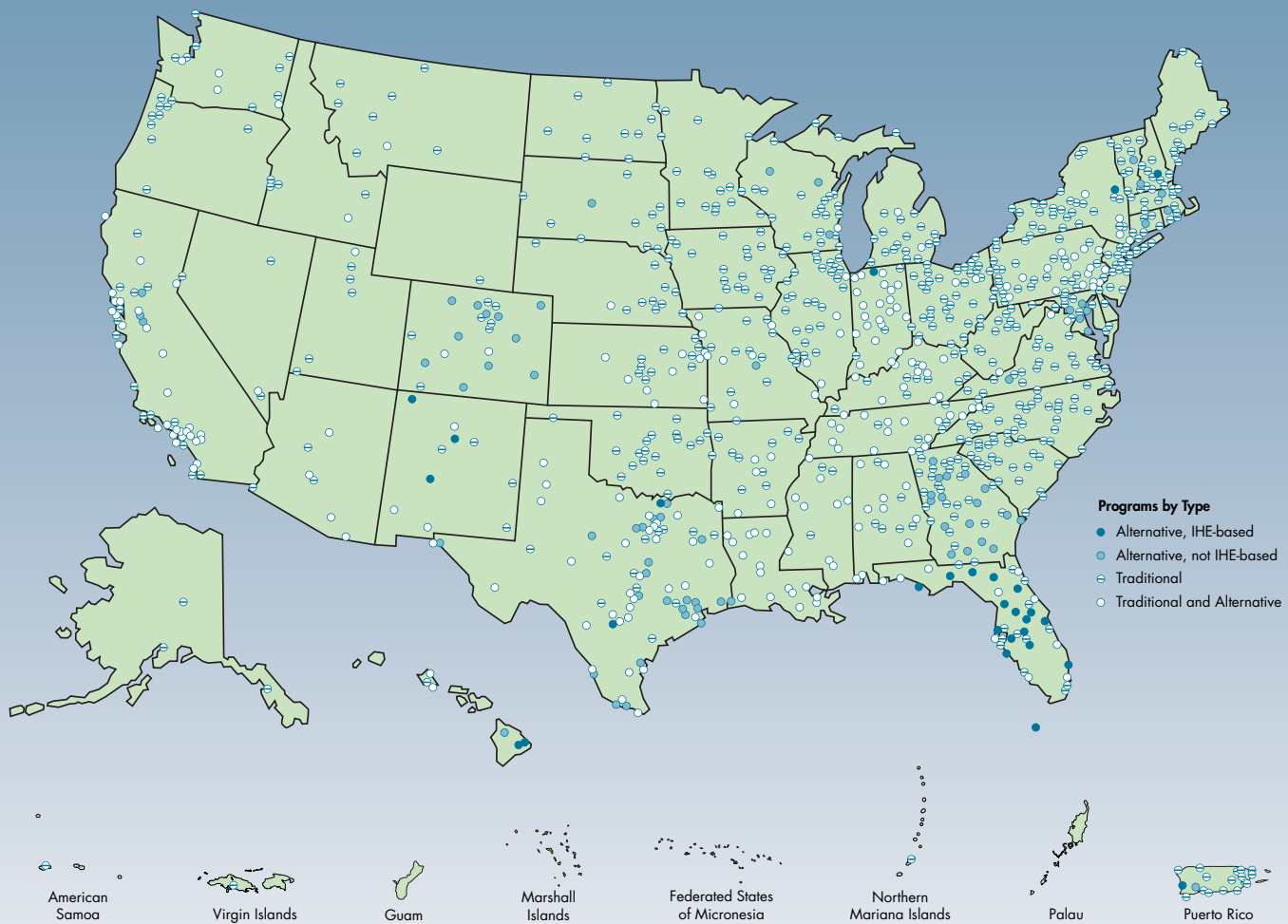


PREPARING AND CREDENTIALING THE NATION'S TEACHERS

The Secretary's Ninth Report on Teacher Quality



2013

**PREPARING AND
CREDENTIALING
THE NATION'S TEACHERS**

The Secretary's Ninth Report on Teacher Quality

This report was produced under U.S. Department of Education Contract No. ED-OPE-11-C-0024 with Westat. Shedita Alston served as the Department contracting officer's representative. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred.

U.S. Department of Education

Arne Duncan
Secretary

Office of Postsecondary Education

Debra Saunders-White
Acting Assistant Secretary

April 2013

This report is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: U.S. Department of Education, Office of Postsecondary Education, *Preparing and Credentialing the Nation's Teachers: The Secretary's Ninth Report on Teacher Quality*, Washington, D.C., 2013.

This report is available on the Department's Web site:
<http://www2.ed.gov/about/reports/annual/teachprep/index.html>

This report is also available at: <https://title2.ed.gov>

Requests for alternate format documents such as Braille or large print should be submitted to the Alternate Format Center by calling 202-260-0852 or by contacting the 504 coordinator via email at om_eeos@ed.gov.

Data presented in this publication are from states' and jurisdictions' reports to the U.S. Department of Education in 2011. Numerous data check points and technical assistance were provided to respondents. Data may be inconsistent with data published in earlier reports as respondents are able to revise their data.

CONTENTS

Figures.....	v
Tables	vii
Acknowledgements.....	ix
Executive Summary	x

SECTION I: NATIONAL OVERVIEW

Chapter I: Teacher Preparation Programs.....	3
Teacher Preparation Program Types	3
Traditional Teacher Preparation Programs	4
Alternative Route Teacher Preparation Programs	5
Admissions Requirements.....	5
Enrollment Characteristics	6
Top State Teacher Producers by Enrollment and Program Type	9
Supervised Clinical Experience.....	11
Program Completers	13
Top State Teacher Producers by Completer and Program Type	14
Chapter II: Institutions of Higher Education (IHEs) Offering Teacher Preparation Programs	19
IHEs Offering Teacher Preparation Programs by Type and Sector	19
IHEs Offering Teacher Preparation Programs With Special Emphasis on Certain Populations	19
IHE-based Teacher Preparation Program Enrollment in HBCUs and HSLs	21
Enrollment in IHE-based Teacher Preparation Programs and in Host IHEs	22
Characteristics of IHEs and Enrollment in Teacher Preparation Programs	24
Largest IHE Teacher Preparation Programs by Student Enrollment	24
HEA Title II Teacher Quality Partnership Discretionary Grant Program Awards	26
Chapter III: State Standards for Teacher Credentials	31
State Policy and Standards for Teachers.....	31
National Association Standards	33
Chapter IV: Evaluation of Teacher Preparation Programs	35
State Criteria for Assessing Teacher Preparation Program Performance	35
Identifying Low-performing Teacher Preparation Programs and Those At-Risk of Being Identified as Low-performing	37

Chapter V: State Initial Credentials for Teachers	43
Initial Credentials Issued by States	43
Initial Credentials Issued to Teachers Prepared in Another State	49
Teacher Shortage Areas	49
Credential Areas	50
Credential Degree Requirements.....	50
Emergency License Types	54
Chapter VI: Assessments Required for Teacher Credentials	57
State Assessment Requirements	57
Test Takers	58
State Minimum Passing Scores and Scaled Scores	58
State Summary Pass Rates	61

SECTION II: STATE SNAPSHOTS

Alabama	AL-1
Alaska	AK-1
American Samoa.....	AS-1
Arizona.....	AZ-1
Arkansas.....	AR-1
California.....	CA-1
Colorado	CO-1
Connecticut	CT-1
Delaware	DE-1
District of Columbia	DC-1
Florida	FL-1
Georgia	GA-1
Hawaii.....	HI-1
Idaho.....	ID-1
Illinois.....	IL-1
Indiana	IN-1
Iowa	IA-1
Kansas.....	KS-1
Kentucky	KY-1
Louisiana.....	LA-1
Maine.....	ME-1

Maryland	MD-1
Massachusetts	MA-1
Michigan.....	MI-1
Minnesota	MN-1
Mississippi.....	MS-1
Missouri	MO-1
Montana	MT-1
Nebraska	NE-1
Nevada	NV-1
New Hampshire	NH-1
New Jersey.....	NJ-1
New Mexico.....	NM-1
New York	NY-1
North Carolina	NC-1
North Dakota.....	ND-1
Northern Mariana Islands.....	MP-1
Ohio.....	OH-1
Oklahoma	OK-1
Oregon.....	OR-1
Pennsylvania.....	PA-1
Puerto Rico	PR-1
Rhode Island.....	RI-1
South Carolina	SC-1
South Dakota	SD-1
Tennessee	TN-1
Texas	TX-1
Utah	UT-1
Vermont	VT-1
Virgin Islands.....	VI-1
Virginia.....	VA-1
Washington	WA-1
West Virginia.....	WV-1
Wisconsin	WI-1
Wyoming.....	WY-1

APPENDIXES

Appendix 1	<i>Higher Education Act of 1965, as amended (HEA), Sections 205-208</i>	A-5
Appendix 2	Title II State Report Card on the Quality of Teacher Preparation	A-13

FIGURES

Figure 1.1	Classification of teacher preparation programs by type of program: AY 2009–10	3
Figure 1.2	Teacher preparation programs reported, by program type: AY 2009–10	4
Figure 1.3	Enrollment in teacher preparation programs by type of program: AY 2009–10	5
Figure 1.4	States with approved alternative routes to a teaching credential: 2011	6
Figure 1.5	Individuals enrolled in teacher preparation programs and K–12 students, by gender: AY 2009–10	8
Figure 1.6	Individuals enrolled in teacher preparation programs and K–12 students, by race/ethnicity: AY 2009–10	8
Figure 1.7	Top five teacher-producing states by percentage of individuals enrolled in teacher preparation programs: AY 2009–10	9
Figure 1.8	Top five teacher-producing states by percentage of individuals enrolled in traditional teacher preparation programs: AY 2009–10	10
Figure 1.9	Top five teacher-producing states by percentage of individuals enrolled in alternative, IHE based teacher preparation programs: AY 2009–10	10
Figure 1.10	Top five teacher-producing states by percentage of individuals enrolled in alternative, not-IHE based teacher preparation programs: AY 2009–10	11
Figure 1.11	Percentage of students enrolled in teacher preparation programs participating in supervised clinical experience, by program type: AY 2009–10	12
Figure 1.12	Trend in total number of program completers, by traditional and alternative routes: AY 2000–01 through AY 2009–10	13
Figure 1.13	Trend in percentage of program completers attending traditional and alternative route programs: AY 2000–01 through AY 2009–10	14
Figure 1.14	Top five teacher-producing states by percentage of national program completer population: AY 2009–10	15
Figure 1.15	Top five teacher-producing states by percentage of national traditional program completer population: AY 2009–10	16
Figure 1.16	Top five teacher-producing states by percentage of national alternative route, IHE-based program completer population: AY 2009–10	16

Figure 1.17	Top five teacher-producing states by percentage of national alternative route, not IHE-based program completer population: AY 2009–10	17
Figure 2.1	Distribution of IHEs with teacher preparation programs, by IHE type: AY 2009–10	19
Figure 2.2	Enrollment in teacher preparation programs based at IHEs, by program type and IHE type: AY 2009–10	20
Figure 2.3	Distribution of IHEs with teacher preparation programs, by sector: AY 2009–10	20
Figure 2.4	Enrollment in teacher preparation programs based at IHEs, by institution characteristic program type: AY 2009–10	24
Figure 2.5	Distribution of teacher preparation programs and enrollment in teacher preparation programs by program type and IHE sector: AY 2009–10	25
Figure 2.6	Teacher Quality Partnership grant awards by type: FY 2009 and FY 2010	28
Figure 2.7	Classification of Teacher Quality Partnership grant awards by fiscal agent: FY 2009 and FY 2010	29
Figure 2.8	Classification of Teacher Quality Partnership grant awards by program focus: FY 2009 and FY 2010	29
Figure 4.1	Criteria used in state assessments of teacher preparation program performance, by number of states reporting: 2011	35
Figure 4.2	Number of programs designated as at risk of low performance, by program type: 2011	37
Figure 4.3	Number of programs designated as being low-performing, by program type: 2011	40
Figure 4.4	Classification of teacher preparation programs by at-risk or low-performing status: 2011	40
Figure 4.5	Number of at-risk and low-performing teacher preparation programs reported by states: 2003 through 2011	42
Figure 5.1	Trend in total number of initial teaching credentials issued: AY 2008–09 through AY 2009–10	44
Figure 5.2	Number of initial credentials issued, by state: AY 2009–10	44
Figure 5.3	Top five states issuing initial credentials, by percentage of initial credentials issued: AY 2009–10	49
Figure 5.4	Percentage of teachers earning credentials who were prepared in another state: AY 2009–10	50
Figure 5.5	States requiring content-specific bachelor's degrees for an initial credential at the elementary level: 2011	53
Figure 5.6	States requiring content-specific bachelor's degrees for an initial credential at the middle school level: 2011	54

Figure 5.7	States requiring content-specific bachelor's degrees for an initial credential at the secondary level: 2011	55
Figure 6.1	States requiring tests for an initial credential: 2011	57
Figure 6.2	Trend in total number of program completers tested, by traditional and alternative routes: AY 2000–01 through AY 2009–10	58
Figure 6.3	Distribution of test takers, by program type: AY 2007–08 through AY 2009–10	59
Figure 6.4	National comparison of average percentage of points required to pass assessments (based on state cut scores) versus average percentage of points scored by test takers (based on state average scaled scores), by program type: AY 2009–10	62

TABLES

Table ES.1	Data elements in the 2011 state reports.....	xii
Table 1.1	Number and percentage of individuals enrolled in teacher preparation programs, by selected characteristics and program type: AY 2009–10	7
Table 1.2	Number of enrollees in teacher preparation programs, by state and program type: AY 2009–10	9
Table 1.3	Average number of hours required of supervised clinical experiences, by selected characteristics and program type: AY 2009–10	12
Table 1.4	Number of completers, by state and program type: AY 2009–10.....	15
Table 2.1	Enrollment in teacher preparation programs based at HBCUs and HSIs compared to other IHEs: AY 2009–10	21
Table 2.2	Enrollment in teacher preparation programs based at HSIs, by program type and IHE sector: AY 2009–10	22
Table 2.3	Enrollment in teacher preparation programs based at HBCUs, by program type and IHE sector: AY 2009–10	23
Table 2.4	Race/ethnicity distribution of enrollees in teacher preparation programs based at IHEs versus host IHEs, by race/ethnicity and program type: AY 2009–10	23
Table 2.5	Top 10 Traditional Teacher Preparation Programs by total enrollment: AY 2009–10	26
Table 2.6	Top 10 Alternative Route Teacher Preparation Programs at IHEs by total enrollment: AY 2009–10	26
Table 2.7	Teacher Quality Partnership (TQP) grant awards in FY 2009 and FY 2010	27
Table 3.1	Summary of state policies on and status of teacher standards: 2011	31
Table 3.2	Number of states that have set teacher standards in specific fields, by grade level: 2011	32

Table 3.3	National organizations referenced by states in the development of teacher standards, by number of states reporting: 2011	34
Table 4.1	At-risk and low-performing institutions, by risk type and state: 2011	38
Table 4.2	States identifying at-risk (AR) or low-performing (LP) teacher preparation programs, by year: 2003 through 2011	41
Table 5.1	Number of initial credentials issued, by state and location of preparation: AY 2008–09 through AY 2009–10.....	45
Table 5.2	Proportion of total program completers, total initial teaching credentials issued, and total K–12 enrollment, by state: AY 2009–10	47
Table 5.3	Teacher Shortage Areas by State, AY 2009–10	51
Table 5.4	Top five most common initial credential areas by number of credentials issued, by program type: AY 2008–09 and AY 2009–10.....	53
Table 5.5	Number and characteristics of states' emergency licenses, by license type: 2010 and 2011	56
Table 6.1	Comparison of average percentage of points required to pass assessments (based on state cut scores) versus average percentage of points scored by test takers on assessments (based on state average scaled scores), by state: AY 2009–10.....	60
Table 6.2	Summary pass rates for AY 2009–10 completers	63

ACKNOWLEDGMENTS

The Secretary's Ninth Annual Report to the Congress on Teacher Quality, *Preparing and Credentialing the Nation's Teachers*, reflects information provided by numerous institutions of higher education, programs of teacher preparation, professional associations, State departments of education and other entities and included in the latest state reports on the quality of U.S. teacher preparation programs and rigor in state teacher credentialing and assessment requirements as required by Title II of the *Higher Education Act of 1965, as amended (HEA)*. The U.S. Department of Education (Department) appreciates the efforts of every Title II state coordinator and education staff in the field who contributed throughout the year to ensure the information collection was as complete, timely and accurate as possible.

Within the Department, Deputy Assistant Secretary for Higher Education Programs Debra Saunders-White, Senior Advisor James Laws, and Title II Program Director Stephanie Stoll Dalton in the Office of Postsecondary Education directed the development of the

report, in coordination with the Office of the Secretary, Office of the Under Secretary, Office of the General Counsel, Office of Innovation and Improvement, Institute of Education Sciences, Office of Elementary and Secondary Education, Office of Planning, Evaluation and Policy Development, Office of Communications and Outreach, and Office of Legislation and Congressional Affairs. Department staff individually assisted the development of the report including John Clement, Peggi Zelinko, Patricia Barrett, and many others.

The Department's contractor, Westat, has assisted the Department with the annual Title II data collection, data analysis and report publication since its inception under the 1998 amendments to *HEA*. Under the leadership of Allison Henderson, Westat staff members Carrie Murthy, Shen Lee, and Nancy Thornton have provided valuable service in drafting, editing and final preparation of the report for submission to the congressional authorizing committees and posting on the Department's website.

EXECUTIVE SUMMARY

Introduction

This ninth report on teacher quality presents information states¹ reported to the U.S. Department of Education (Department) in October 2011. Title II of the *Higher Education Act of 1965 (HEA)*, as amended in 2008 by the *Higher Education Opportunity Act (HEOA)*, requires states to report annually on key elements of their teacher preparation programs and requirements for initial teacher credentialing, kindergarten through 12th grade (K–12), on a State Report Card (SRC) designated by the secretary.

While annual Title II reporting is required by law, the method of reporting information is determined by the state. The Institutional and Program Report Card (IPRC) is an online tool institutions of higher education (IHEs)² and other entities conducting state-approved teacher preparation programs may use to submit information to the state on teacher preparation mandated by Title II. If a state elects to use the IPRC, all IHE and non-IHE-based teacher preparation programs in the state must report to the state using this tool. States, in turn, must report their information to the Department on the SRC annually by Oct. 31. The data reported by teacher preparation programs to their respective states are in large part included in the states' Title II reports to the Department.

The report is intended to provide Congress, aspiring teachers, the education community, researchers and policymakers, and the general public with information that Congress has identified as important to a basic understanding of teacher preparation in America. In this regard, this report provides national information and answers such questions as:

- How many prospective teachers were enrolled in teacher preparation programs during Academic Year (AY) 2009–10?
- What was the demographic composition of these enrollees?
- What are the teacher preparation program enrollment trends over the last decade?
- How many teacher preparation program enrollees were successful program completers?
- What type of teacher preparation program, traditional³ or alternative route⁴, did the completers attend, and in what proportions?
- What state standards and policies guided teacher preparation program development and evaluation?
- Which teacher preparation programs have states reported as low-performing or as at risk of being identified as low-performing?
- What state requirements and assessment criteria underpin initial teacher credentialing?
- How many prospective teachers took state assessments in AY 2009–10 compared to the previous year?
- How many initial credentials were awarded by states to new teachers in AY 2009–10 compared to the previous year?

1 For purposes of this report, the term "state" refers to the entities required to report as states under Title II of HEA, that is, any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the U.S. Virgin Islands, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). While for purposes of defining who must report a "state" includes the other entities, for purposes of presentation of data in this report other entities will be separated from the 50 states.

2 The use of IHE by itself refers to an institution of higher education with one or more teacher preparation programs.

3 Traditional teacher preparation programs generally serve undergraduate students who have no prior teaching or work experience, and lead to at least a bachelor's degree. Some traditional teacher preparation programs may lead to a teaching credential but not to a degree. A traditional teacher preparation program in the outlying areas may lead to an associate's degree.

4 Alternative route teacher preparation programs primarily serve candidates who have subject-matter knowledge and who are the teachers of record in a classroom while participating in their teacher preparation program. Alternative route teacher preparation programs may be based in an IHE or outside an IHE. For purposes of Title II reporting, each state determines which teacher preparation programs are alternative routes.

Ninth Title II Report Contents

Data that states reported to the Department in 2011 are presented in this ninth report. For many data elements, such as the number of individuals enrolled in teacher preparation programs, states reported on AY 2009–10 data. For other data elements, such as the admission requirements for each teacher preparation program and descriptions of the state's alternative routes to a teacher credential, states reported on the most current information available. See table Executive Summary (ES.1) for a list of data elements included in the SRC and the years being reported for each data element.

The ninth report contains two sections. Section I provides a national overview of the 2009–10 state data by key topics collected through the SRC, including graphics showing Title II longitudinal trends over more than a decade of state reporting. Similar to previous reports, the national overview is organized into chapters with each summarizing states' data on *HEA* Title II key elements. The chapters cover: I) Teacher Preparation Programs, II) Institutions of Higher Education (IHE) Offering Teacher Preparation Programs, III) State Standards for Teacher Credentials, IV) Evaluation of Teacher Preparation Programs, V) State Initial Credentials for Teachers, and VI) Assessments Required for a Teacher Credential.

Section II provides snapshots that portray the characteristics and productivity of teacher preparation programs in each reporting state. The state snapshots present data on key topics for each state, including relevant data presented in the national overview. The purpose of the snapshots is to illustrate each state's participation in preparing the nation's teacher workforce and setting credential and assessment requirements for new teachers.

Design of the State Reporting System

Since 2001, the Department has used a Web-based state reporting system to collect the data required to implement Title II of *HEA*. The Department's contractor, Westat, developed this Web-based system to conform to the procedures and methodologies the Department established for implementing Title II, and refined the system based on input from representatives of teacher preparation programs, states, testing companies, and national organizations. This Web-based reporting system also allows for the collection of consistent information across states.

States report a large portion of their Title II information in narrative form, although some data elements call for numeric responses. Table ES.1 highlights the main data elements of the state report and whether they require a narrative or numeric response. A narrative response may include responding to questions by checking yes or no, selecting from a list of possible responses, or typing a response in a text box. A numeric response requires that the state enter a number in response to a question or upload a data file. Data elements may require only narrative responses, only numeric responses, or a combination of both types of responses. States also had the option to provide introductory or supplemental information to provide context for their reports.

The state reporting system is designed to ensure that states submit complete and accurate data and narrative information in their reports. The reporting system contains internal edit check functions that assist states in identifying missing or incomplete data and increasing reporting accuracy. Westat provides a Title II Service Center to provide technical assistance to states with their reporting and affords them numerous opportunities to review, verify, and correct their data during and following the reporting period.

Table ES.1 Data elements in the 2011 state reports

Data Element	Year of Data Being Reported	Narrative	Numeric
A description of traditional and alternative route teacher preparation program admissions requirements	Most current information, as reported in 2011	✓	
The number of students enrolled in each teacher preparation program by gender, race, and ethnicity	AY 2009-10		✓
The number of hours required prior to student teaching and for student teaching and the number of faculty and prospective teachers participating in each teacher preparation program	AY 2009-10		✓
The number of teachers prepared by credential area, academic major, and subject area	AY 2009-10		✓
The total number of teachers receiving an initial credential	AY 2009-10		✓
The total number of traditional and alternative route teacher preparation program completers	AY 2009-10 AY 2008-09 AY 2007-08		✓
A description of the reliability and validity of teacher credential assessments and requirements	Most current information, as reported in 2011	✓	
A description of each state teacher credential and the requirements to obtain each	Most current information, as reported in 2011	✓	✓
A description of state teacher standards and the alignment of the standards with assessments for teacher credentials and state academic standards	Most current information, as reported in 2011	✓	
The institutional and state pass rates of traditional and alternative route program completers on assessments required for credentials, including the minimum passing score	AY 2009-10 AY 2008-09 AY 2007-08		✓
A description of alternative routes to a teacher credential	Most current information, as reported in 2011	✓	✓
A description of criteria for determining low-performing teacher preparation programs and a list of any teacher preparation programs that the state identified as low-performing or at-risk of being identified as low-performing	Most current information, as reported in 2011	✓	
A description of the extent to which teacher preparation programs addressed shortages of highly qualified teachers	Most current information, as reported in 2011	✓	
A description of the extent to which teacher preparation programs prepared teachers to teach students with disabilities and students who are limited English proficient	Most current information, as reported in 2011	✓	
A description of the extent to which teacher preparation programs prepared teachers to integrate technology into curricula and instruction	Most current information, as reported in 2011	✓	
A description of steps the state has taken to improve teacher quality during the past year	Most current information, as reported in 2011	✓	

State Participation in 2011 State Reports

Since 2001, the 50 states, the District of Columbia, Guam, and the Commonwealth of Puerto Rico (Puerto Rico) have participated in Title II reporting. The U.S. Virgin Islands (Virgin Islands) began reporting in 2002. American Samoa, the Federated States of Micronesia (Micronesia), the Republic of the Marshall Islands (Marshall Islands), the Commonwealth of the Northern Mariana Islands (Northern Mariana Islands), and the Republic of Palau (Palau) began reporting in 2006. *HEA* defines all of these jurisdictions as "states."

Of the 50 states and nine jurisdictions required to report in 2011, all but three complied with reporting requirements by submitting a state report. Guam, Marshall Islands, and Micronesia did not submit reports.

Key Terminology

The definitions used in this report are those that the Department established for *HEA* Title II reporting. Key definitions are included here.

Cut score

The minimum score required by the state to pass an assessment for a teacher credential.

Early childhood/early learning

Programs and activities serving children from birth through third grade.

Enrolled student

A student who has been admitted to a teacher preparation program but who has not yet completed the program.

Initial credential

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

Low-performing teacher preparation program

A program that a state identifies as low-performing on the basis of criteria it has established for identifying teacher preparation programs with unsatisfactory performance.

Program completer

A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for an initial credential may not be used as a criterion for determining who is a program completer.

Scaled scores

A scaled score is a conversion of a raw score on a test or version of the test to a common scale that allows for a numerical comparison between test-takers. Because most major testing companies use multiple versions of a test, the scale is used to control slight variations from one version of a test to the next. Scaled scores are particularly useful for comparing test scores over time, such as measuring semester-to-semester and year-to-year growth of individual test-takers or groups of test-takers in a content area. However, within the same test, different content areas are typically on different scales, so a scaled score of 24 in Mathematics may not mean the same thing as a scaled score of 24 in Reading.

Summary pass rate

The percentage of individuals who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas.

Teacher preparation program

A state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational requirements, or training requirements, or both, for an initial credential to teach in the states' elementary, middle or secondary schools. (See also the bullet on alternative route teacher preparation programs immediately below.) A teacher preparation program may be either a traditional program or an alternative route program, as defined by the state. Also, it may be within or outside an IHE. For *HEA* Title II

reporting, all traditional teacher preparation programs at a single IHE are considered to be a single program.

Alternative route teacher preparation programs primarily serve candidates whom states permit to be the teachers of record in a classroom while participating in the route. They may be within an IHE (referred to as "alternative, IHE-based") or outside an IHE (referred to as "alternative, not IHE-based"). For purposes of HEA Title II reporting, each state determines which teacher preparation programs are alternative route programs.

Traditional teacher preparation programs generally serve undergraduate students who have no prior teaching or work experience, and generally lead to at least a bachelor's degree. Some traditional teacher preparation programs may lead to a teaching credential but not to a degree. A traditional teacher preparation program in the outlying areas may lead to an associate's degree.

Selected Findings from 2011 State Reports

Teacher Preparation Programs

- In 2011, states reported data on 2,124 teacher preparation programs. For purposes of HEA Title II reporting, the Department considers all traditional teacher preparation programs at a single IHE to be a single program. The Department counts an IHE with both a traditional teacher preparation program and an alternative route teacher preparation program as having two teacher preparation programs.
- States reported three types of teacher preparation programs, with 69 percent classified as traditional, 21 percent alternative route teacher preparation programs based at IHEs, and 10 percent alternative route teacher preparation programs not based at IHEs.

Teacher Preparation Program Enrollment

- During AY 2009–10, a total of 728,310 students were enrolled in teacher preparation programs. Of those:
 - 88 percent were enrolled in traditional teacher preparation programs;
 - 6 percent were enrolled in alternative route teacher preparation programs based at IHEs; and
 - 6 percent were enrolled in alternative route teacher preparation programs not based at IHEs.
- Seventy-four percent of individuals enrolled in teacher preparation programs were female and 25 percent were male.
- Sixty-eight percent of individuals enrolled in teacher preparation programs in AY 2009–10 identified as white, 11 percent identified as Hispanic or Latino, and 9 percent identified as black or African American.

Hours of Required Supervised Clinical Experience

- In AY 2009–10, the mode, or most commonly reported, of the average number of hours of supervised clinical experience required prior to student teaching in traditional programs was 100.
- In AY 2009–10, the mode, or most commonly reported, of the average number of hours of supervised clinical experience required for student teaching in traditional programs was 600.
- In AY 2009–10, the mode, or most commonly reported, of the average number of hours of supervised clinical experience required prior to student teaching in alternative, IHE-based programs was zero.
- In AY 2009–10, the mode, or most commonly reported, of the average number of hours of supervised clinical experience required for student teaching in alternative, IHE-based programs was zero.

- In AY 2009–10, the mode, or most commonly reported, of the average number of hours of supervised clinical experience required prior to student teaching in non-IHE-based alternative programs was zero.
- In AY 2009–10, the mode, or most commonly reported, of the average number of hours of supervised clinical experience required for student teaching in non-IHE-based alternative programs was zero.

Teacher Preparation Program Completers

- Teacher preparation programs prepared a total of 241,401 completers in AY 2009–10. This represented an increase of 7 percent from the previous academic year (226,342 in AY 2008–09) and an 8 percent increase from AY 2007–08 (223,862).
- Traditional teacher preparation programs prepared 192,665 completers in AY 2009–10. This represented an increase of 6 percent from the previous academic year (182,562 in AY 2008–09) and a 7 percent increase from AY 2007–08 (180,574).
- Alternative route teacher preparation programs based at IHEs prepared 19,879 completers in AY 2009–10. This represented an increase of 3 percent from the previous academic year (19,360 in AY 2008–09) and a 6 percent increase from AY 2007–08 (18,679).
- Alternative route teacher preparation programs not based at IHEs prepared 28,857 completers in AY 2009–10, representing an increase of 18 percent from AY 2008–09 academic year (24,420) and a 17 percent increase from AY 2007–08 (24,609).

Top State Teacher Producers

- In AY 2009–10, the five states that reported the greatest number of individuals enrolled in teacher preparation programs were:
 - New York (81,406 or 11 percent of all students),
 - Texas (67,361 or 9 percent of all students),
 - Arizona (44,627 or 6 percent of all students),
 - Pennsylvania (40,739 or 6 percent of all students), and
 - California (36,577 or 5 percent of all students).
- In AY 2009–10, the five states that reported the greatest number of teacher preparation program completers were:
 - Texas (39,126, or 16 percent of all program completers),
 - New York (22,517, or 9 percent of all program completers),
 - Illinois (20,298, or 9 percent of all program completers),
 - California (15,005, or 6 percent of all program completers), and
 - Pennsylvania (12,026, or 5 percent of all program completers).

IHEs Offering Teacher Preparation Programs

- Nearly all IHEs (98 percent) offering teacher preparation programs are four-year institutions.
- Sixty-one percent of IHEs offering teacher preparation programs are private not-for-profit institutions, 38 percent are public institutions, and 2 percent are private for-profit institutions.

State Initial Credentials for Teachers

- States reported on the total number of initial teaching credentials issued in AY 2009–10 to individuals prepared in the state and to individuals prepared in another state.
 - States reported a total of 312,742 initial teaching credentials issued in AY 2009–10.
 - In AY 2009–10, states issued 253,042 initial teaching credentials to individuals prepared in the state.
 - In AY 2009–10, states issued 59,700 initial teaching credentials to individuals prepared in another state.

Evaluation of Teacher Preparation Programs

- Thirty-nine states, the District of Columbia, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands did not classify any teacher preparation programs as being low-performing or at risk of being classified as low-performing (at-risk).
- In 2011, 11 states and Puerto Rico reported at-risk and low-performing teacher preparation programs. A total of 38 programs were classified as low-performing or at risk of being classified as low-performing. Twenty-nine of these programs were identified as at-risk and nine were designated as low-performing.

- Programs identified as low-performing or at risk of being classified as low-performing represented less than two percent of the total number of teacher preparation programs reported.
- Eleven programs that states identified as either at-risk or low-performing in AY 2008–09 remained at-risk or low-performing in AY 2009–10.
- Three programs that states identified as at-risk in AY 2008–09 were changed to low-performing for AY 2009–10.
- Conversely, two programs that states identified as low-performing in AY 2008–09 were changed to at-risk for AY 2009–10.

Assessments Required for a Teacher Credential

- In AY 2009–10, 48 states, the District of Columbia, Puerto Rico, Guam, Northern Mariana Islands, and Virgin Islands assessed initial teacher candidates through state testing.
- Not all states required assessments for an initial credential. As of AY 2009–10, Iowa, Montana, American Samoa, Micronesia, Marshall Islands, and Palau did not require testing for an initial teacher credential.

SECTION I

NATIONAL OVERVIEW

CHAPTER I: TEACHER PREPARATION PROGRAMS

This chapter presents an overview of teacher preparation program routes to teaching, traditional and alternative, that are available today in many states to ensure that teachers enter the classroom with the skills they need to succeed. Regardless of a teacher's choice of a traditional route program or an alternative route program within or outside of an institution of higher education, it is expected that program completers will have gained the knowledge, skills, and abilities needed to effectively teach the nation's diverse student population.

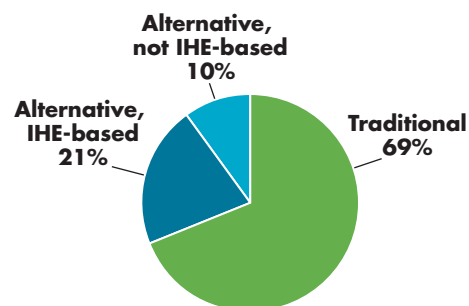
Following the amendments to *HEA* enacted in 2008, states were required to report more data on traditional and alternative route teacher preparation programs than they had in previous years. For all traditional and alternative route teacher preparation programs, states report data on teacher preparation program type, enrollment, program completers, admissions requirements, supervised clinical experience, program completers, the number of teachers prepared by academic major and subject area, and the number of initial teaching credentials issued.

Teacher Preparation Program Types

Traditional teacher preparation programs are offered at IHEs, but alternative route teacher preparation programs can be based within or outside of an IHE. As a result, states report information on all teacher preparation programs, whether within or outside of IHEs, on the State Report Card (SRC). In this regard, state reports aggregate all traditional teacher preparation activities at an IHE into a report on a single teacher preparation program, and all alternative route teacher preparation program activities at an IHE into a report on a single alternative route program.

- In 2011, states reported data on 2,124 teacher preparation programs.
- States reported three types of teacher preparation programs: traditional programs, alternative route programs based at IHEs, and alternative route programs not based at IHEs. Of the teacher preparation programs reported:
 - Sixty-nine percent (1,466 programs) were classified as traditional teacher preparation programs.
 - Twenty-one percent (439 programs) were classified as alternative route teacher preparation programs based at IHEs.
 - Ten percent (219 programs) were classified as alternative route teacher preparation programs not based at IHEs (see figure 1.1).

Figure 1.1 Classification of teacher preparation programs by type of program: AY 2009–10

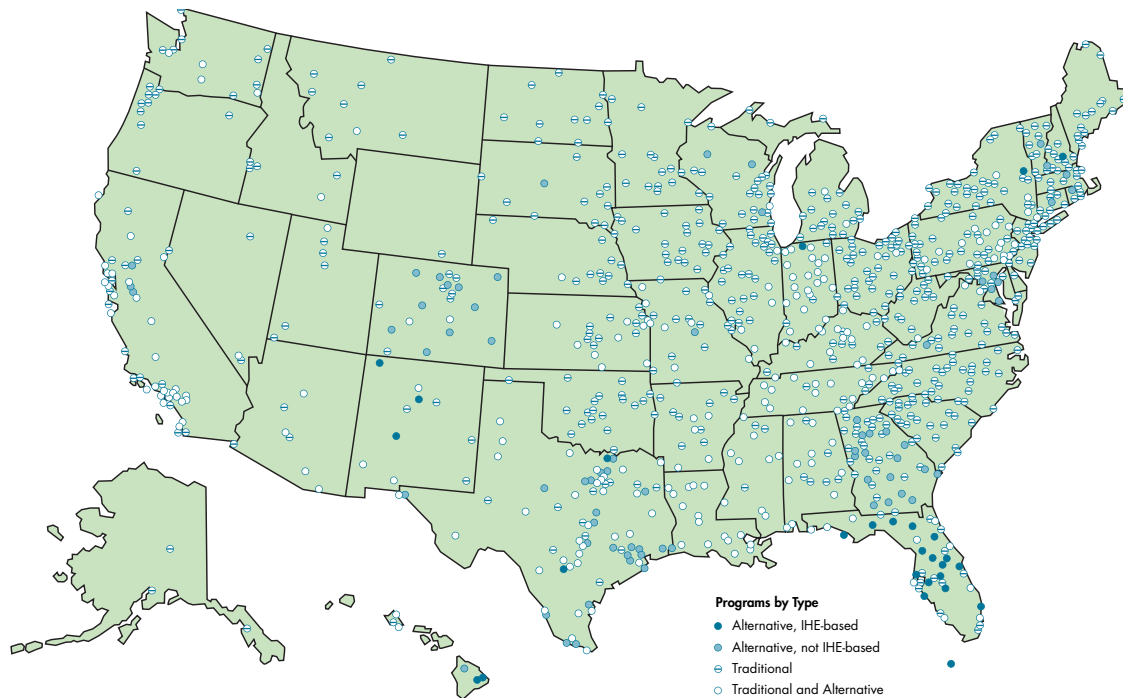


NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- Figure 1.2 shows the distribution of teacher preparation programs by types. In this figure, IHEs that have both traditional and alternative route teacher preparation programs are only displayed once.
 - States reported 41 IHEs that offered only an alternative route teacher preparation program.
 - States reported a total of 219 alternative route teacher preparation programs that were not based at IHEs.

Figure 1.2 Teacher preparation programs reported, by program type: AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- States reported 1,068 IHEs that offered only a traditional teacher preparation program.
- States reported 398 IHEs that offered both traditional and alternative route teacher preparation programs.

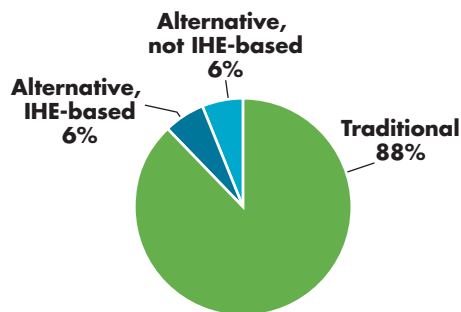
Traditional Teacher Preparation Programs

Historically, teachers in the United States have prepared to enter the profession by completing an undergraduate college program focused on teaching. These programs, termed “traditional teacher preparation programs,” tend to be four-year undergraduate programs. Traditional programs generally include courses on how to teach (pedagogy), as well as academic content, and sometimes include courses on working with special populations (such as special education students or English learners).

The majority of new teachers still prepare to enter the classroom through traditional teacher preparation programs.

- A large majority (88 percent) of prospective teachers are enrolled in traditional teacher preparation programs (see Figure 1.3).
- New York enrolls the largest number of individuals in traditional teacher preparation programs, accounting for 12 percent of all individuals enrolled in traditional teacher preparation programs nationwide and 11 percent of all traditional teacher preparation program completers.
- Arizona enrolls the second largest percentage of individuals in traditional teacher preparation programs, accounting for 7 percent of all individuals enrolled in traditional teacher preparation programs.

Figure 1.3 Enrollment in teacher preparation programs by type of program: AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Alternative Route Teacher Preparation Programs

In past decades, states were prompted by teacher shortages in critical subjects and low numbers of minority and male candidates to develop alternative ways to prepare individuals who already held a bachelor's degree and had expertise in a subject area. Some states approved innovative teacher preparation programs targeting these candidates as alternatives to four-year undergraduate programs that dominated teacher credentialing programs in many states until the 1990s.

Under Title II, states report participants in alternative route teacher preparation programs as in receipt of the same initial certification as those who complete traditional preparation programs. In doing so, Title II reporting reflects the Department's approach to participants in alternative route programs under the "highly qualified teacher requirements" in the *Elementary and Secondary Education Act (ESEA)*. Those requirements require that all teachers of core academic subjects employed by local education agencies be highly qualified—meaning that they have at least a bachelor's degree, have demonstrated subject matter content in ways that ESEA requires, and be fully certified. Department regulations⁵ provide that teachers participating

in alternative route programs that meet basic conditions may be considered fully certified for purposes of this highly qualified teacher requirement for up to three years provided they are making satisfactory progress toward completing their program. The components of alternative route teacher preparation programs vary, but must provide intensive supervision for participating teachers. States must report to Title II on characteristics specific to their alternative route teacher preparation programs, including the year each was approved and implemented, and the organization responsible for program administration.

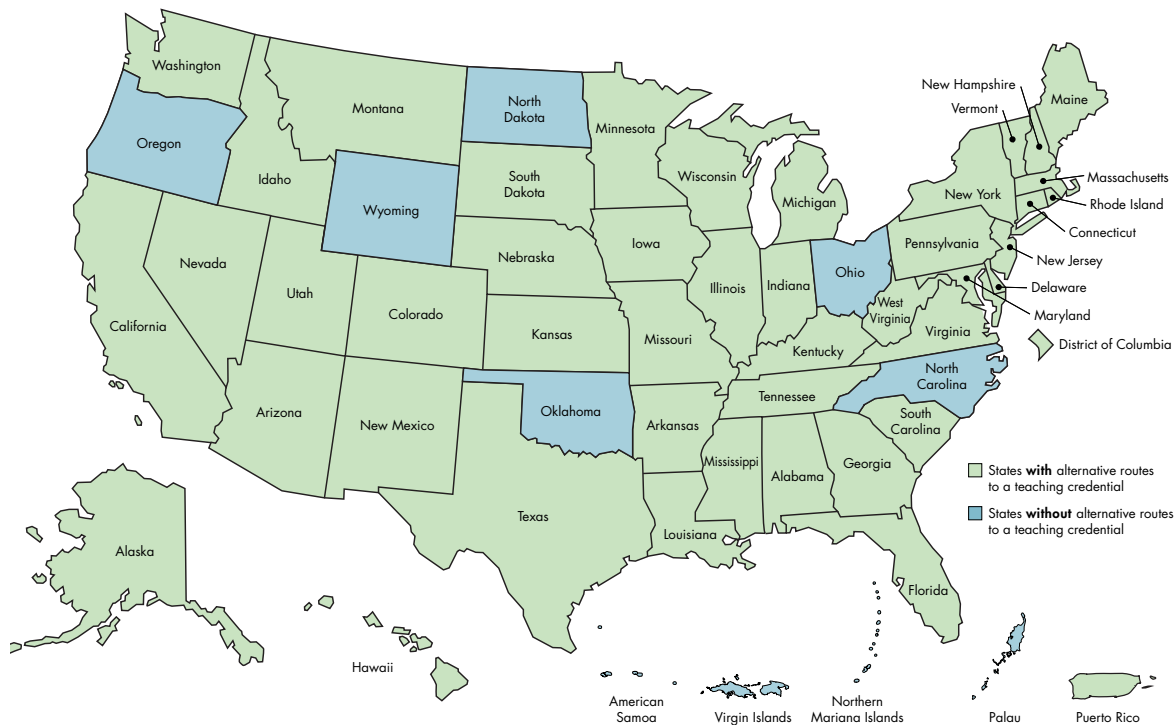
- In 2011, 45 states, the District of Columbia, and Puerto Rico reported that the state had approved alternative route teacher preparation programs (see figure 1.4).
- Nine states—North Carolina, North Dakota, Oklahoma, Oregon, Wyoming, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands—reported that they did not have approved alternative route teacher preparation programs in 2011 (see figure 1.4).
- Twelve percent of prospective teachers are enrolled in alternative route teacher preparation programs (see figure 1.3).
- Texas enrolls the largest amount of individuals in alternative teacher preparation programs, accounting for 15 percent of all individuals enrolled in alternative, IHE-based programs nationwide, and 60 percent of all individuals enrolled in alternative, not IHE-based programs nationwide.

Admissions Requirements

States reported that teacher preparation programs have a variety of admissions requirements for candidates to be accepted into a program. Requirements for admission into teacher preparation programs varied based on program level, as well as program type. Many elements were frequently reported as requirements for admission, including application into the program, minimum grade point average, personal essays, or a minimum basic skills test score.

⁵ Regulations for Title I, Part A, of ESEA, 34, CFR 200.56(a)(2).

Figure 1.4 States with approved alternative routes to a teaching credential: 2011



NOTE: Alternative route teacher preparation programs primarily serve candidates who are the teachers of record in a classroom while participating in the route. For purposes of HEA Title II reporting, alternative route teacher preparation programs are defined as such by the state. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- In 2011, states reported that teacher preparation programs frequently required an application to the program, a minimum grade point average, personal essays, or a minimum basic skills test score.
- Admissions requirements varied based on the program level (undergraduate or postgraduate) and program type (traditional programs, alternative programs based at an IHE, or alternative programs not based at an IHE).

Enrollment Characteristics

As required by Title II of *HEA*, states report the number of teacher candidates enrolled for every state-approved teacher preparation program. These data include the number of individuals enrolled by program type, by gender, and by race and ethnicity. When comparing the teacher preparation program enrollment data

that states reported to the national K–12 student population gathered by the Department’s National Center for Education Statistics, the data show little demographic overlap of teacher preparation programs’ enrollees and K–12 populations of students. In the aggregate, the gender, race, and ethnicity of individuals enrolled in teacher preparation programs differ from K–12 students nationwide.

- During AY 2009–10, a total of 728,310 individuals were enrolled in teacher preparation programs (see table 1.1).
- 88 percent were enrolled in traditional teacher preparation programs; 6 percent were enrolled in alternative programs based at IHEs; and 6 percent were enrolled in alternative programs not based at IHEs (see figure 1.3).

Table 1.1 Number and percentage of individuals enrolled in teacher preparation programs, by selected characteristics and program type: AY 2009–10

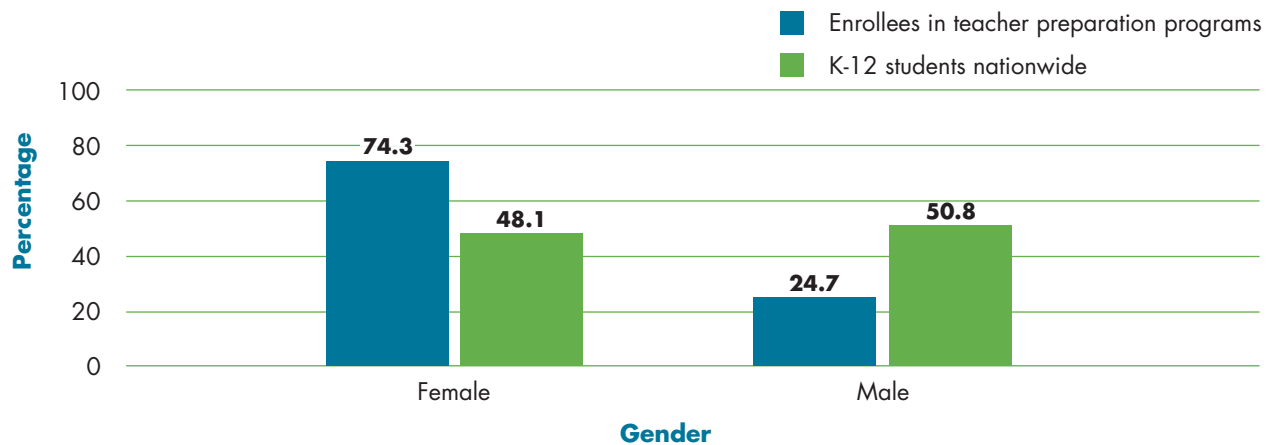
Selected Characteristics	Program Type							
	All Programs		Traditional		Alternative, IHE-Based		Alternative, Not IHE-Based	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Total	728,310		639,623		47,266		41,421	
<i>Students enrolled by gender</i>								
Female	541,459	74.3	482,391	75.4	33,107	70.0	25,961	62.7
Male	179,637	24.7	153,839	24.1	13,901	29.4	11,897	28.7
<i>Students enrolled by race/ethnicity</i>								
American Indian or Alaska Native	5,745	0.8	5,236	0.8	279	0.6	230	0.6
Asian or Pacific Islander	18,979	2.6	15,983	2.5	1,764	3.7	1,232	3.0
Black or African American	62,358	8.6	50,454	7.9	6,059	12.8	5,845	14.1
Hispanic/Latino of any race	76,955	10.6	65,695	10.3	4,754	10.1	6,506	15.7
White	495,981	68.1	443,712	69.4	30,031	63.5	22,238	53.7
Two or more races	9,659	1.3	7,841	1.2	1,359	2.9	459	1.1

NOTE: Data on enrollment by gender and race/ethnicity were not available for all teacher preparation programs. Some teacher preparation programs only provided the total number of students enrolled; thus, the sum of the number of students enrolled by characteristic will not equal the total. Percentages may not sum to 100 due to rounding. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- Seventy-four percent of individuals enrolled in teacher preparation programs were female and 25 percent were male. By contrast, 48 percent of K–12 students nationwide were female and 51 percent were male in AY 2009–10 (see figure 1.5).
- Similarly, the race and ethnicity of individuals enrolled in teacher preparation programs are very different from the race and ethnicity of the K–12 student population nationwide (see figure 1.6).
 - Sixty-eight percent of individuals enrolled in teacher preparation programs in AY 2009–10 were white, while only 53 percent of K–12 students in AY 2009–10 were white.
 - Individuals identifying as Hispanic or Latino of any race were underrepresented in teacher preparation programs. While 23 percent of K–12 students were Hispanic or Latino in AY 2009–10, only 11 percent of individuals enrolled in teacher preparation programs identified as Hispanic or Latino (see figure 1.6).
 - Individuals identifying as black or African American were also underrepresented in teacher preparation programs. While 16 percent of K–12 students were black or African American in AY 2009–10, only 9 percent of individuals enrolled in teacher preparation programs identified as black or African American (see figure 1.6).

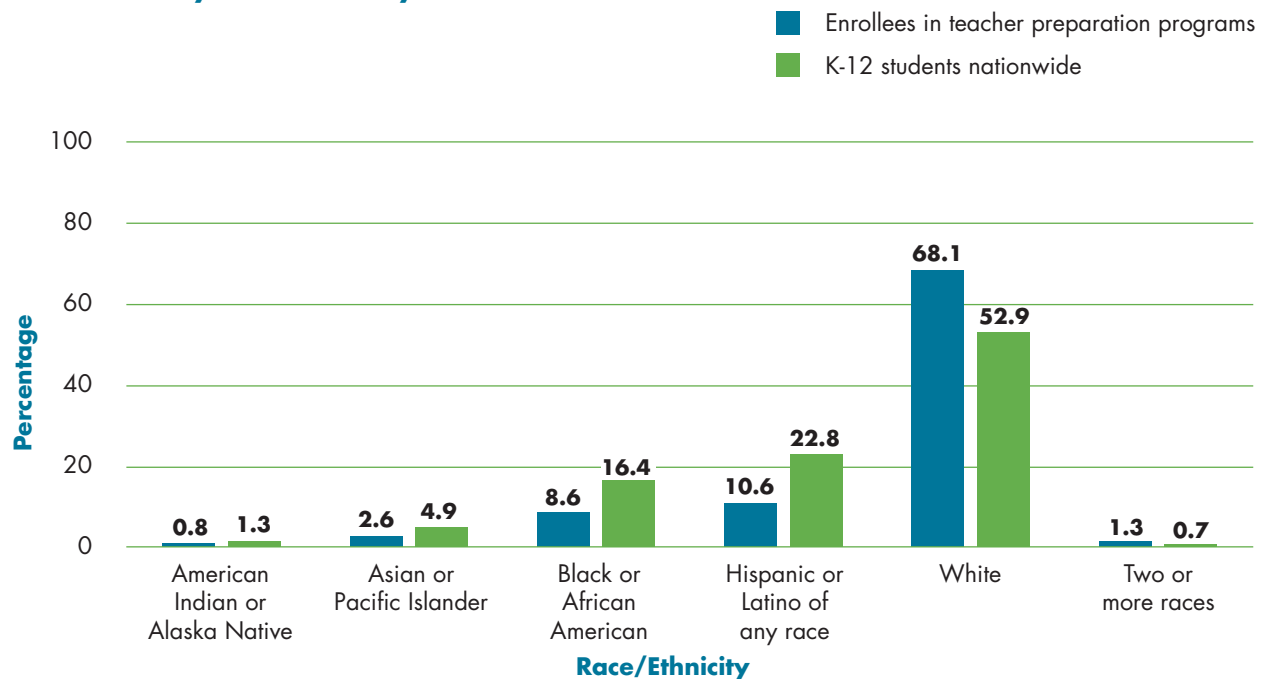
Figure 1.5 Individuals enrolled in teacher preparation programs and K-12 students, by gender: AY 2009–10



NOTE: Data on enrollment by gender and race/ethnicity were not available for all teacher preparation programs. Some teacher preparation programs only provided the total number of students enrolled; thus, the sum of the number of students enrolled by characteristic will not equal the total. Percentages may not sum to 100. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*. U.S. Department of Education, National Center for Education Statistics. (2012). Integrated Postsecondary Education Data System (IPEDS).

