she is no longer included in the enrolled student groups. It is possible for a student to be in the same cohort for more than one year. It is possible to have zero students in the “all enrolled students who have completed all nonclinical courses” group if clinical experiences are incorporated throughout the teacher preparation program. See the Glossary section of this document for the definition of enrolled student and program completer.
- Group 6 will only be used in Tables D2, D4 or D6 when an institution as a whole is submitting fewer than 10 completers in two of the last three, or all three, years being reported. Group 6 will include the completers from all three years being reported.
- The number of test **Takers [TAKERS]** must be a number equal to or greater than zero, even if it is fewer than 10. If the record is left blank, it will not be loaded. Do not include tests in the file that had zero test takers.
- The **Average scaled score [AVGSCALED]** must be a number equal to or greater than zero. See the Definitions section of this document for the definition of scaled score. The average scaled score should be blank if there are fewer than 10 test takers.
- The number **Passing [PASSERS]** should be blank if there are fewer than 10 test takers. It must also be less than or equal to the number of takers.
- The **Pass rate [PASSRATE]** should be blank if there are fewer than 10 test takers. It must be equal to the number of passers divided by the number of takers.
- Pass rate** percentages will be reported to the nearest whole percent (i.e., 98 percent, not 98.2 percent or 98.23 percent). Rounding will use the third (thousandths) digit, and in some cases the next after that (fourth). As an example, 98.49 percent would become 98 percent; 98.50 would become 99 percent. Round percentages of 99.50 and above to 100 percent.
- The **Statewide Pass Rate [STAVGPASSRATE]** must be equal to the number of passers divided by the number of takers in the state. The statewide pass rate should be blank if there are fewer than 10 test takers in the state on the assessment (Tables D1, D3, D5) or fewer than 10 test takers in the state overall (Table D2, D4, D6).
- The **Statewide Average Scaled Score [STAVGSCALED]** must be a number equal to or greater than zero. The statewide average scaled score should be blank if there are fewer than 10 test takers in the state on the assessment (Tables D1, D3, D5) or fewer than 10 test takers in the state overall (Table D2, D4, D6).
- There must be a Table D2 record for every school listed in D1. Table D1 collects single assessment information at the IHE level, and D2 collects this IHE information at the summary level. All schools with assessment information in D1 must be aggregated and listed in D2. This is also the case with Table D4 and D3 and Tables D6 and D5. Summary pass rates must aggregate pass rate data from all testing companies used in the state.
- There must be a statewide record for each assessment in D1, D3 and D5.
- There must be a summary statewide record in D2, D4 and D6. Summary pass rates must aggregate pass rate data from all testing companies used in the state.
- The statewide summary records must use the IHE or Program Code 9999. State summary records must be named Statename Summary (Alabama Summary, for example).