Figure 1.6 Individuals enrolled in teacher preparation programs and K-12 students, by race/ethnicity: AY 2009–10



NOTE: Data on enrollment by gender and race/ethnicity were not available for all teacher preparation programs. Some teacher preparation programs only provided the total number of students enrolled; thus, the sum of the number of students enrolled by characteristic will not equal the total. Percentages may not sum to 100. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*. U.S. Department of Education, National Center for Education Statistics. (2012). Integrated Postsecondary Education Data System (IPEDS).

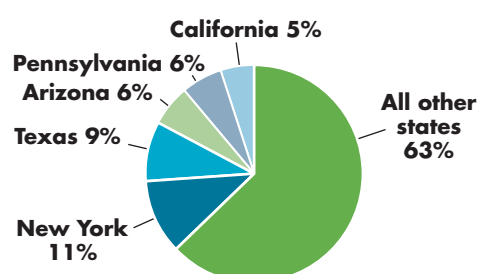
Top State Teacher Producers by Enrollment and Program Type

States reported on the total number of individuals enrolled in teacher preparation programs in their state. New York led the nation in the number of individuals enrolled in teacher preparation programs, accounting for 11 percent of all enrolled students nationwide, and 12 percent of individuals enrolled in traditional teacher preparation programs. Texas accounted for 9 percent of all enrolled students nationwide, and led the nation in individuals enrolled in alternative routes, accounting for 15 percent of individuals enrolled in alternative routes based at IHEs and 60 percent of those enrolled in alternative routes not based at IHEs.

- In AY 2009–10, the five states that enrolled the greatest number of individuals in teacher preparation programs were (see table 1.2 and figure 1.7):
 - New York (81,406 or 11 percent of all students),
 - Texas (67,361 or 9 percent of all students),
 - Arizona (44,627 or 6 percent of all students),

- Pennsylvania (40,739 or 6 percent of all students), and
- California (36,577 or 5 percent of all students).

Figure 1.7 Top five teacher-producing states by percentage of individuals enrolled in teacher preparation programs: AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Table 1.2 Number of enrollees in teacher preparation programs, by state and program type: AY 2009–10

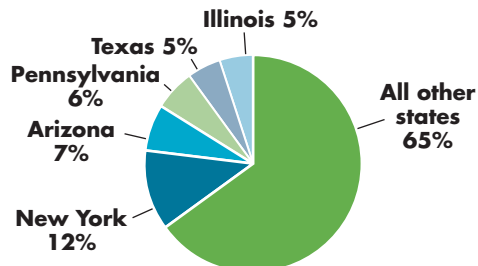
Rank	Traditional			Alternative, IHE-Based			Alternative, Not IHE-Based		
	State	Enrollees	%	State	Enrollees	%	State	Enrollees	%
1	New York	75,565	11.8	Texas	7,216	15.3	Texas	25,011	60.4
2	Arizona	43,836	6.9	New York	5,841	12.4	New Jersey	2,526	6.1
3	Pennsylvania	39,028	6.1	California	5,050	10.7	Alabama	1,805	4.4
4	Texas	35,134	5.5	Florida	3,342	7.1	Missouri	1,586	3.8
5	Illinois	33,097	5.2	Ohio	3,254	6.9	South Carolina	1,382	3.3
6	California	30,299	4.7	Louisiana	2,692	5.7	California	1,228	3
7	Ohio	29,707	4.6	Tennessee	2,473	5.2	Maryland	856	2.1
8	Michigan	22,015	3.4	Nevada	2,113	4.5	Arkansas	814	2
9	Puerto Rico	19,869	3.1	Alabama	1,935	4.1	Georgia	616	1.5
10	New Jersey	18,884	3	Indiana	1,888	4	Massachusetts	595	1.4
N/A	All other states	292,189	45.7	All other states	11,462	24.2	All other states	5,002	12.1

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- In AY 2009–10, the five states that enrolled the greatest number of traditional teacher preparation program students were (see table 1.2 and figure 1.8):
 - New York (75,565 or 12 percent of all traditional students),
 - Arizona (43,836 or 7 percent of all traditional students),
 - Pennsylvania (39,028 or 6 percent of all traditional students),
 - Texas (35,134 or 5 percent of all traditional students), and
 - Illinois (33,097 or 5 percent of all traditional students).

Figure 1.8 Top five teacher-producing states by percentage of individuals enrolled in traditional teacher preparation programs: AY 2009–10



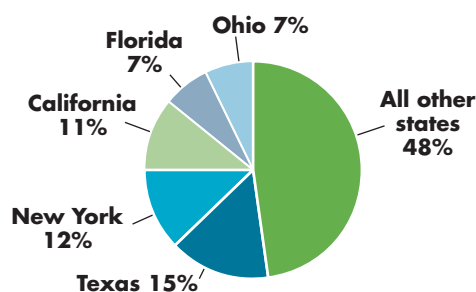
NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- In AY 2009–10, the five states that enrolled the greatest number of alternative route teacher preparation program students based at IHEs were (see table 1.2 and figure 1.9):
 - Texas (7,216 or 15 percent of all alternative, IHE-based students),
 - New York (5,841 or 12 percent of all alternative, IHE-based students),

- California (5,050 or 11 percent of all alternative, IHE-based students),
- Florida (3,342 or 7 percent of all alternative, IHE-based students), and
- Ohio (3,254 or 7 percent of all alternative, IHE-based students).

Figure 1.9 Top five teacher-producing states by percentage of individuals enrolled in alternative, IHE based teacher preparation programs: AY 2009–10

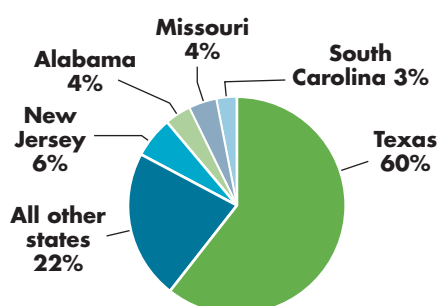


NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- In AY 2009–10, the five states that enrolled the greatest number of alternative route teacher preparation program students not based at IHEs were (see table 1.2 and figure 1.10):
 - Texas (25,011 or 60 percent of all alternative, non-IHE-based students),
 - New Jersey (2,526 or 6 percent of all alternative, non-IHE-based students),
 - Alabama (1,805 or 4 percent of all alternative, non-IHE-based students),
 - Missouri (1,586 or 4 percent of all alternative, non-IHE-based students), and
 - South Carolina (1,382 or 3 percent of all alternative, non-IHE-based students).

Figure 1.10 Top five teacher-producing states by percentage of individuals enrolled in alternative, not-IHE based teacher preparation programs: AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

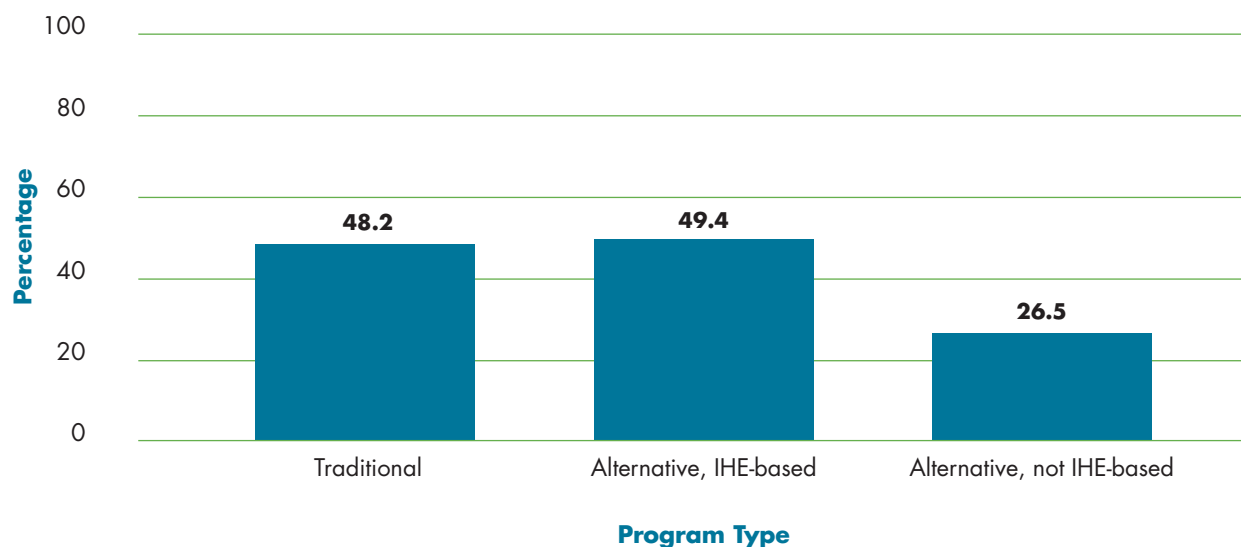
Supervised Clinical Experience

The 2008 amendments to *HEA* require states to report, for each teacher preparation program, the required number of hours of supervised clinical experience and numbers of faculty and students participating. Supervised clinical experience is a general term, and, in practice, typically refers to participation in classrooms prior to student teaching and for student teaching. Two levels of commonly accepted preservice supervised clinical experience reported here are likely to be 1) classroom observation and participation, such as tutoring, small, medium and large group activity, microteaching, and numerous other interactive teacher and student formats, but without responsibility for a classroom, and 2) student teaching with responsibility for a classroom. Supervised clinical experience is defined by the state and traditional teacher preparation programs.

- Of the 728,310 total students enrolled, 47.1 percent (342,864) were taking part in supervised clinical experience during AY 2009–10.

- The percentage of students participating in supervised clinical experience was similar in traditional teacher preparation programs (48.2 percent) and alternative route teacher preparation programs based at IHEs (49.4 percent). Of students enrolled in alternative route teacher preparation programs not based at IHEs, 26.5 percent were participating in supervised clinical experience (see figure 1.11).
- Among the traditional teacher preparation programs for which the states reported these data in AY 2009–10:
 - The mode, or most commonly reported, of average number of hours of required supervised clinical experience prior to student teaching was 100, and the median number of hours required prior to student teaching was 120 (see table 1.3), and
 - The mode, or most commonly reported, of average number of hours required for student teaching was 600, and the median number of hours required for student teaching was 520 (see table 1.3).
- Among the alternative, IHE-based teacher preparation programs for which states reported these data in AY 2009–10:
 - The mode, or most commonly reported, of average number of hours of required supervised clinical experience prior to student teaching was zero, and the median number of hours required prior to student teaching was 60 (see table 1.3), and
 - The mode, or most commonly reported, of average number of hours required for student teaching was zero, and the median number of hours required for student teaching was 480 (see table 1.3).
- Among the non-IHE based alternative route teacher preparation programs for which states reported these data in AY 2009–10:
 - The mode, or most commonly reported, of average number of hours of required supervised clinical experience prior to student teaching was zero, and the median number of hours required prior to student teaching was 65 (see table 1.3), and

Figure 1.11 Percentage of students enrolled in teacher preparation programs participating in supervised clinical experience, by program type: AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Table 1.3 Average number of hours required of supervised clinical experiences, by selected characteristics and program type: AY 2009–10

Selected Characteristics	Program Type			
	All Teacher Preparation Programs	Traditional	Alternative, IHE-based	Alternative, not IHE-based
<i>Prior to student teaching</i>				
Mode of average number of hours	100	100	0	0
Median average number of hours	109	120	60	65
<i>For student teaching</i>				
Mode of average number of hours	600	600	0	0
Median average number of hours	500	520	480	480

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- The mode, or most commonly reported, of average number of hours required for student teaching was zero, and the median number of hours required for student teaching was 480 (see table 1.3).

Program Completers

States reported on the total number of program completers for each teacher preparation program in their state. For purposes of *HEA* Title II reporting, a 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 an initial

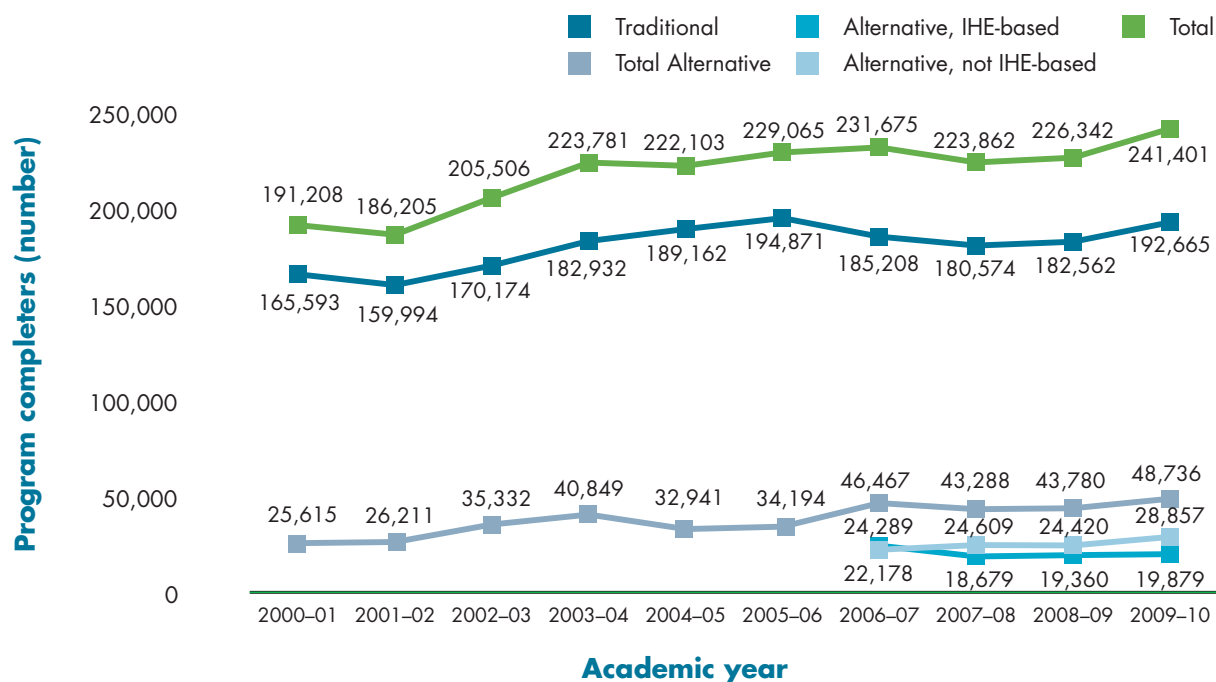
credential may not be used as a criterion for determining who is a program completer.

- Teacher preparation programs prepared a total of 241,401 completers in AY 2009–10. This represented an increase of 7 percent from the previous academic year (226,342 in AY 2008–09) and a 8 percent increase from AY 2007–08 (223,862) (see figure 1.12).

Traditional Teacher Preparation Programs

- Traditional teacher preparation programs prepared 192,665 completers in AY 2009–10. This represented an increase of 6 percent from the previous academic year (182,562 in AY 2008–09) and a 7 percent increase from AY 2007–08 (180,574) (see figure 1.12).

Figure 1.12 Trend in total number of program completers, by traditional and alternative routes: AY 2000–01 through AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam did not submit a state Title II report in 2011. Micronesia did not submit a state Title II report in 2007, 2010, or 2011. Marshall Islands did not submit a state Title II report in 2009, 2010, or 2011. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data. The number of alternative completers in AY 2006–07 through AY 2008–09 is the sum of the alternative, IHE-based completers and alternative, not IHE-based completers. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- In AY 2009–10, 80 percent of all program completers were from traditional teacher preparation programs. This represented a very slight decrease from the two previous academic years, when the proportion of completers of traditional teacher preparation programs was 81 percent in each year (see figure 1.13).

Alternative Route Teacher Preparation Programs

- Alternative route teacher preparation programs based at IHEs prepared 19,879 completers in AY 2009–10. This represented an increase of 3 percent from the previous academic year (19,360 in AY 2008–09) and a 6 percent increase from AY 2007–08 (18,679) (see figure 1.12).
- Alternative route teacher preparation programs not based at IHEs prepared 28,857 completers in AY 2009–10. This represented an increase of 18 percent

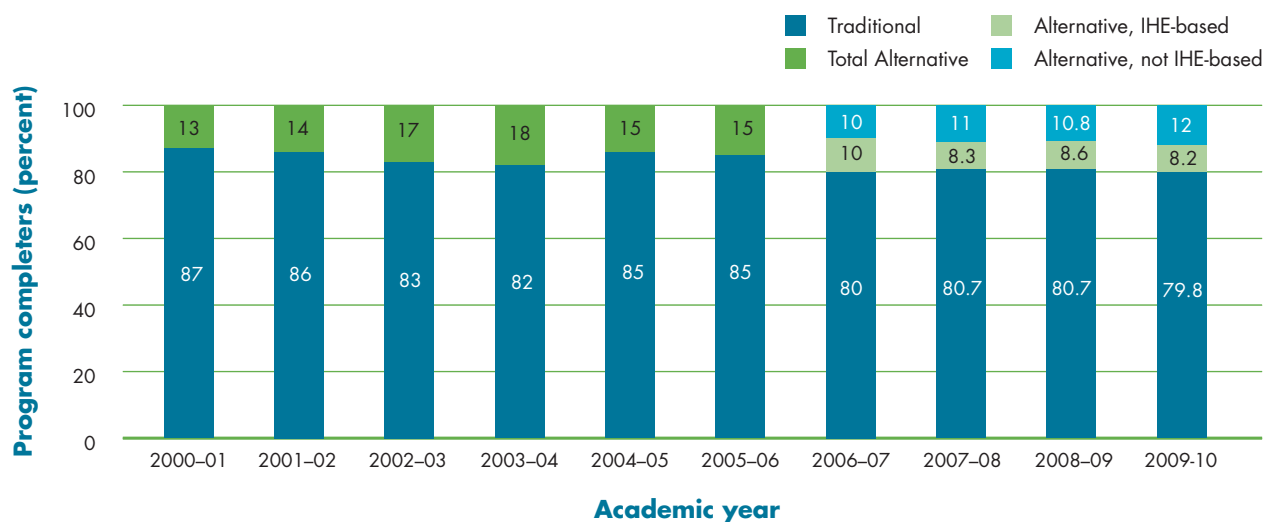
from the previous academic year (24,420 in AY 2008–09) and a 17 percent increase from AY 2007–08 (24,609) (see figure 1.12).

- In AY 2009–10, 8 percent of completers came from alternative programs based at IHEs and 12 percent came from alternative programs not based at IHEs (see figure 1.13).

Top State Teacher Producers by Completer and Program Type

States reported on the total number of program completers in their state. Texas led the nation in preparing the highest number of program completers, accounting for 16 percent of all program completers nationwide. Texas was by far the largest producer of alternative route program completers, accounting for nearly a quarter of all IHE-based alternative route program completers, and 57 percent of all

Figure 1.13 Trend in percentage of program completers attending traditional and alternative route programs: AY 2000–01 through AY 2009–10



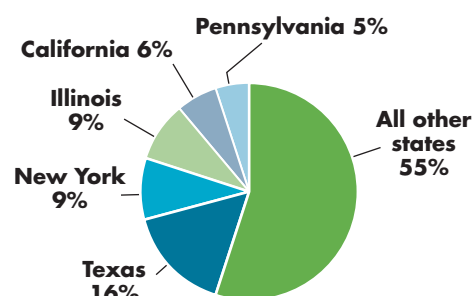
NOTE: Due to changes in the data collection, states reported the number of program completers from alternative route teacher preparation programs based at IHEs and alternative route teacher preparation programs not based at IHEs separately for the first time in 2010. States provided these data for AY 2006–07, 2007–08 and 2008–09. Data for AY 2006–07 through 2008–09 include the percentage of program completers for traditional teacher preparation programs, alternative, IHE-based teacher preparation programs and alternative, not IHE-based teacher preparation programs. The total percentage of alternative completers in AY 2006–07 through AY 2008–09 is the sum of the percentage of alternative, IHE-based completers and alternative, not IHE-based completers. See Key Terminology for definitions of teacher preparation programs. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam did not submit a state Title II report in 2011. Micronesia did not submit a state Title II report in 2007, 2010, or 2011. Marshall Islands did not submit a state Title II report in 2009, 2010, or 2011. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data. Percentages may not sum to 100 due to rounding. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

non-IHE-based alternative route completers. New York was the largest producer of traditional teacher preparation program completers nationwide, accounting for 11 percent of all traditional teacher preparation program completers.

- In AY 2009–10, the five states that prepared the greatest number of teacher preparation program completers were (see table 1.4 and figure 1.14):
 - Texas (39,126 or 16 percent of all program completers),
 - New York (22,517 or 9 percent of all program completers),
 - Illinois (20,298 or 9 percent of all program completers),
 - California (15,005 or 6 percent of all program completers), and
 - Pennsylvania (12,026 or 5 percent of all program completers).

Figure 1.14 Top five teacher-producing states by percentage of national program completer population: AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Table 1.4 Number of completers, by state and program type: AY 2009–10

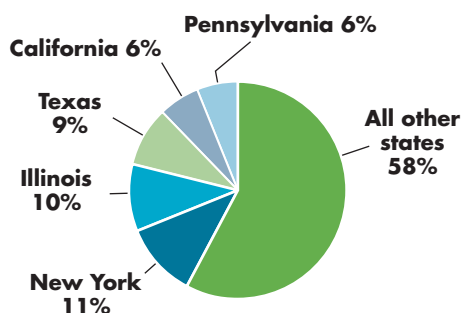
Rank	Traditional			Alternative, IHE-Based			Alternative, Not IHE-Based		
	State	Completers	%	State	Completers	%	State	Completers	%
1	New York	20,698	10.7	Texas	4,819	24.2	Texas	16,558	57.4
2	Illinois	19,768	10.3	California	2,424	12.2	Oklahoma	1,340	4.6
3	Texas	17,749	9.2	New York	1,819	9.2	Florida	1,236	4.3
4	California	12,127	6.3	Florida	1,774	8.9	New Jersey	1,220	4.2
5	Pennsylvania	11,329	5.9	Louisiana	1,169	5.9	Alabama	908	3.1
6	Ohio	6,018	3.1	Indiana	1,002	5	Georgia	794	2.8
7	Michigan	5,965	3.1	Tennessee	731	3.7	Mississippi	718	2.5
8	North Carolina	5,863	3	Mississippi	706	3.6	Louisiana	700	2.4
9	Georgia	5,810	3	Pennsylvania	663	3.3	Maryland	634	2.2
10	Florida	5,429	2.8	Hawaii	563	2.8	Missouri	569	2
N/A	All other states	81,909	42.5	All other states	4,209	21.2	All other states	4,180	14.5

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure does not include data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- In AY 2009–10, the five states that prepared the greatest number of traditional teacher preparation program completers were (see table 1.4 and figure 1.15):
 - New York (20,698 or 11 percent of all traditional completers),
 - Illinois (19,768 or 10 percent of all traditional completers),
 - Texas (17,749 or 9 percent of all traditional completers),
 - California (12,127 or 6 percent of all traditional completers), and
 - Pennsylvania (11,329 or 6 percent of all traditional completers).
- In AY 2009–10, the five states that prepared the greatest number of alternative route teacher preparation program completers based at IHEs were (see table 1.4 and figure 1.16):
 - Texas (4,819 or 24 percent of all alternative, IHE-based completers),
 - California (2,424 or 12 percent of all alternative, IHE-based completers),
 - New York (1,819 or 9 percent of all alternative, IHE-based completers),
 - Florida (1,774 or 9 percent of all alternative, IHE-based completers), and
 - Louisiana (1,169 or 6 percent of all alternative, IHE-based completers).

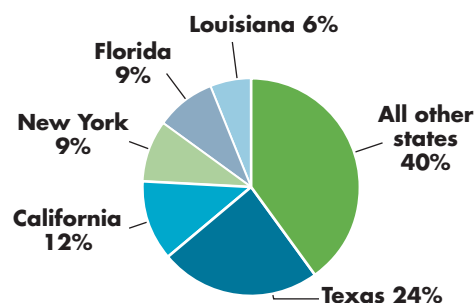
Figure 1.15 Top five teacher-producing states by percentage of national traditional program completer population: AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Figure 1.16 Top five teacher-producing states by percentage of national alternative route, IHE-based program completer population: AY 2009–10

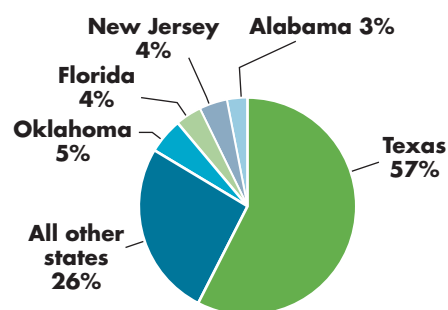


NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- In AY 2009–10, the five states that prepared the greatest number of alternative route teacher preparation program completers not based at IHEs were (see table 1.4 and figure 1.17):
 - Texas (16,558 or 57 percent of all alternative, non-IHE-based completers),
 - Oklahoma (1,340 or 5 percent of all alternative, non-IHE-based completers),
 - Florida (1,236 or 4 percent of all alternative, non-IHE-based completers),
 - New Jersey (1,220 or 4 percent of all alternative, non-IHE-based completers), and
 - Alabama (908 or 3 percent of all alternative, non-IHE-based completers).

Figure 1.17 Top five teacher-producing states by percentage of national alternative route, not IHE-based program completer population: AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

CHAPTER II: INSTITUTIONS OF HIGHER EDUCATION (IHES) OFFERING TEACHER PREPARATION PROGRAMS

Most of the teacher preparation programs offered in the United States are based in institutions of higher education (IHEs). Teacher preparation programs based in IHEs can be traditional or alternative route programs leading to an initial state teaching credential.

IHEs Offering Teacher Preparation Programs by Type and Sector

IHEs that offer teacher preparation programs vary by institution type, sector, and the populations they serve. IHE-based teacher preparation programs may be two-year or four-year institutions, public, private for-profit, or private not-for-profit, and may be minority-serving institutions.

- In AY 2009–10, a total of 1,502 IHEs offered teacher preparation programs. Of those, 401 (27 percent) offered both traditional and alternative route programs. Counting all traditional programs at a single IHE as a single program and all alternative route programs at a single IHE as a single program, IHEs offered a total of 1,903 teacher preparation programs in AY 2009–10.
- Nearly all (98 percent) of IHEs offering teacher preparation programs are four-year institutions (see figure 2.1).

- Nearly all of the individuals enrolled in traditional teacher preparation programs attended four-year institutions. Less than 1 percent of traditional enrollees attended a two-year institution (see figure 2.2).
- Among individuals enrolled in alternative, IHE-based programs, 7 percent were enrolled in two-year institutions and 93 percent were enrolled in four-year institutions (see figure 2.2).
- Sixty-one percent of IHEs offering teacher preparation programs are private not-for-profit institutions, 38 percent are public institutions, and 2 percent are private for-profit institutions (see figure 2.3).

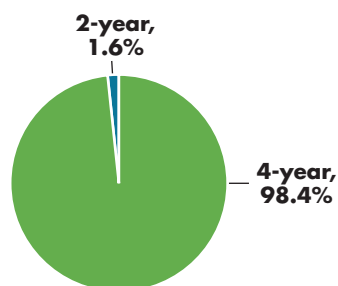
IHEs Offering Teacher Preparation Programs With Special Emphasis on Certain Populations

IHEs conducting state-approved traditional or alternative route teacher preparation programs leading to a state teaching credential may serve certain populations to strengthen overall institutional capacity.

IHEs established prior to 1964 with the intention to serve the black or African-American community are identified as Historically Black Colleges and Universities (HBCUs). Title III of *HEA* provides financial assistance to HBCUs that includes establishing teacher preparation programs.

Under Title III of *HEA*, the Predominantly Black Institutions (PBIs) Competitive Grant Program aims to support eligible institutions serving low-income students who are also educationally disadvantaged, minority students, or from groups underrepresented in postsecondary education. PBIs may use funds for establishing or enhancing a program of teacher preparation designed to qualify students to teach in a public elementary school or secondary school.

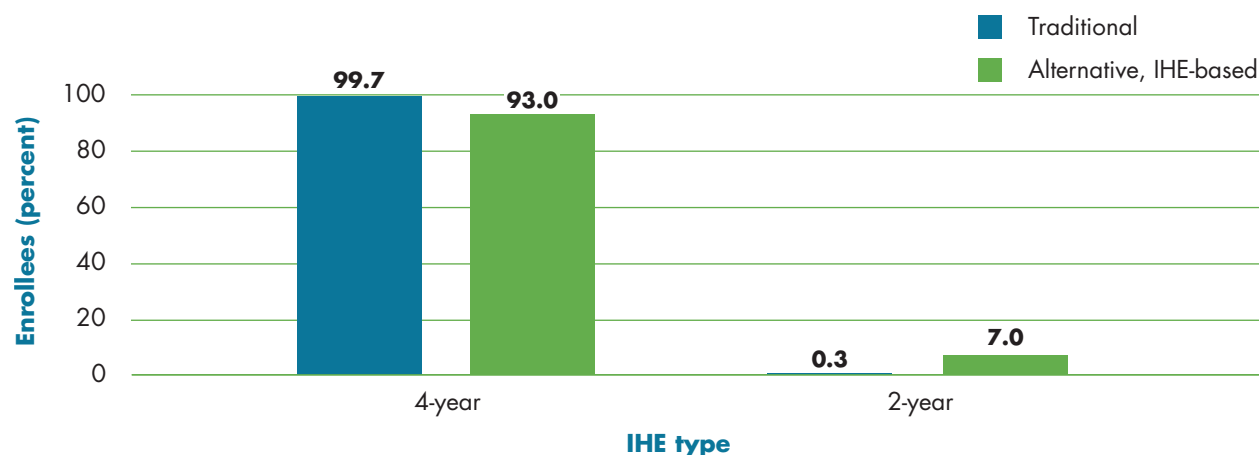
Figure 2.1 Distribution of IHEs with teacher preparation programs, by IHE type: AY 2009–10



NOTE: This figure includes data for the 1,424 IHEs that had teacher preparation programs and had data available for this figure. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*. U.S. Department of Education, National Center for Education Statistics. (2012). Integrated Postsecondary Education Data System (IPEDS).

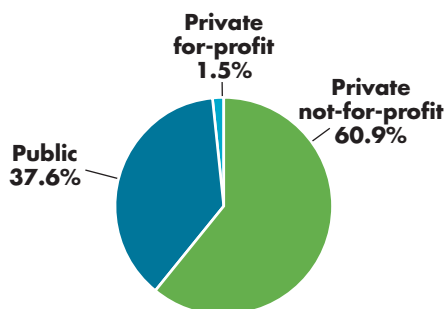
Figure 2.2 Enrollment in teacher preparation programs based at IHEs, by program type and IHE type: AY 2009–10



NOTE: This figure includes data for the 1,806 IHE-based teacher preparation programs that had data available for this figure. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*. U.S. Department of Education, National Center for Education Statistics. (2012). Integrated Postsecondary Education Data System (IPEDS).

Figure 2.3 Distribution of IHEs with teacher preparation programs, by sector: AY 2009–10



NOTE: This figure includes data for the 1,424 IHEs that had teacher preparation programs and had data available for this figure. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*. U.S. Department of Education, National Center for Education Statistics. (2012). Integrated Postsecondary Education Data System (IPEDS).

IHEs that qualify as Hispanic-Serving Institutions (HSIs) have at least 25 percent Hispanic enrollment and may be eligible to receive funding under the Developing Hispanic-Serving Institutions Program to expand educational opportunities for Hispanic students and low-income individuals, authorized under Title V of HEA.

IHEs that qualify as Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs) have at least 10 percent Asian American and Native American Pacific Islander enrollment. AANAPISI awards to eligible institutions strengthen overall capacity and foster community development through partnerships with community organizations, such as schools, community colleges and IHEs offering teacher preparation programs.

- During AY 2009–10, of the 105 HBCUs in the United States, 79 offered teacher preparation programs.⁶
- In FY 2010, three PBIs received awards to support teacher preparation programs under the PBI Program.⁷

⁶ For more information on the White House Initiative on Historically Black Colleges and Universities, go to: <http://www.ed.gov/edblogs/whhbcu/one-hundred-and-five-historically-black-colleges-and-universities/>.

⁷ For more information on the Predominantly Black Institutions Program, go to: <http://www2.ed.gov/programs/pbihea/index.html>.

- During AY 2009–10, of the 233 institutions listed on the Department's Title V Developing Hispanic-Serving Institutions Program Historical List of All Grantee, seven HSI's offering teacher preparation programs were awarded funding.⁸
- In FY 2010, an AANAPISI award funded teacher preparation in a community college's education program.⁹

IHE-based Teacher Preparation Program Enrollment in HBCUs and HSIs

IHE-based teacher preparation programs vary by the populations they serve. Among individuals enrolled in IHE-based teacher preparation programs, 12 percent were enrolled in a minority-serving institution designated as an HBCU or HSI.

- Among individuals enrolled in IHE-based programs, nine percent (55,438) were enrolled in Hispanic Serving Institutions (HSIs) (see table 2.1).
- Alternative, IHE-based programs had a higher percentage of students enrolled in HSIs compared to traditional teacher preparation programs. Among individuals enrolled in IHE-based alternative route teacher preparation programs, 12 percent were enrolled in HSIs. Among individuals enrolled in traditional teacher preparation programs, 9 percent were enrolled in HSIs (see table 2.1).
- Of the individuals enrolled in teacher preparation programs that identified as Hispanic or Latino, 57 percent were enrolled in HSIs.
- Among individuals enrolled in IHE-based programs, almost three percent (15,919) were enrolled in HBCUs (see table 2.1).

Table 2.1 Enrollment in teacher preparation programs based at HBCUs and HSIs compared to other IHEs: AY 2009–10

IHE Characteristics	Program Type					
	All IHE-Based Programs		Traditional		Alternative, IHE-Based	
	Number	Percentage	Number	Percentage	Number	Percentage
<i>Historically Black Colleges or Universities (HBCUs)</i>						
HBCU	15,919	2.5	14,917	2.6	1,002	2.2
Not HBCU	609,968	97.5	565,981	97.4	43,987	97.8
Total	625,887		580,898		44,989	
<i>Hispanic-Serving Institutions (HSIs)</i>						
HSI	55,438	8.9	50,094	8.7	5,344	12.2
Not HSI	565,554	91.1	527,268	91.3	38,286	87.8
Total	620,992		577,362		43,630	

NOTE: This figure reflects data states reported for the 1,806 IHE-based teacher preparation programs that had data available for this figure. Data on enrollment by gender and race/ethnicity were not available for all teacher preparation programs. Some teacher preparation programs only provided the total number of students enrolled; thus, the sum of the number of students enrolled by characteristic will not equal the total. Percentages may not sum to 100. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*. U.S. Department of Education, National Center for Education Statistics. (2012). Integrated Postsecondary Education Data System (IPEDS).

⁸ For more information on the Developing Hispanic-Serving Institutions Program, go to: <http://www2.ed.gov/programs/dueshsi/hsi-allgrantees.pdf> and <http://www2.ed.gov/programs/dueshsi/index.html>.

⁹ For more information on the Asian American and Native American Pacific Islander-Serving Institutions Program, go to: <http://www2.ed.gov/programs/aanapi/index.html>.

- Alternative, IHE-based programs and traditional programs had similar percentages of students enrolled in HBCUs. Among individuals enrolled in IHE-based alternative route teacher preparation programs, two percent were enrolled in HBCUs. Among individuals enrolled in traditional teacher preparation programs, three percent were enrolled in HBCUs (see table 2.1).
- Of the individuals enrolled in teacher preparation programs that identified as black or African American, 26 percent were enrolled in HBCUs.
- Sixty-two percent of individuals enrolled in teacher preparation programs at HSIs were enrolled at public institutions, compared to 36 percent enrolled in private not-for-profit institutions, and only 2 percent enrolled in private for-profit institutions (see table 2.2).
- Teacher preparation programs based at HBCUs were primarily housed at public institutions. Of the individuals enrolled in teacher preparation programs at HBCUs, 86 percent were enrolled at public institutions, compared to 14 percent enrolled in private not-for-profit institutions (see table 2.3).

Enrollment in IHE-based Teacher Preparation Programs and in Host IHEs

Teacher preparation programs based at IHEs had a demographic makeup that differs from that of the institutions where the teacher preparation programs are based (host institutions). In general, a higher percentage of whites were enrolled in teacher preparation programs than were enrolled in their host IHEs, while a smaller percentage of minorities were enrolled in teacher preparation programs than in their host IHEs.

- Of the individuals enrolled in IHE-based teacher preparation programs, 75 percent identified as white, compared to 68 percent at their host institutions (see table 2.4).
- Conversely, of the IHE-based teacher preparation program participants, 9 percent identified as black or African American, compared to 13 percent at their host institutions (see table 2.4).
- Of the individuals in IHE-based teacher preparation programs, 3 percent identified as Asian or Pacific Islander, compared to 7 percent at their host institutions (see table 2.4).
- Of the individuals in IHE-based teacher preparation programs, 11 percent identified as Hispanic, compared to 12 percent at their host institutions (see table 2.4).

Table 2.2 Enrollment in teacher preparation programs based at HSIs, by program type and IHE sector: AY 2009–10

IHE Sector	Program Type					
	All HIS-Based Programs		Traditional		Alternative, IHE-Based	
	Number	Percentage	Number	Percentage	Number	Percentage
Public	34,251	61.8	29,778	59.4	4,473	83.7
Private not-for-profit	19,904	35.9	19,202	38.3	702	13.1
Private for-profit	1,283	2.3	1,114	2.2	169	3.2
Total	55,438		50,094		5,344	

NOTE: This figure reflects data states reported for the 1,806 IHE-based teacher preparation programs that had data available for this figure. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*. U.S. Department of Education, National Center for Education Statistics. (2012). Integrated Postsecondary Education Data System (IPEDS).

Table 2.3 Enrollment in teacher preparation programs based at HBCUs, by program type and IHE sector: AY 2009–10

IHE Sector	Programs Type					
	All HBCU-Based Programs		Traditional		Alternative, IHE-Based	
	Number	Percentage	Number	Percentage	Number	Percentage
Public	13,713	86.1	13,028	87.3	685	68.4
Private not-for-profit	2,206	13.9	1,889	12.7	317	31.6
Private for-profit	0	0.0	0	0.0	0	0.0
Total	15,919		14,917		1,002	

NOTE: This figure reflects data states reported for the 1,806 IHE-based teacher preparation programs that had data available for this figure. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*. U.S. Department of Education, National Center for Education Statistics. (2012). Integrated Postsecondary Education Data System (IPEDS).

Table 2.4 Race/ethnicity distribution of enrollees in teacher preparation programs based at IHEs versus host IHEs, by race/ethnicity and program type: AY 2009–10

Race/Ethnicity	Program Type					
	Total†		Traditional		Alternative, IHE-Based	
	Number	Percentage	Number	Percentage	Number	Percentage
<i>Teacher preparation programs</i>						
American Indian or Alaska Native	4,744	0.8	4,489	0.8	255	0.6
Asianb or Pacific Islander	14,786	2.6	13,209	2.5	1,667	3.9
Black or African American	49,585	8.6	43,826	8.2	5,759	13.6
Hispanic	63,476	11.1	59,112	11.1	4,364	10.3
White	432,768	75.4	403,706	75.9	29,062	68.5
Two or more races	8,710	1.5	7,393	1.4	1,317	3.1
<i>Host IHEs</i>						
American Indian or Alaska Native	82,138	0.9	75,778	0.9	28,957	0.8
Asianb or Pacific Islander	608,659	6.7	598,853	6.9	302,365	8.0
Black or African American	1,147,109	12.7	1,106,996	12.7	489,370	13.0
Hispanic	1,060,816	11.7	999,212	11.4	556,997	14.7
White	6,096,461	67.5	5,923,518	67.8	2,391,037	63.3
Two or more races	35,123	0.4	35,091	0.4	9,704	0.3

† Totals may not equal the sum of the traditional and alternative, IHE-based rows because the total is an unduplicated count.

NOTE: Host IHEs are the IHEs at which the teacher preparation programs are based. This figure includes data for the 1,806 IHE-based teacher preparation programs that had data available for this figure. In the “Teacher preparation program” rows, the numbers represent enrollment in the teacher preparation programs. In the “Host IHEs” rows, the numbers represent enrollment at the host IHEs. Data on enrollment by gender and race/ethnicity were not available for all teacher preparation programs. Some teacher preparation programs only provided the total number of students enrolled; thus, the sum of the number of students enrolled by characteristic will not equal the total. Percentages may not sum to 100. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*. U.S. Department of Education, National Center for Education Statistics. (2012). Integrated Postsecondary Education Data System (IPEDS).

Characteristics of IHEs and Enrollment in Teacher Preparation Programs

IHEs offering state-approved traditional or alternative route teacher preparation programs may be public or private institutions. The private institutions may be not-for-profit or for-profit. In AY 2009–10, the majority of all enrolled students received their teacher preparation in a traditional program offered at a four-year public institution.

- Of the individuals enrolled in traditional teacher preparation programs, 60 percent (347,669) attended public institutions, while 36 percent (211,353) attended private not-for-profit institutions, and 4 percent (21,876) attended private for-profit institutions (see figure 2.4).
- 58 percent (26,233) of the individuals enrolled in alternative, IHE-based teacher preparation programs attended public institutions, while 41 percent (18,297) attended private not-for-profit institutions, and 1 percent (459) attended private for-profit institutions (see figure 2.4).

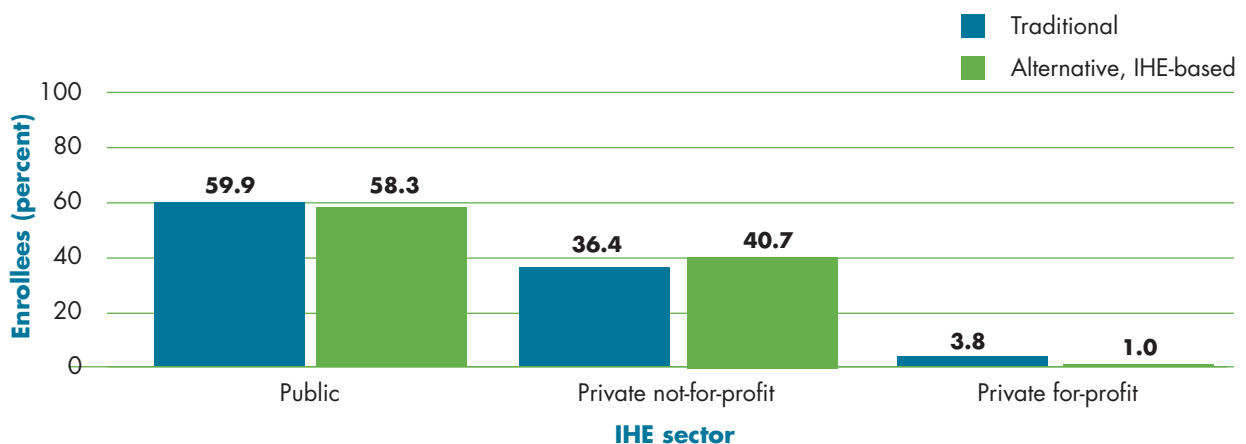
- Teacher preparation programs housed at private institutions tended to be smaller programs on average than teacher preparation programs housed at public institutions.

- While 60 percent of all IHE-based teacher preparation programs are housed at private institutions, those programs enroll only 40 percent of the individuals enrolled in teacher preparation programs (see figure 2.5).
- Conversely, 40 percent of IHE-based teacher preparation programs are located within public institutions and enroll 60 percent of the individuals enrolled in teacher preparation programs (see figure 2.5).

Largest IHE Teacher Preparation Programs by Student Enrollment

Traditional teacher preparation programs enroll far more individuals than their alternative route teacher preparation program counterparts. Enrollment in the largest traditional teacher preparation programs far exceeded that of enrollment in the largest IHE-based alternative

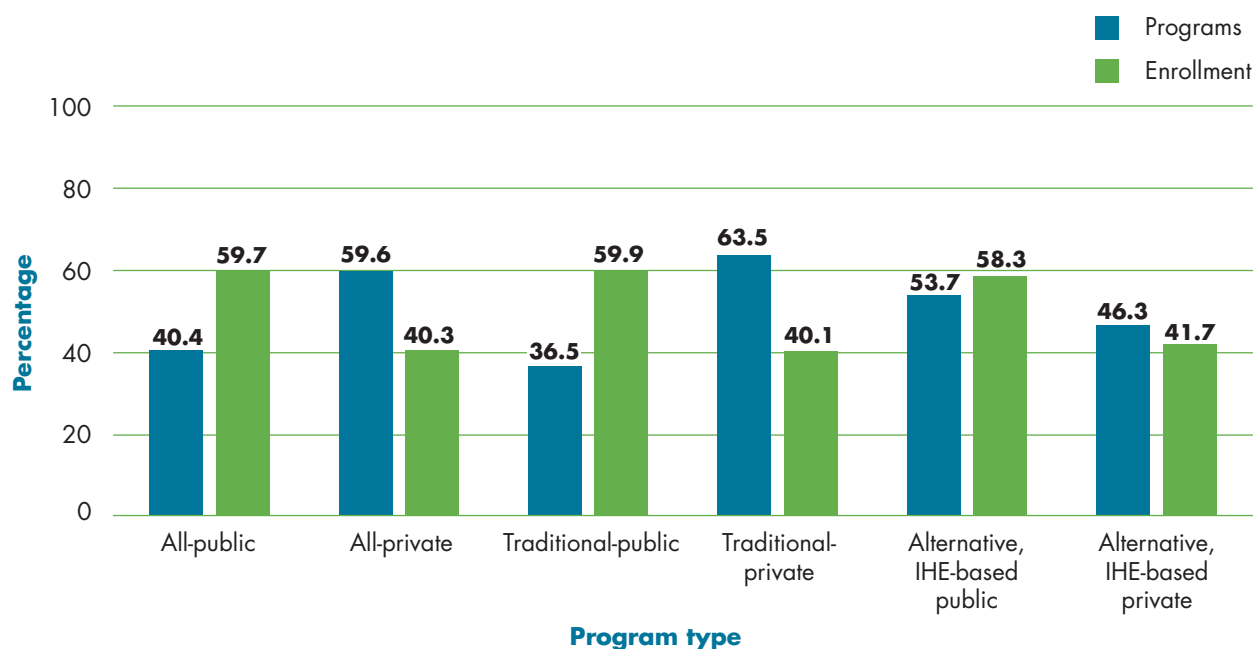
Figure 2.4 Enrollment in teacher preparation programs based at IHEs, by institution characteristic and program type: AY 2009–10



NOTE: This figure reflects data states reported for the 1,806 IHE-based teacher preparation programs that had data available for this figure. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*. U.S. Department of Education, National Center for Education Statistics. (2012). Integrated Postsecondary Education Data System (IPEDS).

Figure 2.5 Distribution of teacher preparation programs and enrollment in teacher preparation programs, by program type and IHE sector: AY 2009–10



NOTE: This figure includes data for the 1,806 IHE-based teacher preparation programs that had data available for this figure. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*. U.S. Department of Education, National Center for Education Statistics. (2012). Integrated Postsecondary Education Data System (IPEDS).

route teacher preparation programs. The two traditional teacher preparation programs with the highest enrollment both offer online programs, and their enrollment far exceeded that of other traditional teacher preparation programs.

- A total of 1,427 IHEs offered traditional teacher preparation programs in AY 2009–10, enrolling a total of 639,623 teacher candidates.
- The two IHEs offering traditional teacher preparation programs with the highest number of individuals enrolled in their teacher preparation programs are Grand Canyon University (18,997 individuals enrolled) and University of Phoenix (13,509 individuals enrolled) (see table 2.5). Both IHEs offer online programs.
- A total of 437 IHEs offered alternative route teacher preparation programs in AY 2009–10, enrolling a total of 47,266 teacher candidates.
- The alternative route teacher preparation program at the University of Nevada–Las Vegas in Nevada had the highest enrollment of alternative route teacher preparation programs based at IHEs (2,113 individuals enrolled). The University of North Texas had the second highest IHE-based alternative route teacher preparation program enrollment with 1,311 individuals enrolled (see table 2.6).

Table 2.5 Top 10 Traditional Teacher Preparation Programs, by total enrollment: AY 2009–10

State	Program	Total Enrollment
Arizona	Grand Canyon University	18,997
Arizona	University of Phoenix	13,509
New York	CUNY Queens College	7,665
Michigan	Wayne State University	5,172
Arizona	ASU–Mary Lou Fulton Teachers College	5,062
Illinois	Illinois State University	5,004
Pennsylvania	Indiana University of PA/Main	4,667
Texas	Prairie View A&M University	4,582
New Jersey	Kean University	4,535
Texas	University of Texas–El Paso	3,791

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Table 2.6 Top 10 Alternative Route Teacher Preparation Programs at IHEs, by total enrollment:AY 2009–10

State	Program	Total Enrollment
Nevada	University of Nevada–Las Vegas (UNLV)	2,113
Texas	University of North Texas	1,311
New York	Teachers College Columbia University	1,209
California	National University	655
Texas	Wayland Baptist University	576
Alabama	University of Alabama at Birmingham	528
California	Brandman University	517
New Mexico	Central New Mexico Community College	508
New York	Mercy College–Bronx	480
Hawaii	University of Hawaii–Manoa	471

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This table omits IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

HEA Title II Teacher Quality Partnership Discretionary Grant Program Awards

Title II of HEA also authorizes the Teacher Quality Partnership (TQP) program,¹⁰ which funds eligible partnerships designed to improve teacher preparation. The purposes of the TQP program are to improve student achievement; improve the quality of prospective and new teachers by improving the preparation of prospective teachers and enhancing

professional development activities for new teachers; hold teacher preparation programs at IHEs accountable for preparing highly qualified teachers; and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force. HEA requires the Department to annually report information about the funded projects in the Secretary's Annual Report on Teacher Quality (see table 2.7).

10 Project abstracts and other information are available at <http://www2.ed.gov/programs/tqpartnership/awards.html>.

Table 2.7 Teacher Quality Partnership (TQP) grant awards in FY 2009 and FY 2010

State	Grantee	Name of Partnership
2009		
AZ	Arizona Board of Regents for and on behalf of Arizona State University	PDS NEXT
CA	California State L.A. University Auxiliary Services, Inc.	Los Angeles Urban Teacher Residency Program
	California State University, Bakersfield	California Partnership for Teacher Quality Programs
	California State University, Dominguez Hills	California State University, Dominguez Hills Urban Teacher Residency
	The CSU, Chico Research Foundation	Co-STARs: Collaboration for Student and Teacher Achievement in Rural Schools
	The Regents of the University of California	Los Angeles Urban Teacher Residency (LA-UTR)
GA	Georgia State University Research Foundation, Inc.	NET-Q: Network for Enhancing Teaching-Quality
	Kennesaw State University	Vertically Articulated Professional Development Schools
IL	Illinois State University	Teacher Education and Assessment Continuum for High-need Educators and Resources + Principal Leadership in Urban Schools (TEACHER + PLUS) Project
	National-Louis University	Academy for Urban School Leadership (AUSL)
	The Board of Trustees of the University of Illinois	Chicago Teacher Partnership Program
IN	Trustees of Indiana University	Urban Education Excellence: STEM Teaching Residency with Dual Licensure in Special Education
KS	MidAmerica Nazarene University	Preparing Educators for Rural Kansas
	Wichita State University	Wichita Teacher Quality Partnership
KY	Western Kentucky University Research Foundation, Inc.	GSKyTeach
LA	Louisiana State University and A&M College	Central Louisiana Academic Residency for Teachers
MO	Curators, Univ. of Missouri—on behalf of UMKC	Institute for Urban Education Change Agents for Urban School Excellence
NC	East Carolina University	Teacher Quality and Student Achievement: A Comprehensive Data-Driven School-University Approach to P16 Reform
NJ	Montclair State University	Newark-Montclair Urban Teacher Residency Program
	William Paterson University	Garden State Partnership for Teacher Quality
NY	Bard College	Bard College Rural Teacher Residency Program
	Research Foundation of CUNY on behalf of Hunter College of CUNY	New Visions for Public Schools—Hunter College Urban Teacher Residency
	Teachers College, Columbia University	Teaching Residents at Teachers College, Columbia University (TR@TC)
OH	Ohio State University Research Foundation	Apprenticeships Supported by Partnerships for Innovation and Reform in Education (ASPIRE)
SC	SC Winthrop University	Network of Sustained, Collaborative, Ongoing Preparation for Educators (NetSCOPE)
SD	Mid Central Education Cooperative	South Dakota Partnership for Teacher Quality
TX	Texas State University—San Marcos	Teaching Residency Program for Critical Shortage Areas
VA	Old Dominion University Research Foundation	Old Dominion University Teacher Immersion Residency

Table continued on next page

Table 2.7 Teacher Quality Partnership (TQP) grant awards in FY 2009 and FY 2010 *(continued)*

State	Grantee	Name of Partnership
2010		
CA	The University Corporation California State University Northridge	A Teaching Residency Program in Special Education: Improving Achievement of Students with Disabilities in High-Need Schools
CO	School District No. 1, City and County of Denver, State of Colorado	Denver Teacher Residency
IA	Iowa Department of Education	Iowa Teacher Quality Partnership Grant project
IL	Governors State University	Chicago Southland Region Teacher Quality Partnership
	University of Chicago	Chicago Urban Teacher Education Program
MA	Boston Plan for Excellence/Boston Teacher Residency	Boston Teacher Residency Partnership
NC	University of North Carolina at Greensboro	Project ENRICH: Educational Network for Renewal, Innovation, Collaboration and Help
NM	Questa Independent Schools	Land of Enchantment Teacher Quality Partnership (LETQP)
NY	Research Foundation of CUNY on behalf of Lehman College	Mathematics Achievement with Teachers of High-need Urban Populations
TX	National Math and Science Initiatives, Inc.	The Teacher Preparation Reform Consortium
VA	Virginia Commonwealth University	Richmond Teacher Residency Program
WA	Heritage University	Heritage 105 Project

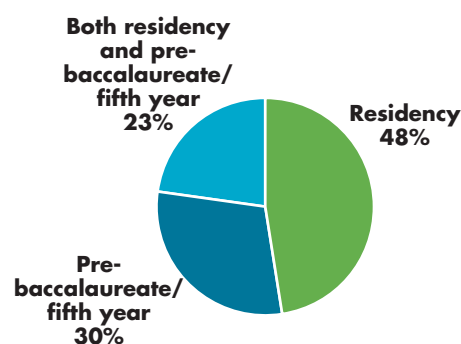
SOURCE: U.S. Department of Education, Teacher Quality Partnership Grants. (2012).

- The Department awarded 40 Teacher Quality Partnership (TQP) grant awards in FY 2009 and FY 2010 (see table 2.7).
- There are three types of TQP grants:
 - Projects that create or enhance teacher residency programs primarily focused on preparing elementary education, mathematics, science and special education teachers.
 - Projects that reform all pre-baccalaureate or fifth year licensing programs at the participating IHEs.
 - Projects that both (a) create or enhance teacher residency programs and (b) reform pre-baccalaureate or fifth year licensing programs. Figure 2.6 shows the distribution of the 40 TQP grants awarded in FY 2009 and FY 2010 by program type.
- TQP grants can be awarded to various fiscal agents, including IHEs, local education agencies, state educational agencies, and nonprofit organizations. Figure 2.7 shows the distribution of the

40 TQP grants awarded in FY 2009 and FY 2010 by fiscal agent.

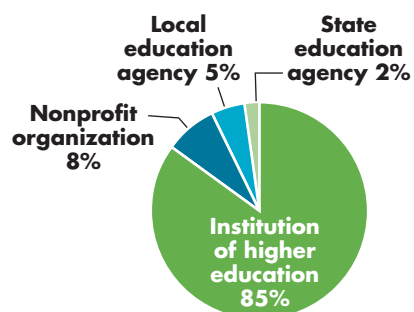
- TQP grants can be focused on preparing teachers for rural, urban, or both types of school districts. Figure 2.8 shows the distribution of the 40 TQP grants awarded in FY 2009 and FY 2010 by location.

Figure 2.6 Teacher Quality Partnership grant awards by type: FY 2009 and FY 2010



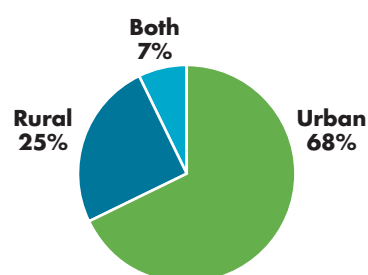
SOURCE: U.S. Department of Education, Annual Performance Reports, Teacher Quality Partnership Grants. (2012).

Figure 2.7 Classification of Teacher Quality Partnership grant awards by fiscal agent: FY 2009 and FY 2010



SOURCE: U.S. Department of Education, Annual Performance Reports, Teacher Quality Partnership Grants. (2012).

Figure 2.8 Classification of Teacher Quality Partnership grant awards by program focus: FY 2009 and FY 2010



SOURCE: U.S. Department of Education, Annual Performance Reports, Teacher Quality Partnership Grants. (2012).

CHAPTER III: STATE STANDARDS FOR TEACHER CREDENTIALS

As required by Title II of *HEA*, states report on their standards for teacher credentials. As part of the teacher credentialing process, states set standards for prospective teachers to meet in order to be eligible for an initial teaching credential. These standards define the skills and abilities teachers need to possess in order to effectively prepare their students for success.

State Policy and Standards for Teachers

In 2011, the majority of states reported the existence of some degree of standards that prospective teachers must meet in order to obtain initial teaching credentials. Most states reported having specific standards for early childhood education programs, as well as for academic content standards for K–12 students.

- In 2011, 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, and Virgin Islands reported that they had standards that prospective teachers must meet in order

to attain an initial teacher credential (see table 3.1). This was unchanged from 2010.

- States reported on K–12 student standards:
 - In 2011, 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, and Virgin Islands reported that they had challenging academic content standards for K–12 students that specify what students are expected to know and be able to do, contain coherent and rigorous content and encourage the teaching of advanced skills (see table 3.1). This was unchanged from 2010.

Table 3.1 Summary of state policies on and status of teacher standards: 2011

Policies or Standards	Number of States Responding "Yes"
Has the state developed standards that prospective teachers must meet in order to attain an initial teacher credential?	55
Has the state established challenging academic content standards for K–12 students that specify what children are expected to know and be able to do, contain coherent and rigorous content and encourage the teaching of advanced skills?	55
Has the state established early learning standards for early childhood education programs?	51
Has the state established a policy that aligns teacher credentialing standards with the assessments required for a teacher credential?	50
Has the state established a policy that aligns teacher credentialing standards with the challenging academic content standards for K–12 students?	49
Has the state established a policy that aligns teacher credentialing standards with early learning standards for early childhood education programs?	46
Has the state established policy that aligns teacher credentialing assessments with the challenging academic content standards for K–12 students?	44
Has the state established policy that aligns teacher credentialing assessments with early learning standards for early childhood education programs?	42
Are there other steps being taken to develop or implement teacher standards and align teacher preparation, credentialing, licensure or assessment standards with content standards for students?	46

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- In 2011, 46 states, Puerto Rico, American Samoa, and Northern Mariana Islands reported that they had a policy that aligns teacher credentialing standards with challenging academic content standards for K–12 students (see table 3.1). This was unchanged from 2010.
- States reported on early learning standards:
 - In 2011, 46 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, and Virgin Islands reported that they had early learning standards for early childhood education programs (see table 3.1).
 - In 2011, 43 states, Puerto Rico, American Samoa, and Northern Mariana Islands reported that they had a policy that aligns teacher credentialing standards with early learning standards for early childhood education programs (see table 3.1). This was unchanged from 2010.
- Forty-nine states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, and Virgin Islands have set teacher standards at all levels across all fields (see table 3.2). In 2010, 49 states, Puerto Rico, American Samoa, Guam, Northern Marianas and Virgin Islands had set teacher standards at all levels across all fields.
- Forty-four states, the District of Columbia, Puerto Rico, and Northern Mariana Islands have set teacher standards at all levels in special education (see table 3.2). In 2010, 45 states, Guam, and Northern Mariana Islands had set teacher standards at all levels in special education.
- Forty states, the District of Columbia, and Northern Mariana Islands have set teacher standards at all levels in the arts (see table 3.2). In 2010, 40 states, Guam, and Northern Mariana Islands had set teacher standards at all levels in the arts.

Table 3.2 Number of states that have set teacher standards in specific fields, by grade level: 2011

Field	Grade Level					
	All Levels	Early Childhood	Grades K–3	Grades 4–6	Middle Grades	Secondary Grades
Across all fields	54	41	39	32	38	46
Arts	42	21	28	28	28	29
Bilingual education, ESL	40	20	27	27	27	28
Civics and government	10	6	10	14	25	33
Economics	10	4	9	13	23	33
English or language arts	28	21	29	30	36	40
Foreign languages	36	15	25	25	27	31
Geography	11	7	14	17	26	33
History	14	9	16	19	29	36
Mathematics	24	21	29	30	38	42
Science	23	20	27	30	38	42
Social studies	21	19	27	30	39	43
Special education	47	33	31	31	31	32
Technology in teaching	36	23	26	25	31	32
Career and technical education	9	5	6	11	29	40

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. States that reported having teacher standards at all levels and across all fields have a broad set of K–12 teaching standards that apply to all fields. A state that reported having teacher standards at all levels and across all fields does not necessarily have subject-specific or grade-level-specific teacher standards in each field and grade level.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- At the early childhood level, 30 states, the District of Columbia, Puerto Rico, and Northern Mariana Islands have set teacher standards in special education (see table 3.2). In 2010, 30 states, the District of Columbia, Guam, and Northern Mariana Islands had set teacher standards in special education at the early childhood level.
- At the secondary level, 39 states, the District of Columbia, Puerto Rico, and Northern Mariana Islands have set teacher standards in mathematics and science (see table 3.2). In 2010, 40 states, the District of Columbia, Puerto Rico, Guam, and Northern Mariana Islands had set teacher standards in mathematics and science.
- Among the states that provided detail on the standards used, 25 states and Virgin Islands reported that they used the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and 16 states and the District of Columbia reported using the National Council for Accreditation of Teacher Education (NCATE) standards (see table 3.3).
- Other organizations mentioned included the Council for Exceptional Children (CEC), the National Board for Professional Teaching Standards (NBPTS), and the National Association for the Education of Young Children (NAEYC), among other content-specific groups (see table 3.3).

National Association Standards

States reported using standards recommended by national organizations when developing their standards for teaching credentials. The majority of states in 2011 reported using, modifying, or referencing national standards in the development of their state teacher standards. While states referenced a variety of national organizations, the most commonly referenced standards were those from the Interstate Teacher Assessment and Support Consortium (InTASC) and National Council for Accreditation of Teacher Education (NCATE).

- In 2011, 45 states, the District of Columbia, Puerto Rico, and Virgin Islands reported using, modifying or referencing standards of national organizations in the development of their state teacher standards.

Table 3.3 National organizations referenced by states in the development of teacher standards, by number of states reporting: 2011

National Organization	Number of States Referencing Organization
Interstate Teacher Assessment and Support Consortium (InTASC)	26
National Council for Accreditation of Teacher Education (NCATE)	17
National Council of Teachers of Mathematics (NCTM)	9
Council for Exceptional Children (CEC)	7
National Association for the Education of Young Children (NAEYC)	6
National Board for Professional Teaching Standards (NBPTS)	6
National Science Teachers Association (NSTA)	6
National Council for the Social Studies (NCSS)	5
National Council of Teachers of English (NCTE)	5
American Council for the Teaching of Foreign Languages (ACTFL)	4
Association for Childhood Education International (ACEI)	4
International Society for Technology in Education (ISTE)	4
American Association for Health Education (AAHE)	3
International Reading Association (IRA)	3
Interstate School Leaders Licensure Consortium Standards (ISLLC)	3
National Association for Sport and Physical Education (NASPE)	3
Teacher Education Accreditation Council (TEAC)	3
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)	2
National Middle School Association (NSMA)	2
American Association for Colleges of Teacher Education (AACTE)	1
American Association for the Advancement of Science (AAAS)	1
American Library Association (ALA)	1
Association for Childhood Education (ACE)	1
Educational Testing Service – Pathwise	1
National Association of Schools of Art and Design (NASAD)	1
National Association of Schools of Dance (NASD)	1
National Dance Education Organization (NDEO)	1
National Science Education Standards (NSES)	1
North American Association for Environmental Education (NAAEE)	1
Teachers of English to Speakers of Other Languages (TESOL)	1

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

CHAPTER IV: EVALUATION OF TEACHER PREPARATION PROGRAMS

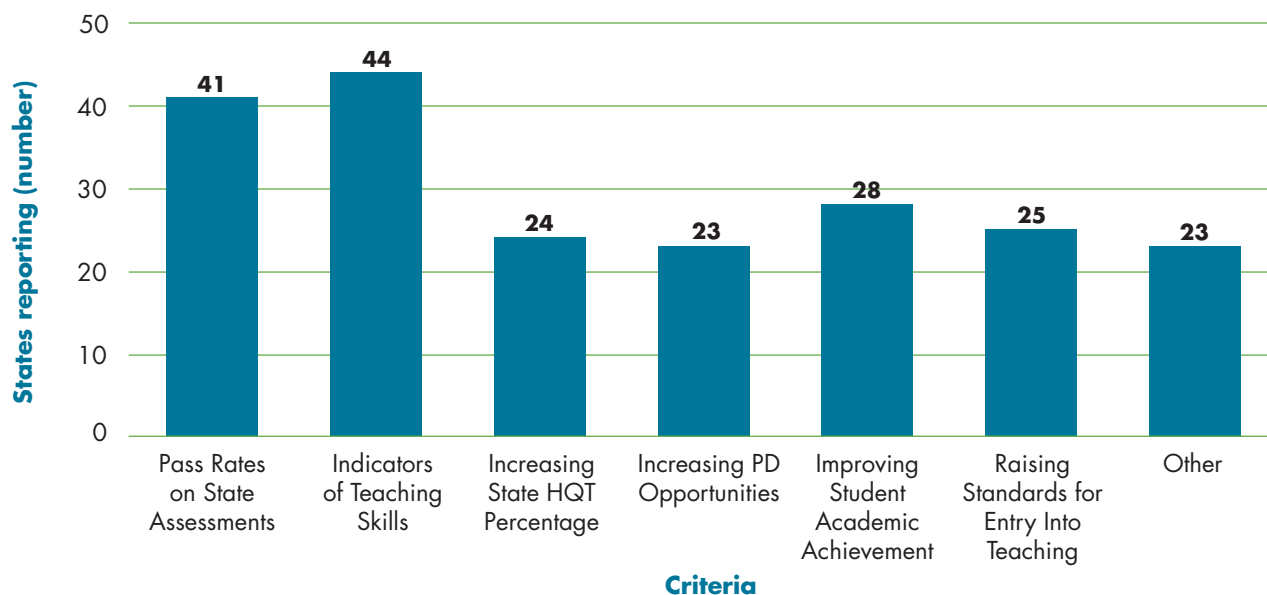
Following the amendments to *HEA* enacted in 2008, states have been required to report more information on their Title II reports on the evaluation of their teacher preparation programs. States establish the criteria they will use to evaluate the performance of teacher preparation programs on a regular basis. States reported information on assessing teacher preparation program performance for traditional and alternative route programs and identified the programs they had determined to be low-performing or at risk of being classified as low-performing (at-risk).

State Criteria for Assessing Teacher Preparation Program Performance

States set their own criteria for evaluating the performance of all three types of teacher preparation programs. In 2011, 47 states, the District of Columbia, Puerto Rico, and Virgin Islands described their criteria for assessing the performance of traditional teacher preparation programs. In 2011, 33 states, the District of Columbia, and Puerto Rico reported that they had implemented criteria for assessing the performance of alternative route teacher preparation programs.

- States reported on the criteria used in assessing teacher preparation program performance (see figure 4.1).
 - 41 states reported using a determination of passing rates on state credentialing assessments in the academic content areas.
 - 44 states reported using indicators of teaching skills.
 - 24 states had criteria that included progress in increasing the percentage of highly qualified teachers in the state.

Figure 4.1 Criteria used in state assessments of teacher preparation program performance, by number of states reporting: 2011



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

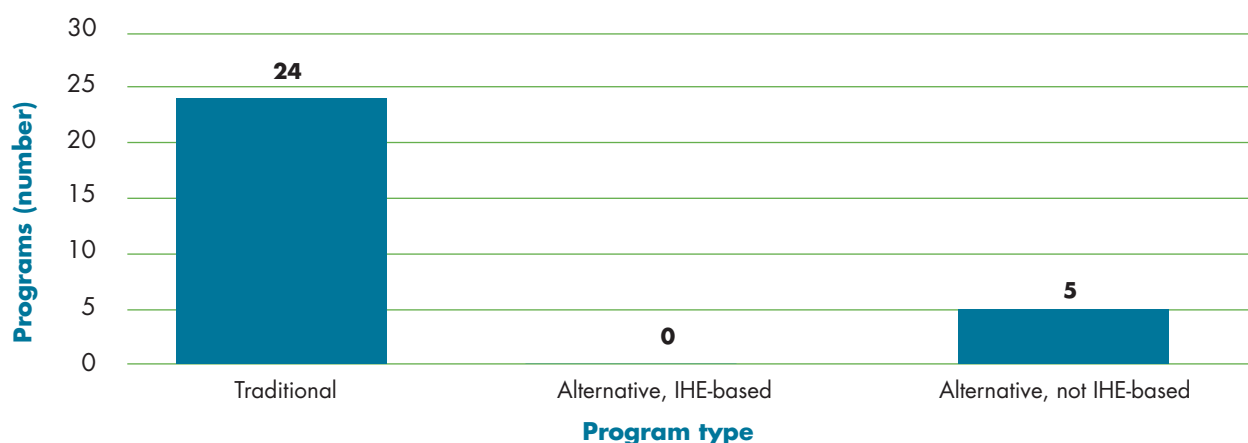
- 23 states used criteria that included progress toward increasing professional development opportunities.
- 28 states reported including progress in improving student academic achievement.
- 25 states had criteria which included progress in raising standards for entry into the teaching profession.
- States provided narrative responses to the following open-ended questions about identifying and assisting low-performing teacher preparation programs and those at-risk for being identified as low-performing:
 - Provide a list of the criteria your state has defined for classifying traditional teacher preparation programs as “low-performing” or “at-risk of being low-performing.”
 - Provide a list of the criteria your state has defined for classifying alternative routes to a teacher credential as “low-performing” or “at-risk of being low-performing.”
 - Provide a description of the procedures your state uses to identify and assist (through the provisions of technical assistance) low-performing traditional teacher preparation programs.
 - Provide a description of the procedures your state uses to identify and assist (through the provisions of technical assistance) low-performing alternative routes to a teacher credential.
- Forty-two states, the District of Columbia, Puerto Rico, and Virgin Islands provided a detailed description of their criteria used to determine if a program is low-performing or at-risk of being identified as low-performing. Based on the data provided, states can be classified into two groups: those that used a single criterion and those that used multiple criteria.
 - Among the 17 states, the District of Columbia, and Virgin Islands using a single criterion, the three criteria reported most frequently were:
 - ▶ Program approval or accreditation status (typically based on multiple criteria),
 - ▶ Program pass rates on state credentialing assessments, and
 - ▶ Program completion rates.
 - Of the 26 states using multiple criteria, some states required programs to meet all of the criteria, while other states required programs to meet some number or combination of criteria. Criteria included:
 - ▶ Pass rate data,
 - ▶ Program approval or accreditation status,
 - ▶ Minimum number of hours required for student teaching,
 - ▶ Student-to-faculty ratio,
 - ▶ Program completion rates,
 - ▶ Partnerships with elementary and secondary schools,
 - ▶ New teacher/instructional support/administrator satisfaction surveys and local school system satisfaction surveys, and
 - ▶ Academic content major requirements.
 - Seven states have different criteria for alternative route programs and three states are currently developing their criteria for either traditional or alternative programs.
- In some states, the assessment of teacher preparation programs occurs in multiyear cycles as part of the state accreditation or approval process.
 - In some states, programs are reviewed by a specialized accrediting agency recognized by the secretary for accreditation of professional teacher education programs, such as NCATE.
 - The accreditation process might include on-site visits, progress reports from testing contractors and the teacher preparation program, reviews of program documentation and adherence to improvement plans.
 - Other activities include reviews of outcomes data and annual reports and formal and informal program evaluation data collected from program graduates and principals or administrators supervising program graduates.

Identifying Low-performing Teacher Preparation Programs and Those At-Risk of Being Identified as Low-performing

Teacher preparation programs that do not meet the established criteria may be classified by the state as “at risk of being identified as low performing” or “low-performing.” As Title II of *HEA* requires, each state must establish criteria for assessing teacher preparation programs and identifying low-performing teacher preparation programs and those at risk of being identified as low-performing (at-risk).¹¹

- The majority of states did not classify any teacher preparation programs as low-performing or at-risk.
- In 2011, 11 states and Puerto Rico reported teacher preparation programs that were low-performing or at-risk. A total of 38 programs were classified as low-performing or at-risk. Twenty-nine of these programs were identified as at-risk and nine were designated as low-performing (see table 4.1).
- Thirty-two of the 38 low-performing or at-risk teacher preparation programs were located in traditional teacher preparation institutions, and six were alternative route teacher preparation programs not based at an IHE (see table 4.1).
- Of the 38 programs identified by states as low-performing or at-risk, 22 were based in IHEs that participate in the Teacher Education Assistance for College and Higher Education (TEACH) Grant program,¹² authorized under title IV of *HEA*, that provides grant aid to eligible students enrolled in high quality teacher preparation programs (see table 4.1).
- Of the 29 programs designated as at-risk in 2011, 24 were traditional programs and five were alternative programs not based at an IHE. There were no alternative programs based at IHEs that were considered at-risk in 2011 (see figure 4.2).

Figure 4.2 Number of programs designated as at-risk, by program type: 2011



NOTE: Definitions of the at-risk and low-performing categories were established by each state. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

¹¹ See Appendix 1, *Higher Education Act of 1965*, as amended in 2008 (*HEA*), Sections 205(b)(1)(F) and 207 for more information. For details on each state's criteria, visit <https://title2.ed.gov>. States report both the name of the IHE, if the teacher preparation program is IHE-based, and the teacher preparation program that has been identified as low-performing or at-risk. This can be the entire teacher preparation program or a specific portion of the teacher preparation program.

¹² For more information on the TEACH Grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>.

Table 4.1 At-risk and low-performing institutions, by risk type and state: 2011

State	Institution Name	Program Type	Program Names(s)	Risk Type	Date Designated
CA	Occidental College*	Traditional	Teacher Preparation Program	Low-performing	6/30/2011
CT	Alternate Route to Certification— Department of Higher Education	Alternative, not IHE- based	Alternate Route to Certification— Department of Higher Education	Low-performing	9/7/2011
FL	Florida Memorial University*†	Traditional	Teacher Preparation Program	Low-performing	7/1/2010
GA	Spellman College*†	Traditional	Teacher Preparation Program	At-risk	10/28/2011
	Thomas University	Traditional	Teacher Preparation Program	At-risk	10/28/2011
IN	Anderson University*	Traditional	Advanced Programs	At-risk	1/7/2010
	Calumet College of St. Joseph	Traditional	Initial Certification Program	At-risk	2/9/2010
	Hanover College	Traditional	Initial Certification Program	At-risk	6/16/2011
	Saint Mary's College	Traditional	Initial Certification Program	At-risk	6/2/2011
ME	Thomas College	Traditional	Teacher Preparation Program	At-risk	2/10/2010
	University of Maine at Fort Kent*	Traditional	Teacher Preparation Program	At-risk	7/14/2010
MI	Adrian College	Traditional	Teacher Preparation Program	Low-performing	8/10/2010
	Alma College*	Traditional	Teacher Preparation Program	At-risk	8/9/2011
	Lake Superior State University*	Traditional	Teacher Preparation Program	Low-performing	8/12/2009
	Marygrove University*	Traditional	Teacher Preparation Program	Low-performing	8/12/2009
	Olivet College*	Traditional	Teacher Preparation Program	Low-performing	8/10/2010
	University of Detroit Mercy*	Traditional	Teacher Preparation Program	At-risk	8/12/2009
MS	Tougaloo College*†	Traditional	Teacher Preparation Program	Low-performing	1/21/2011
PR	Caribbean University—Recinto de Ponce*	Traditional	Teacher Preparation Program	At-risk	10/30/2010
RI	University of Rhode Island*	Traditional	School Psychology	At-risk	3/29/2010
	Benedict College*†	Traditional	Education Unit	At-risk	10/21/2011
	Coker College	Traditional	Education Unit	At-risk	10/21/2011
SC	Columbia College*	Traditional	Education Unit	At-risk	10/21/2011
	Converse College*	Traditional	Education Unit	At-risk	10/21/2011
	Southern Wesleyan University*	Traditional	Education Unit	At-risk	10/19/2010

Table continued on next page

- Of the nine programs designated as being low-performing in 2011, eight were traditional programs and one was an alternative program not based at an IHE. There were no alternative programs based at IHEs that were considered low-performing in 2011 (see figure 4.3).
- Under state procedures for assessing the quality of teacher preparation programs, programs identified as low-performing or at-risk accounted for a very small proportion (less than 2 percent) of the total number of programs that prepare teachers (see figure 4.4).
- Of the 38 low-performing or at-risk teacher preparation programs reported in 2011, 15 were also reported as at-risk or low-performing in one or more previous years, though not necessarily in consecutive years.

Table 4.1 At-risk and low-performing institutions, by risk type and state: 2011 *(continued)*

State	Institution Name	Program Type	Program Names(s)	Risk Type	Date Designated
TX	Blinn College	Alternative, not IHE-based	Teacher Preparation Program	At-risk	4/8/2011
	Concordia University*	Traditional	Teacher Preparation Program	At-risk	4/8/2011
	East Texas Baptist University*	Traditional	Teacher Preparation Program	At-risk	4/8/2011
	Paul Quinn College*†	Traditional	Teacher Preparation Program	At-risk	4/8/2011
	Prarie View A&M University*†	Traditional	Teacher Preparation Program	Low-performing	4/9/2010
	Region 06 Education Service Center	Alternative, not IHE-based	Region 06 Education Service Center	At-risk	4/8/2011
	Texas A&M International University	Traditional	Teacher Preparation Program	At-risk	4/8/2011
	Texas A&M University–Corpus Christi*	Traditional	Teacher Preparation Program	At-risk	4/8/2011
	Texas A&M University–Kingsville	Traditional	Teacher Preparation Program	At-risk	4/8/2011
	Texas Alternative Center for Teachers	Alternative, not IHE-based	Texas Alternative Center for Teachers	At-risk	4/9/2010
	Texas College†	Traditional	Teacher Preparation Program	At-risk	4/9/2010
	Texas Gulf Foundation	Alternative, not IHE-based	Texas Gulf Foundation	At-risk	4/8/2011
	Western Governors University	Alternative, not IHE-based	Western Governors University	At-risk	4/8/2011

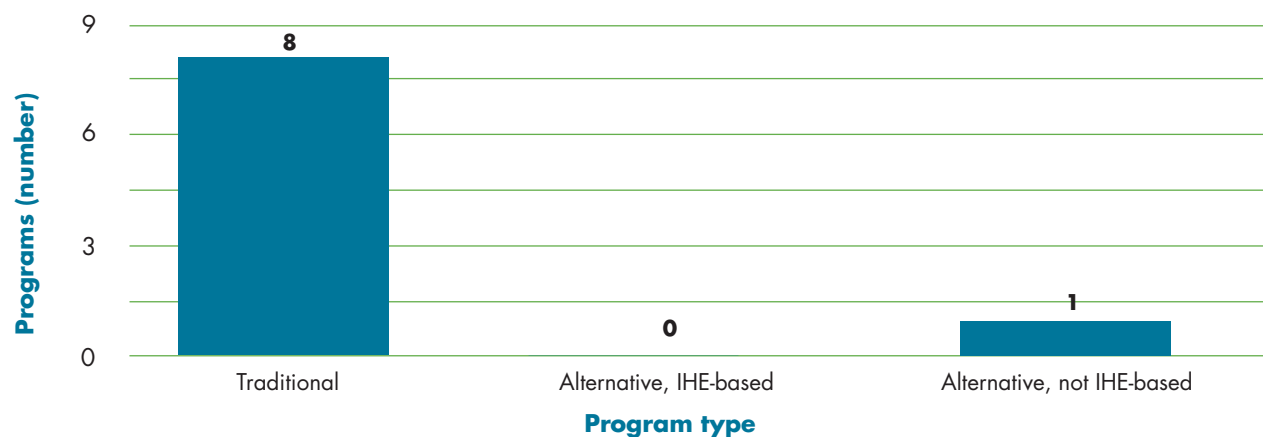
* Of the 38 programs identified by states as low-performing or at-risk, 22 are housed IHEs that participate in the TEACH Grant program which provides scholarship aid to high achieving students attending high quality teacher preparation programs. For more information on the TEACH Grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>.

† Of the 38 programs identified by states as low-performing or at-risk, these seven are housed at Historically Black Colleges and Universities.

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. Definitions of the at-risk and low-performing categories were established by each state authority. States report both the name of the IHE, if the teacher preparation program is IHE-based, and the teacher preparation program that has been identified as low-performing or at-risk. This can be the entire teacher preparation program or a specific portion of the teacher preparation program.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Figure 4.3 Number of programs designated as low-performing, by program type: 2011

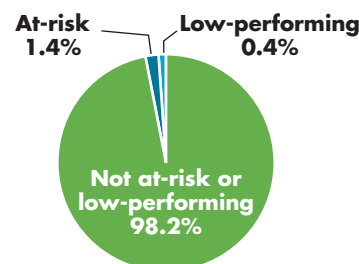


NOTE: Definitions of the at-risk and low-performing categories were established by each state. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- In 2010, states reported that there were 38 low-performing or at-risk teacher preparation programs, and states reported 28 at-risk or low-performing preparation programs in 2009.
- In 2011, 12 states identified low-performing or at-risk teacher preparation programs. Eleven states identified such programs in 2010, while nine states did so in 2009 (see table 4.2).
- Thirty-five states have never identified a teacher preparation program as low-performing or at-risk.
- The number of low-performing or at-risk teacher preparation programs reported by states has fluctuated since 2003, ranging from a low of 16 programs in 2005 to a high of 40 programs in 2008 (see figure 4.5).
 - The number of low-performing teacher preparation programs reported by states has fluctuated since 2003, ranging from a low of 4 programs in 2004 and 2005 to a high of 17 programs in 2006 and 2007 (see figure 4.5).

Figure 4.4 Classification of teacher preparation programs, by at-risk or low-performing status: 2011



NOTE: Definitions of the at-risk and low-performing categories were established by each state. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Table 4.2 States identifying at-risk (AR) or low-performing (LP) teacher preparation programs, by year: 2003 through 2011

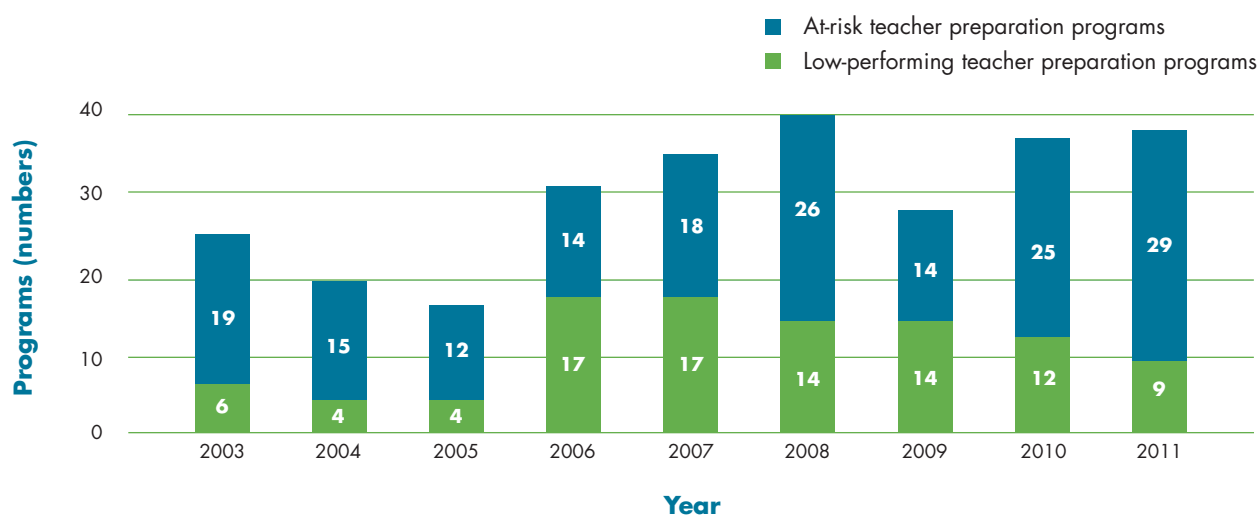
State	Year								
	2003	2004	2005	2006	2007	2008	2009	2010	2011
Alabama							LP		
California						AR	AR	AR	LP
Connecticut					LP	LP			LP
Florida		LP	LP	LP	LP	AR, LP	AR, LP	AR, LP	LP
Georgia		†	†	AR	AR	AR			AR
Illinois	AR	AR	AR	AR	AR			AR	
Indiana		AR	AR					AR	AR
Iowa				LP					
Kansas	AR	AR, LP	AR, LP	AR, LP	AR, LP	AR			
Kentucky		AR	LP	AR	AR, LP	AR, LP	LP		
Louisiana		AR	AR						
Maine		AR		AR	AR			AR	AR
Maryland	LP			AR					
Michigan					AR, LP	AR, LP	AR, LP	AR, LP	AR, LP
Mississippi									LP
Missouri				AR	AR	AR			
New York	AR	AR		LP	LP	LP	LP	LP	
North Carolina	LP	LP	LP	LP					
Ohio	AR			AR	AR	AR	AR		
Puerto Rico						AR, LP	AR, LP	AR	AR
Rhode Island								AR	AR
South Carolina	AR, LP		AR	AR		AR	AR	AR	AR
Tennessee	AR	AR	AR						
Texas	LP			LP				AR, LP	AR, LP
Washington			AR		AR				
Total Number of States	9	11	11	14	12	12	9	11	12

† The state did not specify the designation of the program.

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam did not submit a state Title II report in 2011. Micronesia did not submit a state Title II report in 2007, 2010, or 2011. Marshall Islands did not submit a state Title II report in 2009, 2010, or 2011. Table entries indicate, for a given state and year, if one or more teacher preparation programs have been designated as "low-performing" (LP) or "at-risk" of being designated as low-performing (AR), respectively. Definitions of these categories were established by each state. States not included in this table have not identified any teacher preparation program as low-performing or at-risk. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Figure 4.5 Number of at-risk and low-performing teacher preparation programs reported by states: 2003 through 2011



NOTE: Definitions of at-risk and low-performing teacher preparation programs were established by each state. In 2004 and 2005, Georgia did not specify the designation of one program. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam did not submit a state Title II report in 2011. Micronesia did not submit a state Title II report in 2007, 2010, or 2011. Marshall Islands did not submit a state Title II report in 2009, 2010, or 2011. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

CHAPTER V: STATE INITIAL CREDENTIALS FOR TEACHERS

States have reported on initial credentials since the inception of *HEA* Title II reporting. *HEA* as reauthorized in 2008 expanded the reporting requirements for states to report on the total number and area of initial credentials issued to individuals prepared in the state, as well as the total number of initial credentials issued to individuals prepared out of the state. In 2010, states first reported on the areas of initial teacher credentials, such as elementary education, special education, or English language arts, as well as the academic majors and subject areas in which teacher preparation program completers were prepared to teach. Credential area designations, academic majors, and subject areas vary across the states, and may or may not be directly comparable from one state to another.

States also provide information about their teacher subject area shortages annually to the Department for inclusion in the Teacher Shortage Report.¹³ When states are unable to hire credentialed teachers to fill all of their teaching positions, they may grant emergency licenses. Policies regarding emergency licenses, including the requirements, duration and the number of times an individual may renew the license, vary from state to state.

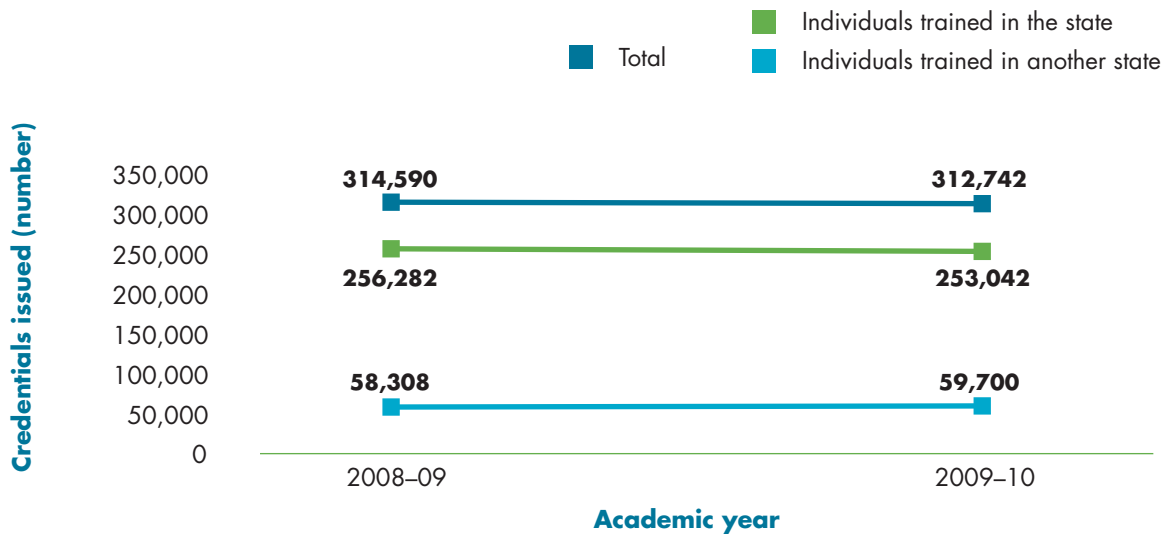
Initial Credentials Issued by States

In 2011, states reported on the total number of initial teaching credentials issued in AY 2009–10 to individuals prepared in the state and to individuals prepared in another state. States reported a total of 312,742 initial teaching credentials issued in AY 2009–10, a one percent decrease from AY 2008–09 when states issued a total of 314,590 initial teaching credentials (see figure 5.1).

- In AY 2009–10, states issued 253,042 initial teaching credentials to individuals prepared within their own state. This was a one percent decrease from AY 2008–09, when states issued 256,282 initial teaching credentials to individuals prepared within their own state (see figure 5.1).
- In AY 2009–10, states issued 59,700 initial teaching credentials to individuals prepared in another state. This was a two percent increase from AY 2008–09, when states issued 58,308 initial teaching credentials to individuals prepared in another state (see figure 5.1).
- In AY 2009–10, California, Florida, Illinois, Minnesota, New Jersey, New York, Pennsylvania, Texas and Virginia each reported issuing over 10,000 initial credentials (see figure 5.2).
- Delaware, North Dakota, South Dakota, Vermont, Wyoming, the District of Columbia, American Samoa, Northern Mariana Islands and Virgin Islands each reported issuing less than 1,000 initial credentials in AY 2009–10 (see figure 5.2).
- In AY 2009–10, across all states, there was a reported decrease of one percent in the total number of initial credentials issued (see table 5.1).
- Colorado, Nevada, Northern Mariana Islands and Virgin Islands each reported increasing the total number of initial credentials issued by over 100 percent (see table 5.1).
- Between AY 2008–09 and AY 2009–10, 21 states and the District of Columbia reported decreasing the total number of initial credentials issued (see table 5.1).

13 For more information, go to <http://www2.ed.gov/about/offices/list/oep/pol/tsa.pdf>

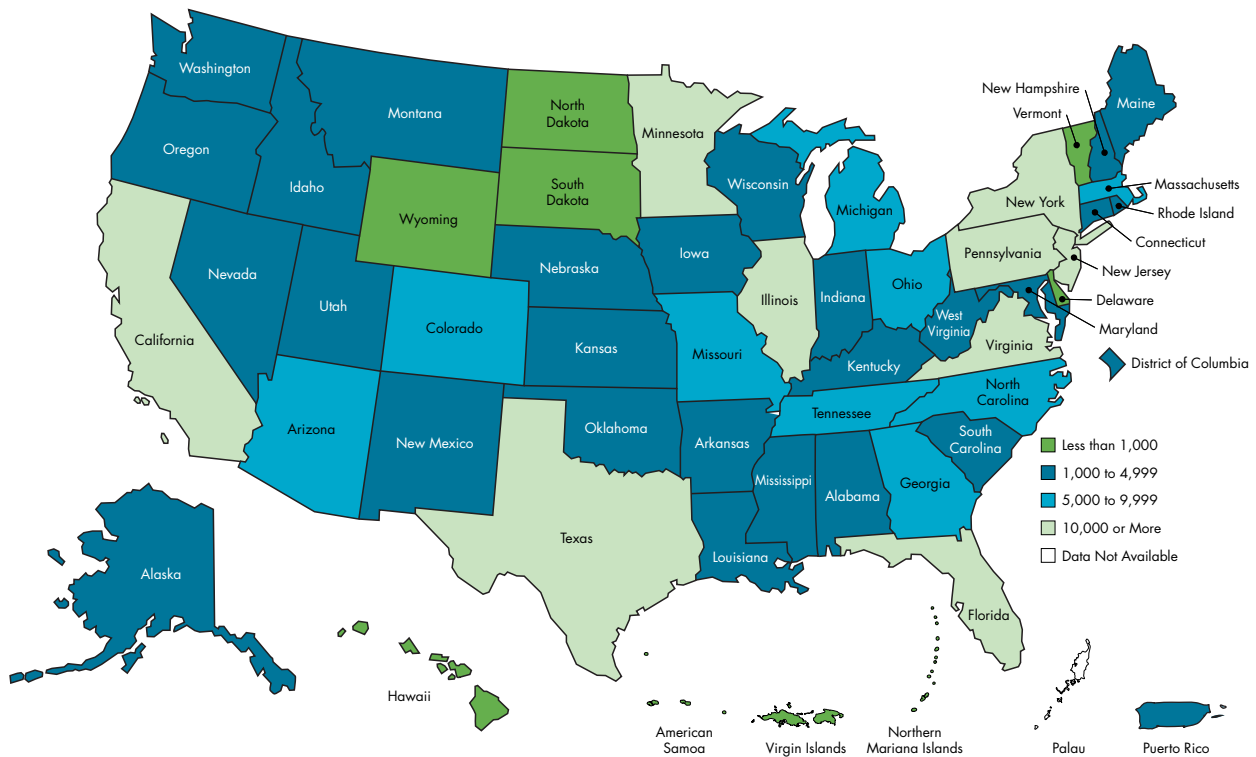
**Figure 5.1 Trend in total number of initial teaching credentials issued:
AY 2008–09 through AY 2009–10**



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam did not submit a state Title II report in 2011. Micronesia did not submit a state Title II report in 2010 or 2011. Marshall Islands did not submit a state Title II report in 2010 or 2011. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Figure 5.2 Number of initial credentials issued, by state: AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Table 5.1 Number of initial credentials issued, by state and location of preparation: AY 2008–09 through AY 2009–10

State	Number of Initial Credentials Issued, by Location of Preparation						Total Percent Change from 2008–09 to 2009–10
	2008–09			2009–10			
	Prepared in state	Prepared in another state	Total	Prepared in state	Prepared in another state	Total	
Alabama	4,189	1,103	5,292	2,768	1,111	3,879	-26.7
Alaska	265	874	1,139	275	840	1,115	-2.1
American Samoa	68	0	68	135	0	135	98.5
Arizona	7,800	2,210	10,010	6,619	1,304	7,923	-20.8
Arkansas	1,959	143	2,102	1,901	153	2,054	-2.3
California	18,196	3,554	21,750	16,401	3,631	20,032	-7.9
Colorado	2,492	686	3,178	3,489	3,024	6,513	104.9
Connecticut	1,897	1,112	3,009	2,017	1,080	3,097	2.9
Delaware	645	460	1,105	667	238	905	-18.1
District of Columbia	624	504	1,128	452	333	785	-30.4
Federated States of Micronesia	—	—	—	—	—	—	—
Florida	9,011	3,315	12,326	10,163	2,976	13,139	6.6
Georgia	4,377	2,623	7,000	5,817	3,162	8,979	28.3
Guam	0	22	22	—	—	—	—
Hawaii	1,132	236	1,368	602	809	1,411	3.1
Idaho	1,157	818	1,975	1,148	650	1,798	-9
Illinois	10,654	2,433	13,087	10,967	2,111	13,078	-0.1
Indiana	4,988	475	5,463	5,193	406	5,599	2.5
Iowa	2,415	565	2,980	3,164	1,026	4,190	40.6
Kansas	1,871	1,350	3,221	1,786	1,209	2,995	-7
Kentucky	2,913	334	3,247	2,937	335	3,272	0.8
Louisiana	2,604	1,117	3,721	3,136	1,018	4,154	11.6
Maine	897	168	1,065	961	136	1,097	3
Marshall Islands	—	—	—	—	—	—	—
Maryland	985	1,777	2,762	812	1,767	2,579	-6.6
Massachusetts	8,190	1,301	9,491	7,546	1,230	8,776	-7.5
Michigan	5,649	570	6,219	5,965	480	6,445	3.6
Minnesota	6,176	2,974	9,150	7,173	3,061	10,234	11.8
Mississippi	2,810	167	2,977	2,963	497	3,460	16.2
Missouri	6,615	2,250	8,865	5,615	1,648	7,263	-18.1
Montana	714	725	1,439	1,080	483	1,563	8.6
Nebraska	1,341	276	1,617	1,451	530	1,981	22.5
Nevada	147	105	252	1,306	234	1,540	511.1
New Hampshire	827	691	1,518	808	404	1,212	-20.2
New Jersey	14,445	2,064	16,509	14,751	2,603	17,354	5.1
New Mexico	947	104	1,051	1,169	144	1,313	24.9

Table continued on next page

Table 5.1 Number of initial credentials issued, by state and location of preparation: AY 2008–09 through AY 2009–10 *(continued)*

State	Number of Initial Credentials Issued, by Location of Preparation						Total Percent Change from 2008–09 to 2009–10
	2008–09			2009–10			
	Prepared in state	Prepared in another state	Total	Prepared in state	Prepared in another state	Total	
New York	37,108	0	37,108	24,206	0	24,206	-34.8
North Carolina	5,219	3,967	9,186	4,153	1,964	6,117	-33.4
North Dakota	540	283	823	573	339	912	10.8
Northern Marianas	18	0	18	9	56	65	261.1
Ohio	8,344	976	9,320	7,317	966	8,283	-11.1
Oklahoma	3,465	292	3,757	4,667	469	5,136	36.7
Oregon	2,035	949	2,984	2,205	830	3,035	1.7
Palau	—	—	—	—	—	—	—
Pennsylvania	14,952	1,827	16,779	15,849	1,619	17,468	4.1
Puerto Rico	—	—	—	1,938	0	1,938	—
Rhode Island	1,003	360	1,363	978	481	1,459	7
South Carolina	2,360	185	2,545	3,593	304	3,897	53.1
South Dakota	713	227	940	601	244	845	-10.1
Tennessee	3,572	2,265	5,837	3,740	2,641	6,381	9.3
Texas	25,849	3,702	29,551	31,124	3,378	34,502	16.8
Utah	2,290	682	2,972	2,265	468	2,733	-8
Vermont	—	—	—	427	346	773	—
Virgin Islands	7	11	18	16	31	47	161.1
Virginia	9,234	3,025	12,259	8,610	2,945	11,555	-5.7
Washington	4,370	666	5,036	2,519	1,239	3,758	-25.4
West Virginia	1,074	641	1,715	1,349	672	2,021	17.8
Wisconsin	4,749	621	5,370	5,437	1,529	6,966	29.7
Wyoming	380	523	903	229	546	775	-14.2
Total	256,282	58,308	314,590	253,042	59,700	312,742	-0.6

— Data not available.

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam did not submit a state Title II report in 2011. Micronesia did not submit a state Title II report in 2010 or 2011. Marshall Islands did not submit a state Title II report in 2010 or 2011. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- Some states prepared a larger proportion of teacher preparation program completers compared to the proportion of initial teaching credentials they issued, while other states issued a larger proportion of initial teaching credentials compared to the proportion of teacher preparation program completers they prepared.
- While Illinois prepared 8.4 percent of the teacher preparation program completers nationwide, it only credentialed 4.2 percent of the teachers credentialed in AY 2009–10 (see Table 5.2).

Table 5.2 Proportion of total program completers, total initial teaching credentials issued and total K–12 enrollment, by state: AY 2009–10

State	Program Completers		Initial Teaching Credentials Issued		K–12 Enrollment	
	Number	% of Total	Number	% of Total	Number	% of Total
Alabama	3,762	1.6	3,879	1.2	748,889	1.5
Alaska	220	0.1	1,115	0.4	131,661	0.3
Arizona	3,162	1.3	7,923	2.5	1,077,831	2.2
Arkansas	2,030	0.8	2,054	0.7	480,559	1.0
California	15,005	6.2	20,032	6.4	6,263,438	12.6
Colorado	3,222	1.3	6,513	2.1	832,368	1.7
Connecticut	2,035	0.8	3,097	1.0	563,968	1.1
Delaware	667	0.3	905	0.3	126,801	0.3
District of Columbia	507	0.2	785	0.3	69,433	0.1
Florida	8,439	3.5	13,139	4.2	2,634,522	5.3
Georgia	6,604	2.7	8,979	2.9	1,667,685	3.3
Hawaii	1,081	0.4	1,411	0.5	180,196	0.4
Idaho	1,468	0.6	1,798	0.6	276,299	0.6
Illinois	20,298	8.4	13,078	4.2	2,104,175	4.2
Indiana	4,339	1.8	5,599	1.8	1,046,661	2.1
Iowa	2,240	0.9	4,190	1.3	491,842	1.0
Kansas	2,118	0.9	2,995	1.0	474,489	1.0
Kentucky	3,862	1.6	3,272	1.0	680,089	1.4
Louisiana	3,076	1.3	4,154	1.3	690,915	1.4
Maine	917	0.4	1,097	0.4	189,225	0.4
Maryland	3,220	1.3	2,579	0.8	848,412	1.7
Massachusetts	4,441	1.8	8,776	2.8	957,053	1.9
Michigan	6,073	2.5	6,445	2.1	1,649,082	3.3
Minnesota	4,334	1.8	10,234	3.3	837,053	1.7
Mississippi	2,961	1.2	3,460	1.1	492,481	1.0
Missouri	5,038	2.1	7,263	2.3	917,982	1.8
Montana	848	0.4	1,563	0.5	141,807	0.3
Nebraska	1,558	0.6	1,981	0.6	295,368	0.6
Nevada	935	0.4	1,540	0.5	428,947	0.9
New Hampshire	908	0.4	1,212	0.4	197,140	0.4

Table continued on next page

Table 5.2 Proportion of total program completers, total initial teaching credentials issued and total K-12 enrollment, by state: AY 2009-10 *(continued)*

State	Program Completers		Initial Teaching Credentials Issued		K-12 Enrollment	
	Number	% of Total	Number	% of Total	Number	% of Total
New Jersey	5,070	2.1	17,354	5.6	1,396,029	2.8
New Mexico	234	0.1	1,313	0.4	334,419	0.7
New York	22,517	9.3	24,206	7.7	2,766,052	5.5
North Carolina	5,863	2.4	6,117	2.0	1,483,397	3.0
North Dakota	611	0.3	912	0.3	95,073	0.2
Northern Marianas	18	0	65	0	10,961	0
Ohio	6,018	2.5	8,283	2.6	1,764,297	3.5
Oklahoma	3,047	1.3	5,136	1.6	654,802	1.3
Oregon	3,105	1.3	3,035	1.0	582,839	1.2
Pennsylvania	12,026	5.0	17,468	5.6	1,785,993	3.6
Puerto Rico	3,479	1.4	1,938	0.6	493,393	1.0
Rhode Island	883	0.4	1,459	0.5	145,118	0.3
South Carolina	2,620	1.1	3,897	1.2	723,143	1.4
South Dakota	726	0.3	845	0.3	123,713	0.2
Tennessee	4,880	2.0	6,381	2.0	972,549	1.9
Texas	39,126	16.2	34,502	11.0	4,850,210	9.7
Utah	2,265	0.9	2,733	0.9	571,586	1.1
Vermont	584	0.2	773	0.2	91,451	0.2
Virgin Islands	19	0	47	0	15,493	0
Virginia	3,431	1.4	11,555	3.7	1,245,340	2.5
Washington	2,519	1	3,758	1.2	1,035,347	2.1
West Virginia	1,270	0.5	2,021	0.6	282,662	0.6
Wisconsin	5,437	2.3	6,966	2.2	872,436	1.7
Wyoming	236	0.1	775	0.2	88,155	0.2
Total	241,352		312,607		49,880,829	

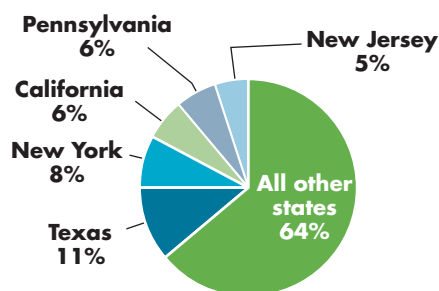
NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This table does not include American Samoa, for which CCD data was not available.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*. U.S. Department of Education, National Center for Education Statistics. (2012). *Integrated Postsecondary Education Data System (IPEDS)*.

- Minnesota prepared 1.8 percent of the teacher preparation program completers nationwide, but it issued 3.3 percent of the initial teaching credentials issued in AY 2009-10 (see Table 5.2).
- While New Jersey prepared only 2.1 percent of the teacher preparation program completers nationwide, it issued 5.6 percent of the initial teaching credentials issued in AY 2009-10 (see Table 5.2).
- Texas prepared 16.2 percent of the teacher preparation program completers nationwide. However, Texas only issued 11 percent of the initial teaching credentials issued in AY 2009-10 (see Table 5.2).

- Virginia prepared 1.4 percent of the teacher preparation program completers nationwide but issued 3.7 percent of the initial teaching credentials issued in AY 2009–10 (see Table 5.2).
- The five states issuing the most initial credentials in AY 2009–10 were (see figure 5.3):
 - Texas (34,502, or 11 percent of all initial credentials issued);
 - New York (24,206, or 8 percent of all initial credentials issued);
 - California (20,032, or 6 percent of all initial credentials issued);
 - Pennsylvania (17,468, or 6 percent of all initial credentials issued); and
 - New Jersey (17,354, or 5 percent of all initial credentials issued).

Figure 5.3 Top five states issuing initial credentials, by percentage of initial credentials issued: AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Initial Credentials Issued to Teachers Prepared in Another State

States reported on the total number of initial credentials issued to teachers in their state in AY 2009–10, as well as the number of initial credentials issued to individuals who received their preparation in another state in AY 2009–10. Some states prepare a greater number of teachers than is necessary to meet the teaching needs in their state. Other states do not prepare enough teachers to meet the demand in their state and rely on individuals who were prepared in other states to meet their hiring needs.

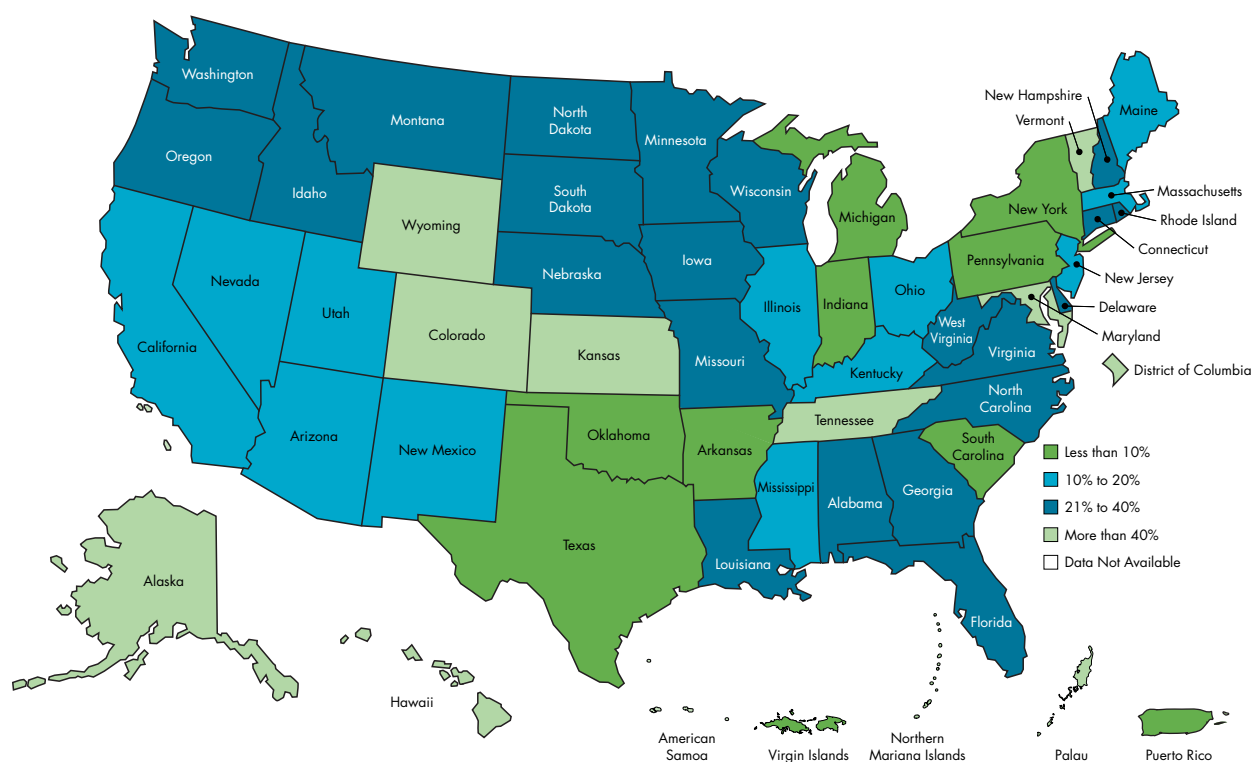
- In AY 2009–10, 19 percent of the initial credentials issued were to teachers prepared in another state. In AY 2008–09, 26 percent of the initial credentials issued were to teachers prepared in another state.
- In AY 2009–10, Alaska, Hawaii, Maryland, Wyoming, Northern Mariana Islands, and Virgin Islands reported that more than 50 percent of their initial credentials issued were to teachers prepared in another state. Arkansas, Indiana, Michigan, Oklahoma, Pennsylvania, South Carolina, and Texas reported that less than 10 percent of their initial credentials were issued to teachers prepared in another state (see figure 5.4).

Teacher Shortage Areas

Teacher shortage areas are geographic areas, grade levels, or subject areas in which there are shortages of qualified teachers. The Department publishes a nationwide listing of teacher shortage areas in each state. The designation of teacher shortage areas shows states' level of subject area need and bears on certain provisions of student financial aid programs, such as debt or loan forgiveness.

- In AY 2009–10, Special Education was the most commonly reported shortage area. Forty-nine states, the District of Columbia, American Samoa, Guam, Northern Mariana Islands, Palau, and Virgin Islands reported shortages in Special Education (see table 5.3).

Figure 5.4 Percentage of teachers earning credentials who were prepared in another state: AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- In AY 2009–10, 46 states, the District of Columbia, American Samoa, Guam, Northern Mariana Islands, and Virgin Islands reported shortages in Science (see table 5.3).
- In AY 2009–10, 45 states, the District of Columbia, American Samoa, Guam, Northern Mariana Islands, and Virgin Islands reported shortages in Math (see table 5.3).

Credential Areas

Title II of *HEA* requires states to report on the number of individuals that earned an initial teaching credential from each teacher preparation program, disaggregated by the area of credential, such as elementary education or special education. While the areas of credentials vary from state to state, the most common initial credential areas remained fairly consistent across all three program types.

- Between AY 2008–09 and AY 2009–10, the five most common initial credential areas were the same within each program type (see table 5.4).

Credential Degree Requirements

States report on the degree requirements individuals must meet in order to earn an initial teaching credential. States are more likely to require that candidates have a bachelor's degree with a major in a subject area or academic content area for an initial teaching credential at the middle school or secondary level than at the elementary level. However, a growing number of states require that candidates have a subject area or academic content area bachelor's degree for all initial teaching credentials, regardless of the level.

Table 5.3 Teacher Shortage Areas by State: AY 2009–10

State	English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
Alabama	X	X	X	X	X	X	X	X	
Alaska			X	X			X		
American Samoa	X	X	X	X	X	X	X	X	X
Arizona		X	X	X		X	X	X	X
Arkansas			X	X	X		X		
California			X	X	X		X		
Colorado			X	X	X		X		
Connecticut	X	X			X	X	X		X
Delaware	X	X	X	X	X	X	X		X
District of Columbia	X	X	X	X	X	X	X	X	X
Micronesia	†	†	†	†	†	†	†	†	†
Florida							X		
Georgia	X	X	X	X	X	X	X	X	X
Guam		X	X	X			X		X
Hawaii	X		X	X	X		X		
Idaho	X		X	X	X	X	X	X	X
Illinois		X	X	X			X		X
Indiana		X	X	X	X	X	X	X	X
Iowa			X	X	X	X	X		X
Kansas							X		
Kentucky	X		X	X	X		X	X	X
Louisiana	X		X	X	X	X	X	X	
Maine			X	X	X		X		X
Marshall Islands		†	†	†	†	†	†	†	†
Maryland			X	X	X		X		X
Massachusetts	X	X	X	X	X		X		X
Michigan			X	X	X		X		X
Minnesota			X	X	X		X		X
Mississippi			X	X	X		X		
Missouri		X	X	X	X	X	X		X
Montana			X	X	X	X	X		
Nebraska	X		X	X	X	X	X		
Nevada			X	X	X	X	X		X
New Hampshire			X	X	X		X		X
New Jersey			X	X	X		X		X
New Mexico		X	X	X			X		X
New York	X		X	X	X	X	X		X
North Carolina			X	X			X		

Table continued on next page

Table 5.3 Teacher Shortage Areas by State: AY 2009–10 *(continued)*

State	English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
North Dakota	X	X	X	X		X	X	X	X
Northern Marianas		X	X	X			X		
Ohio	X	X	X	X	X	X	X	X	X
Oklahoma	X			X	X	X			
Oregon			X	X			X		X
Palau							X		
Pennsylvania	X		X	X	X		X	X	X
Puerto Rico		†	†	†	†	†	†	†	†
Rhode Island		X	X	X	X		X	X	X
South Carolina	X	X	X	X	X	X	X	X	
South Dakota		X	X	X	X	X	X	X	X
Tennessee			X	X			X		X
Texas			X	X	X		X		X
Utah							X		
Vermont			X	X	X	X	X		X
Virgin Islands	X	X	X	X	X	X	X	X	X
Virginia	X		X	X	X		X		
Washington			X	X			X		
West Virginia	X	X	X	X	X	X	X	X	X
Wisconsin		X	X	X	X	X	X		X
Wyoming	X	X	X	X	X		X	X	X
Total	22	23	50	51	41	25	55	18	36

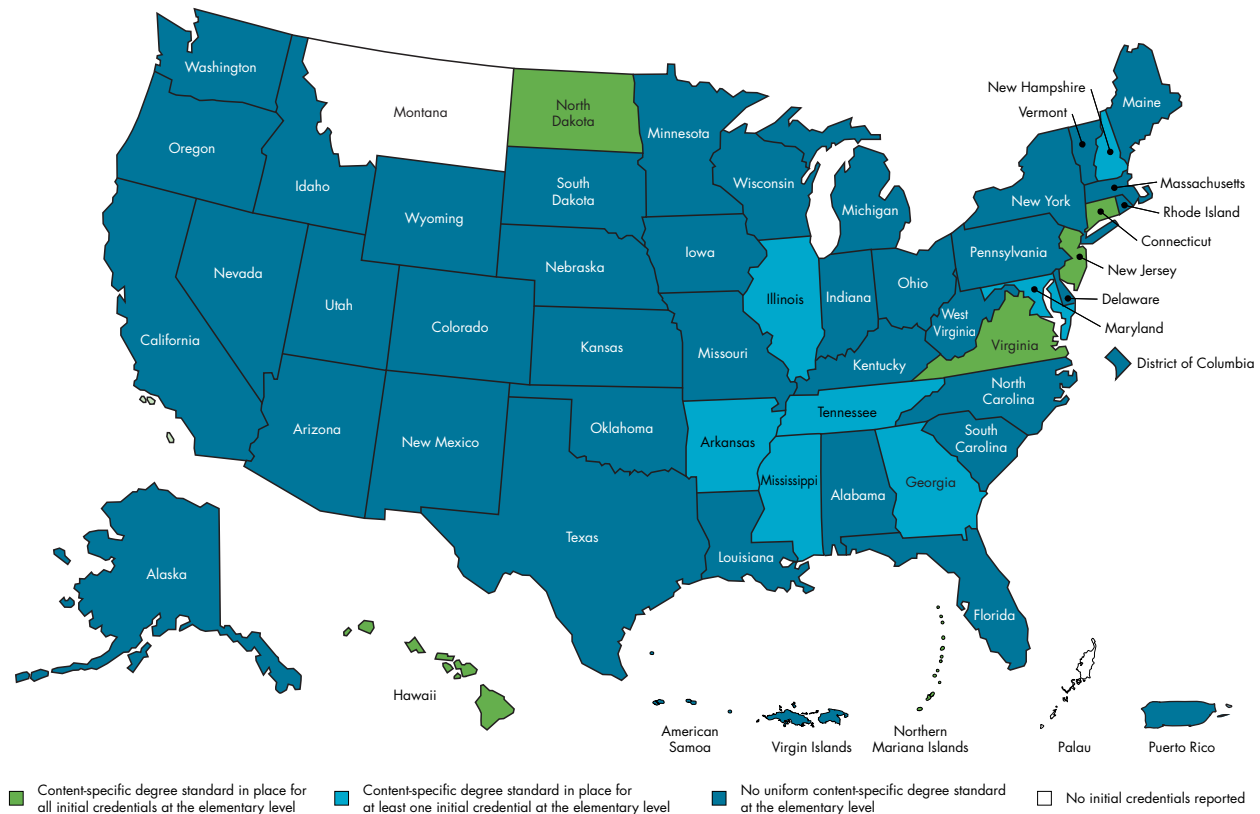
† Data not available.

NOTE: This table shows the most commonly reported teacher shortage areas reported by states for AY 2009–10. States varied in the level of detail with which they reported Teacher Shortage Areas. For example, some states reported shortages in specific subjects that fall within the broader subject areas included in this table, such as Biology and Chemistry rather than Science, or Algebra and Geometry rather than Math. In those instances, the broader subject area was counted (for example, if a state reported Biology as a Teacher Shortage Area, it was counted as Science for the purposes of this table). To view the full list of Teacher Shortage Areas, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.pdf>.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Areas Nationwide Listing: 1990–1991 through 2012–2013 (April 2012).

- In 2011, Connecticut, Hawaii, Indiana, Maryland, Michigan, Minnesota, Missouri, New Jersey, North Dakota, Oklahoma, South Dakota, Virginia, Wisconsin, Puerto Rico, and Northern Mariana Islands reported requiring a bachelor's degree with a major in a subject area or academic content area for all of their initial credentials regardless of level. In 2010, there were six states, and in 2009, nine states that reported having this requirement.
- In 2011, 13 states reported requiring a bachelor's degree with a major in a subject area or academic content area for at least one initial credential issued at the elementary level (see figure 5.5).
- In 2011, 20 states, Puerto Rico, Northern Mariana Islands, and Virgin Islands reported that they required a bachelor's degree with a major in a subject area or academic content area for at least one initial credential issued at the middle school level (see figure 5.6).

Figure 5.5 States requiring content-specific bachelor's degrees for an initial credential at the elementary level: 2011



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

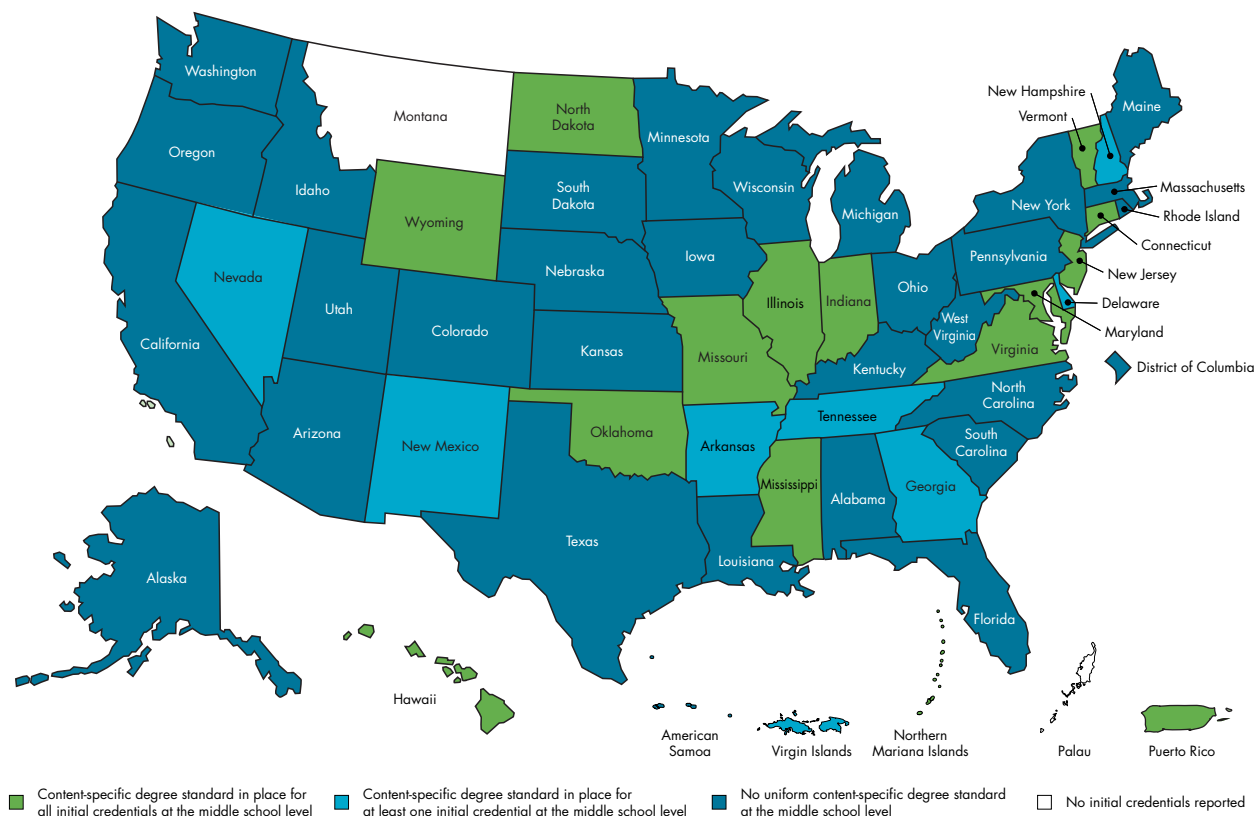
Table 5.4 Top five most common initial credential areas by number of credentials issued, by program type: AY 2008–09 and AY 2009–10

Program type	Academic Year	
	2008–09	2009–10
Traditional	Elementary education Early childhood education Special education English language arts Social studies	Elementary education Early childhood education Special education English language arts Social studies
Alternative, IHE-based	Elementary education Special education English language arts Science Math	Elementary education Special education English language arts Science Math
Alternative, not IHE-based	Special education Elementary education Early childhood education Science English language arts	Early childhood education Elementary education Special education English language arts Science

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Figure 5.6 States requiring content-specific bachelor's degrees for an initial credential at the middle school level: 2011



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- In 2011, 25 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, and Virgin Islands reported that they required a bachelor's degree with a major in a subject area or academic content area for at least one initial credential issued at the secondary level (see figure 5.7).

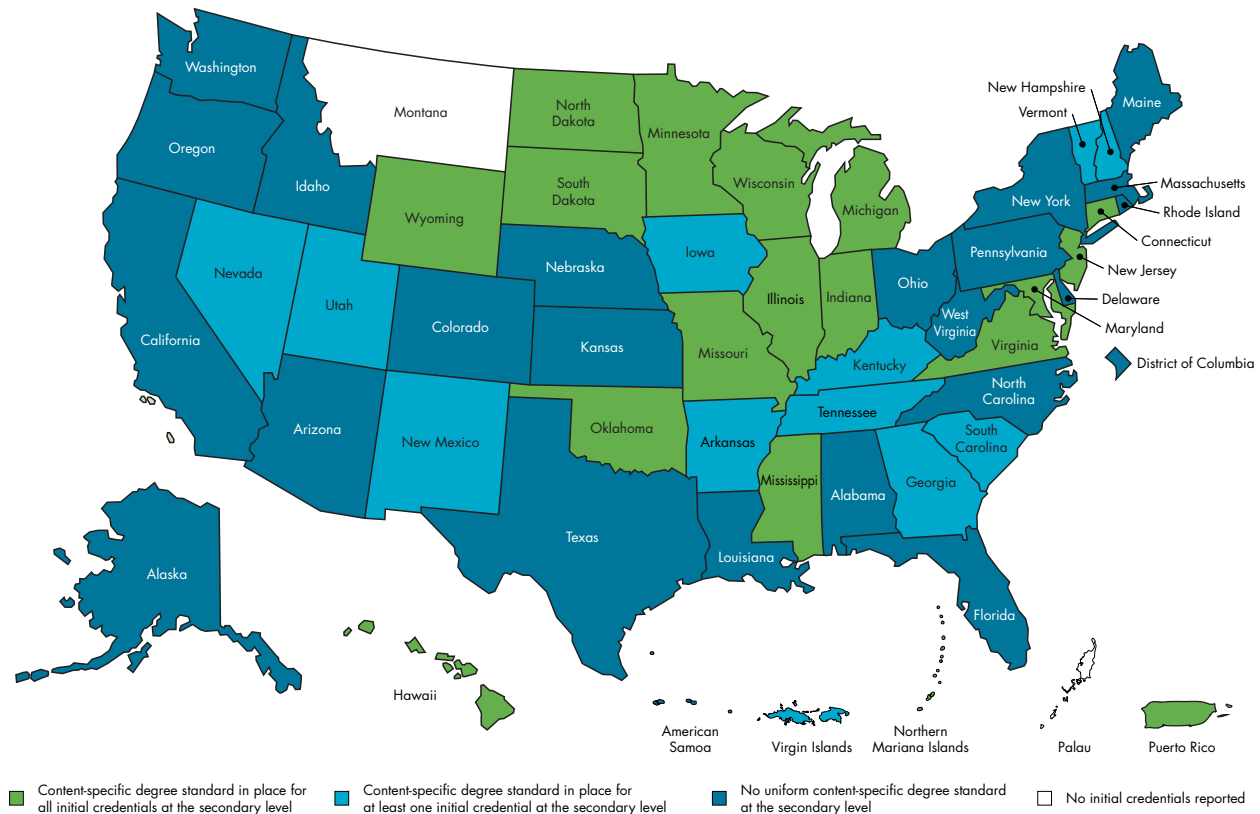
Emergency License Types

States may be unable to fill all of their teaching positions with teachers holding required state credentials. In order to fill teaching positions in hard-to-staff schools or subject areas, states may grant emergency licenses. Policies regarding emergency licenses vary from state to state. In some states, emergency licenses may be

issued to individuals who hold a teaching credential but who are teaching a subject area or grade level outside of their credential's area. Some states may issue emergency licenses to individuals who have content expertise but not a teaching credential in the subject to be taught. The duration of an emergency license and the number of times an individual may renew it also vary from state to state.

- In 2011, 46 states reported offering a total of 225 types of emergency licenses with an average permitted duration of 2.1 years. In 2010, 44 states reported offering a total of 217 types of emergency licenses with an average permitted duration of 2.2 years (see table 5.5).

Figure 5.7 States requiring content-specific bachelor's degrees for an initial credential at the secondary level: 2011



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

- In 2011, 28 states reported offering a total of 91 types of regular renewable emergency licenses with an average permitted duration of 1.2 years and average number of times renewable of 2.1. In 2010, 26 states reported offering a total of 87 types of regular renewable emergency licenses with an average duration of 1.3 years and average number of times renewable of 2.3 (see table 5.5).
- In 2011, nine states reported offering a total of 14 types of unlimited renewable emergency licenses with an average permitted duration of 2.4 years. In 2010, nine states reported offering a total of 14 types of unlimited renewable emergency licenses with an average permitted duration of 2.4 years (see table 5.5).
- In 2011, 37 states reported offering a total of 120 types of nonrenewable emergency licenses with an average duration of 2.8 years. In 2010, 36 states reported offering a total of 116 types of nonrenewable emergency licenses with an average duration of 2.8 years (see table 5.5).

Table 5.5 Number and characteristics of states' emergency licenses, by license type: 2010 and 2011

Emergency License Type for All States	Year	
	2010	2011
Total number of emergency license types	217	225
Average duration (in years)	2.2	2.1
<i>Regular renewable</i>		
Number of regular renewable emergency license types	87	91
Average duration (in years)	1.3	1.2
Average number of times renewable	2.3	2.1
<i>Unlimited renewable</i>		
Number of unlimited renewable emergency license types	14	14
Average duration (in years)	2.4	2.4
<i>Nonrenewable</i>		
Number of nonrenewable emergency license types	116	120
Average duration (in years)	2.8	2.8

NOTE: In 2010, Indiana reported all credentials by content area rather than the type of credential. Since emergency licenses can be granted in most content areas, this resulted in a significant and misleading spike in the number of emergency licenses offered by the state. In 2011, Indiana went back to reporting by the credential type rather than by content area. Indiana data is omitted in the 2010 column in this table. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam did not submit a state Title II report in 2011. Micronesia did not submit a state Title II report in 2010 or 2011. Marshall Islands did not submit a state Title II report in 2010 or 2011. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

CHAPTER VI: ASSESSMENTS REQUIRED FOR TEACHER CREDENTIALS

While states have reported data on state assessments required to receive initial teacher credentials in previous years and pass rates on these assessments by students enrolled in IHE-based teacher preparation programs, the Department revised the reporting requirements for 2011 in view of the 2008 amendments to *HEA*. Beginning in 2011, states also reported pass rates for students in all non-IHE teacher preparation programs and data on the average scaled score on these assessments.

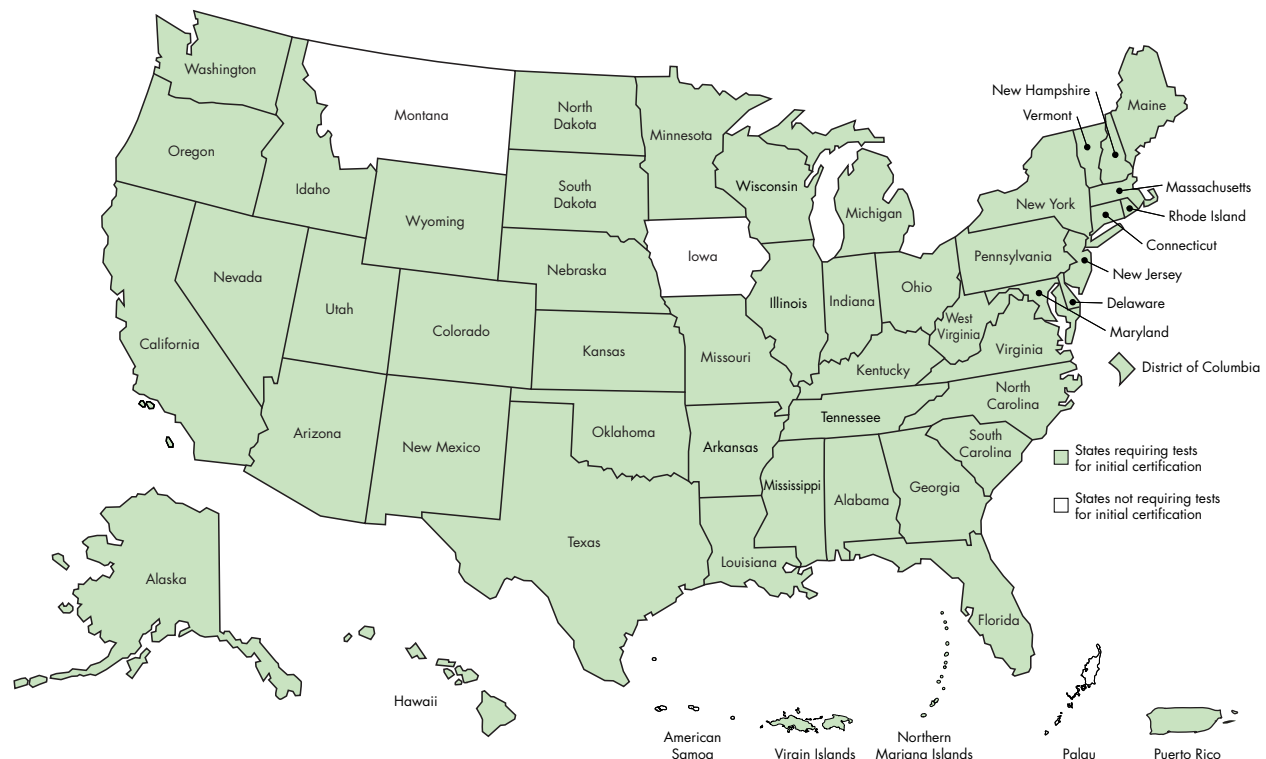
State Assessment Requirements

Each state independently sets the requirements that candidates must meet in order to receive an initial teacher credential in that state. Most states require that teacher candidates pass assessment tests in order to be eligible for an initial teacher credential. Some programs may require assessments, such as a test of basic skills, as a condition for program entry. Others may require candidates to pass all assessments required for a state credential before they can complete a program. In both of these cases, the

programs would report 100 percent pass rates on these assessment categories.

- In 2011, 48 states, the District of Columbia, Puerto Rico, Guam, Northern Mariana Islands, and Virgin Islands reported assessing initial teacher candidates through state testing (see figure 6.1).
- Not all states required assessments for an initial credential. As of AY 2009–10, Iowa, Montana, American Samoa, Micronesia, Marshall Islands, and Palau did not require testing for an initial teacher credential.

Figure 6.1 States requiring tests for an initial credential: 2011



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Test Takers

States are required to report the number of students that took assessment tests for an initial teacher credential. Overall, the number of test takers is at the highest level in ten years, with the majority of teacher candidates coming from traditional teacher preparation programs. The number of test takers being prepared by alternative routes is also at the highest level in ten years.

- Among the AY 2009–10 program completers, there were a total of 201,301 test takers. There were 197,146 test takers in AY 2008–09 and 185,518 test takers in AY 2007–08 (see figure 6.2).
- In AY 2009–10, 81 percent of test takers were from traditional teacher preparation programs; 8 percent were from alternative,

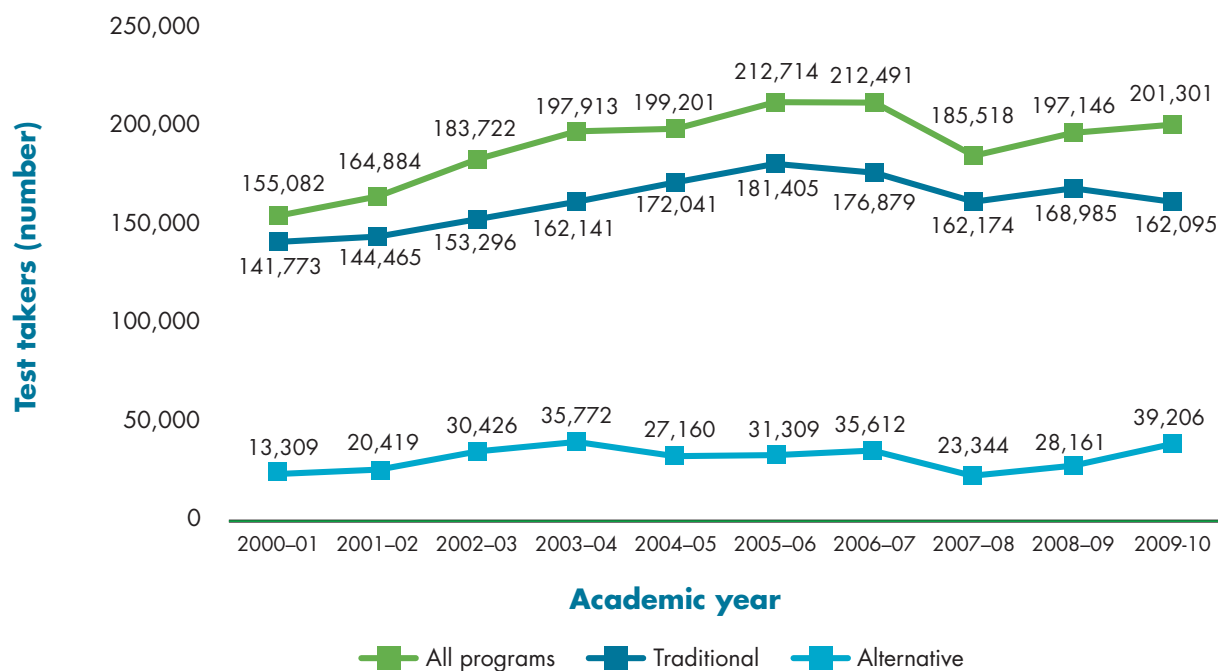
IHE-based programs, and 11 percent were from alternative, not IHE-based programs (see figure 6.3).

State Minimum Passing Scores and Scaled Scores

Each state sets the minimum passing score, or cut score, on assessments required for an initial teacher credential. Thus, the cut score can vary for an assessment used in multiple states. Also, depending on the cut score, receiving a passing score on the assessment may not mean the same thing as having a significant degree of content knowledge.

Most states use assessments developed by the Educational Testing Service (ETS) called the Praxis Series. Other states work with Pearson to develop assessments aligned to state standards, so assessments offered in different

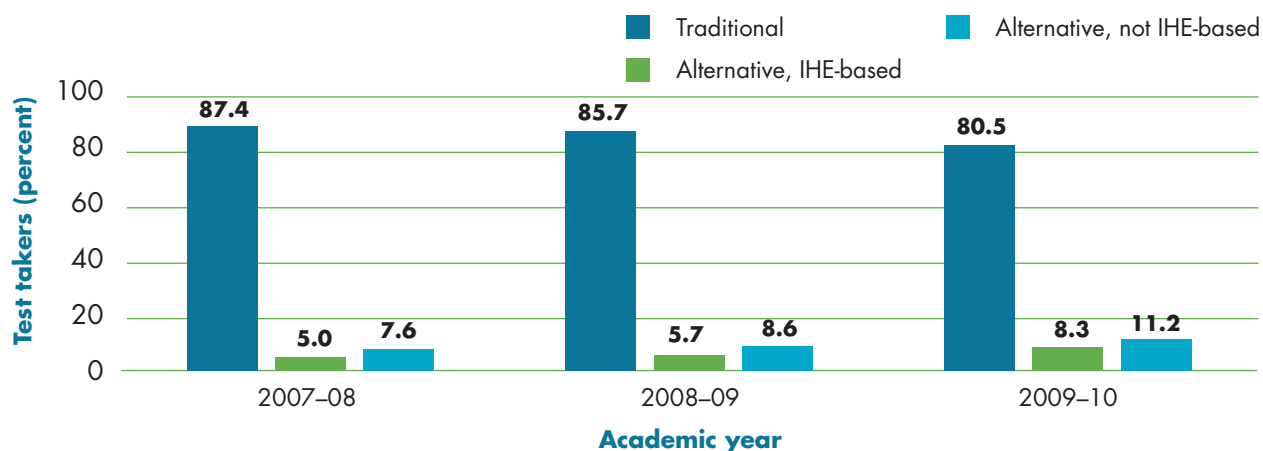
Figure 6.2 Trend in total number of program completers tested, by traditional and alternative routes: AY 2000–01 through AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam did not submit a state Title II report in 2011. Micronesia did not submit a state Title II report in 2007, 2010, or 2011. Marshall Islands did not submit a state Title II report in 2009, 2010, or 2011. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data. The number of alternative route test takers in AY 2008–09 and 2009–10 is the sum of the alternative, IHE-based test takers and alternative, not IHE-based test takers. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

Figure 6.3 Distribution of test takers, by program type: AY 2007–08 through AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam did not submit a state Title II report in 2011. Micronesia did not submit a state Title II report in 2010, or 2011. Marshall Islands did not submit a state Title II report in 2009, 2010, or 2011. Data presented in this report for previous years may not be consistent with data published in earlier reports because states are able to revise their data. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

states vary.¹⁴ Some states use a combination of ETS and Pearson assessments, or assessments from other organizations, such as Language Testing International, the College Board, or the American Board for Certification of Teacher Excellence (ABCTE).

Beginning in 2011, the Department collected the average scaled score on assessments. A scaled score is a conversion of a raw score on a test or version of the test to a common scale that allows for a numerical comparison between test takers. Because most major testing companies use multiple versions of a test, the scale is used to control slight variations from one version of a test to the next. Scaled scores are particularly useful for comparing test scores over time, such as measuring semester-to-semester and year-to-year growth of individual test takers or groups of test takers in a content area. However, within the same test, different content areas are typically on different scales, so a scaled score of 24 in Mathematics may not mean the same thing as a scaled score of 24 in Reading. Average scaled scores allow for analysis and comparison across different assessments and scoring rubrics of the minimum

cut scores in relation to the average scores of program completers.

- Table 6.1 presents the average cut score for each state, the average score by test takers in each state, and the gap between the cut score and average score by test takers. A small gap between the cut score and the average score by test takers for a given state could suggest a relatively high bar may be being set for prospective teachers in that state. A large gap between the cut score and the average score by test takers for a given state could suggest a relatively low bar may be being set for prospective teachers in that state. However, it is also possible that a small gap between the cut score and the average score by test takers signals relatively low-performing test takers and a large gap signals relatively high-performing test takers. Without much more in-depth analysis of these data, there is no way to immediately discern the relationships between difficulty of exams, cut scores, test taker performance, and the ultimate impacts on student achievement in the classroom.

¹⁴ For more information on the cut scores states set on Pearson assessments, see the individual state reports available at <http://title2.ed.gov> and <http://www2.ed.gov/about/reports/annual/teachprep/index.html>.

Table 6.1 Comparison of average percentage of points required to pass assessments (based on state cut scores) versus average percentage of points scored by test takers on assessments (based on state average scaled scores), by state: AY 2009–10

State	Average percentage of points for all teacher preparation programs (n=1,870)		
	Cut Score	Average Score by Test Takers	Gap
Alabama	43.7	60.5	16.8
Alaska	60.0	75.8	15.8
Arizona	70.0	80.1	10.1
Arkansas	48.9	64.1	15.1
California	59.4	72.4	13.0
Colorado	58.1	73.4	15.3
Connecticut	53.2	69.2	16.0
Delaware	55.1	70.7	15.6
District of Columbia	51.1	74.8	23.7
Florida	62.4	74.8	12.4
Georgia	60.0	71.7	11.7
Hawaii	53.5	69.2	15.7
Idaho	51.8	65.1	13.3
Illinois	70.0	82.9	12.9
Indiana	47.6	67.3	19.7
Kansas	54.3	69.2	14.8
Kentucky	52.9	68.0	15.0
Louisiana	52.0	66.6	14.6
Maine	55.1	72.6	17.5
Maryland	54.5	70.7	16.3
Massachusetts	69.6	79.8	10.2
Michigan	60.0	75.0	15.0
Minnesota	51.9	71.7	19.9
Mississippi	46.5	61.0	14.5
Missouri	54.2	69.0	14.8
Nebraska	52.5	75.0	22.5
Nevada	51.6	66.6	15.0
New Hampshire	52.4	70.5	18.1
New Jersey	49.8	63.7	13.9
New Mexico	70.0	83.0	13.0
New York	60.0	76.1	16.1
North Carolina	50.1	65.6	15.5
North Dakota	55.1	69.6	14.5
Ohio	53.0	69.9	16.9
Oklahoma	70.0	80.6	10.6
Oregon	55.7	70.3	14.7

Table continued on next page

Table 6.1 Comparison of average percentage of points required to pass assessments (based on state cut scores) versus average percentage of points scored by test takers on assessments (based on state average scaled scores), by state: AY 2009–10 *(continued)*

State	Average percentage of points for all teacher preparation programs (n=1,870)		
	Cut Score	Average Score by Test Takers	Gap
Pennsylvania	51.9	67.6	15.7
Puerto Rico	42.6	53.3	10.7
Rhode Island	61.2	73.0	11.8
South Carolina	53.4	69.1	15.7
South Dakota	46.9	68.9	22.0
Tennessee	49.0	64.6	15.6
Texas	69.8	80.1	10.4
Utah	54.1	70.3	16.2
Vermont	57.6	71.5	13.9
Virgin Islands	55.0	62.5	7.5
Virginia	59.4	75.3	15.9
Washington	65.2	79.2	14.0
West Virginia	50.7	66.8	16.1
Wisconsin	49.6	67.1	17.5
Wyoming	59.0	72.0	13.0
National	56.5	71.3	14.8

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

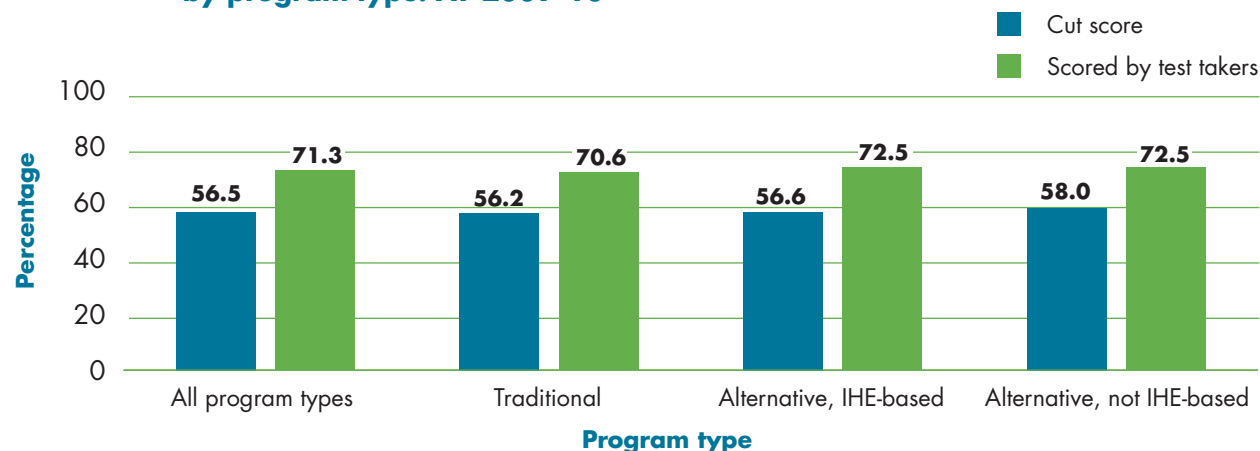
- While state minimum cut scores vary from state to state, they are significantly lower than the average score by test takers across all states and program types, suggesting that the bar may be set relatively low across the board. The average state minimum cut score is set at 56.5 percent of the possible points that can be earned on an assessment. The average score by test takers is 71.3 percent of the possible points that can be earned on an assessment. The gap between the average state minimum cut score and the average score by test takers is 14.8 points (see table 6.1).
- While the state minimum cut scores were similar across teacher preparation program types nationwide, the average

scores by test takers were slightly higher for alternative route teacher preparation programs compared to traditional teacher preparation programs (see figure 6.4).

State Summary Pass Rates

The summary pass rate is a single measure of how test takers from each teacher preparation program fared in passing the assessments they took. Specifically, the summary pass rate is the percentage of test takers who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. State assessments required for an initial credential vary across states and cut scores states set, even on the same test, may also vary. States also require testing at

Figure 6.4 National comparison of average percentage of points required to pass assessments (based on state cut scores) versus average percentage of points scored by test takers (based on state average scaled scores), by program type: AY 2009–10



NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

different points during a program of teacher preparation from entry to past completion. These shortcomings with the use and calculation of passage rates make them a misleading and untrustworthy indicator and should not be used to make cross-state comparisons or assumptions of program rigor, student success, or other similar measures of quality.

- Average pass rates for all traditional and alternative route teacher preparation programs in public and private institutions have been consistently high over the past three years ranging from 85 percent through 99 percent.
- Average summary pass rates for all teacher preparation programs in AY 2007–08 ranged from 85 percent to 99 percent.
- Average summary pass rates for all teacher preparation programs in AY 2008–09 ranged from 90 percent to 99 percent.
- Average summary pass rates for all teacher preparation programs in AY 2009–10 ranged from 86 percent to 98 percent.
- In AY 2009–10, the summary pass rate for test takers in alternative route teacher preparation programs, both IHE based and non-IHE based, was higher than the national pass rate, while the pass rate for test takers from traditional teacher preparation programs was slightly below the national average (see table 6.2).

Table 6.2 Summary pass rates for AY 2009–10 completers

Program type	Takers ¹⁵	Passers	Pass Rate
Traditional	161,246	154,945	96.1%
Alternative, IHE-based	16,088	15,689	97.5%
Alternative, non IHE-based	22,341	21,966	98.3%
All Programs	199,675	192,600	96.5%

NOTE: The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*.

¹⁵ For purposes of calculating the national summary pass rate, the number of test takers included only those institutions that had 10 or more test takers, in accordance with Section 205(a)(4) of Title II of *HEA*.

SECTION II

STATE SNAPSHOTS

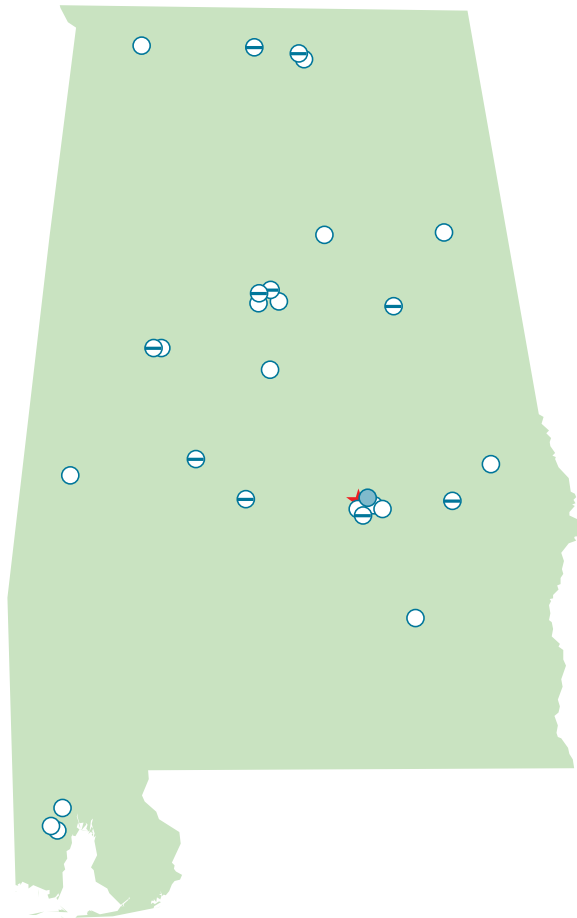
Data presented in the state snapshots are from states' and jurisdictions' reports to the U.S. Department of Education in 2011. Numerous data check points and technical assistance were provided to respondents. Data may be inconsistent with data published in earlier reports as respondents are able to revise their data.

Alabama

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

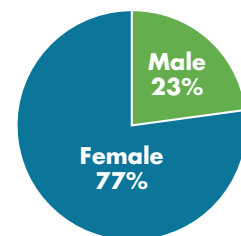
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ **Montgomery**

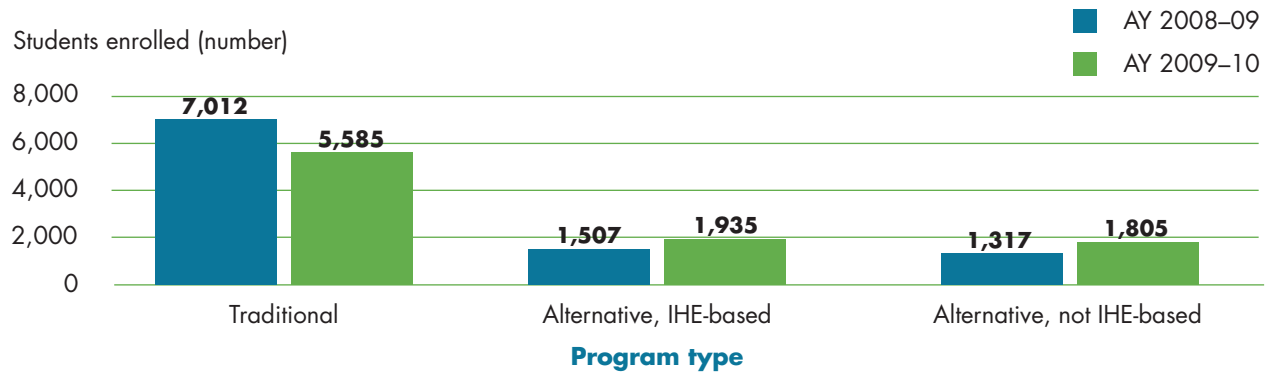
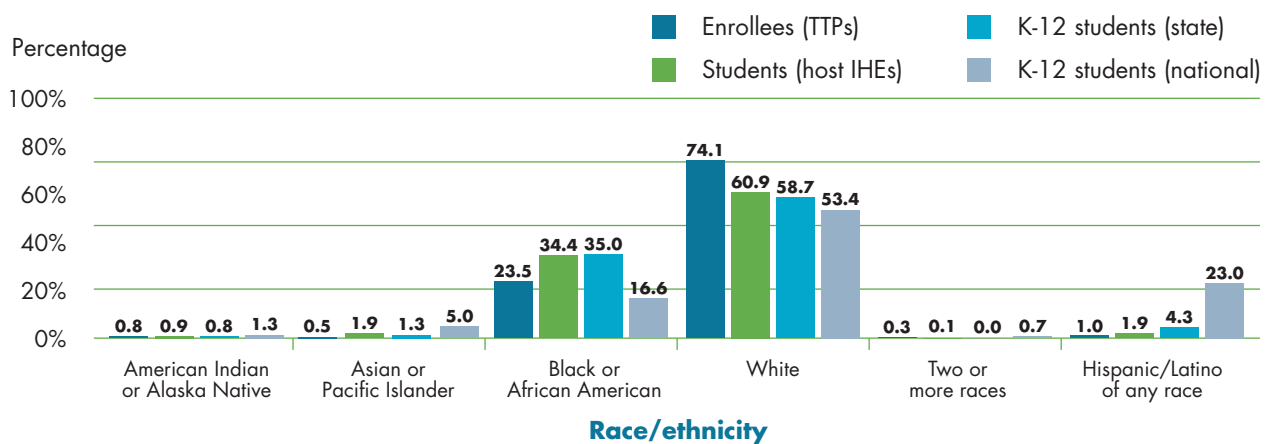
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

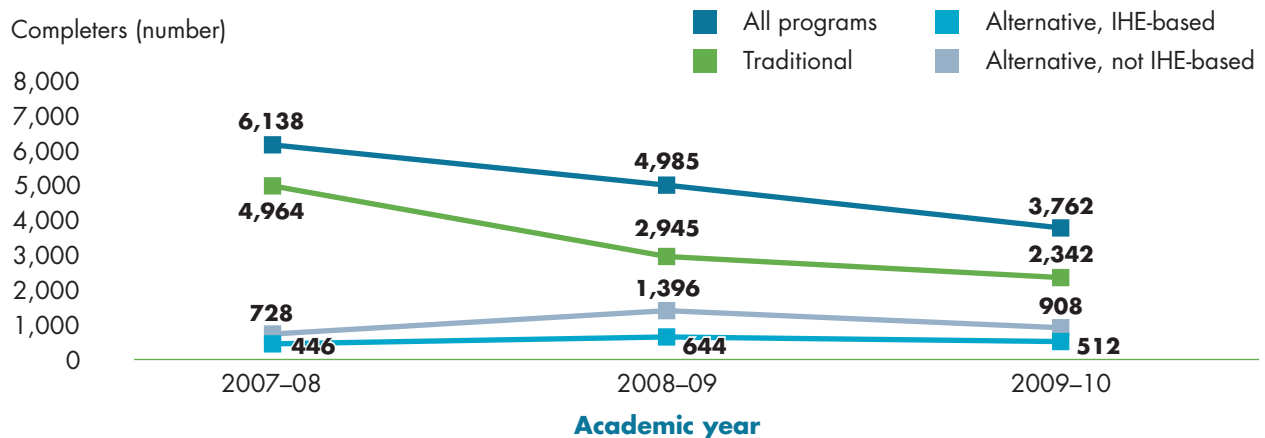
27	Traditional
17	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

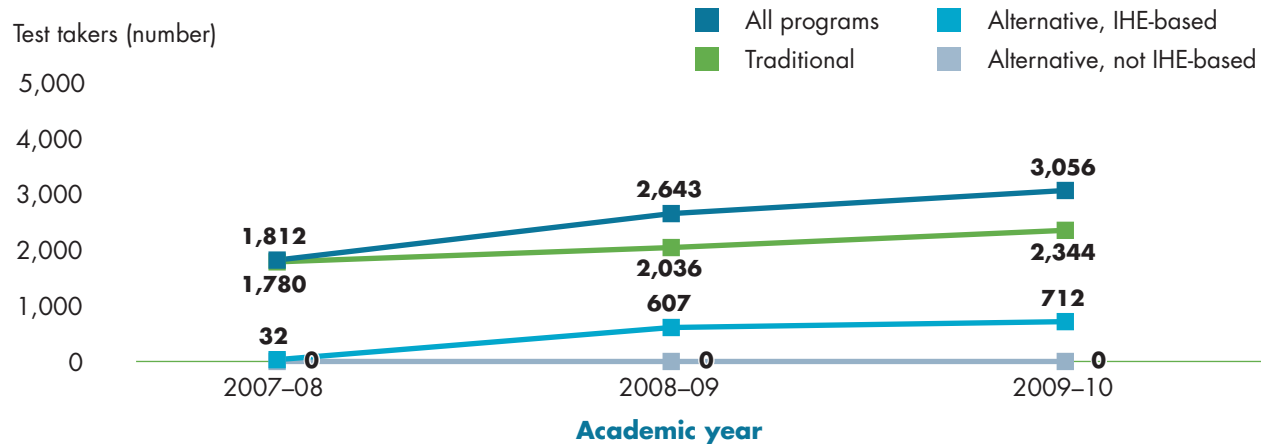


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

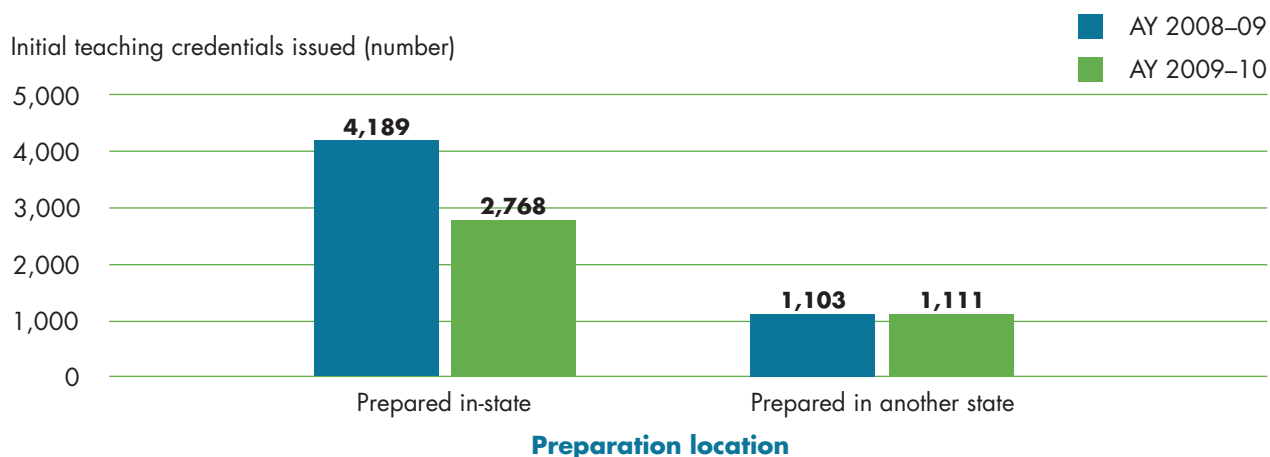
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Elementary Ed Content Knowledge	1,510	98.5	163	137
Alabama Prospective Teachers Test: Basic Skills Math	187	100.0		60
Alabama Prospective Teachers Test: Basic Skills Reading	187	100.0		60
<i>Alternative, IHE-based programs</i>				
Elementary Ed Content Knowledge	213	98.9	163	137
Alabama Prospective Teachers Test: Basic Skills Math	47	100.0		60
Alabama Prospective Teachers Test: Basic Skills Reading	47	100.0		60
<i>Alternative, not IHE-based programs**</i>				

** The state did not report data for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	1,166
Physical Education	207
Early Childhood Education	161
<i>Alternative, IHE-based programs</i>	
Elementary Education	147
English Language Arts	72
General Social Sciences/Studies	40
<i>Alternative, not IHE-based programs</i>	
Elementary Education	127
English Language Arts	127
Mathematics	124

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•	•	•	•	•	•	•	•	

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Alabama A&M University	TA	130	●			●	
Alabama Department of Education	AN	1,805					
Alabama State University	TA	323	●			●	
Athens State University	T	551				●	
Auburn U Montgomery	TA	266				●	
Auburn University	TA	490				●	
Birmingham-Southern College	T	40				●	
Concordia College	T	291	●				
Faulkner University	TA	105				●	
Huntingdon College	T	34				●	
Jacksonville State University	TA	784				●	
Judson College	T	16				●	
Miles College	T	67	●			●	
Oakwood University	T	132	●			●	
Samford University	TA	158					
Spring Hill College	TA	147				●	
Stillman College	T	11	●			●	
Talladega College	T	39	●				

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Troy University	TA	349					
Tuskegee University	T	31	•			•	
U of Alabama at Birmingham	TA	768				•	
U of Alabama in Huntsville	TA	81					
University of Alabama	TA	678					
University of Mobile	TA	159					
University of Montevallo	TA	421				•	
University of North Alabama	TA	597					
University of South Alabama	TA	591				•	
University of West Alabama	TA	261					

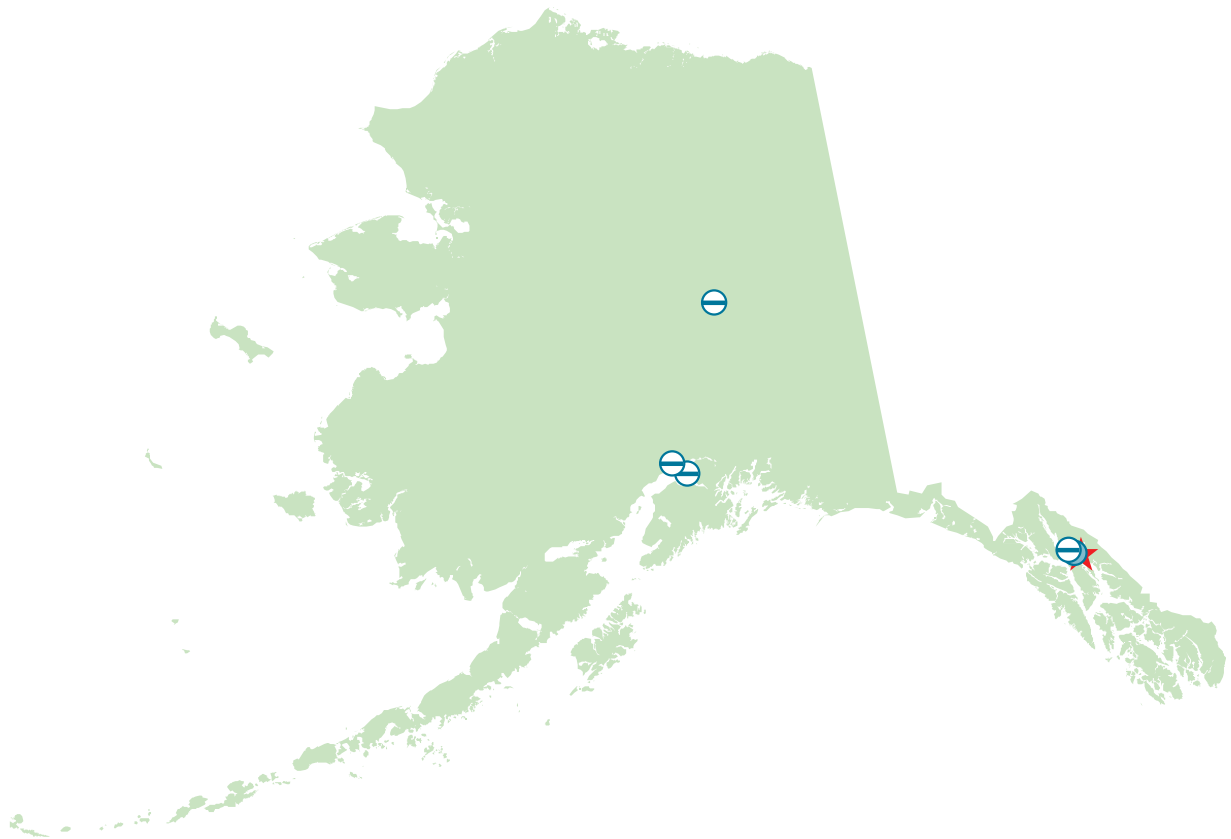
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Alaska

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

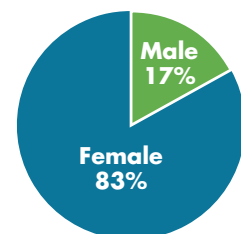
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Juneau

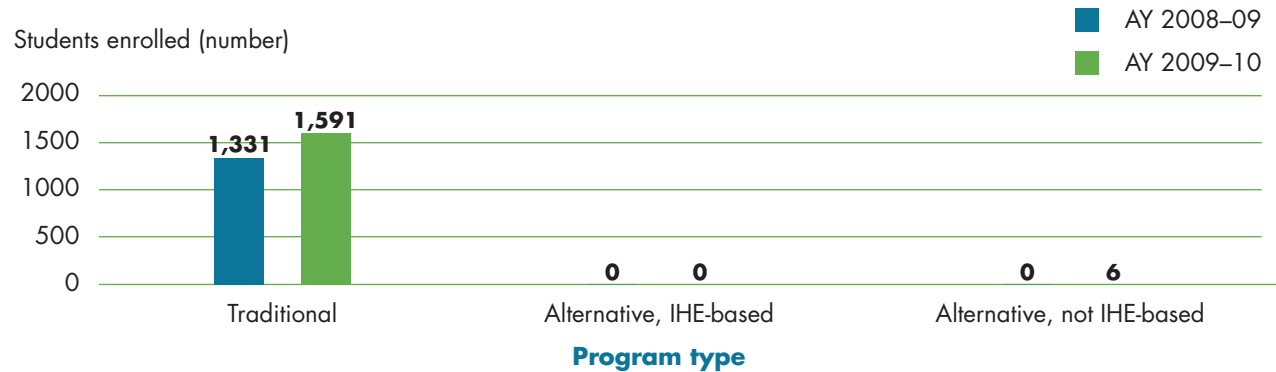
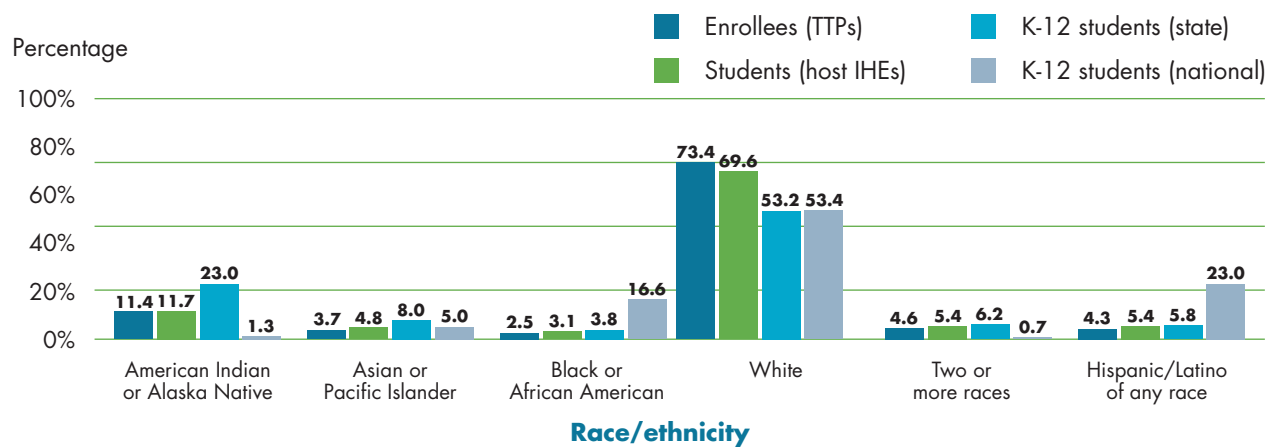
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

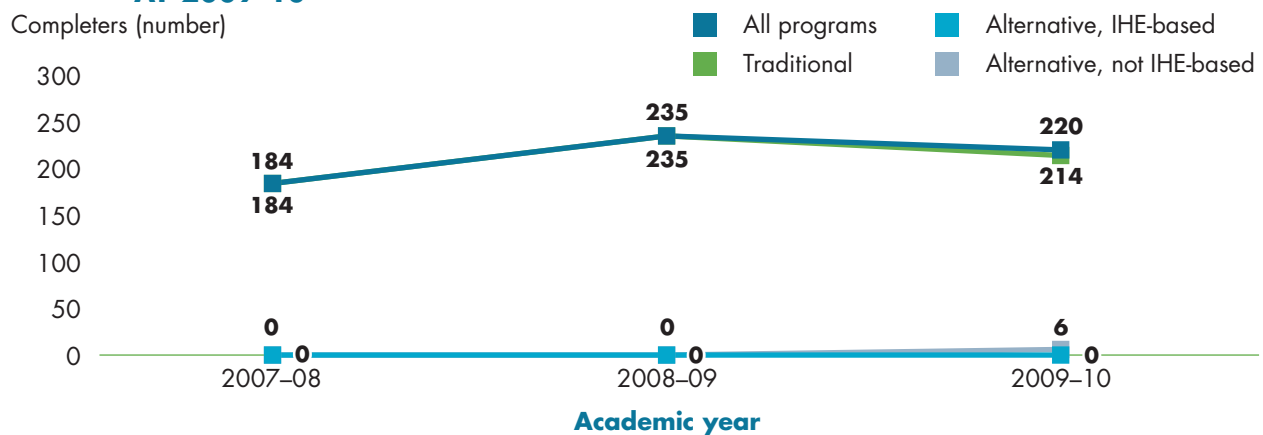
4	Traditional
0	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

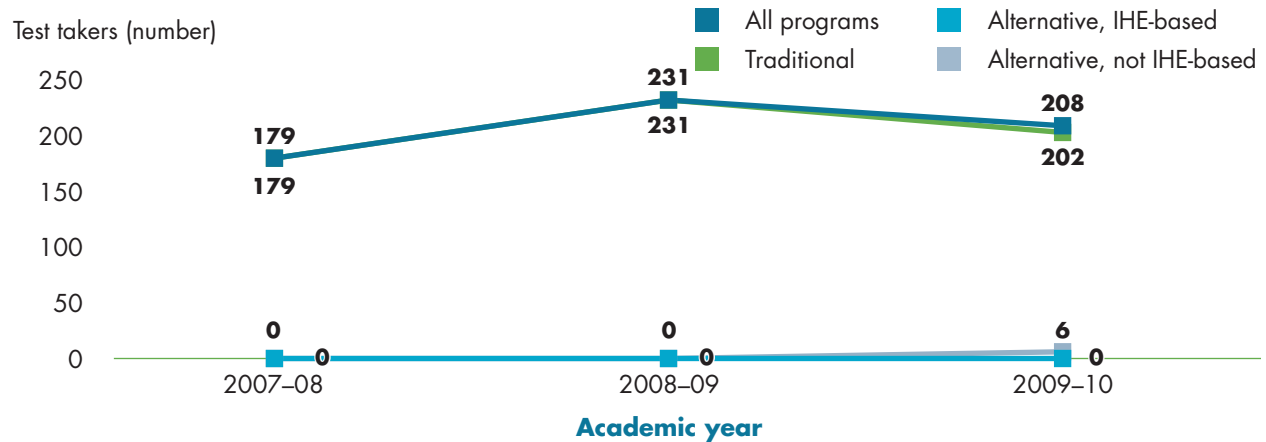


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

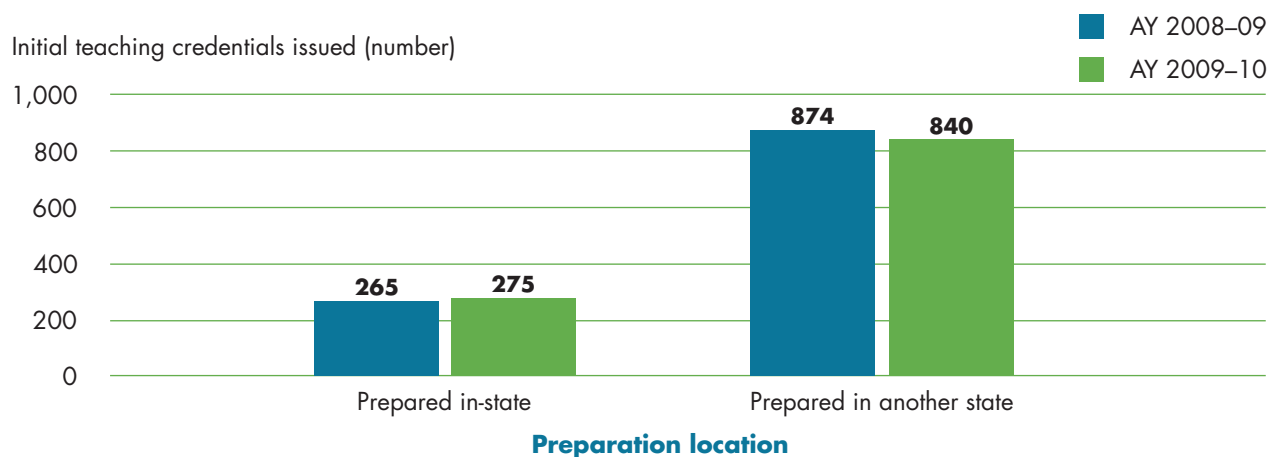
Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Mathematics	200	99.0	182	173
Praxis I Writing	200	94.8	178	174
Praxis I Reading	200	96.8	181	175

*Alternative, IHE-based programs***Alternative, not IHE-based programs***

* The state does not have any programs for this program type

** The state did not report data for this program type

D. TEACHERS CREDENTIALIAED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Initial	214
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs</i>	
Initial	6

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•			•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Alaska Pacific University	T	32					
State of Alaska	AN	6					
Univeristy of Alaska Anchorage	T	1,204				●	
University of Alaska Fairbanks	T	230				●	
University of Alaska Southeast	T	125				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

American Samoa

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

○ Traditional and Alternative

● Alternative, IHE-based

● Alternative, not IHE-based

⊖ Traditional

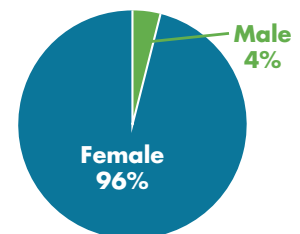
★ Pago Pago

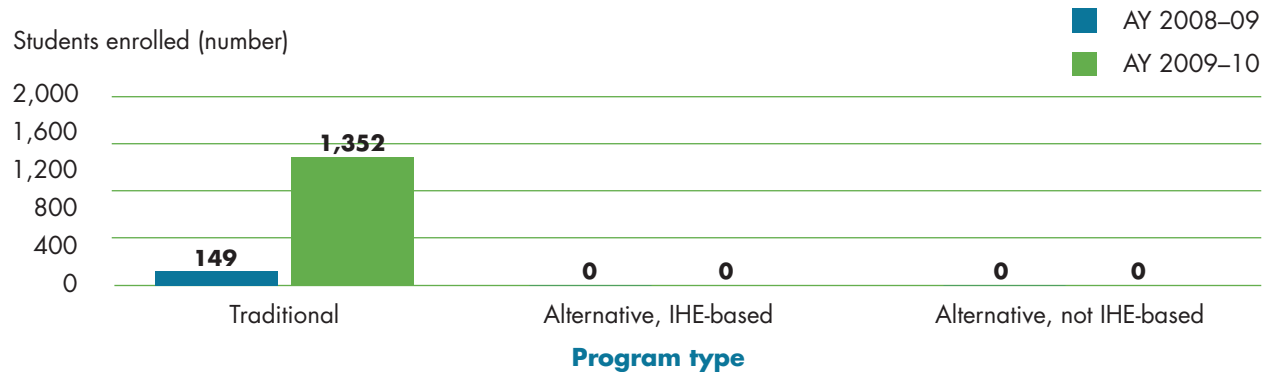
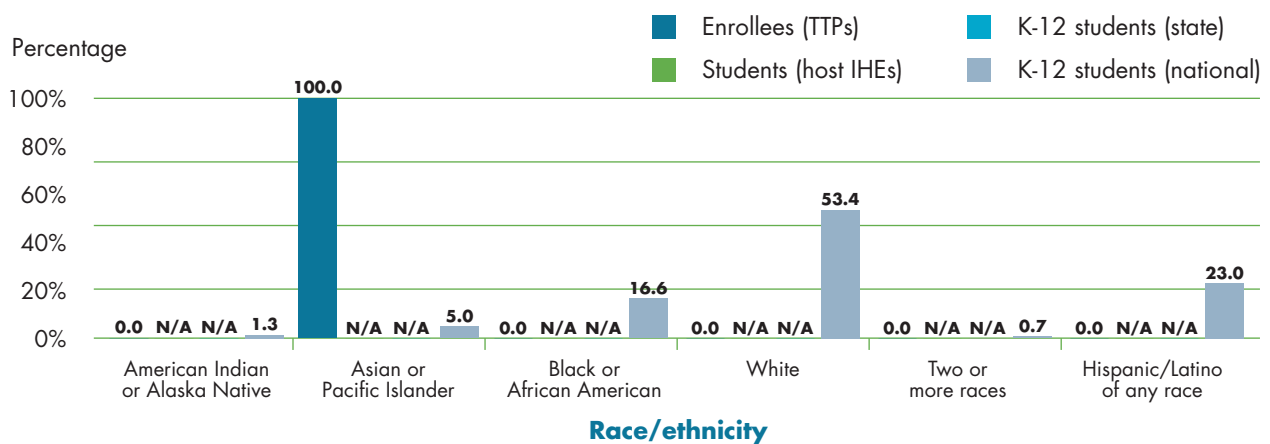
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

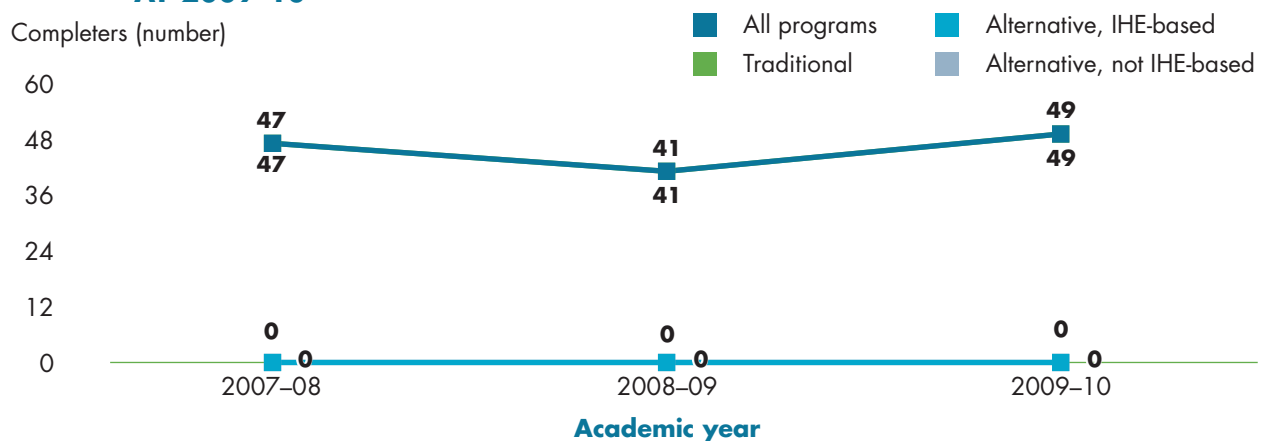
1	Traditional
0	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

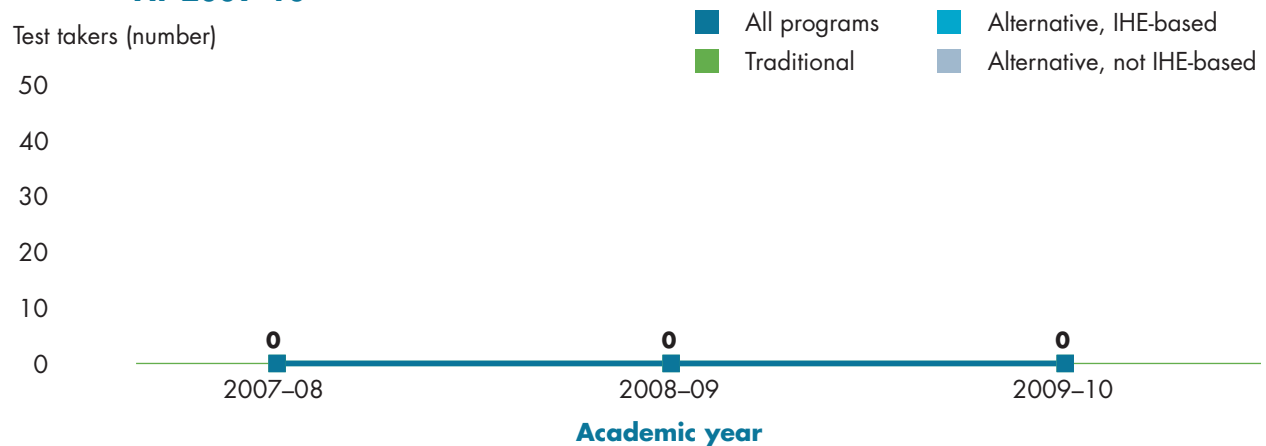


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

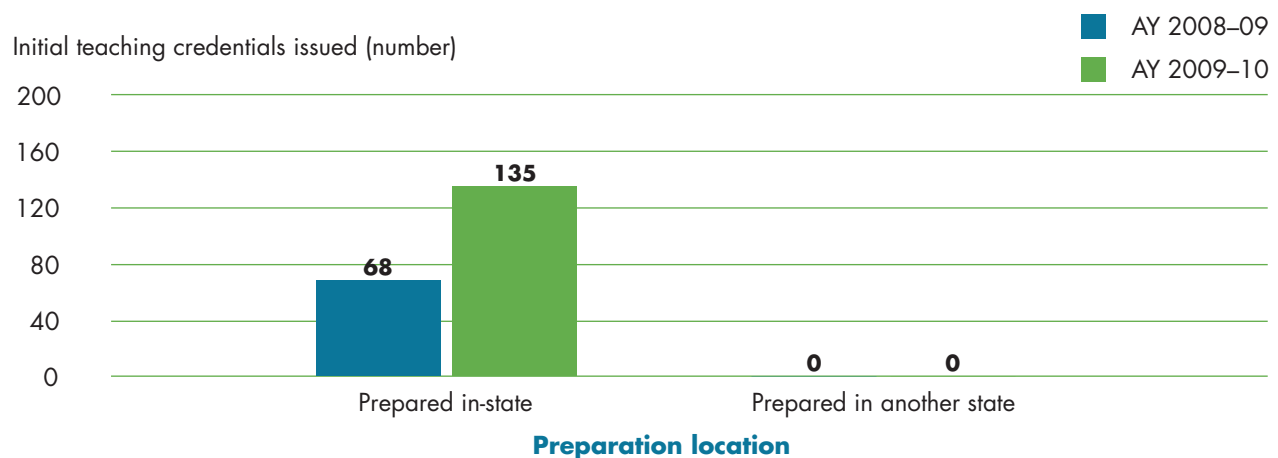
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of takers	Average pass rate	State average scaled score	State cut score
------------	------------------	-------------------	----------------------------	-----------------

The state did not report these data.

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008-09 and AY 2009-10

D. TEACHERS CREDENTIALIAED *continued***Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
BEd Elementary	40
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•	•	•	•	•	•	•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

* The state does not have any programs for this program type

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
University of Hawaii–Manoa [†]	T	1,352					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

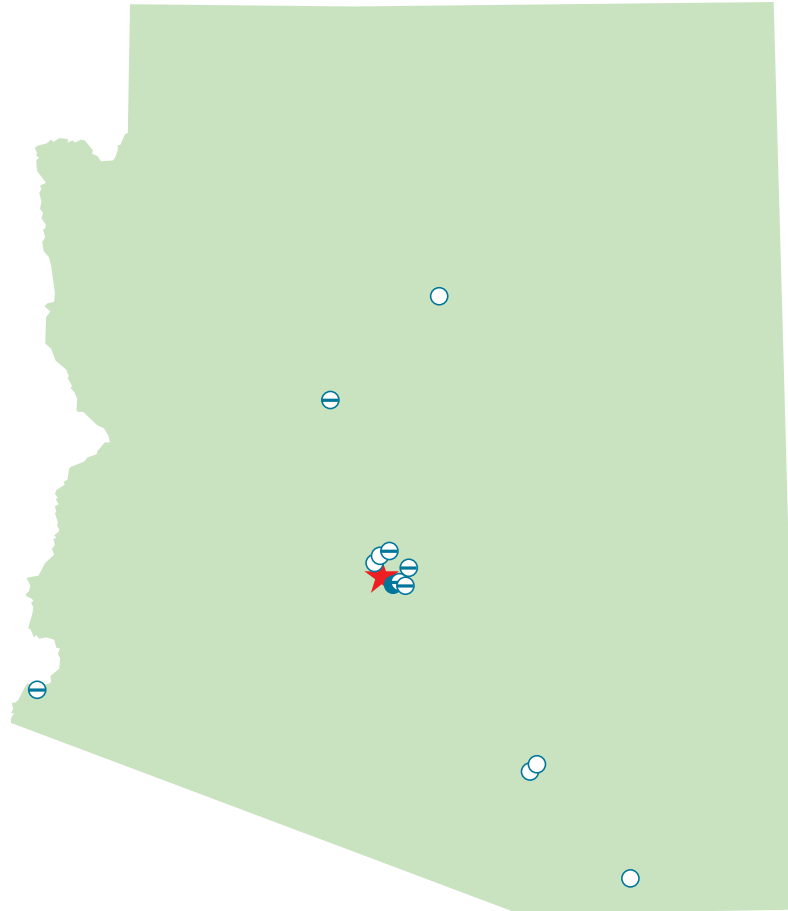
[†] University of Hawaii–Manoa also provides a teacher preparation program for Hawaii teacher candidates (see the Hawaii State Snapshot, p. HI-5). The program reported here is specifically for American Samoa teacher candidates.

Arizona

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

○ Traditional and Alternative
⊖ Traditional

● Alternative, IHE-based
★ Phoenix

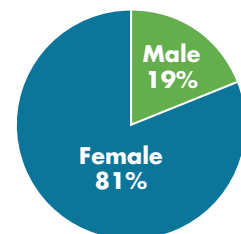
⊖ Alternative, not IHE-based

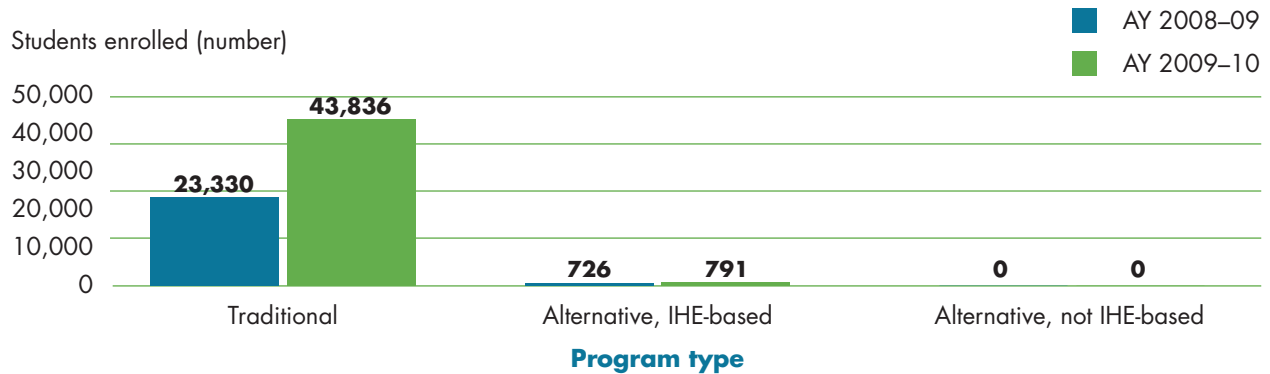
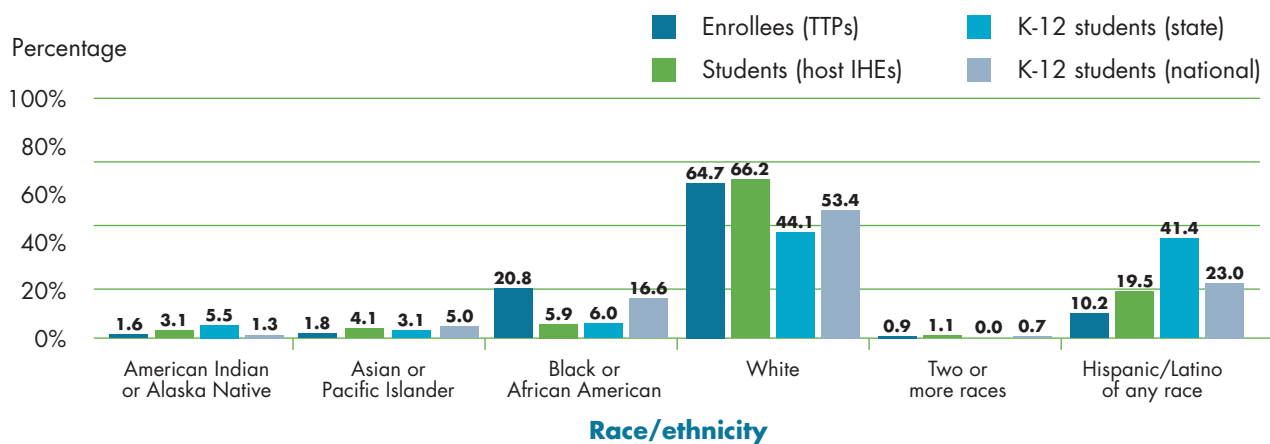
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

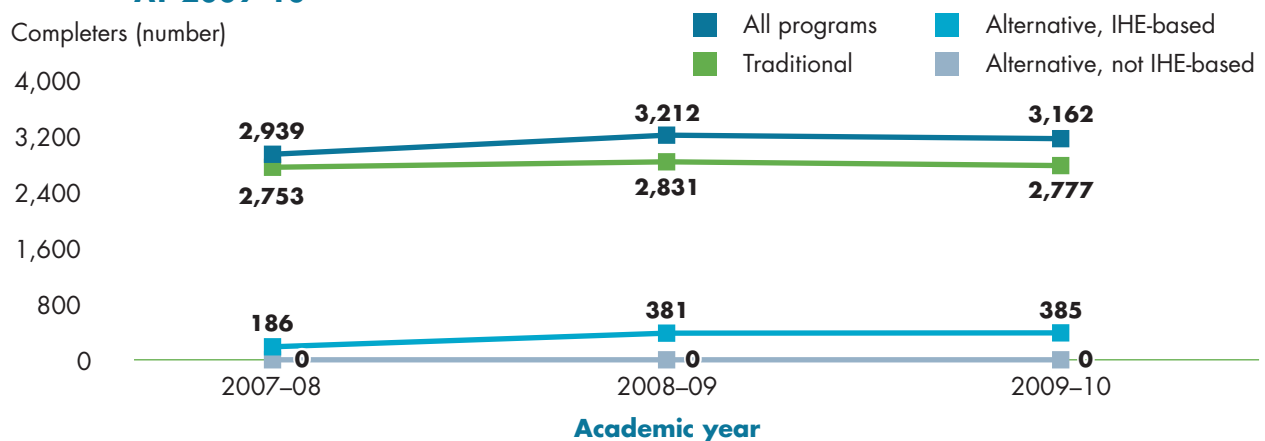
13	Traditional
9	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

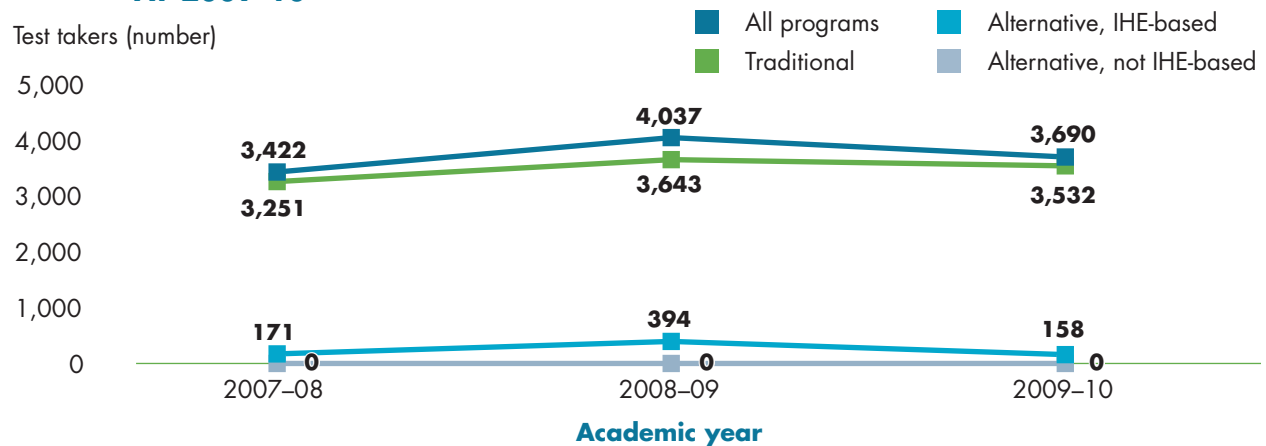


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

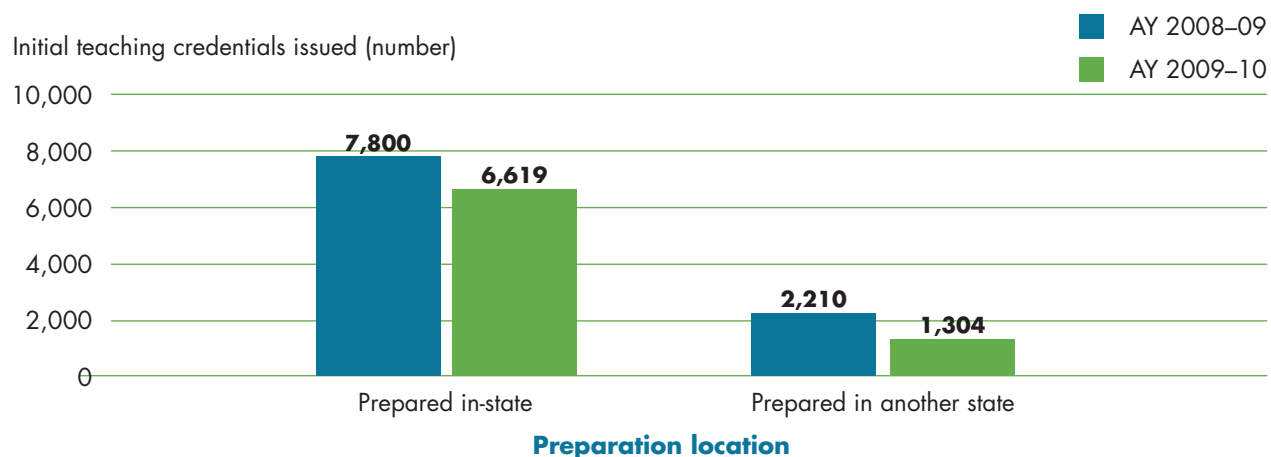
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Professional Knowledge - Elementary	2,191	93.7	266	240
Elementary Education	1,936	92.5	256	240
Professional Knowledge - Secondary	938	96.9	266	240
<i>Alternative, IHE-based programs</i>				
Professional Knowledge - Elementary	98	96.7	271	240
Elementary Education	56	100.0	267	240
Professional Knowledge - Secondary	55	100.0	268	240

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
--------------------	---------------------------------

The state did not report these data.

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
	•	•	•		•	•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Arizona Christian University	T	103					
ASU - Mary Lou Fulton Teachers College	TA	5,358					•
Grand Canyon University	TA	19,037				•	
Northern Arizona University	TA	2,507				•	
Northern Arizona University–Yuma	T	108					
Ottawa University	TA	436					
Pima Community College	TA	885		•			
Prescott College	T	208				•	
Rio Salado College	TA	1,144				•	
Scottsdale Community College	T	32					
University of Arizona	TA	1,136				•	
University of Arizona South	TA	150					
University of Phoenix	TA	13,523					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

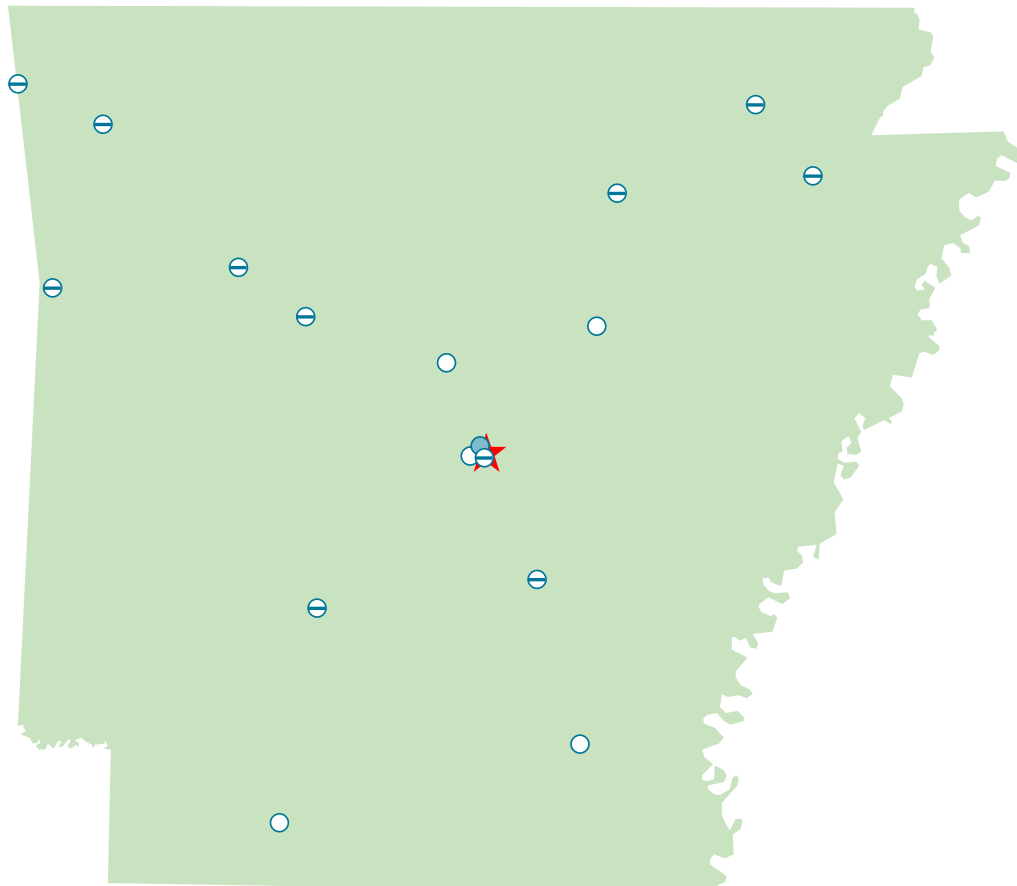
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Arkansas

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

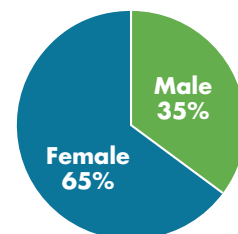
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Little Rock

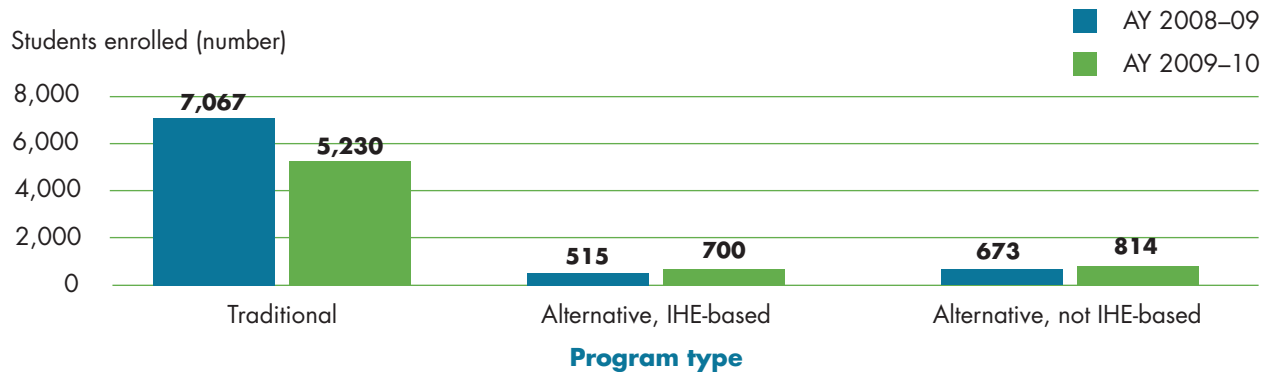
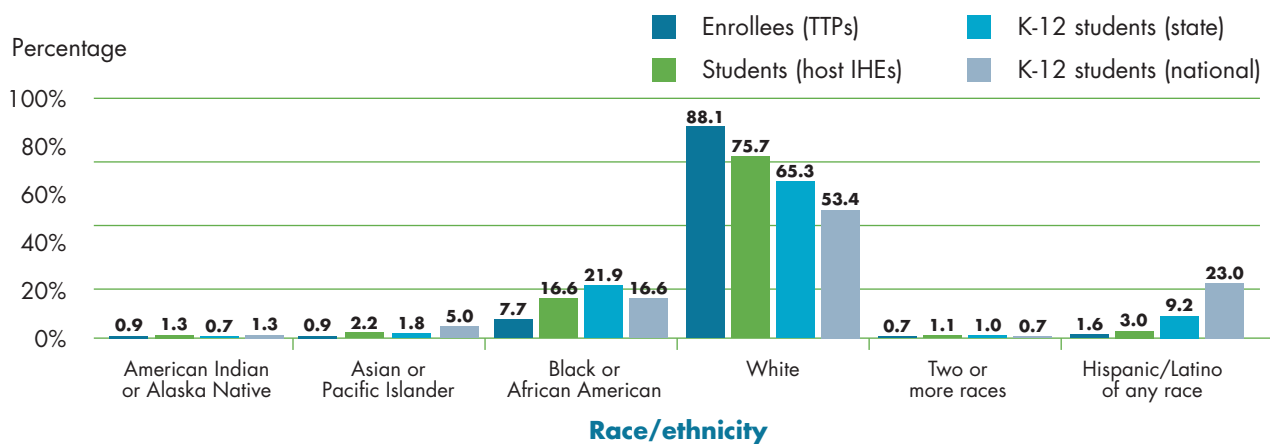
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

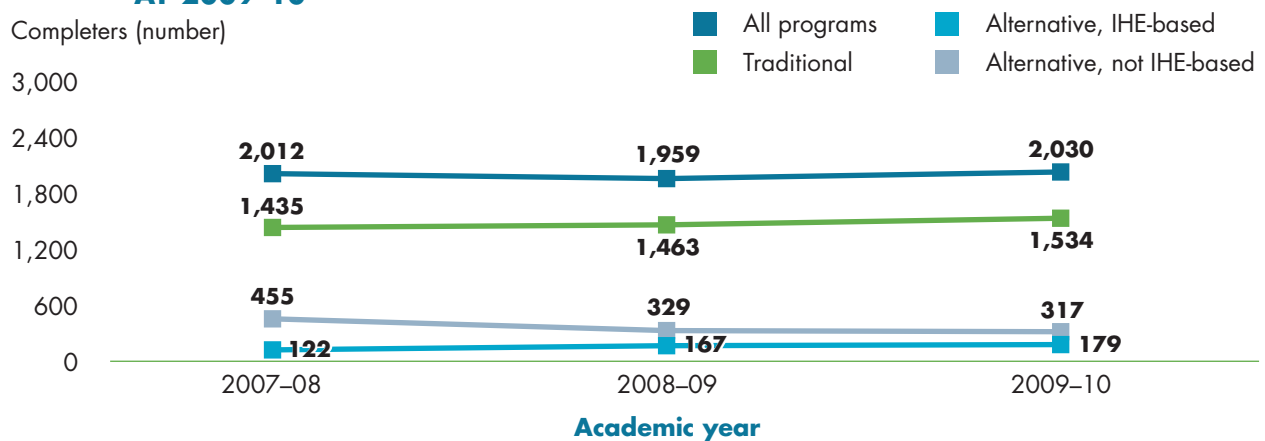
18	Traditional
6	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

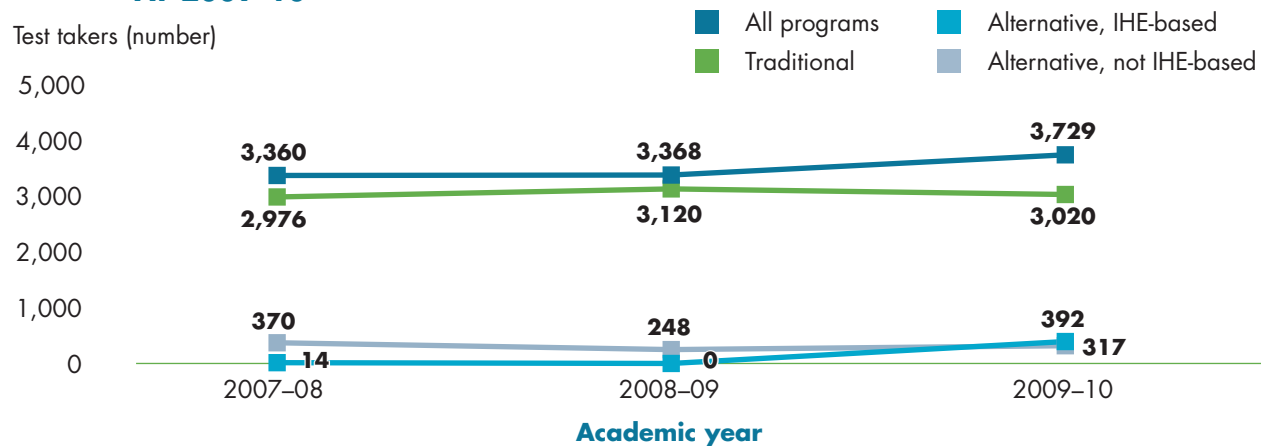


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

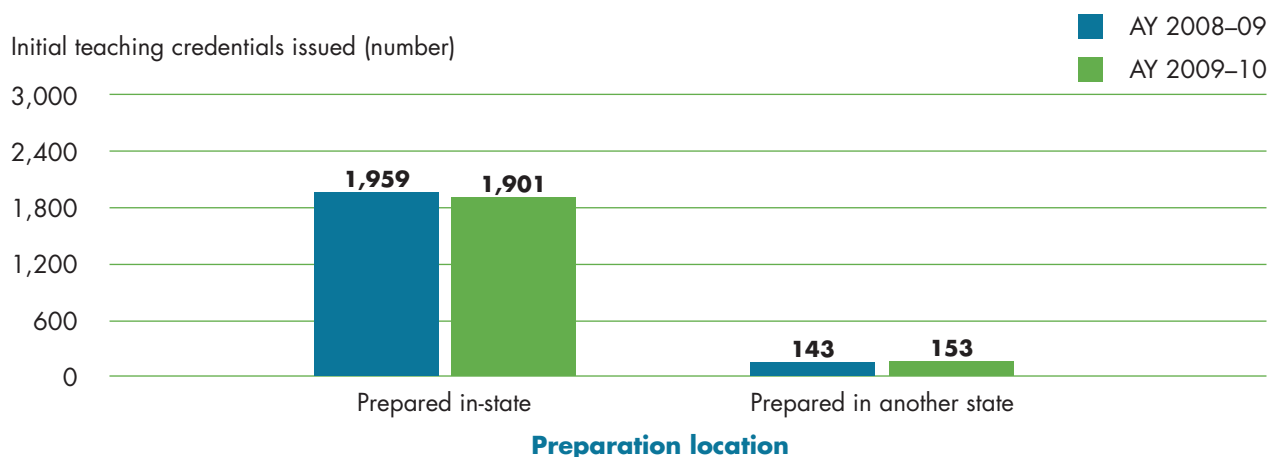
**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Writing	2,664	99.7	177	173
Praxis I Mathematics	2,636	100.0	179	171
Praxis I Reading	2,632	99.9	179	172
<i>Alternative, IHE-based programs</i>				
Praxis I Writing	319	100.0	178	173
Praxis I Mathematics	316	100.0	179	171
Praxis I Reading	311	97.8	180	172
<i>Alternative, not IHE-based programs</i>				
Praxis I Writing	258	100.0	178	173
Praxis I Mathematics	251	100.0	181	171
Praxis I Reading	250	100.0	181	172

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Early Childhood	740
Science/Mathematics 4-8	159
Eng/Lang/Soc Stud 4-8	146
<i>Alternative, IHE-based programs</i>	
Science/Mathematics 4-8	32
Eng/Lang/Soc Stud 4-8	32
Early Childhood	25
<i>Alternative, not IHE-based programs</i>	
Early Childhood	183
Science/Mathematics 4-8	127
Eng/Lang/Soc Stud 4-8	126

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•		•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Arkansas Department of Education NTLP	AN	814					
Arkansas State University	T	1,004					
Arkansas Tech University	T	609					
Harding University	TA	183				●	
Henderson State University	TA	374					
Hendrix College	T	9				●	
John Brown University	T	181				●	
Lyon College	T	7				●	
Ouachita Baptist University	T	205				●	
Philander Smith College	T	8	●				
Southern Arkansas University	TA	482					
University of Arkansas–Fayetteville	T	1,151					
University of Arkansas–Fort Smith	T	265				●	
University of Arkansas–Little Rock	TA	464					
University of Arkansas–Monticello	TA	147				●	
University of Arkansas–Pine Bluff	T	31	●				
University of Central Arkansas	TA	731					
University of the Ozarks	T	38				●	
Williams Baptist College	T	41				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

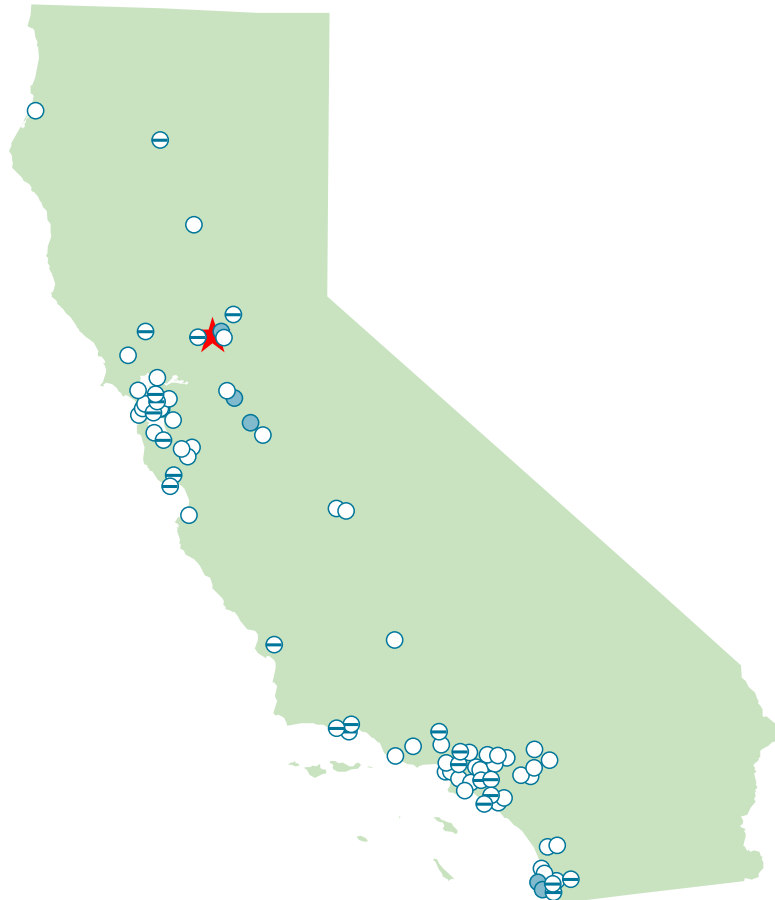
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

California

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

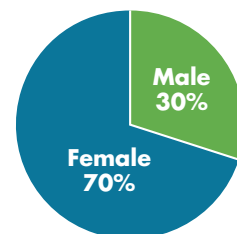
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ **Sacramento**

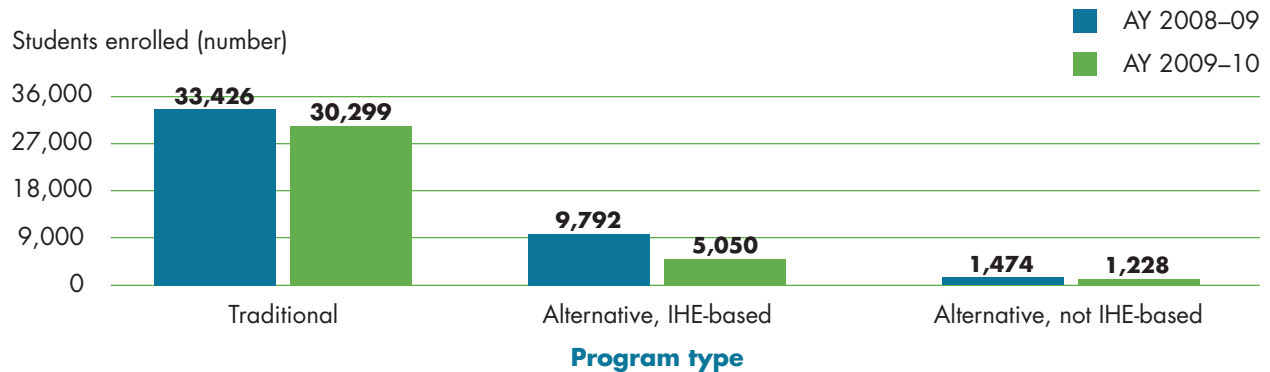
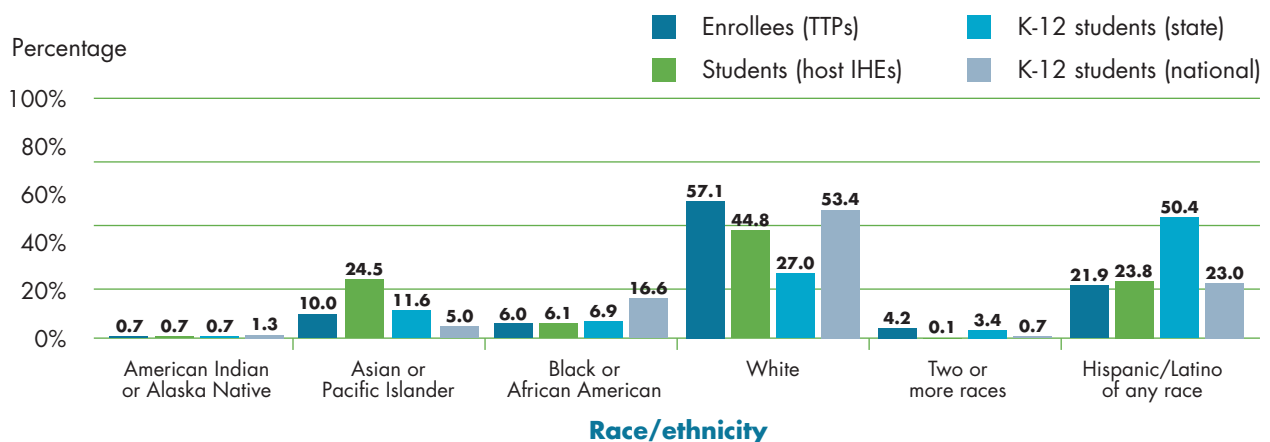
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

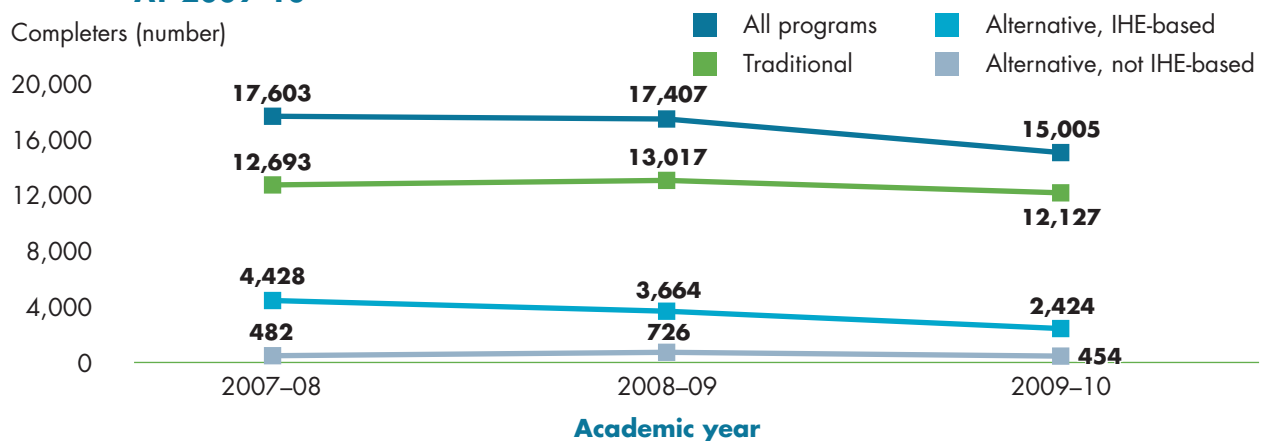
82	Traditional
56	Alternative, IHE-based
8	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

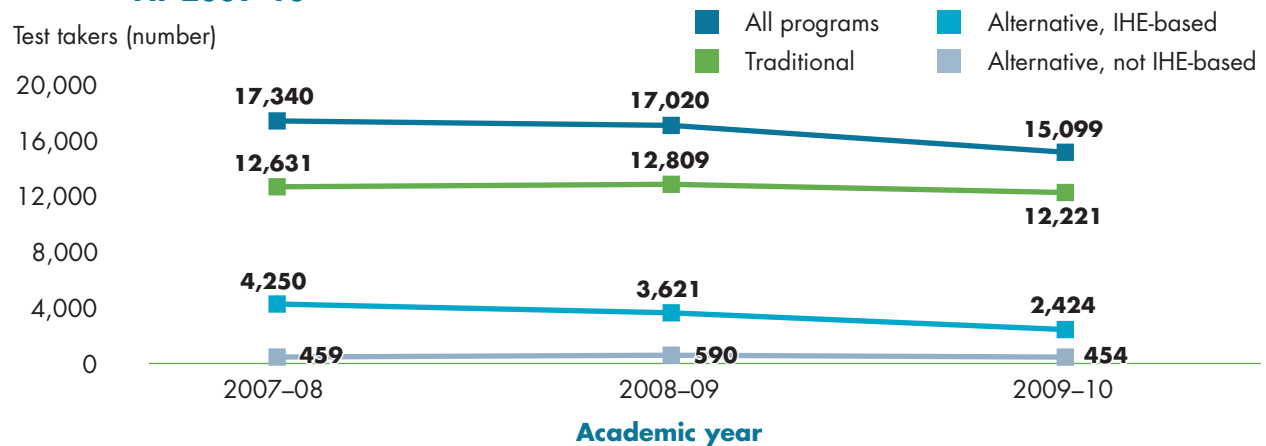


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

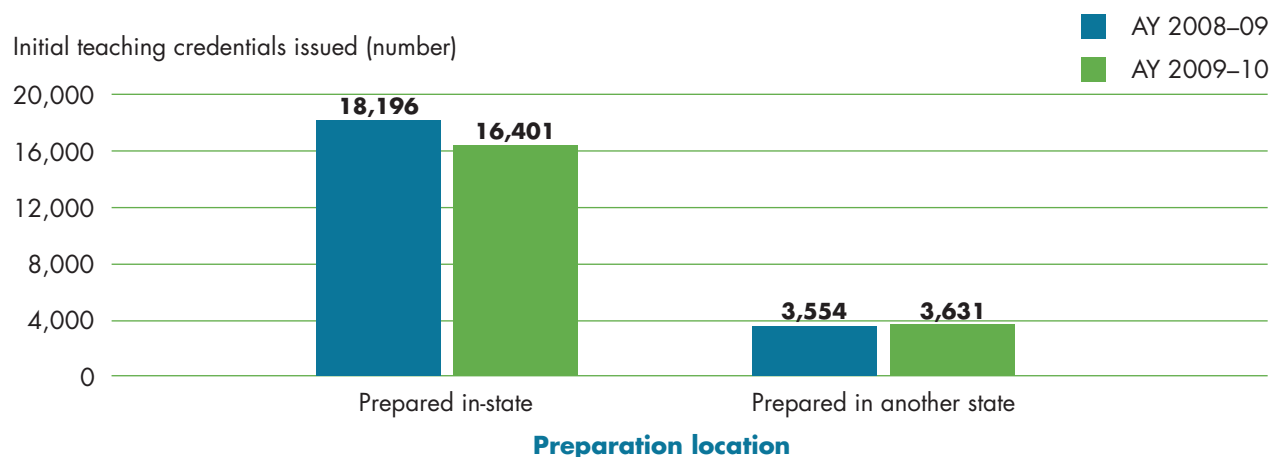
**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007–08, AY 2008–09 and AY 2009–10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009–10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
CBEST	11,494	99.9	155	123
Multiple Subjects Subtest II	6,395	100.0	247	220
Multiple Subjects Subtest I	6,376	100.0	244	220
<i>Alternative, IHE-based programs</i>				
CBEST	2,169	100.0	156	123
Multiple Subjects Subtest II	957	100.0	246	220
Multiple Subjects Subtest III	934	100.0	245	220
<i>Alternative, not IHE-based programs</i>				
CBEST	436	100.0	160	123
RICA	150	100.0	98	81
Multiple Subjects Subtest II	145	100.0	247	220

D. TEACHERS CREDENTIALIAED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
General Subjects	6,815
Mild/Moderate Disabilities	1,798
English	1,661
<i>Alternative, IHE-based programs **</i>	
<i>Alternative, not IHE-based programs</i>	
Mild/Moderate Disabilities	119
English	28
Mathematics	19

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•		•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

** The number of credentials by area for alternative, IHE-based programs were reported together with traditional programs

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
Occidental College	Low-performing
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Alliant International University	TA	291				•	
Antioch University Los Angeles	T	54					
Antioch University Santa Barbara	T	22					
Argosy University	T	74					
Azusa Pacific University	TA	630					
Bethany University	T	83					
Biola University	T	260				•	
Brandman University	TA	2,289					
California Baptist University	TA	302					
California Lutheran University	TA	209				•	
California Polytechnic State University, San Luis Obispo	T	293				•	
California State Polytechnic University, Pomona	TA	247		•		•	
California State University, Bakersfield	TA	390		•		•	•
California State University, Channel Islands	TA	88		•		•	
California State University, Chico	TA	390				•	•

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
California State University, Dominguez Hills	TA	642		•		•	•
California State University, East Bay	TA	458				•	
California State University, Fresno	TA	379		•		•	
California State University, Fullerton	TA	651		•		•	
California State University, Long Beach	TA	1,758		•		•	
California State University, Los Angeles	TA	707		•		•	•
California State University, Monterey Bay	TA	440		•		•	
California State University, Northridge	TA	1,027		•		•	
California State University, Sacramento	TA	760				•	
California State University, San Bernardino	TA	362		•		•	
California State University, San Marcos	TA	631		•		•	
California State University, Stanislaus	TA	654		•		•	
CalState TEACH	TA	1,043					
Chapman University	TA	206					
Claremont Graduate University	TA	82				•	
Concordia University	TA	178					
Dominican University of California	TA	196				•	
Fortune School of Education (Project Pipline)	AN	309					
Fresno Pacific University	TA	272		•			
Hebrew Union College	T	12					
High Tech High Communities	AN	12					
Holy Names University	TA	718				•	
Hope International University	T	37					
Humboldt State University	TA	104				•	
IMPACT (San Joaquin County Office of Education)	AN	542					
La Sierra University	TA	82		•		•	
Los Angeles Unified School District	AN	176					
Loyola Marymount University	TA	728				•	
Mills College	T	58				•	
Mount St. Mary's College	TA	104		•			
National Hispanic University	TA	182		•			
National University	TA	4,209				•	
Notre Dame de Namur University	TA	325		•		•	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Oakland Unified School District	AN	56					
Occidental College	T	12				•	
Orange County Office of Education	AN	66					
Pacific Oaks College	TA	37		•			
Pacific Union College	T	43					
Patten University	TA	53				•	
Pepperdine University	TA	560				•	
Point Loma Nazarene University	TA	410				•	
San Diego Christian College	T	31					
San Diego City Unified School District	AN	42					
San Diego State University	TA	886				•	
San Francisco State University	TA	733				•	
San Jose State University	TA	693				•	
Santa Clara University	TA	187				•	
Simpson University	T	111					
Sonoma State University	TA	856				•	
St. Mary's College of California	TA	233				•	
Stanford University	T	86				•	
Stanislaus County Office of Education	AN	25					
The Master's College	T	34					
Touro University	TA	368					
United States University	T	4		•		•	
University of California, Berkeley	T	76				•	
University of California, Davis	T	138					
University of California, Irvine	TA	214				•	
University of California, Los Angeles	TA	171					
University of California, Riverside	TA	106		•		•	
University of California, San Diego	TA	114				•	
University of California, Santa Barbara	T	110				•	
University of California, Santa Cruz	T	202				•	
University of LaVerne	TA	669		•		•	
University of Phoenix	TA	1,733					
University of Redlands	TA	477				•	
University of San Diego	T	345				•	
University of San Francisco	TA	156				•	
University of Southern California	T	547				•	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
University of the Pacific	TA	163					
Vanguard University	T	70				•	
Western Governors University	T	1,771					
Westmont College	T	28				•	
Whittier College	TA	202		•			
William Jessup University	T	93					

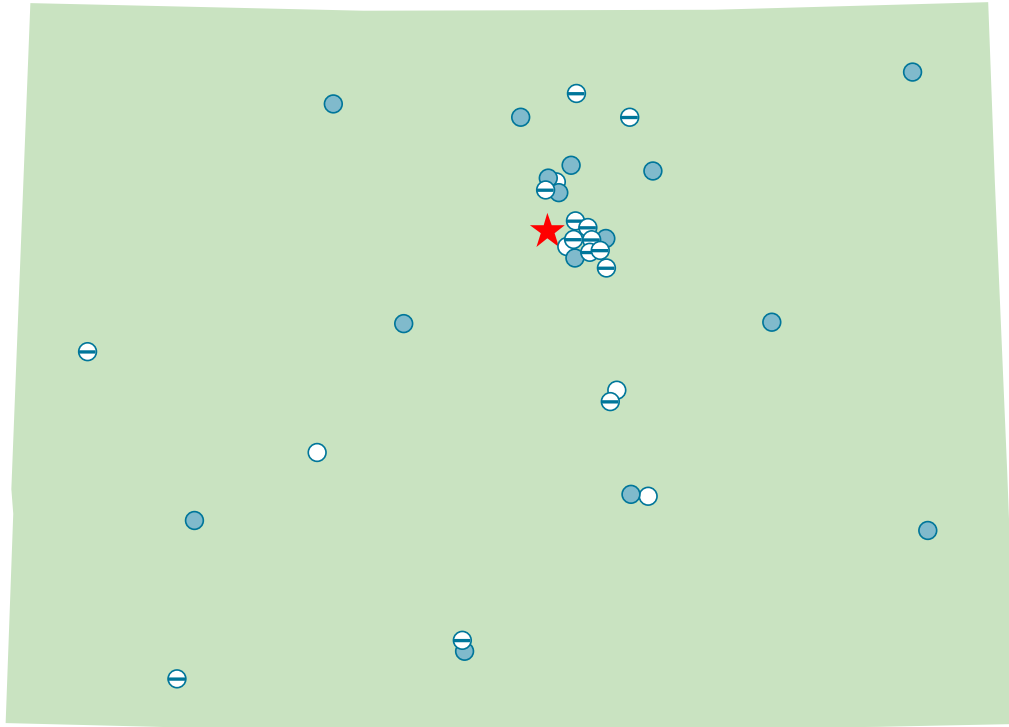
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Colorado

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

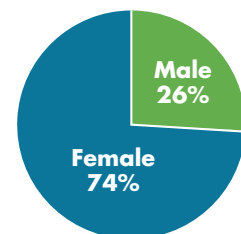
- Traditional and Alternative
- Alternative, IHE-based
- ◐ Alternative, not IHE-based
- ◑ Traditional
- ★ Denver

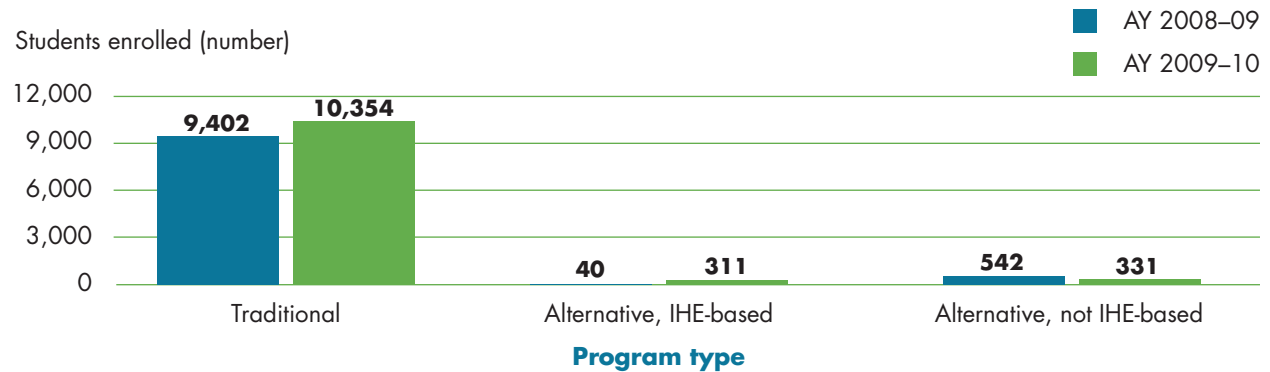
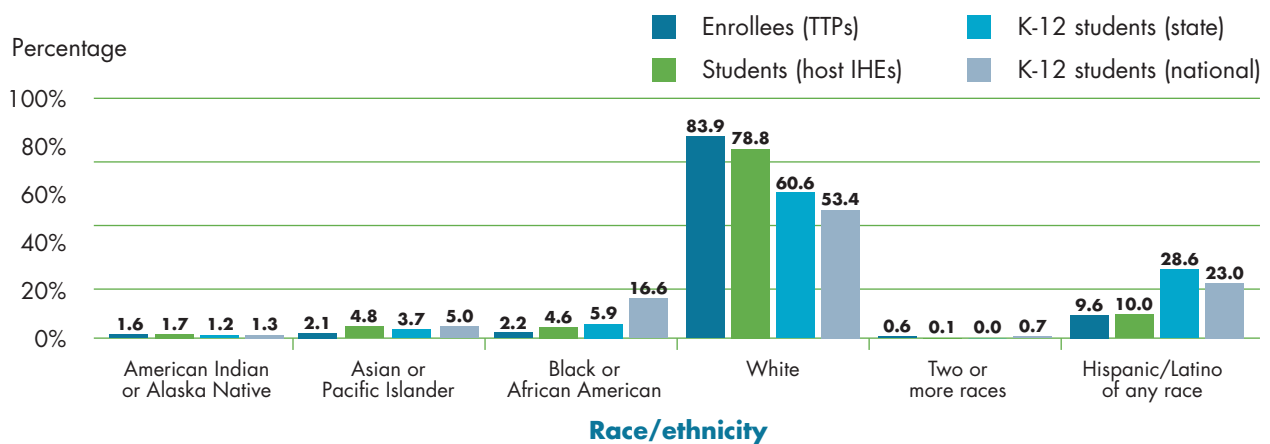
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

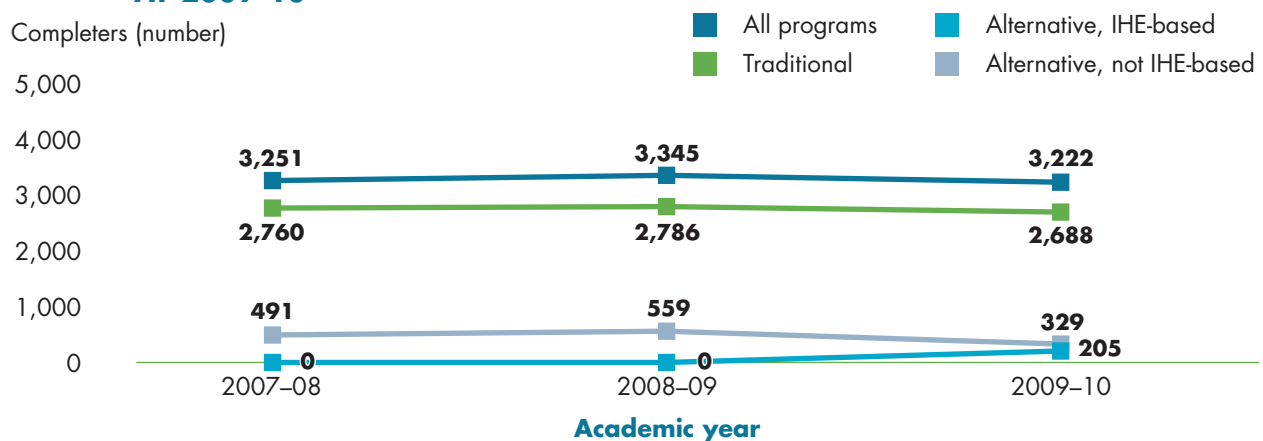
18	Traditional
6	Alternative, IHE-based
19	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

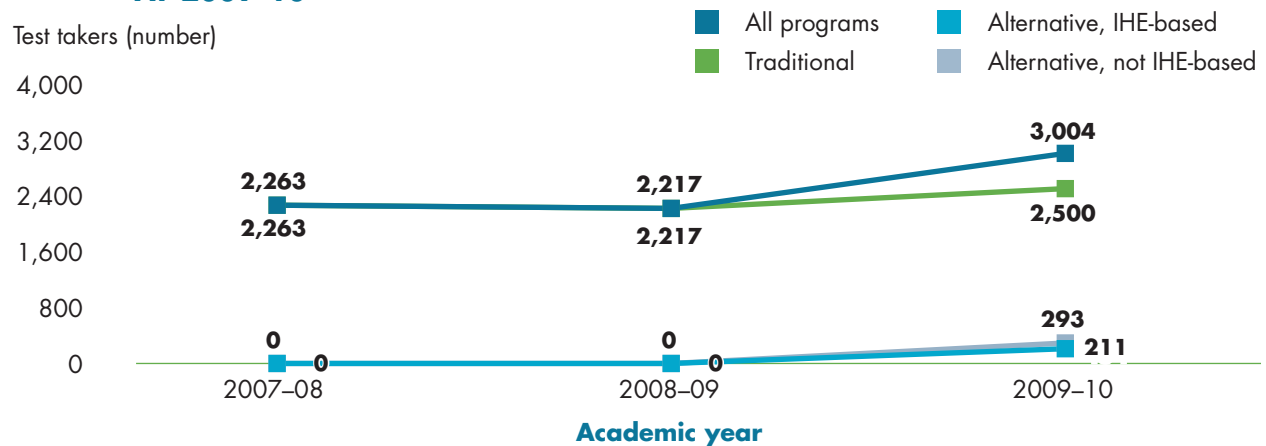


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

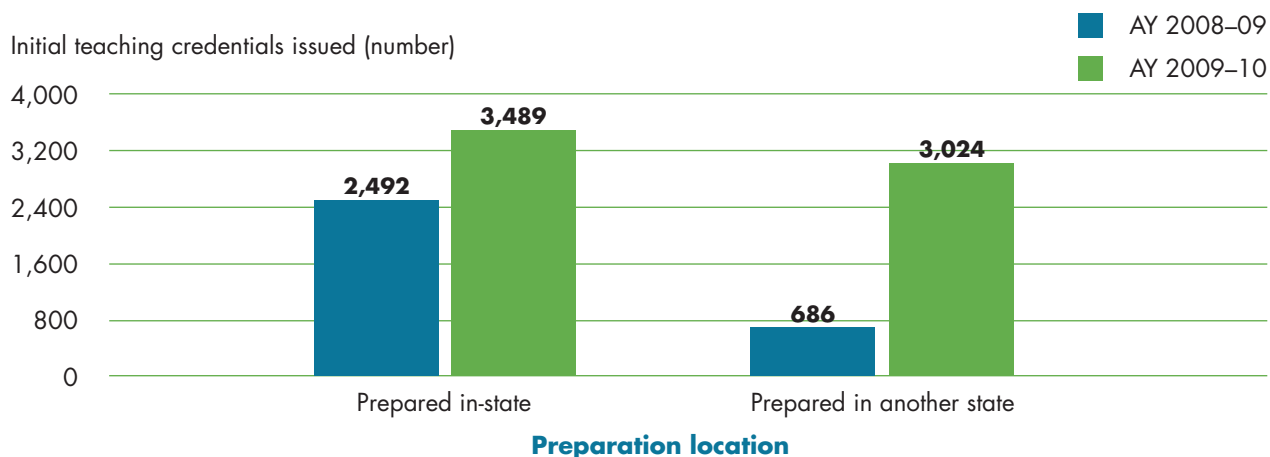
**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Elementary Education: Content Knowledge	750	100.0	169	147
Elementary Education	375	98.6	251	220
Special Education Generalist	189	100.0	253	220
<i>Alternative, IHE-based programs</i>				
Special Education Generalist	62	100.0	251	220
Elementary Education	28	100.0	256	220
Elementary Education: Content Knowledge	14	100.0	177	147
<i>Alternative, not IHE-based programs</i>				
Elementary Education	78	100.0	261	220
Special Education Generalist	47	98.0	250	220
Elementary Education: Content Knowledge	15	100.0	176	147

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	1,027
English	230
Special Education	191
<i>Alternative, IHE-based programs</i>	
Special Education	69
Elementary Education	38
Mathematics	25
<i>Alternative, not IHE-based programs</i>	
Elementary Education	104
Special Education	63
Science	21

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•		•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Adams State College	T	183		●			
Archdiocese of Denver	AN	21					
Boulder Journey School	AN	6					
Centennial BOCES	AN	41					
Colorado Academy	AN	4					
Colorado Christian University	TA	253				●	
Colorado State University–Fort Collins	T	766					
Colorado State University–Pueblo	TA	359				●	
Denver Academy	AN	1					
Eagle Rock School of Prof. Development	AN	2					
East Central BOCES	AN	13					
Fort Lewis College	T	400					
Friends' School	AN	32					
Jones International University	T	123				●	
Mapleton/Boettcher Teachers Program	AN	18					
Mesa State College	T	191				●	
Metropolitan State College of Denver	TA	1,950				●	
Mountain BOCES	AN	21					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Naropa University	AI	5					
Northeast BOCES	AN	5					
Northwest BOCES	AN	9					
Regis University	T	818				•	
Rocky Mountain College of Art and Design	T	46					
San Luis Valley BOCES	AN	7					
South Central BOCES	AN	8					
Southeastern BOCES	AN	6					
Stanley British Primary School	AN	39					
Teacher Institute at La Academia	AN	90					
The Colorado College	T	35					
University of Colorado-Boulder	T	542					
University of Colorado-Colorado Springs	TA	217					
University of Colorado-Denver	T	504				•	
University of Denver	T	59				•	
University of Northern Colorado	T	3,565				•	
University of Phoenix	T	564					
Weld County E-3J	AN	2					
West Central Licensing Program	AN	6					
Western State College of Colorado	TA	85					

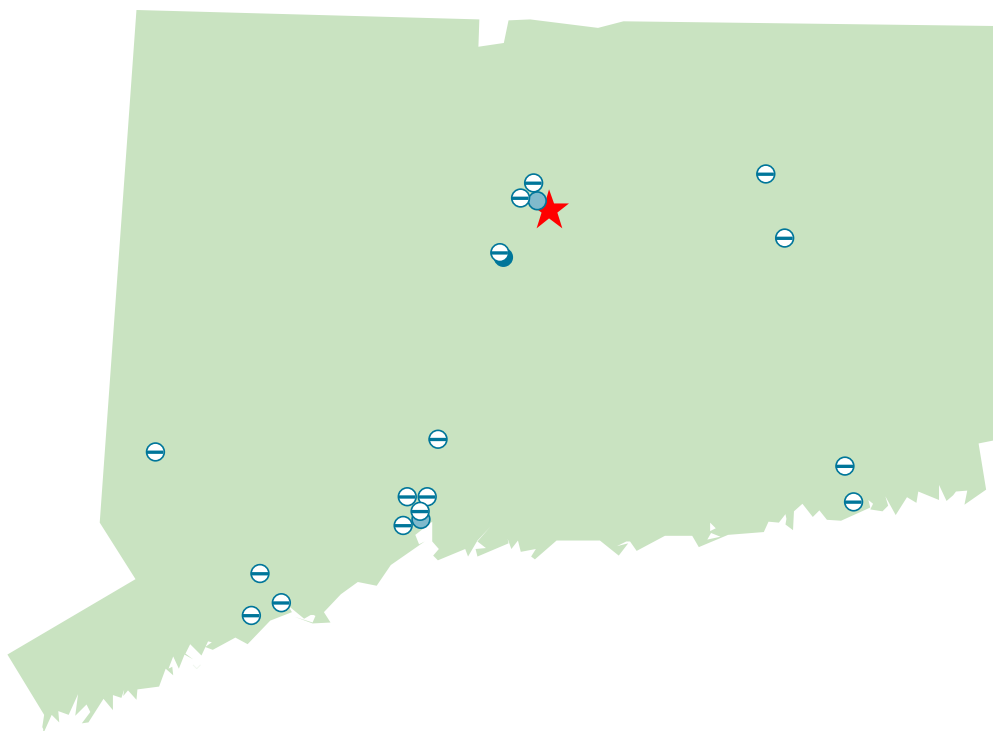
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Connecticut

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

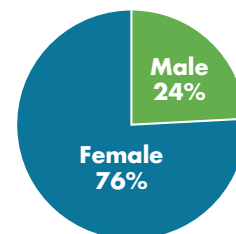
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- Traditional
- ★ Hartford

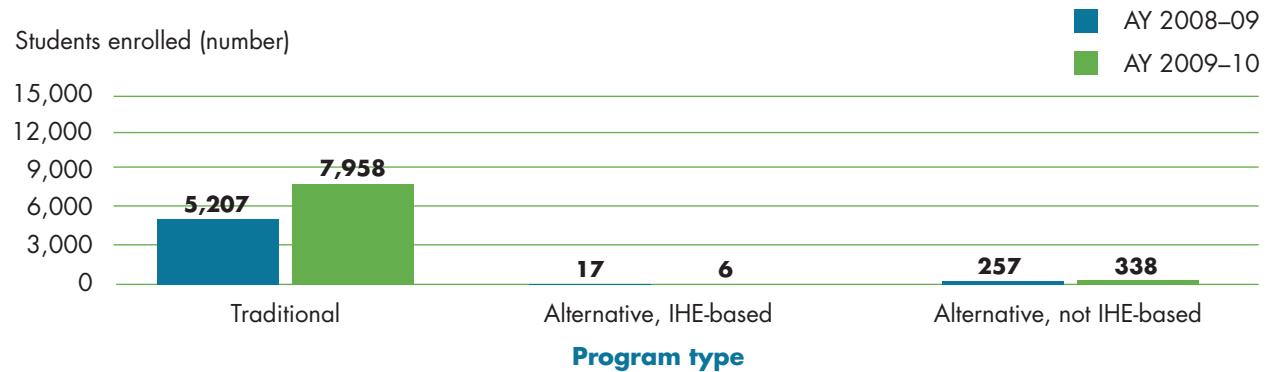
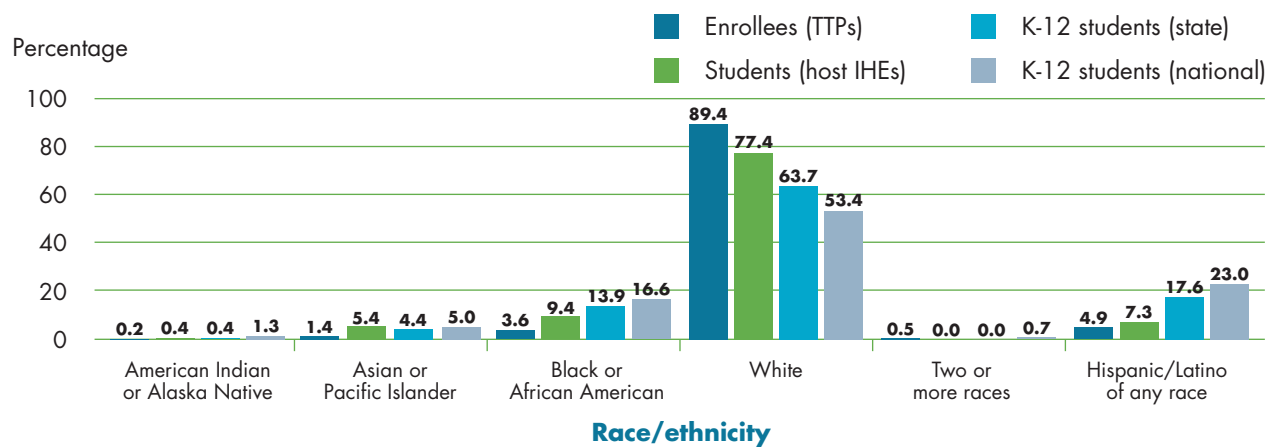
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

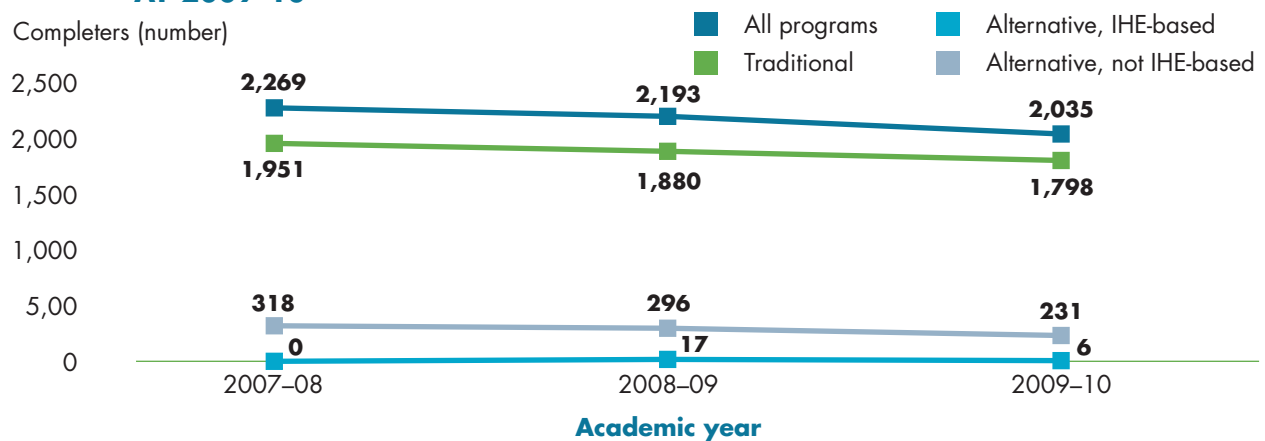
16	Traditional
1	Alternative, IHE-based
2	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

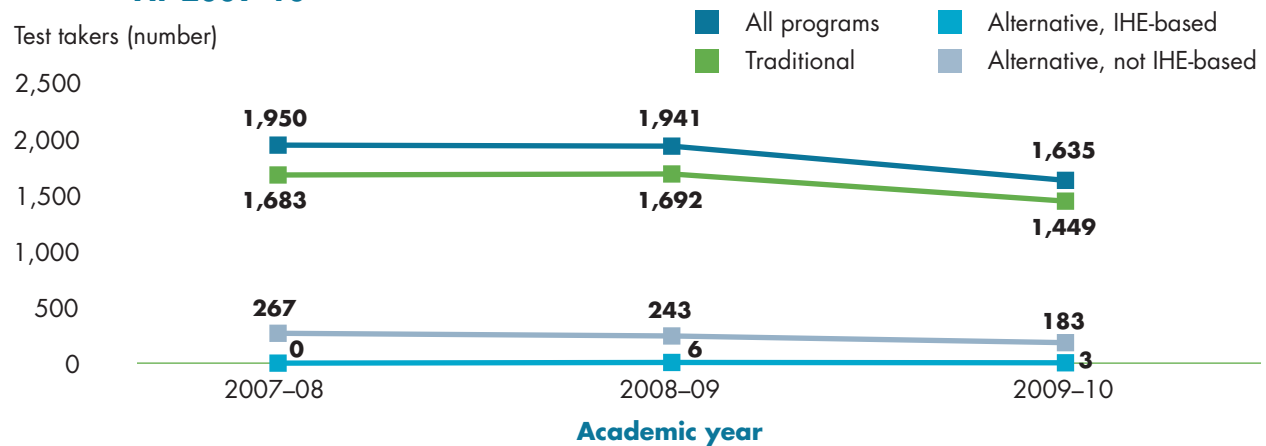


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

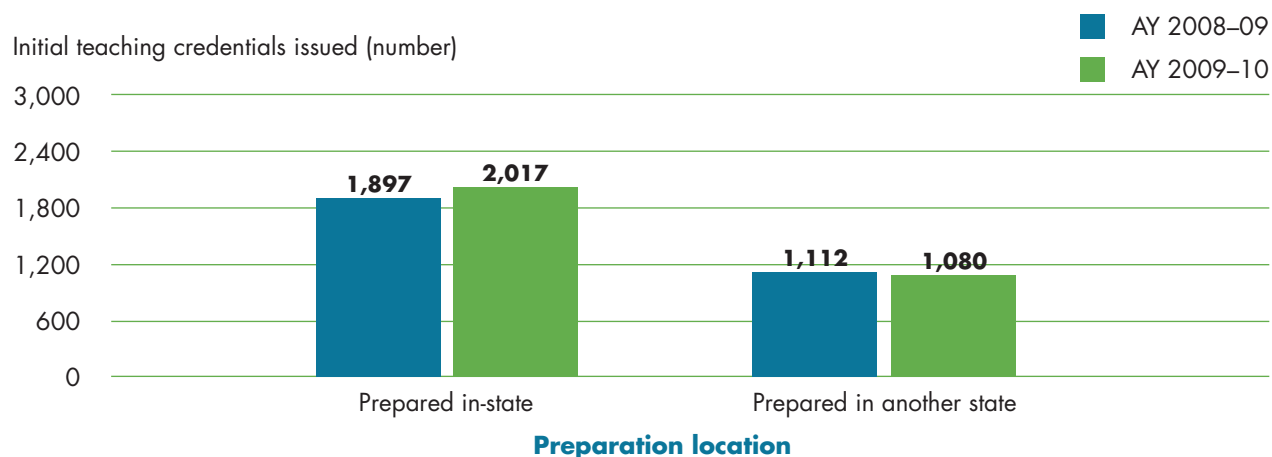
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007–08, AY 2008–09 and AY 2009–10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009–10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Mathematics	842	99.9	178	171
Praxis I Reading	834	100.0	179	172
Praxis I Writing	829	99.8	177	171
<i>Alternative, IHE-based programs**</i>				
<i>Alternative, not IHE-based programs</i>				
Praxis I Reading	59	98.0	181	172
Praxis I Mathematics	57	100.0	181	171
Praxis I Writing	57	100.0	177	171

** The state did not report data for this program type

D. TEACHERS CREDENTIALIAED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary - Kindergarten through Grade 6	661
English, Grades 7 - 12	192
History and Social Studies, Grades 7 - 12	184
<i>Alternative, IHE-based programs</i>	
Early Childhood/Special Ed., Birth - K	2
<i>Alternative, not IHE-based programs</i>	
Elementary - Kindergarten through Grade 6	40
Spanish, 7 - 12	29
Mathematics, Grades 7 - 12	27

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•	•			•	•	•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
Alternate Route to Certification–DHE	Low-performing

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Albertus Magnus College	T	20					
Alternate Route to Certification–DHE	AN	223					
Central CT State University	T	787				●	
Charter Oak State College ECE ARC	AI	6					
Connecticut College	T	67				●	
Eastern CT State University	T	412					
Fairfield University	T	249				●	
Mitchell College	T	17					
Quinnipiac University	T	289					
Sacred Heart University	T	1,068				●	
Saint Joseph College	T	410				●	
Southern CT State University	T	2,470				●	
Teach for America–CT	AN	115					
University of Bridgeport	T	247				●	
University of Connecticut	T	457				●	
University of Hartford	T	324					
University of New Haven	T	350					
Western CT State University	T	768					
Yale University	T	23					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

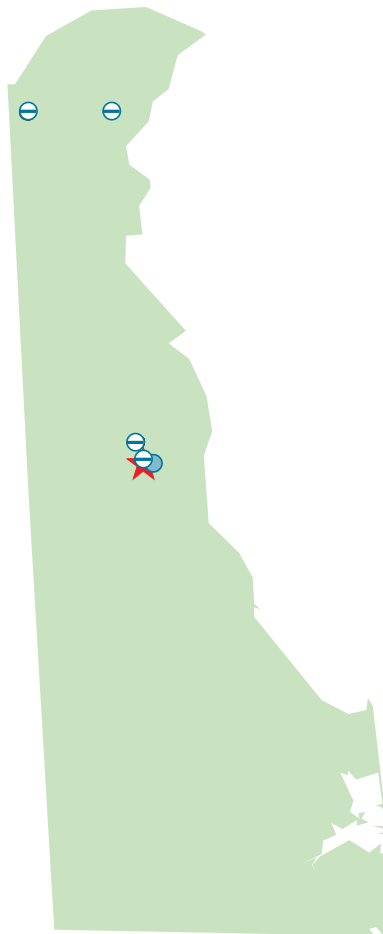
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Delaware

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

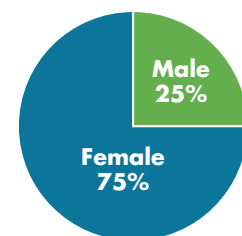
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Dover

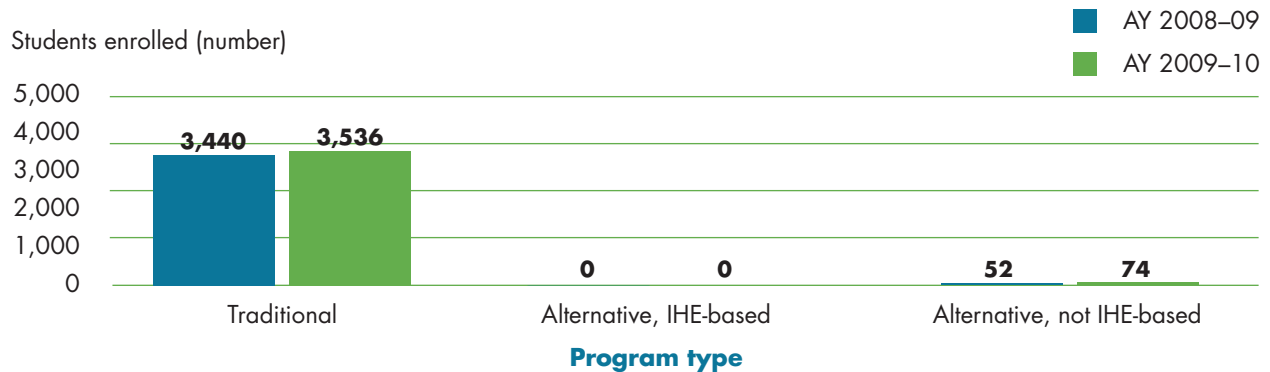
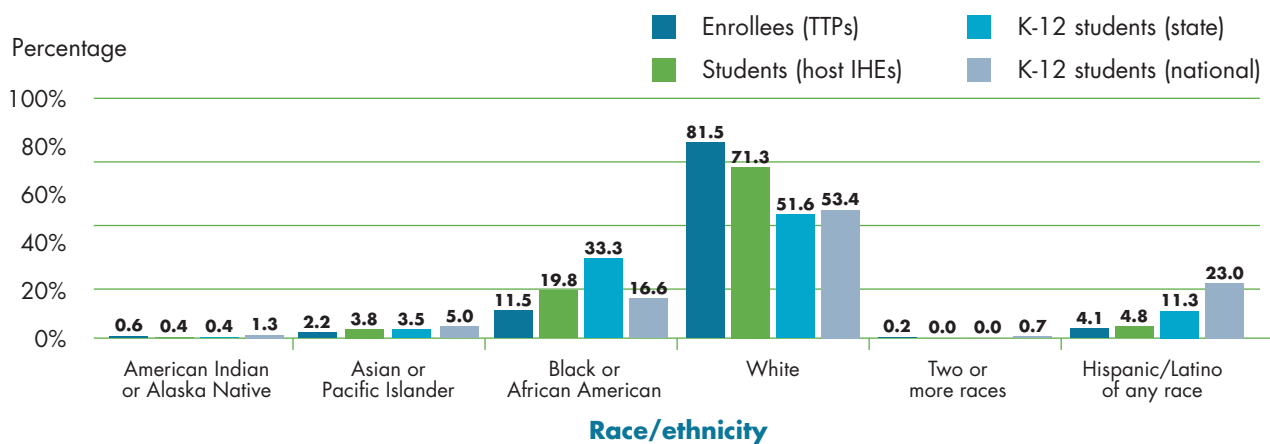
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

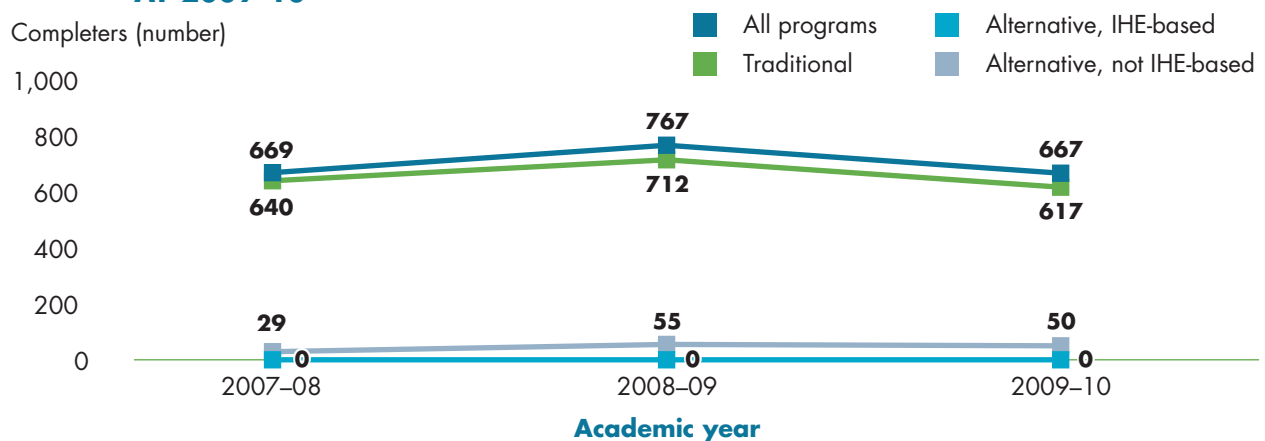
4	Traditional
0	Alternative, IHE-based
2	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

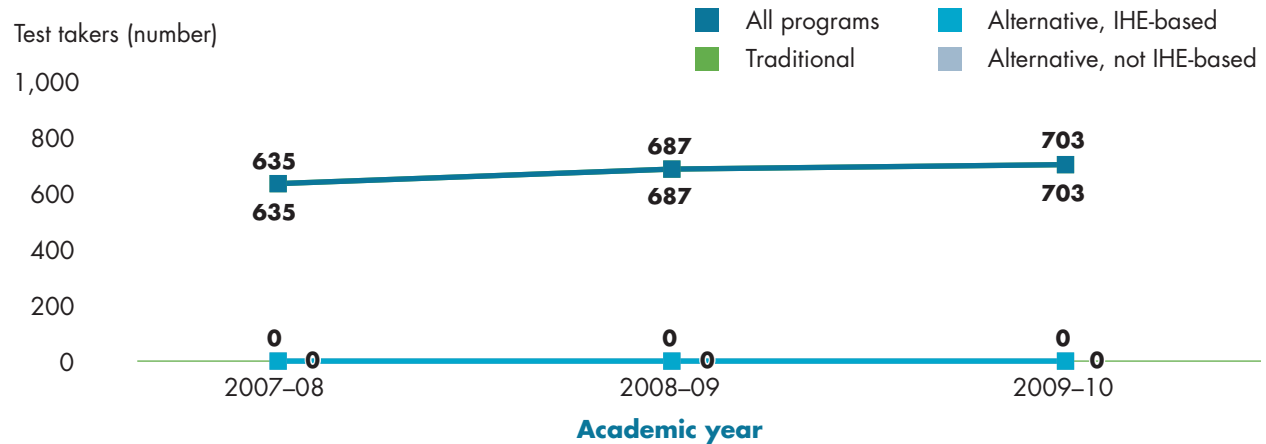


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

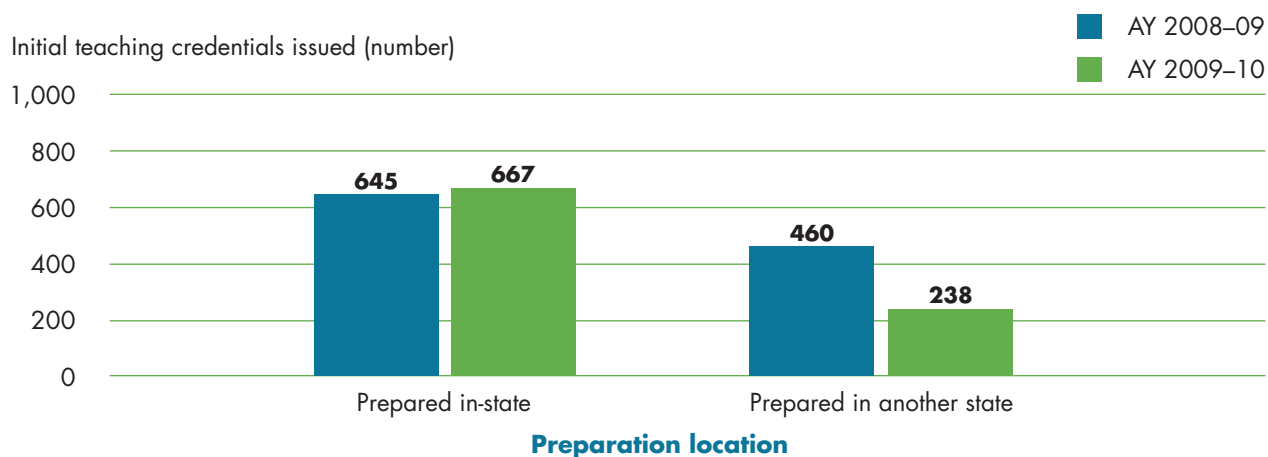
Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Writing	672	98.5	178	173
Praxis I Reading	633	100.0	180	175
Praxis I Mathematics	619	100.0	182	174

*Alternative, IHE-based programs***Alternative, not IHE-based programs***

* The state does not have any programs for this program type

** The state did not report data for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education K-6	208
Elementary Ed K-6	140
Exceptional Child K-12	55
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs</i>	
Elementary K-6	11
Math	8
Middle Level English Language Arts	5

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•	•	•	•	•	•	•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/lsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Delaware Alternative Routes to Certification Program	AN	54					
Delaware State University	T	42	●			●	
Teach For America	AN	20					
Univeristy of Delaware	T	1,259				●	
Wesley College	T	234					
Wilmington University	T	2,001				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

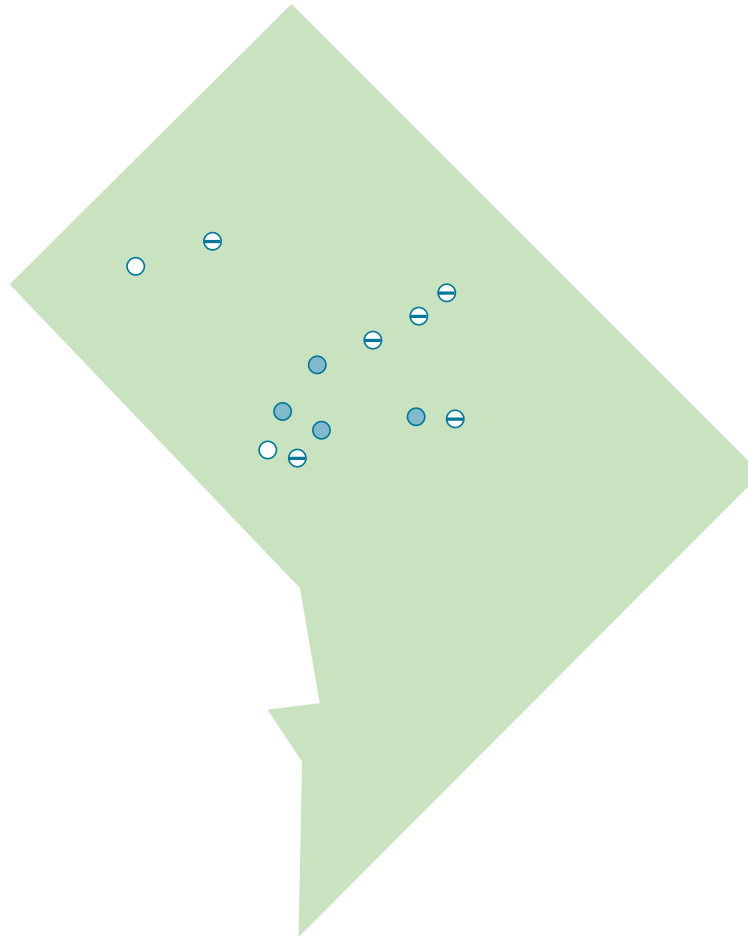
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

District of Columbia

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

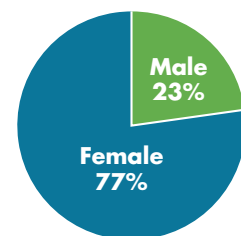
- Traditional and Alternative ● Alternative, IHE-based ● Alternative, not IHE-based
⊖ Traditional

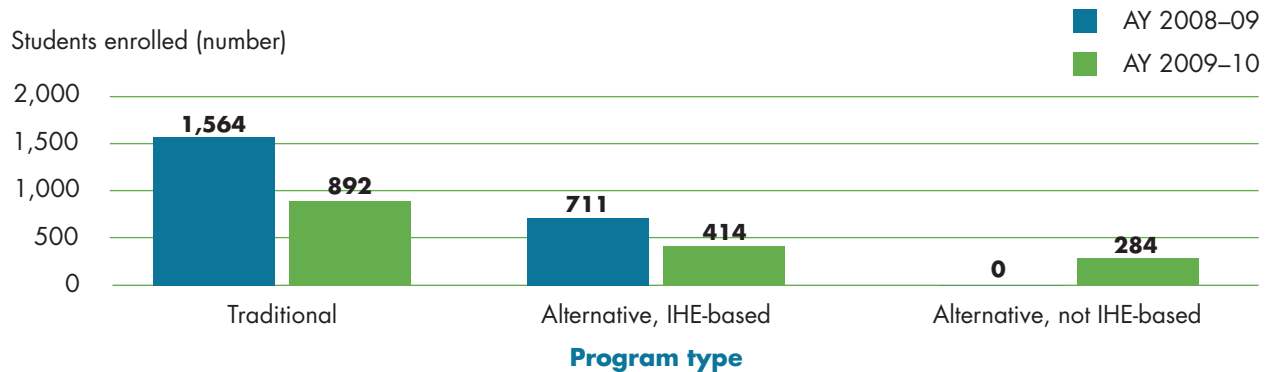
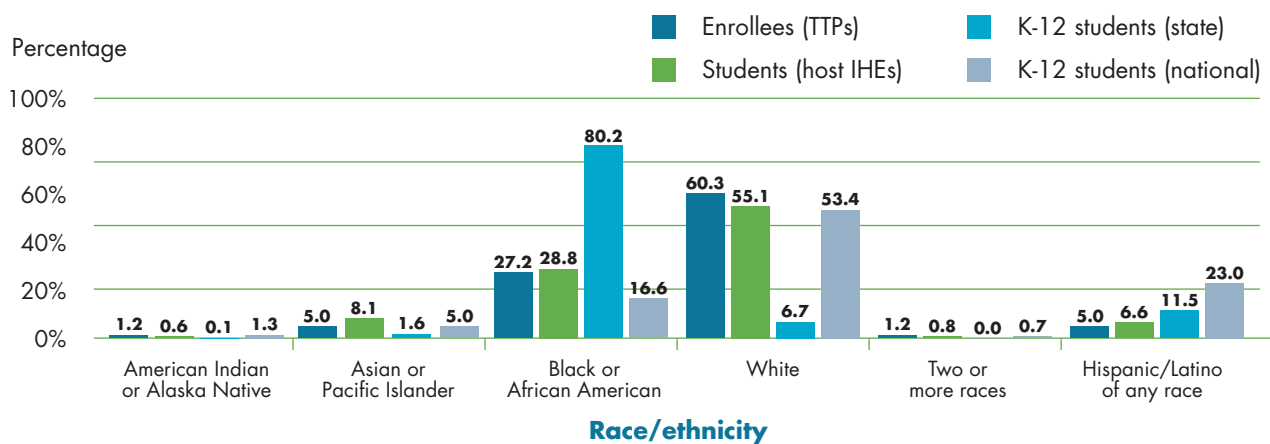
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

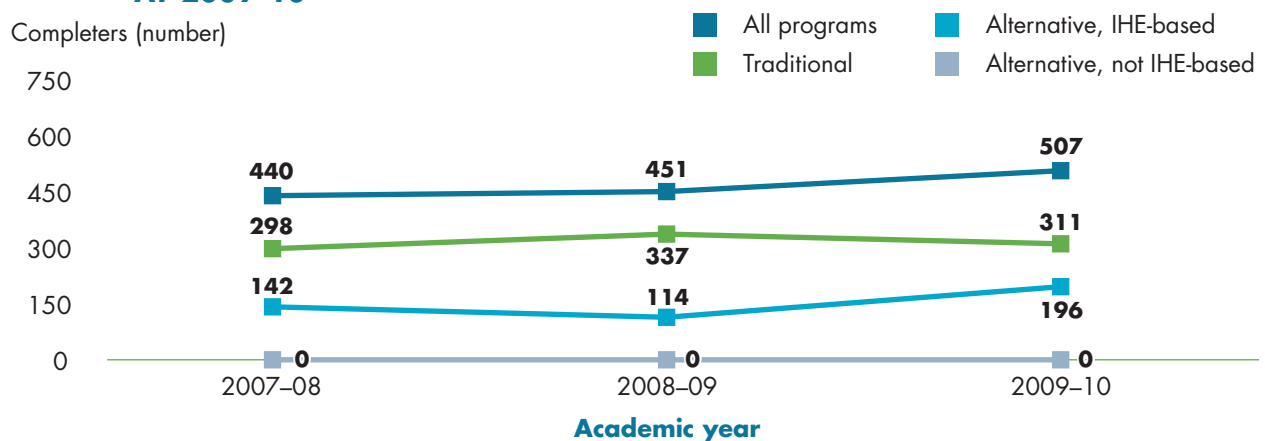
8	Traditional
2	Alternative, IHE-based
4	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

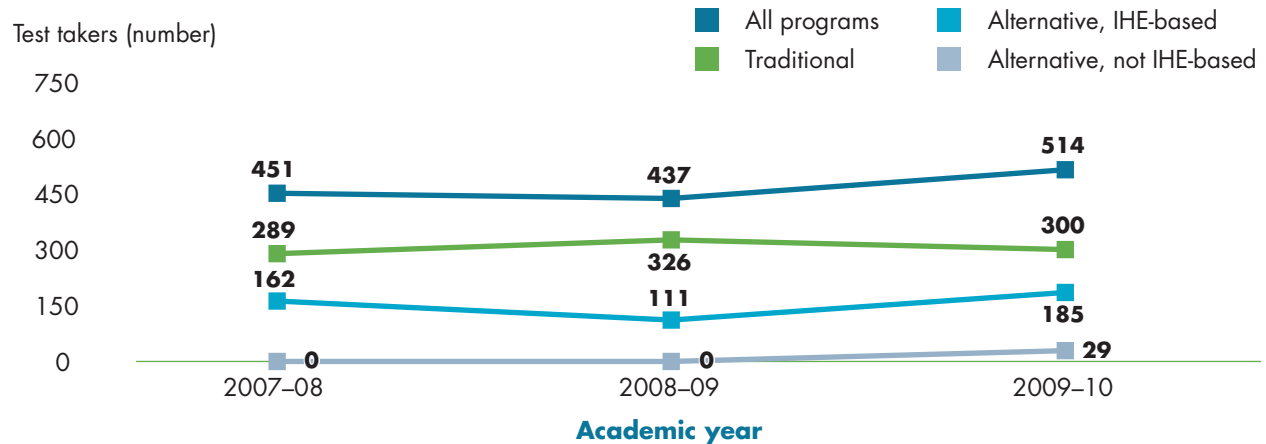


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

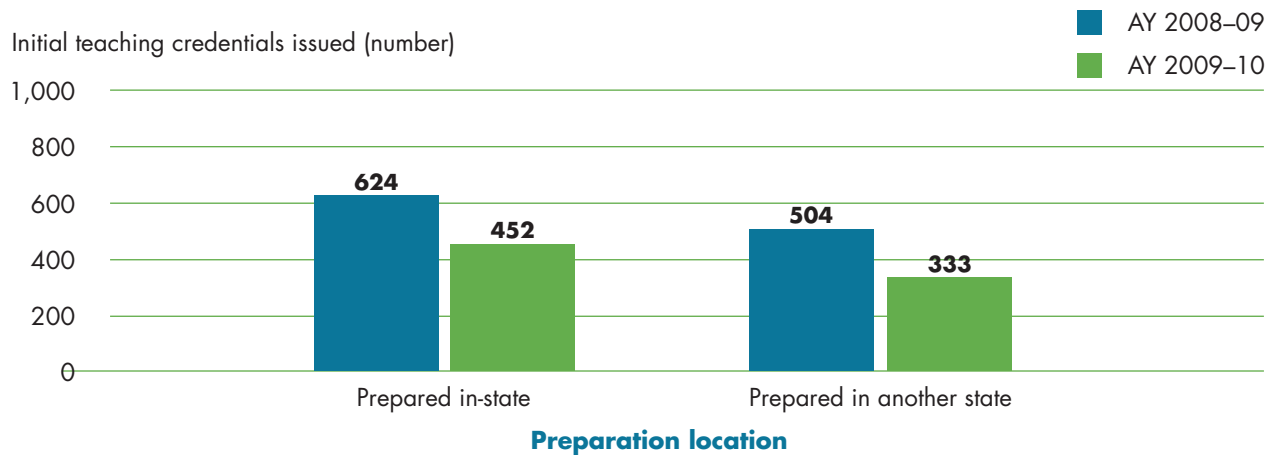
**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Mathematics	256	96.4	181	174
Praxis I Reading	253	99.4	181	172
Praxis I Writing	251	99.8	179	171
<i>Alternative, IHE-based programs</i>				
Praxis I Writing	172	99.0	181	171
Praxis I Mathematics	166	98.5	184	174
Praxis I Reading	165	100.0	183	172
<i>Alternative, not IHE-based programs</i>				
Praxis I Mathematics	20	100.0	185	174
Praxis I Writing	20	100.0	181	171
Praxis I Reading	20	100.0	183	172

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	77
Categorical Special Education	49
Non-Categorical Special Education	27
<i>Alternative, IHE-based programs**</i>	
<i>Alternative, not IHE-based programs**</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•	•	•	•	•	•	•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

** The state did not report data for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
American University	TA	412				●	
Catholic University of America	T	69					
Center for Inspired Teaching	AN	21					
Corcoran College of Art and Design	T	71					
DC Practitioner Teacher Program	AN	104					
Gallaudet University	T	86					
Howard University	T	46	●			●	
Teach For America	AN	140					
The George Washington University	TA	459				●	
Trinity Washington University	T	130					
University of the District of Columbia	T	33	●				
Urban Teacher Center	AN	19					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

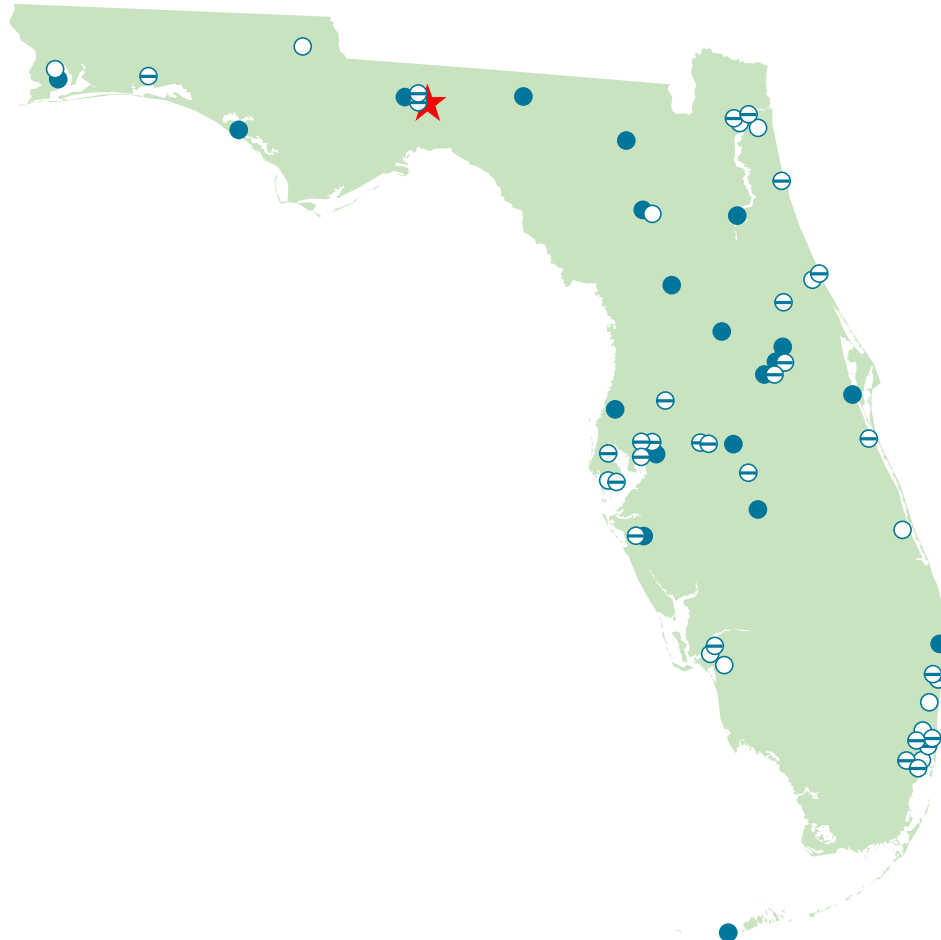
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Florida

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

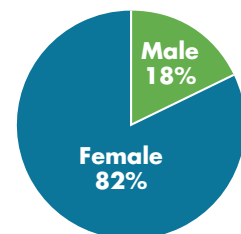
- Traditional and Alternative
- Alternative, IHE-based
- ⊖ Traditional
- ★ Tallahassee
- ⊖ Alternative, not IHE-based

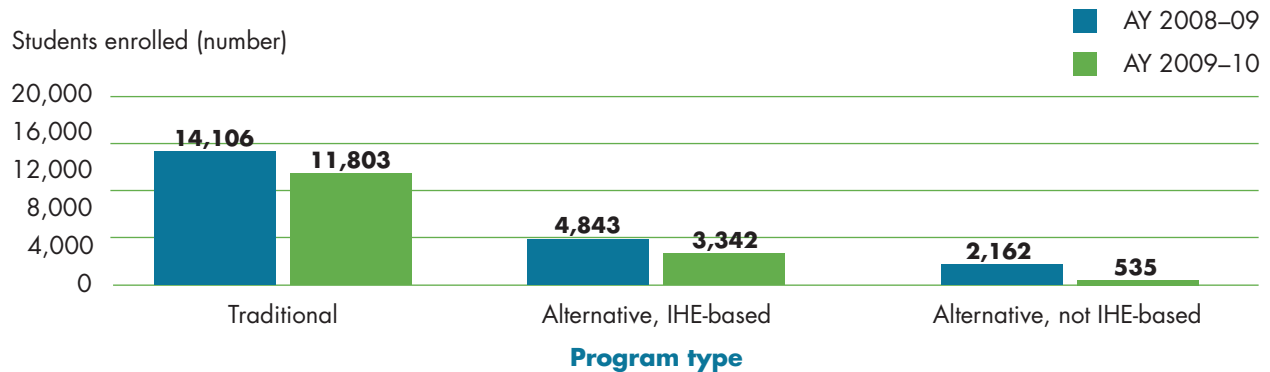
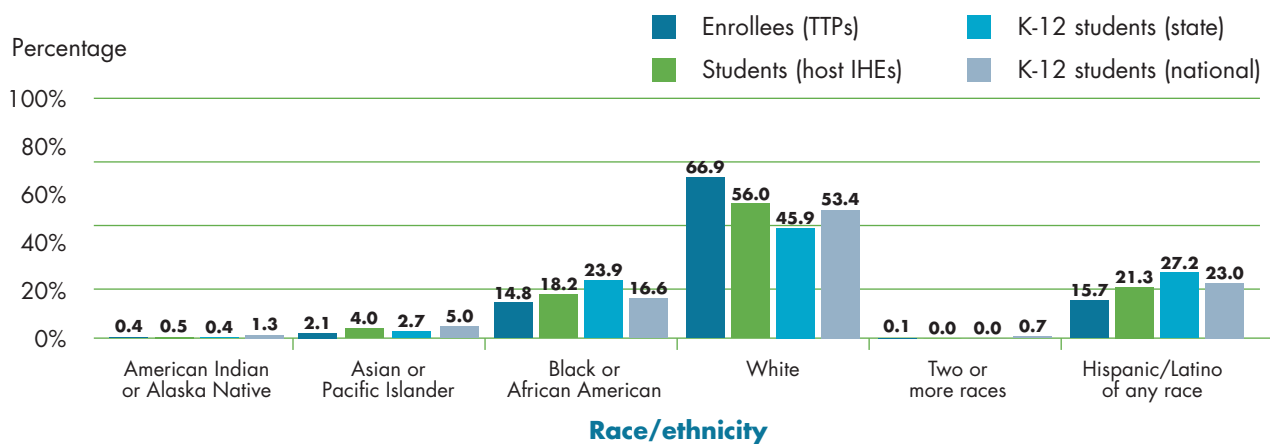
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

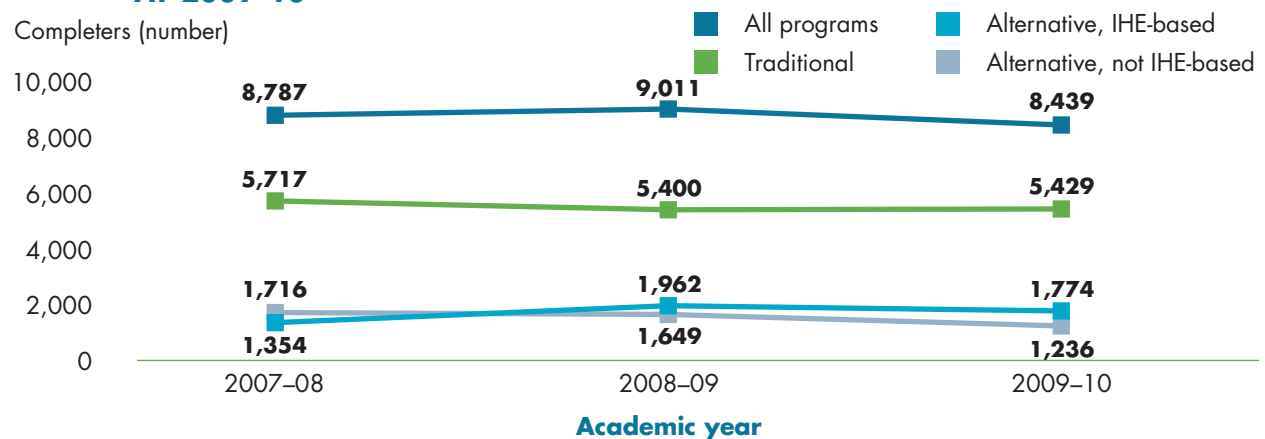
42	Traditional
33	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

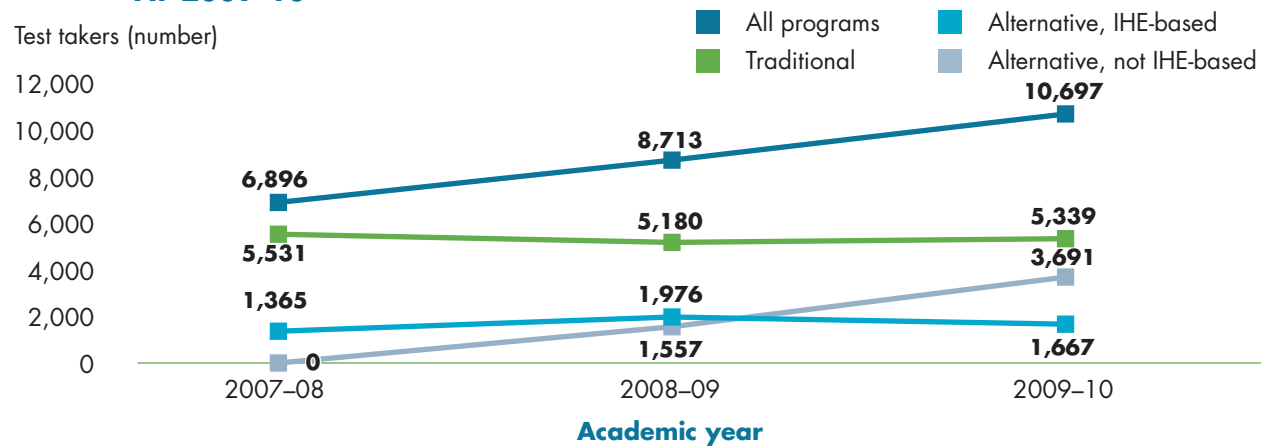


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

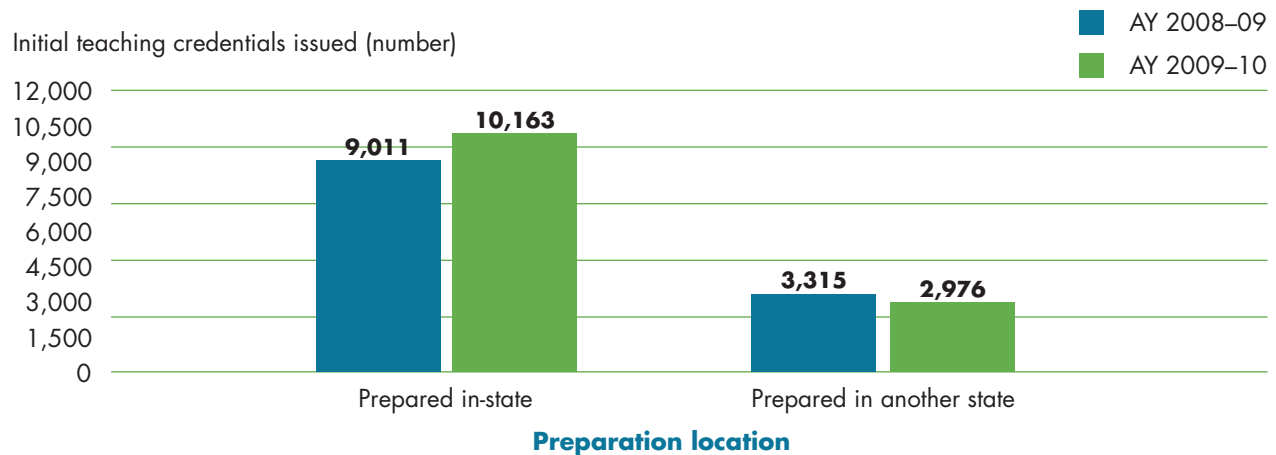
**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Professional Ed	5,115	99.9	217	200
General Knowledge	4,946	99.7		
Elementary Education	3,001	100.0	220	200
<i>Alternative, IHE-based programs</i>				
Professional Ed	1,652	99.9	218	200
Ed Prep Inst	1,539	99.6	215	200
General Knowledge	1,378	98.6		
<i>Alternative, not IHE-based programs</i>				
Epi/Dac	3,657	100.0	219	200
Professional Education	3,643	100.0	217	200
General Knowledge	3,161	99.0		

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
English to Speakers of Other Languages (ESOL) Endorsement	2,026
Elementary Education (Grades K-6)	1,972
Reading Endorsement	654
<i>Alternative, IHE-based programs</i>	
Elementary Education (Grades K-6)	652
Middle Grades Integrated Curriculum (Grades 5-9)	256
Exceptional Student Education (Grades K-12)	218
<i>Alternative, not IHE-based programs</i>	
Elementary Education (Grades K-6)	358
Middle Grades Integrated Curriculum (Grades 5-9)	167
Exceptional Student Education (Grades K-12)	162

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
						•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/lsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
Florida Memorial University	Low-performing
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Barry University	T	175		●		●	
Bethune-Cookman University	T	34	●			●	
Brevard Community College	AI	77					
Broward College	TA	181		●			
Chipola College	TA	72					
Clearwater Christian College	T	20					
College of Central Florida	AI	35					
Daytona State College	TA	153				●	
District Alternative Certification Program	AN	535					
Edison State College	TA	202					
Edward Waters College	T	4	●			●	
Flagler College	T	108				●	
Florida A&M University	T	142	●			●	
Florida Atlantic University	T	656					
Florida College	T	7					
Florida Gateway College	AI	49					
Florida Gulf Coast University	TA	346				●	
Florida Institute of Technology	T	4				●	
Florida International University	T	417		●			

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Florida Keys Community College	AI	23					
Florida Memorial University	T	241	•			•	
Florida Southern College	T	78					
Florida State College at Jacksonville	TA	270				•	
Florida State University	T	383				•	
Gulf Coast Community College	AI	114					
Hillsborough Community College	AI	378					
Indian River State College	TA	500				•	
Jacksonville University	T	49					
Keiser University	T	8		•			
Lake-Sumter Community College	AI	46					
Lynn University	T	111				•	
Miami-Dade College	TA	799		•		•	
North Florida Community College	AI	8					
Northwest Florida State College	TA	91					
Nova Southeastern University	T	692		•		•	
Palm Beach Atlantic University	T	110				•	
Palm Beach State College	AI	251				•	
Pasco-Hernando Community College	AI	95					
Pensacola State College	AI	58					
Polk State College	AI	307					
Rollins College	T	23					
Saint Leo University	T	338					
Santa Fe College	AI	145					
Seminole State College	AI	141					
South Florida Community College	AI	30				•	
Southeastern University	T	51				•	
Southwest Florida College	T	109					
St. Johns River State College	AI	188					
St. Petersburg College	TA	468					
State College of Florida, Manatee-Sarasota	AI	118					
Stetson University	T	63				•	
Tallahassee Community College	AI	2					
Teacher Education University	AI	2					
University of Central Florida	T	2,063				•	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
University of Florida	TA	597				•	
University of Miami	T	50					
University of North Florida	TA	633				•	
University of South Florida–St. Petersburg	T	228				•	
University of South Florida–Tampa	T	1,642				•	
University of Tampa	T	263				•	
University of West Florida	TA	478				•	
Valencia Community College	AI	201		•		•	
Warner University	T	18				•	

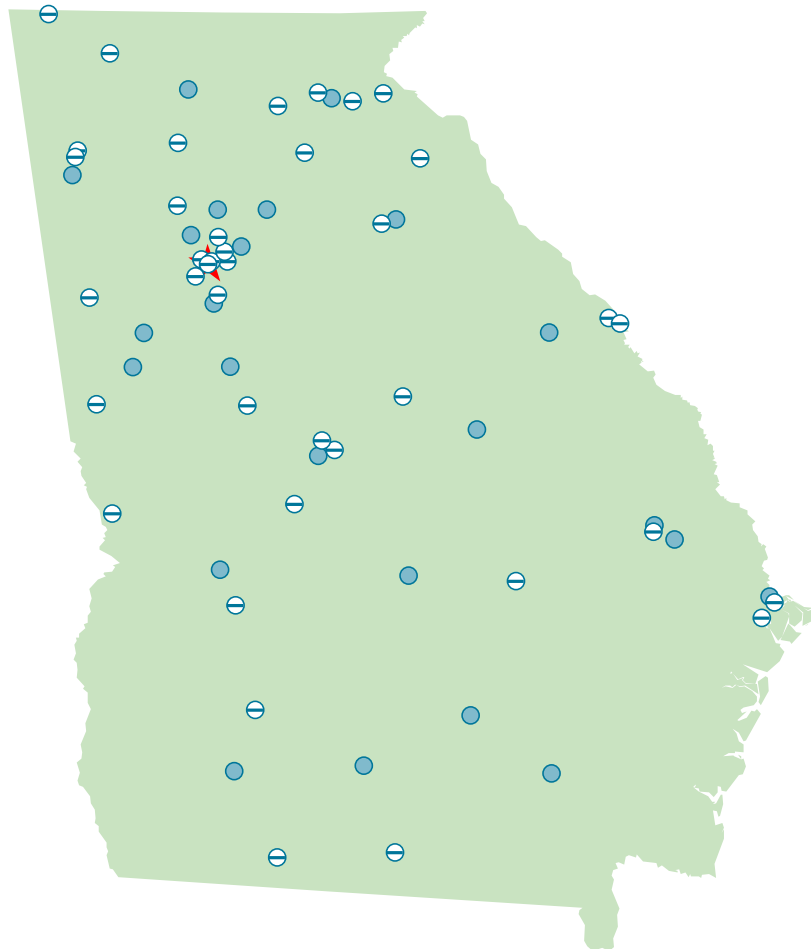
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Georgia

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

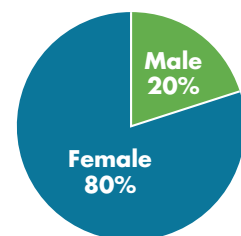
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Atlanta

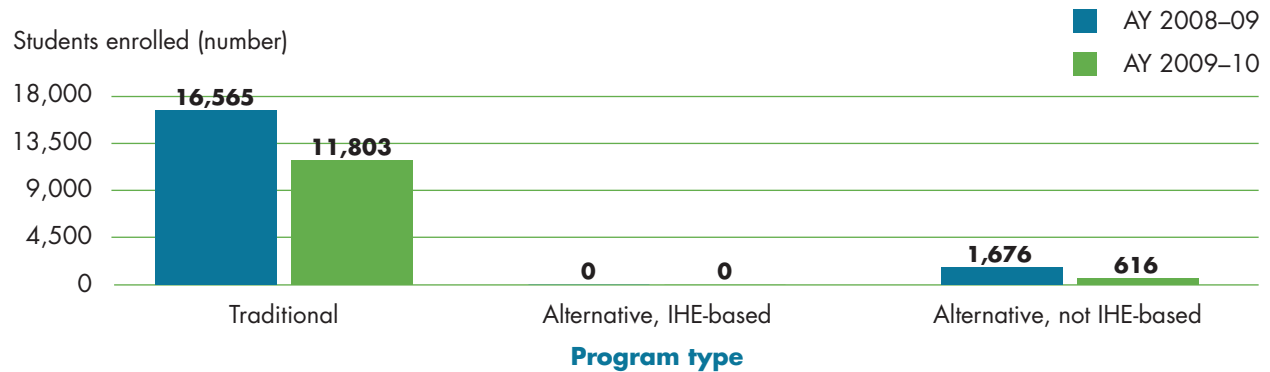
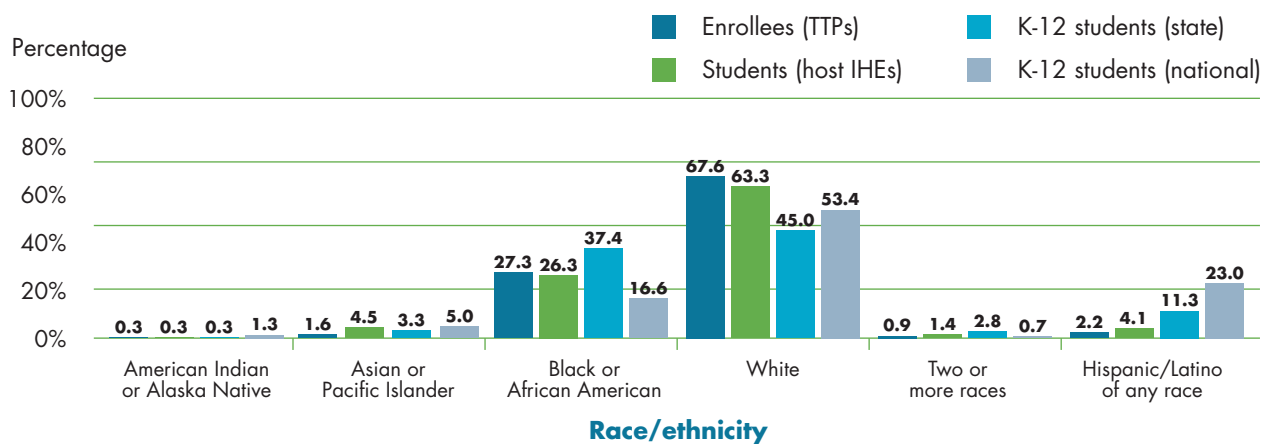
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

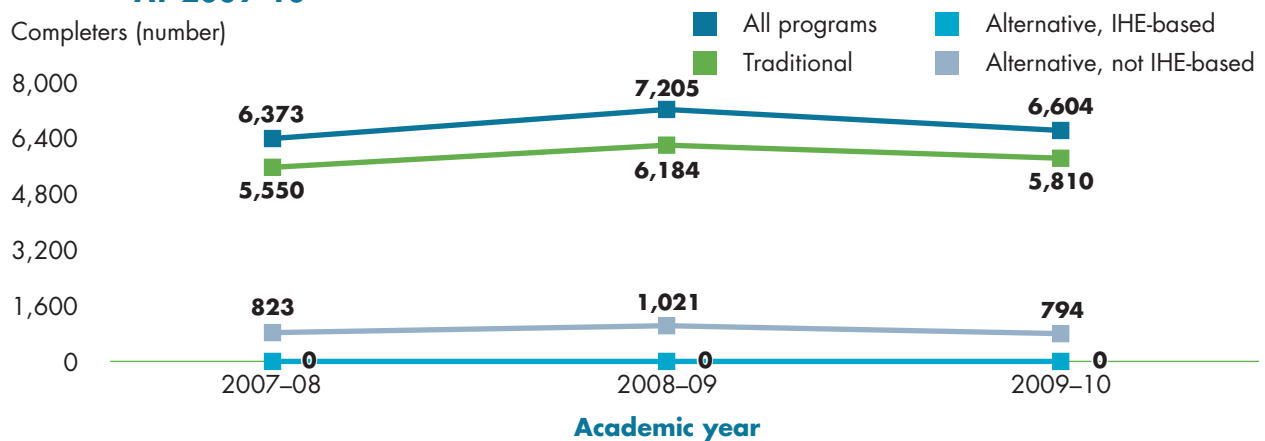
41	Traditional
0	Alternative, IHE-based
25	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

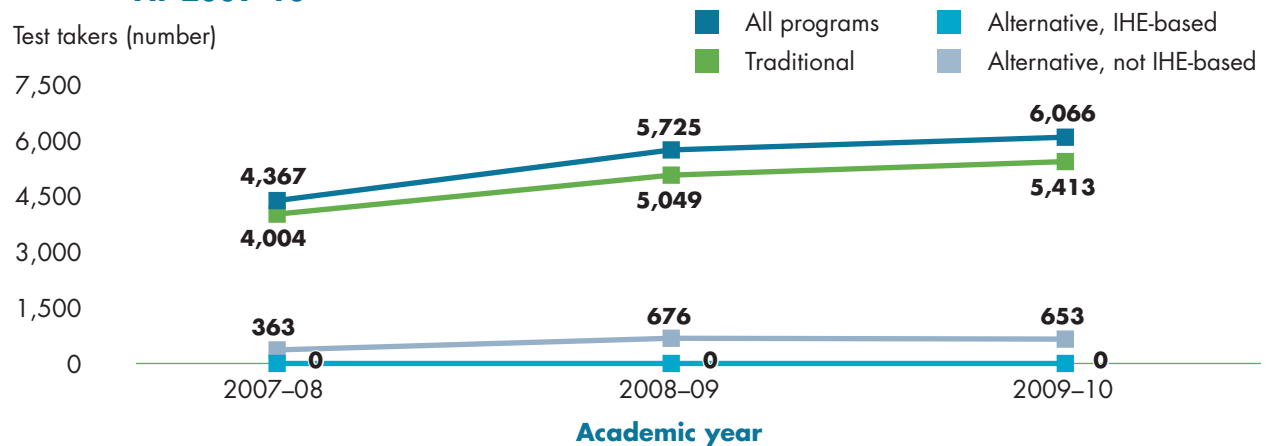


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

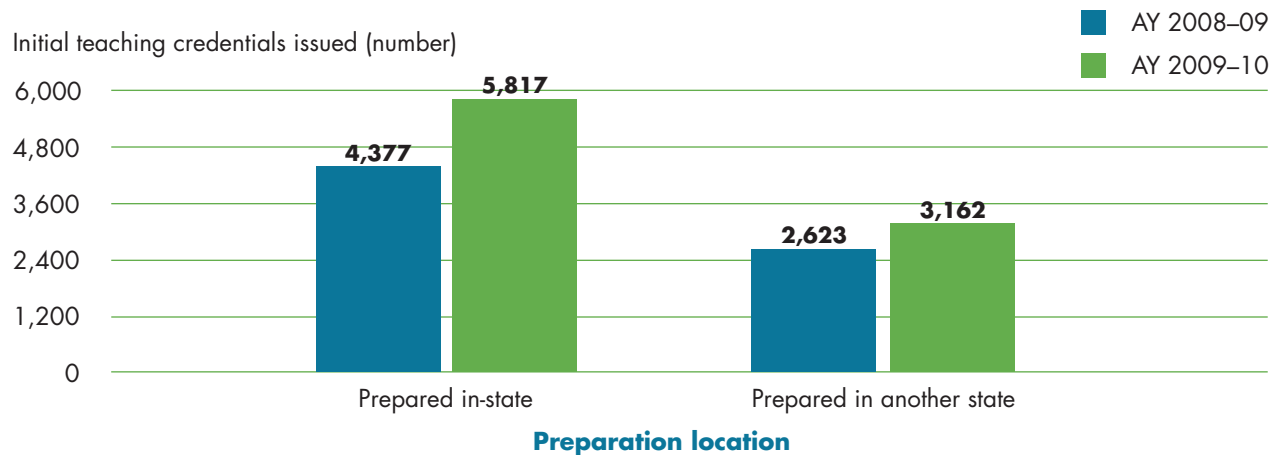
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Early Childhood Education: Test I	2,297	90.6	237	220
Early Childhood Education: Test II	2,293	91.7	244	220
Early Child Sp Ed Gen Curr: Test I	383	98.2	247	220
<i>Alternative, IHE-based programs*</i>				
<i>Alternative, not IHE-based programs</i>				
Spec Ed General Curriculum: Test I	129	100.0	240	220
Spec Ed General Curriculum: Test II	129	100.0	236	220
Early Childhood Education: Test II	71	100.0	242	220

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Early Childhood Education (P–5)	2,087
Special Ed. General Curriculum (P–12)	412
Sp Ed General Curriculum Consultative/Ece (P–5) (Aka - Early Childhood Spec. Ed. Gen. Curr.)	370
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs</i>	
Special Ed. General Curriculum (P–12)	151
Early Childhood Education (P–5)	107
Mathematics (6–12)	61

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•	•	•	•	•	•	•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
Spelman College	At risk
Thomas University	At risk
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Agnes Scott College	T	8				●	
Albany State University	T	757	●			●	
Armstrong Atlantic State University	T	472				●	
Atlanta Christian College	T	4				●	
Atlanta Public Schools	AN	5					
Augusta State University	T	327					
Berry College	T	125				●	
Brenau University	T	365				●	
Brewton-Parker College	T	31					
Central Savannah River Area RESA	AN	22					
Charter Conservatory	AN	6					
Chattahoochee-Flint RESA	AN	32					
Clark Atlanta University	T	32	●			●	
Clayton County Schools	AN	131					
Clayton State University	T	85					
Coastal Plains RESA	AN	1					
Coffee County Schools	AN	9					
Columbus State University	T	828				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Covenant College	T	99				•	
Coweta County Schools	AN	0					
Dalton State College	T	101					
Dekalb County Schools	AN	73					
Emmanuel College	T	48					
Emory University	T	1					
First District RESA	AN	2					
Fort Valley State University	T	37	•			•	
Gainesville State College	T	142					
Georgia College and State University	T	317					
Georgia Southern University	T	570				•	
Georgia Southwestern State University	T	162				•	
Georgia State University	T	551				•	•
Gordon College	T	61					
Griffin RESA	AN	37					
Gwinnett County Schools	AN	15					
Heart of Georgia RESA	AN	4					
Kennesaw State University	T	1,340				•	•
Lagrange College	T	146				•	
Macon State College	T	152					
Mercer University	T	891				•	
Metropolitan RESA	AN	38					
Middle Georgia RESA	AN	49					
North Georgia College and State University	T	339				•	
North Georgia RESA	AN	0					
Northeast Georgia RESA	AN	34					
Northwest Georgia RESA	AN	25					
Oconee RESA	AN	27					
Oglethorpe University	T	68					
Okefenokee RESA	AN	16					
Paine College	T	21	•			•	
Piedmont College	T	367				•	
Pioneer RESA	AN	0					
Reinhardt College	T	129				•	
Savannah College of Art and Design	T	4					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Savannah-Chatham County	AN	36					
Shorter College	T	162					
Southwest Georgia RESA	AN	32					
Spelman College	T	0	•			•	
The Cottage School	AN	10					
Thomas University	T	61					
Toccoa Falls College	T	60					
Truett-McConnell College	T	23					
University of Georgia	T	1,032					
University of West Georgia	T	972					
Valdosta State University	T	913				•	
Wesleyan College	T	0					
West Georgia RESA	AN	12					

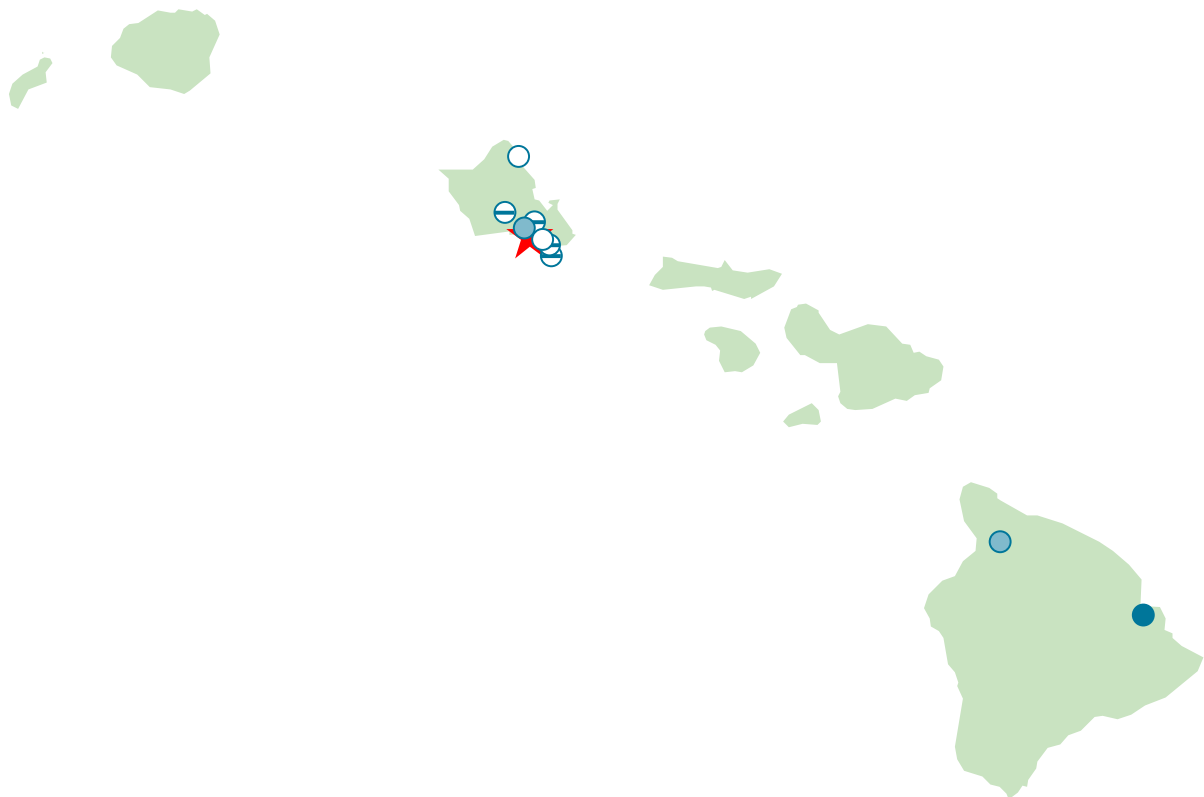
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Hawaii

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

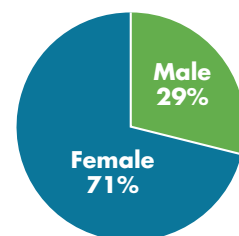
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Honolulu

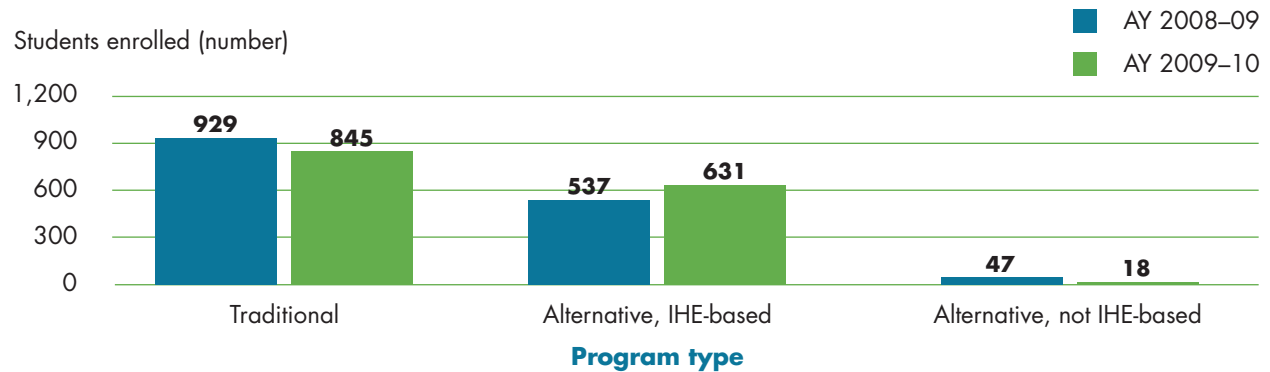
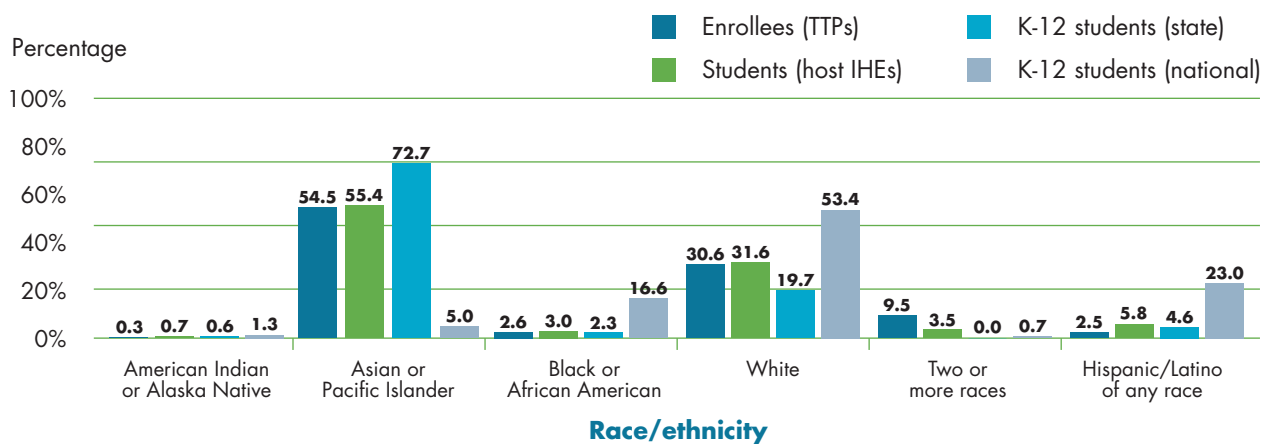
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

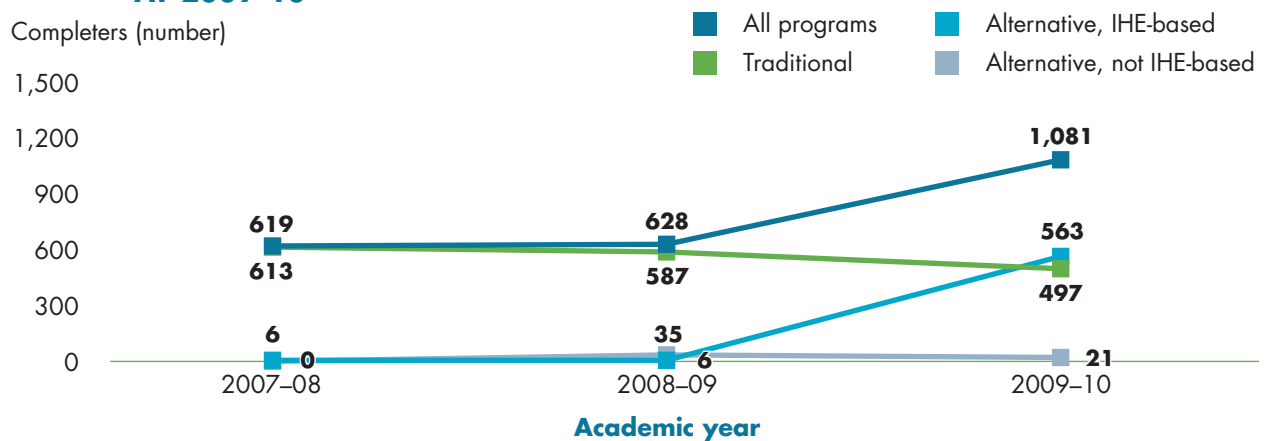
5	Traditional
5	Alternative, IHE-based
2	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

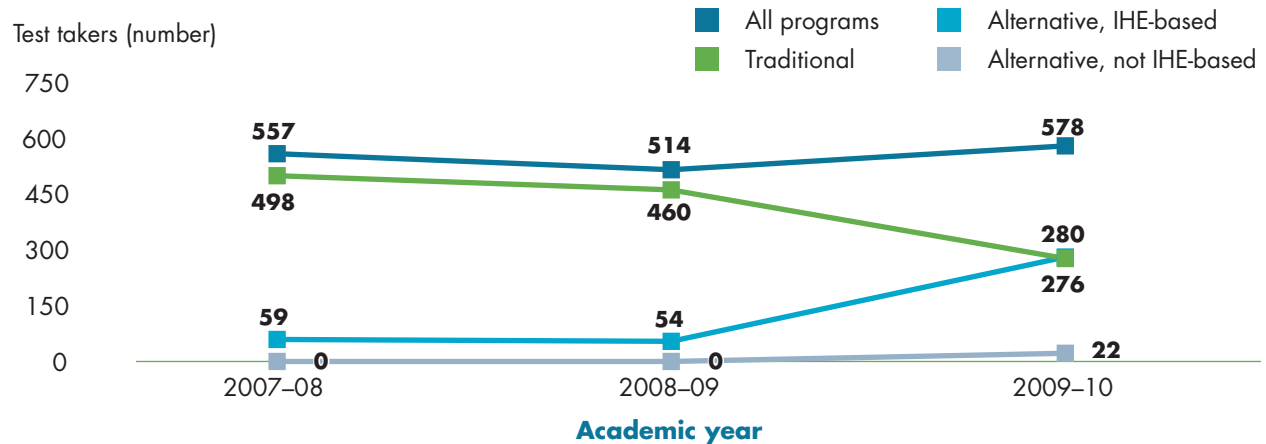


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

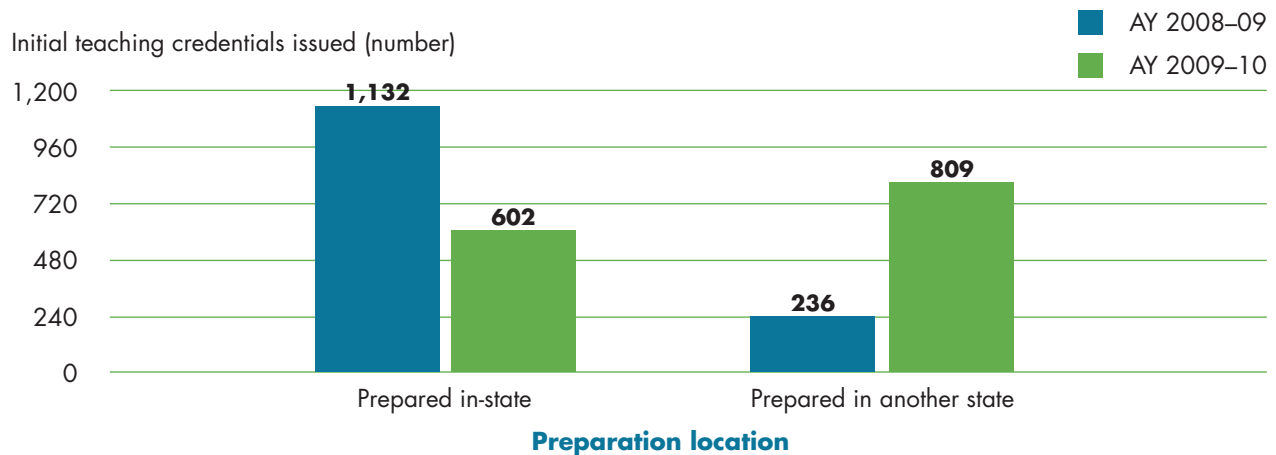
**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007–08, AY 2008–09 and AY 2009–10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009–10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Writing	237	99.3	178	171
Praxis I Reading	236	99.8	181	172
Praxis I Mathematics	234	99.0	182	173
<i>Alternative, IHE-based programs</i>				
Praxis I Reading	246	98.3	181	172
Praxis I Mathematics	246	99.3	182	173
Praxis I Writing	244	99.7	178	171
<i>Alternative, not IHE-based programs</i>				
Ed of Exceptional Students: Core Ck	14	100.0	173	152
Praxis I Reading	13	100.0	180	172
Praxis I Writing	13	100.0	176	171

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	122
Special Education	33
English	14
<i>Alternative, IHE-based programs</i>	
Elementary Education	80
Special Education	56
English	39
<i>Alternative, not IHE-based programs</i>	
Social Studies	9
Hawaiian Studies	9
Elementary Education	6

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•		•	•	•		•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
BYU–Hawaii	TA	48				●	
Chaminade University–Ed	T	283				●	
Halau Wanana	AN	18					
Hawaii Department of Education	AN	0					
Hawaii Pacific University	T	58				●	
Kahuawaiola	AI	8					
University of Hawaii–Hilo	AI	43				●	
University of Hawaii–Manoa†	TA	793				●	
University of Hawaii–West Oahu	T	144					
UoP-Hawaii Campus	AI	99					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

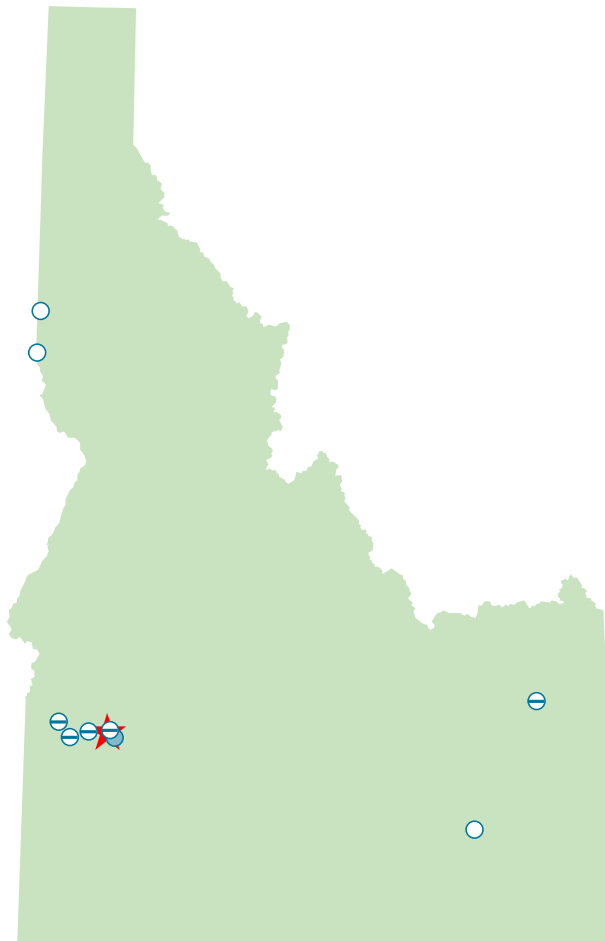
† University of Hawaii–Manoa also provides a teacher preparation program for American Samoa teacher candidates (see the American Samoa State Snapshot, p. AS-5). The program reported here is specifically for Hawaii teacher candidates..

Idaho

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

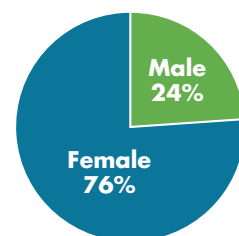
- Traditional and Alternative
- Alternative, IHE-based
- ⊖ Alternative, not IHE-based
- ⊖ Traditional
- ★ Boise

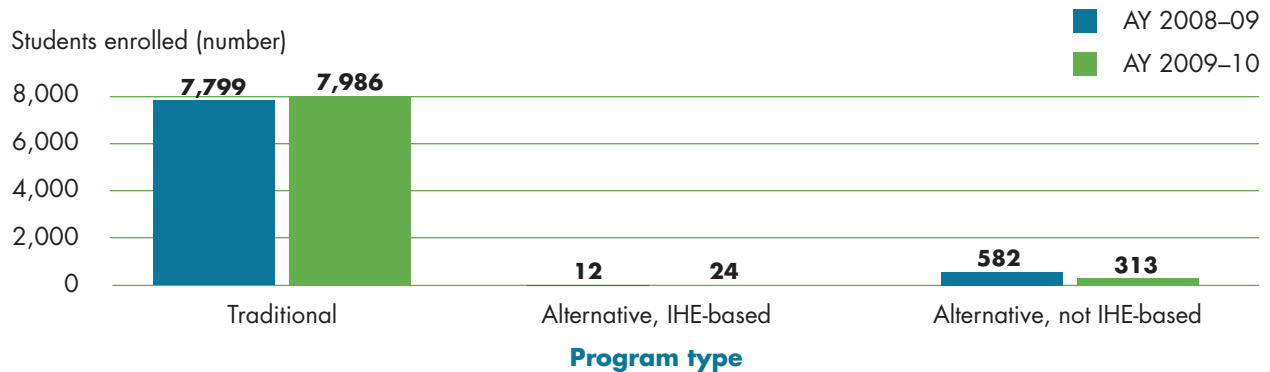
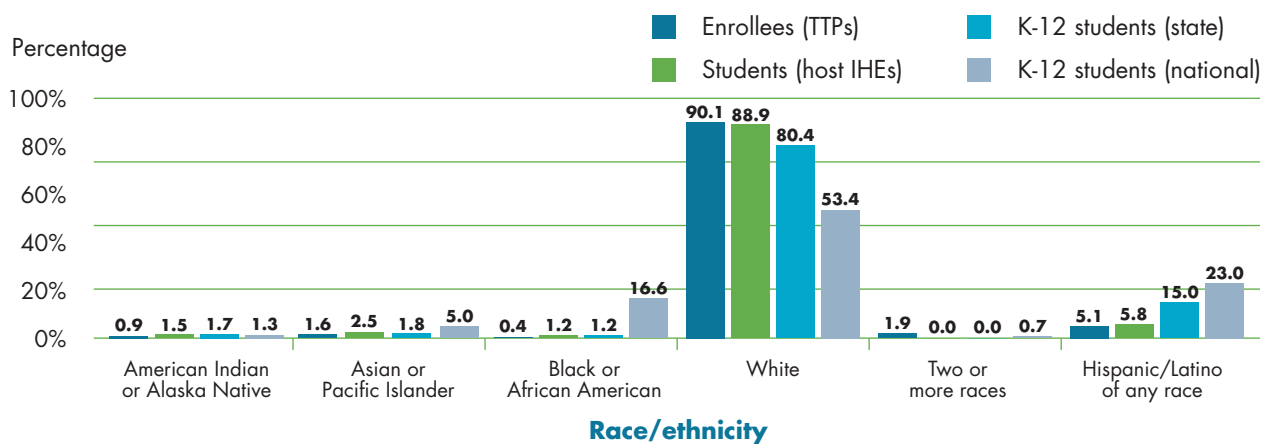
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

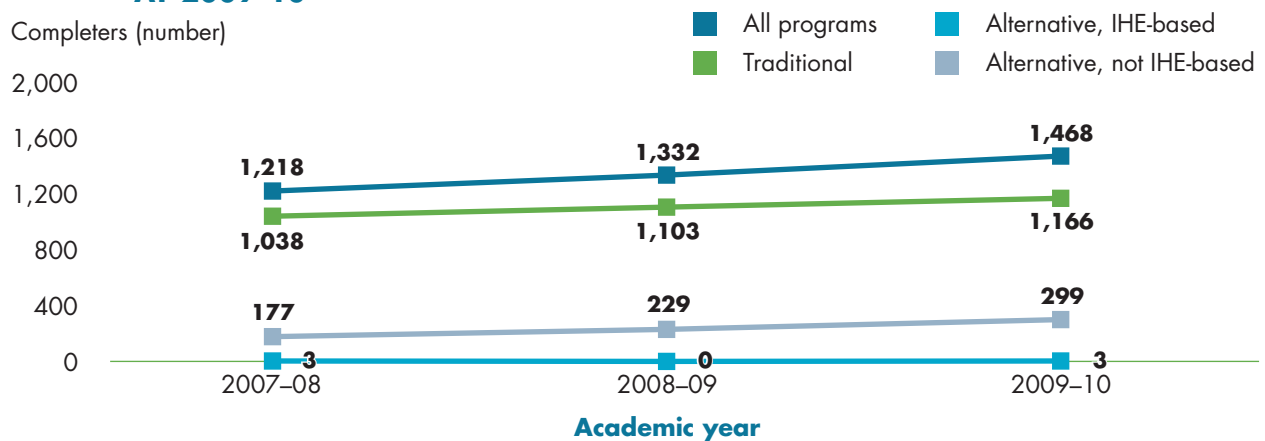
9	Traditional
3	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

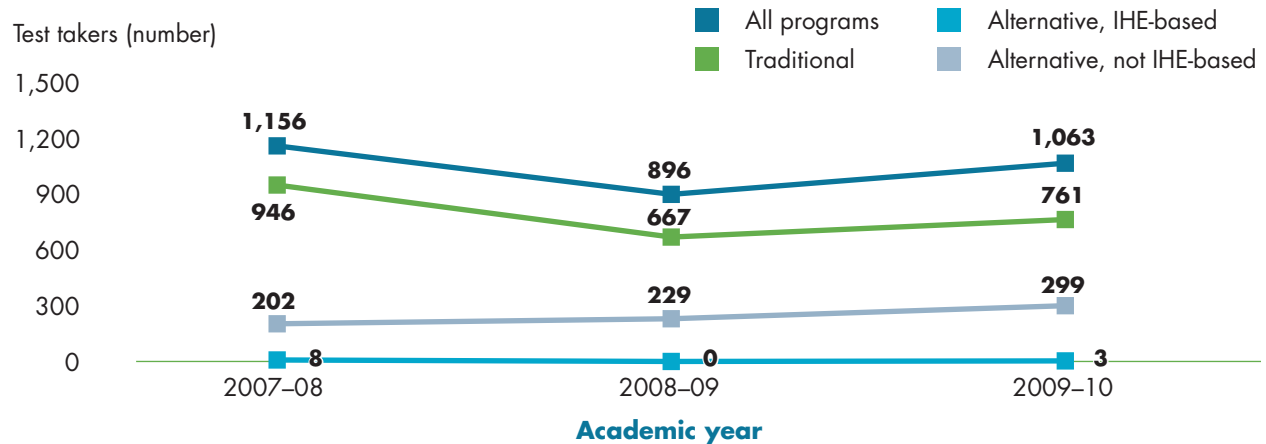


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

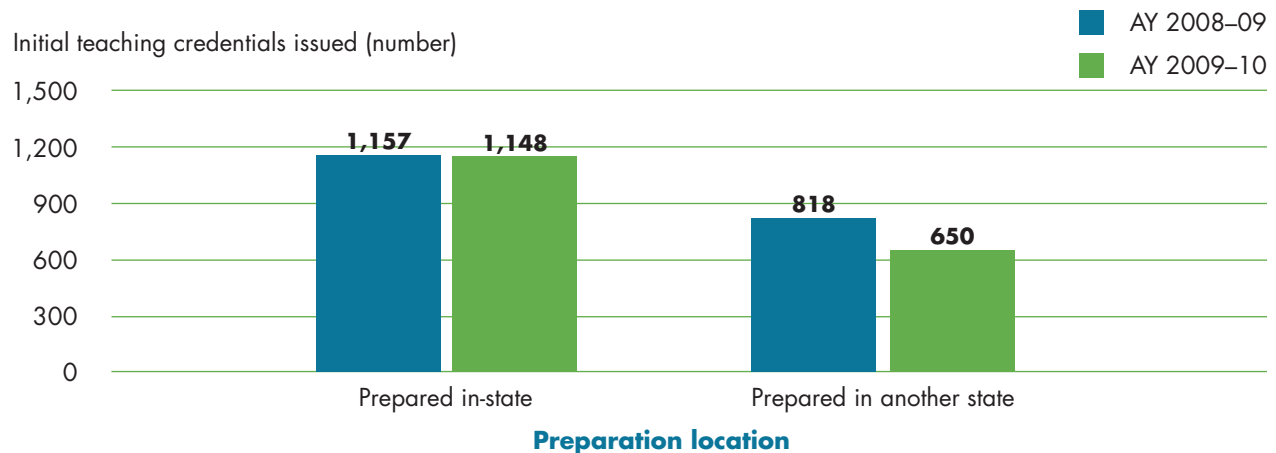
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Elementary Ed Content Knowledge	386	99.7	168	143
Principles Learning And Teaching K-6	362	99.7	177	161
World And U.S. History: Content Knowledge	60	100.0	160	141
<i>Alternative, IHE-based programs**</i>				
<i>Alternative, not IHE-based programs</i>				
Professional Teaching Knowledge	254	100.0	285	270
Elementary Education	154	100.0	321	285
Special Education	45	100.0	309	278

** The state did not report data for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Standard Elementary - All Subjects K/8	181
Standard Secondary - English 6/12	32
Standard Exceptional Child - Generalist K/12	21
<i>Alternative, IHE-based programs**</i>	
<i>Alternative, not IHE-based programs</i>	
Standard Elementary - All Subjects K/8	41
Standard Exceptional Child - Generalist K/12	10
Standard Secondary - English 6/12	4

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•		•	•	•	•	•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

** The state did not report data for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
ABCTE	AN	313					
Boise State University	T	1,971					
Brigham Young University–Idaho	T	3,666					
College of Idaho	T	62					
George Fox University	T	33					
Idaho State University	TA	495				●	
Lewis-Clark State College	TA	266					
Northwest Nazarene University	T	167				●	
University of Idaho	TA	1,340					
University of Phoenix	T	10					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

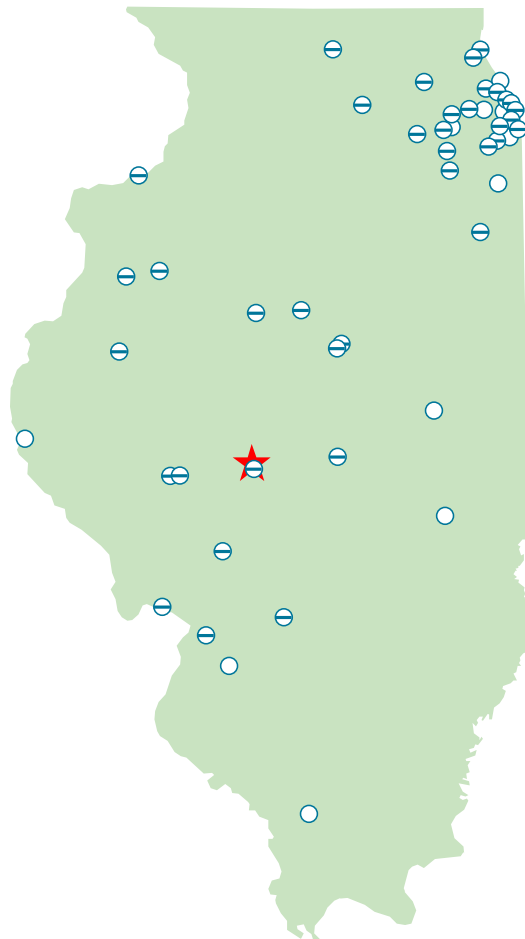
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Illinois

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

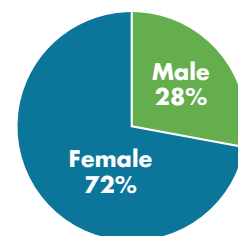
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Springfield

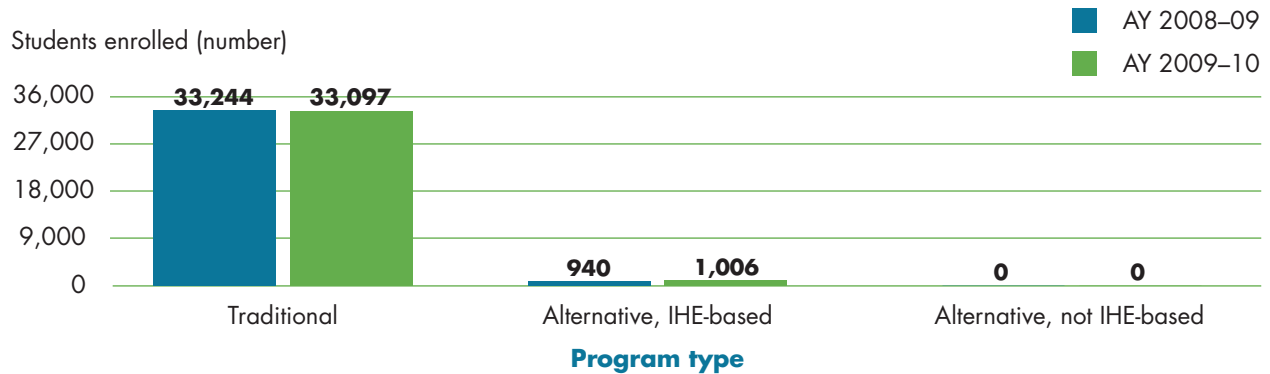
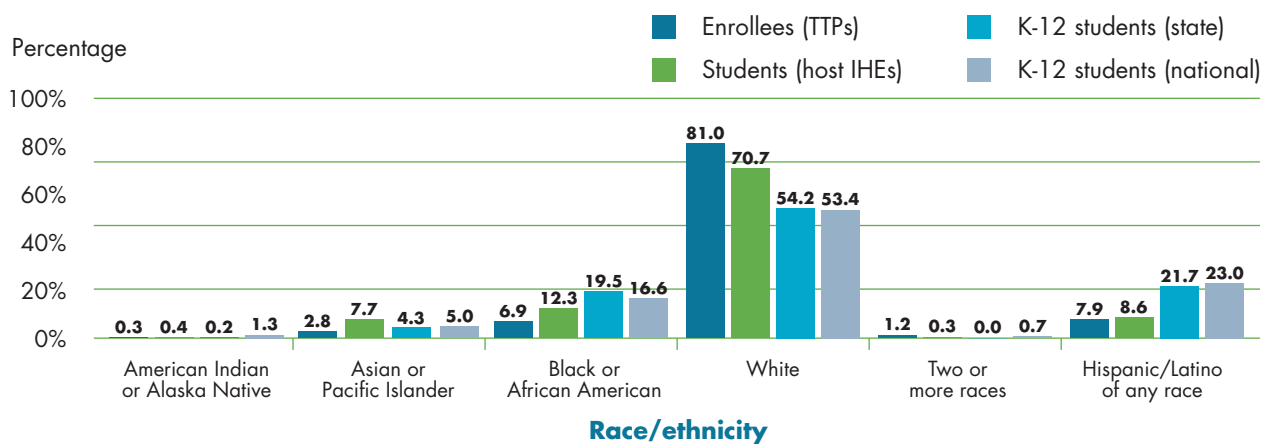
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

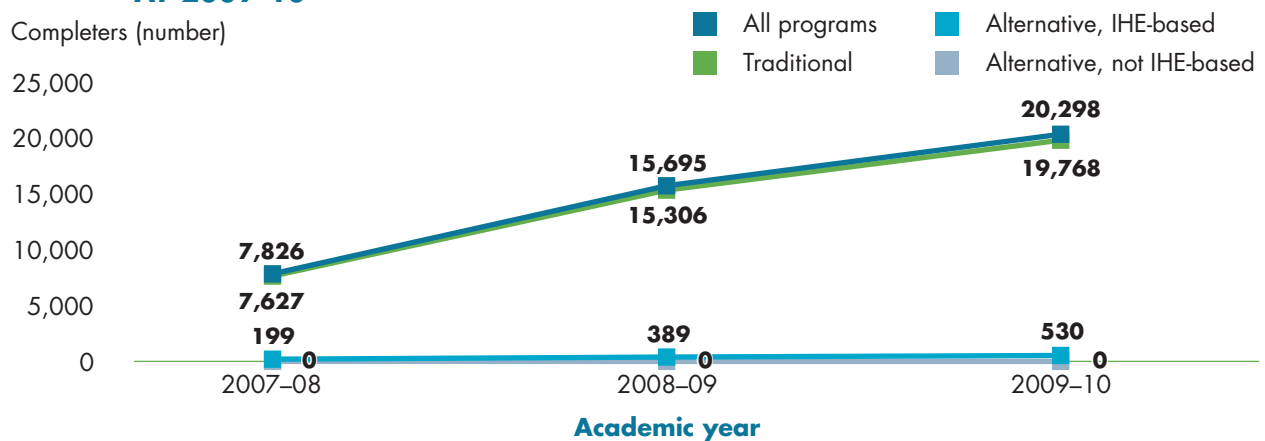
55	Traditional
12	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

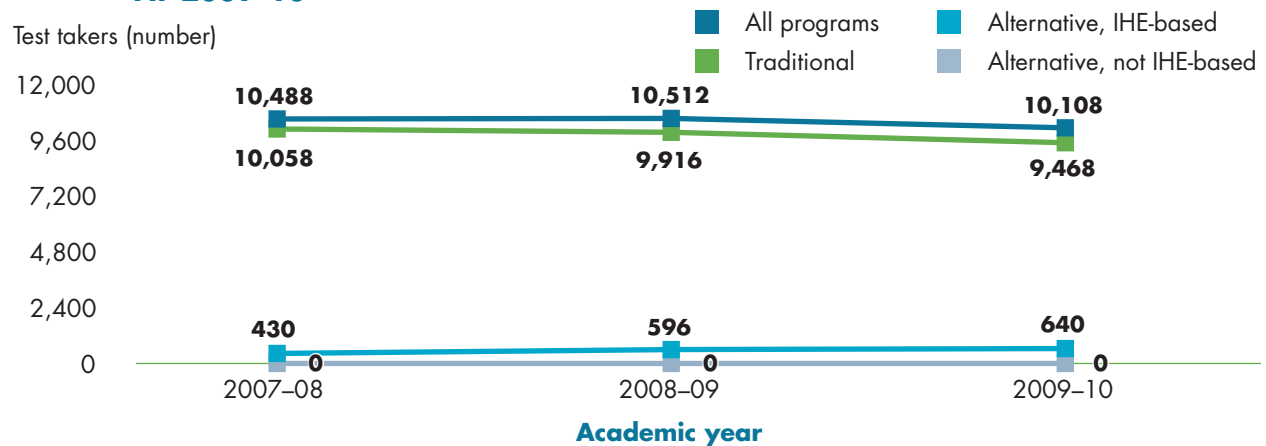


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

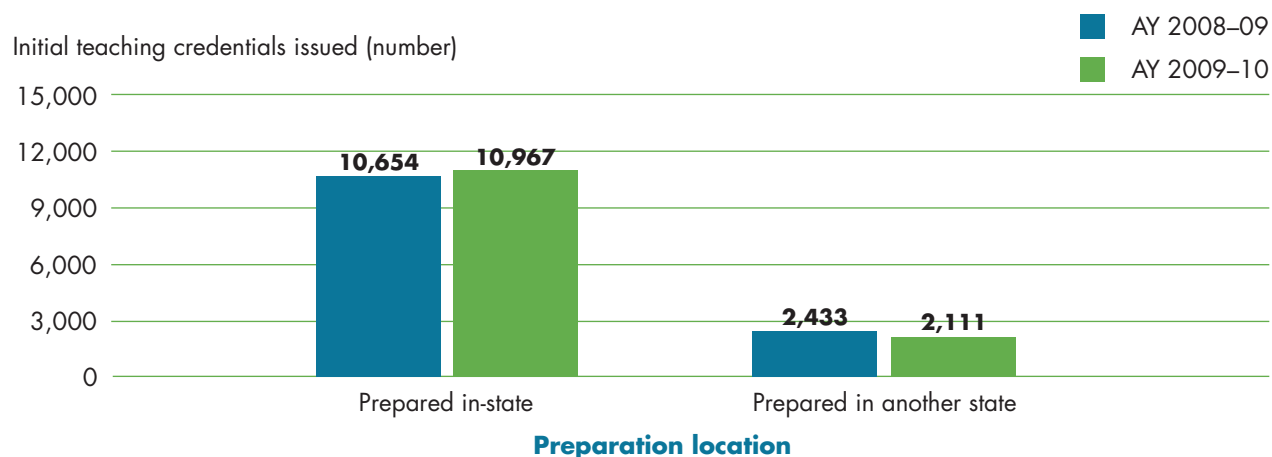
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Basic Skills	8,661	100.0	265	240
Elementary/Middle Grades	3,949	100.0	265	240
APT: Grades K-9	3,668	99.8	267	240
<i>Alternative, IHE-based programs</i>				
Basic Skills	616	100.0	278	240
Elementary/Middle Grades	261	100.0	272	240
APT: Grades K-9	213	100.0	275	240

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	4,650
Learning Behavior Specialist 1	1,189
Early Childhood Education	848
<i>Alternative, IHE-based programs</i>	
Social Science	117
Elementary Education	46
Mathematics	43
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
	•	•	•			•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Augustana College	T	153				●	
Aurora University	T	695				●	
Benedictine University	TA	566					
Blackburn College	T	161					
Bradley University	T	256				●	
Chicago State University	TA	386				●	
Columbia College Chicago	T	98				●	
Concordia University	T	808				●	
DePaul University	T	1,608				●	
Dominican University	TA	818		●		●	
Eastern Illinois University	TA	2,483				●	
Elmhurst College	T	527				●	
Erikson Institute	T	55				●	
Eureka College	T	124				●	
Governors State University	TA	636				●	●
Greenville College	T	448				●	
Hebrew Theological College	T	8					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Illinois College	T	91					
Illinois Institute of Technology	T	21					
Illinois State University	T	5,004				•	•
Illinois Wesleyan University	T	88					
Judson University	T	200					
Kendall College	T	168					
Knox College	T	100					
Lake Forest College	T	33					
Lewis University	T	453				•	
Loyola University Chicago	T	565				•	
MacMurray College	T	121				•	
McKendree University	TA	424				•	
Millikin University	T	546				•	
Monmouth College	T	194				•	
National-Louis University	TA	2,724				•	•
North Central College	T	640				•	
Northeastern Illinois University	T	1,287		•		•	
Northern Illinois University	T	1,957				•	
Northwestern University	TA	272				•	
Olivet Nazarene University	T	381				•	
Principia College	T	19					
Quincy University	TA	548				•	
Rockford College	T	379					
Roosevelt University	T	902					
Saint Xavier University	T	635				•	
School of the Art Institute of Chicago	T	53					
Southern Illinois University Carbondale	TA	845				•	
Southern Illinois University Edwardsville	T	1,012				•	
Trinity Christian College	T	254				•	
Trinity International University	T	247				•	
University of Chicago	T	36				•	
University of Illinois at Chicago	TA	896				•	•
University of Illinois at Springfield	T	194				•	
University of Illinois at Urbana-Champaign	TA	1,067				•	
University of St. Francis	T	284				•	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
VanderCook College of Music	T	162				•	
Western Illinois University	T	1,385				•	
Wheaton College	T	86					

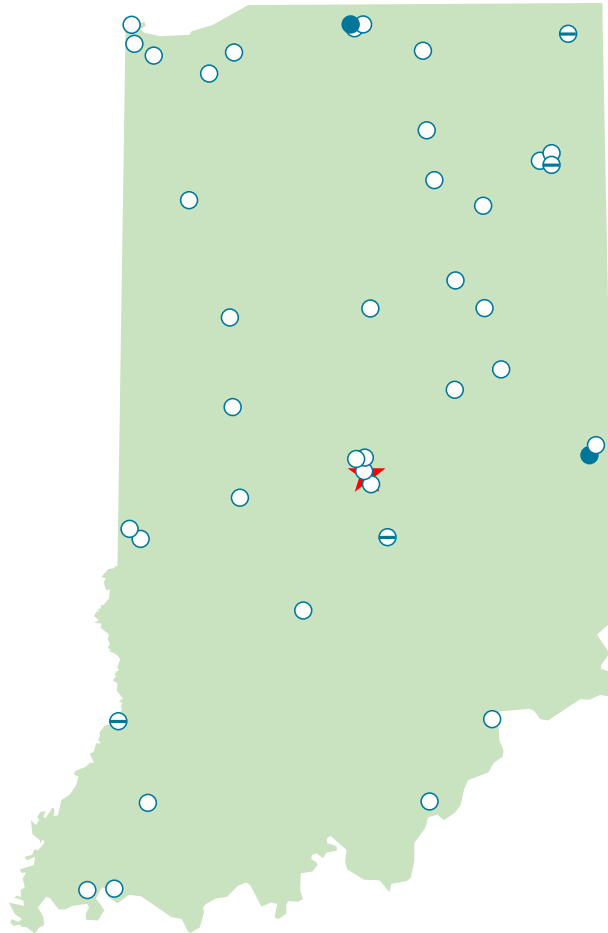
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Indiana

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

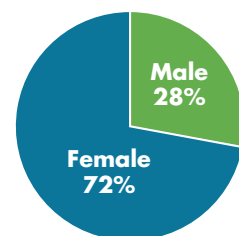
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- Traditional
- ★ Indianapolis

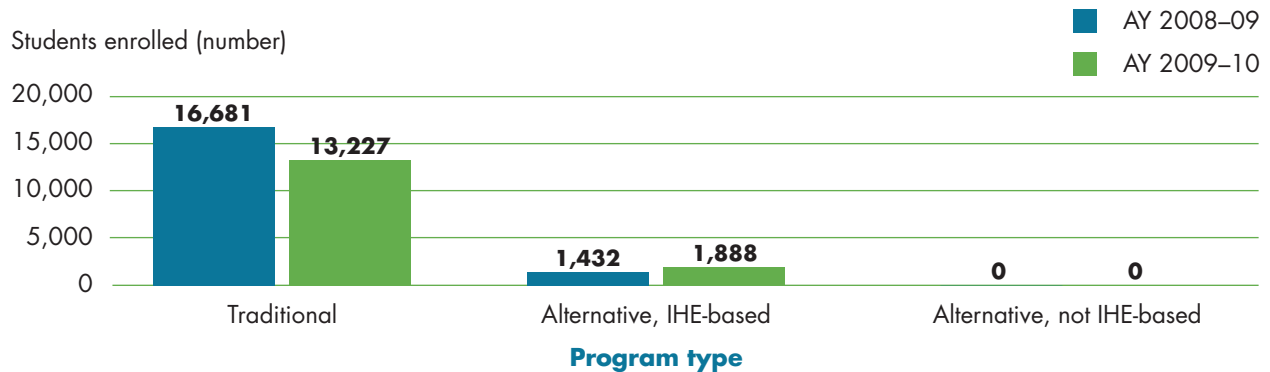
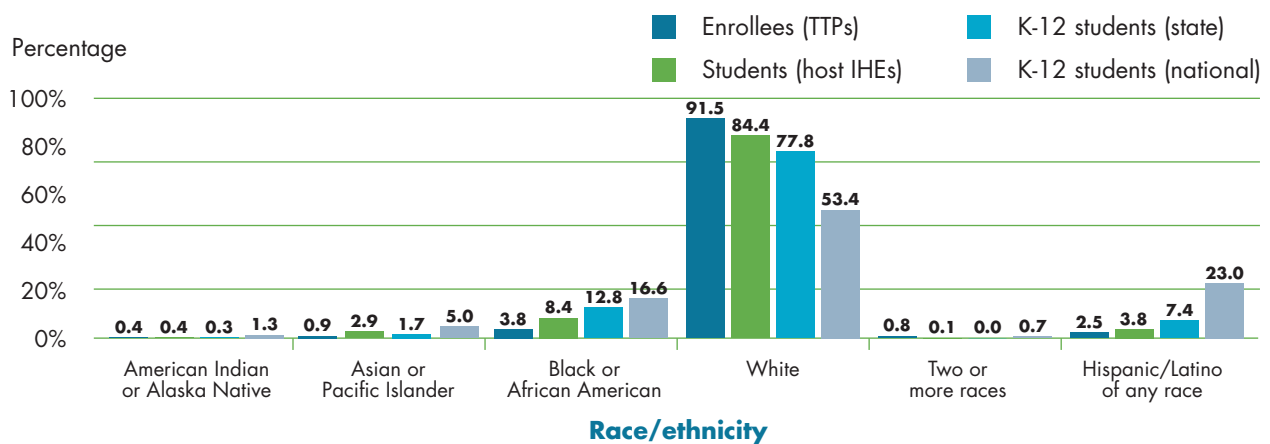
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

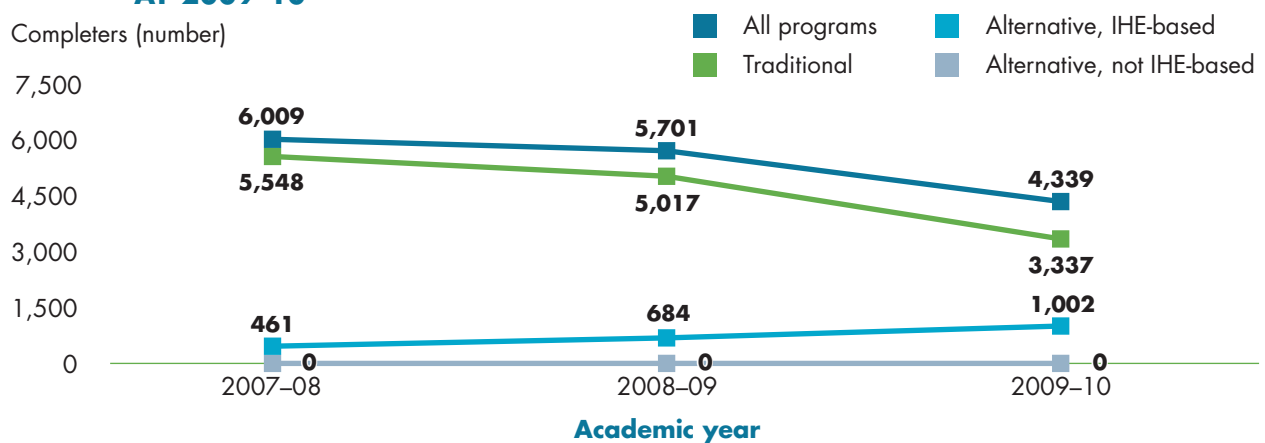
41	Traditional
39	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

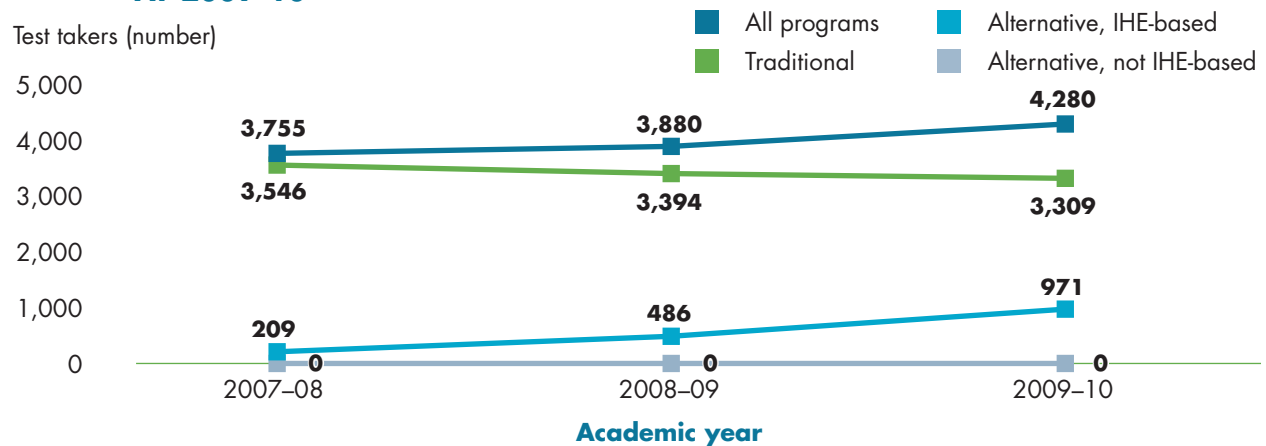


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

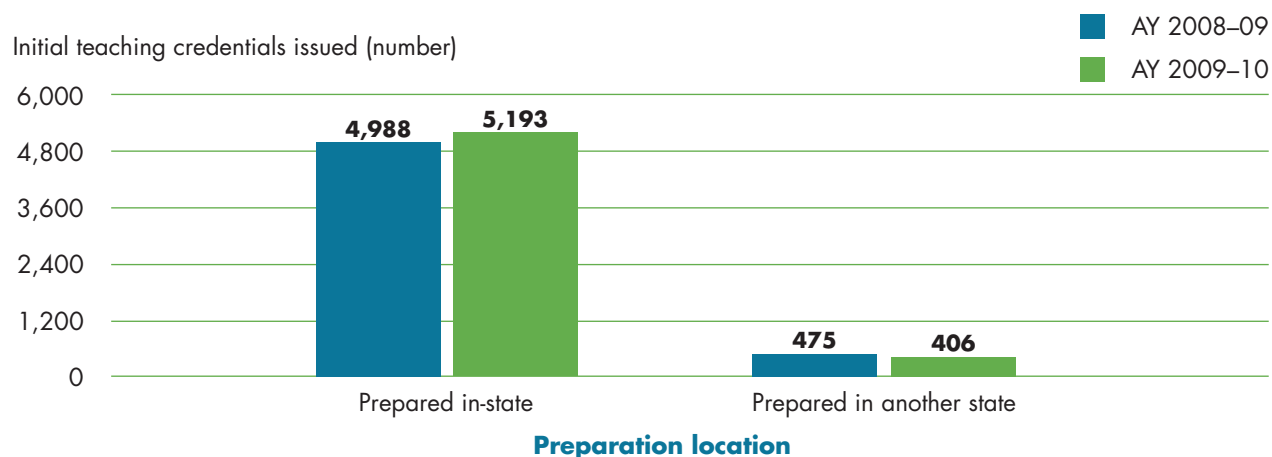
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Reading	3,063	98.6	180	176
Praxis I Writing	3,053	99.5	177	172
Praxis I Mathematics	3,038	99.5	182	175
<i>Alternative, IHE-based programs</i>				
Praxis I Mathematics	806	99.2	183	175
Praxis I Reading	800	99.1	182	176
Praxis I Writing	796	99.3	179	172

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Generalist	1,793
Exceptional Needs	402
Fine Arts	274
<i>Alternative, IHE-based programs</i>	
Elementary Generalist	324
Language Arts	139
Science	119
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
	•	•	•	•	•	•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/lsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
Anderson University	At risk
Calumet College of St. Joseph	At risk
Hanover College	At risk
Saint Mary's College	At risk
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Anderson University	TA	120				•	
Ball State University	TA	544				•	
Bethel College	TA	179				•	
Butler University	TA	453				•	
Calumet College of St. Joseph	TA	91		•			
DePauw University	TA	38					
Earlham College	AI	58					
Franklin College	T	93				•	
Goshen College	TA	88				•	
Grace College	TA	281				•	
Hanover College	TA	74					
Holy Cross College	T	1				•	
Huntington University	TA	82					
Indiana Institute of Technology	T	9					
Indiana State University	TA	1,232					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Indiana University Bloomington	TA	1,068				•	•
Indiana University East	TA	373					
Indiana University Kokomo	TA	113					
Indiana University Northwest	TA	519					
Indiana University Purdue University Fort Wayne	TA	1,453				•	
Indiana University Purdue University Indianapolis	TA	743					
Indiana University South Bend	TA	331				•	
Indiana University Southeast	TA	374					
Indiana Wesleyan University	TA	629				•	
Manchester College	TA	77					
Marian University	TA	268					
Oakland City University	TA	398					
Purdue University	TA	1,733				•	
Purdue University Calumet	TA	203					
Purdue University North Central	TA	287					
Saint Joseph's College	TA	77					
Saint Mary-of-the-Woods College	TA	104				•	
Saint Mary's College	TA	182				•	
Taylor University	TA	327					
Trine University	T	152					
University of Evansville	TA	131				•	
University of Indianapolis	TA	172				•	
University of Notre Dame	AI	167					
University of Phoenix	AI	151					
University of Saint Francis	TA	58					
University of Southern Indiana	TA	1,424					
Valparaiso University	TA	139				•	
Vincennes University	T	82					
Wabash College	TA	37				•	

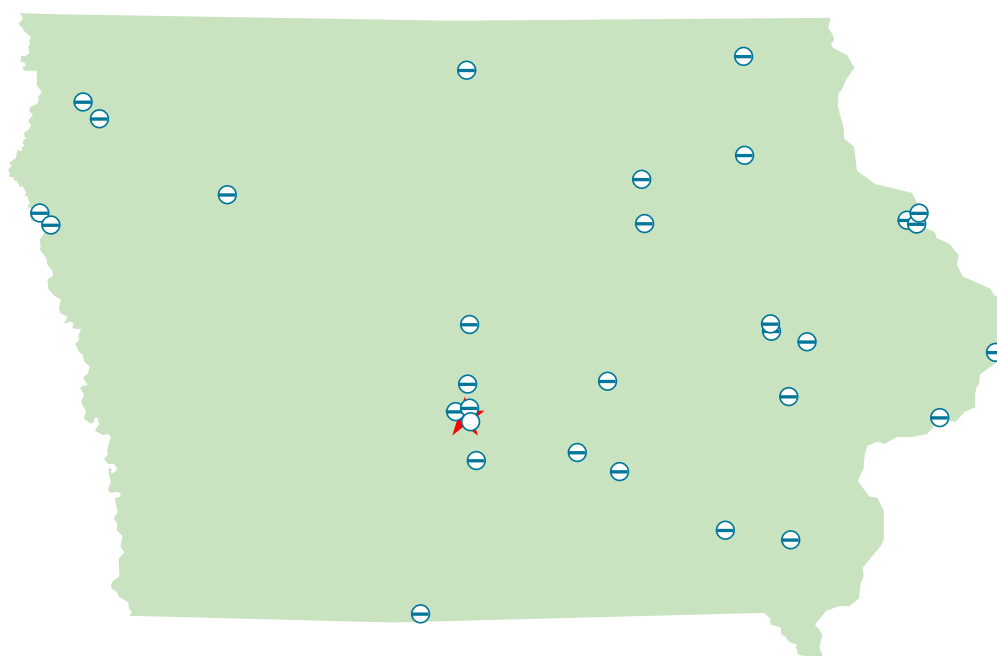
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Iowa

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

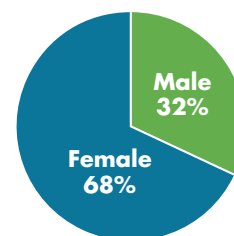
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Des Moines

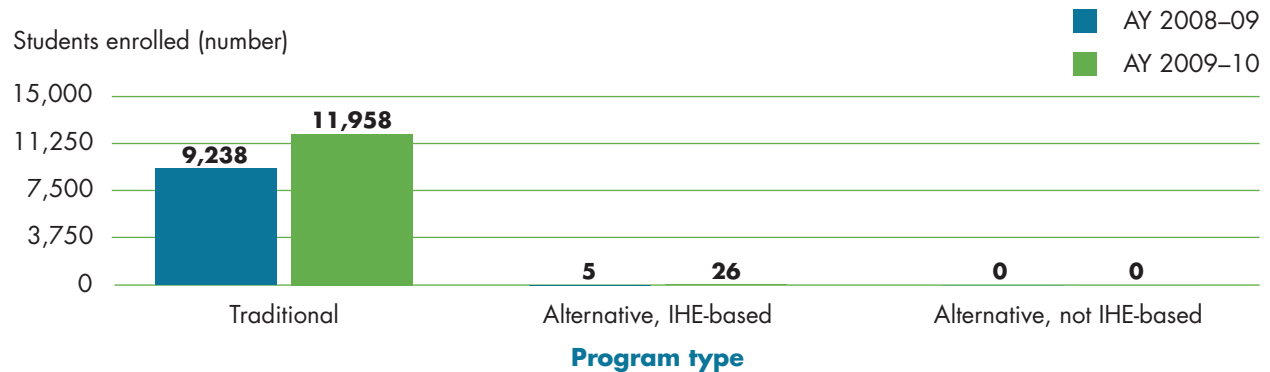
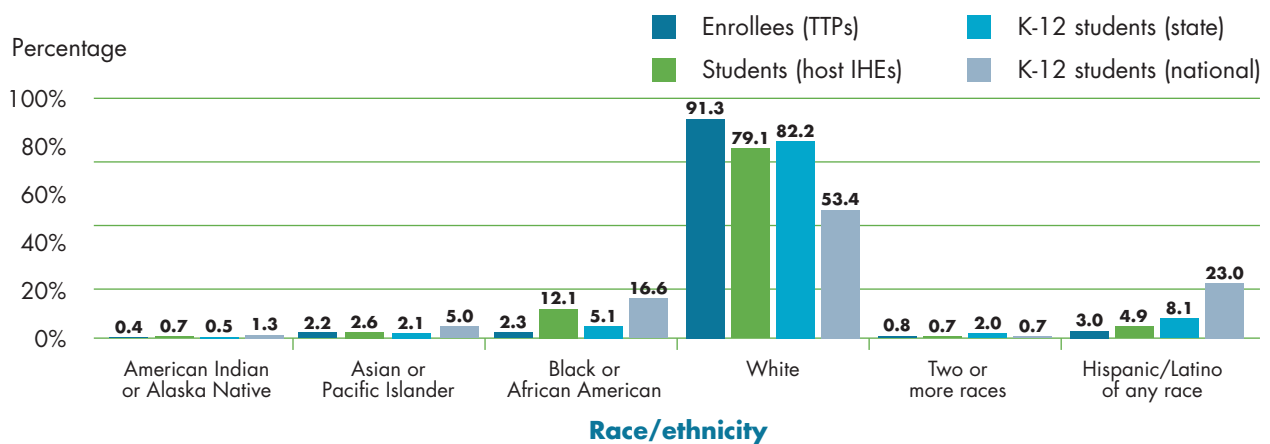
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

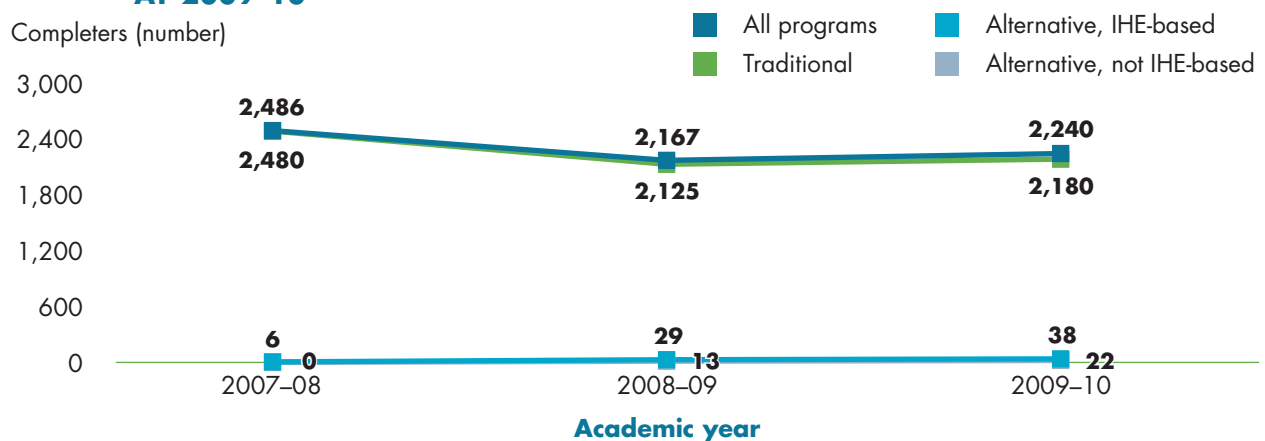
32	Traditional
1	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

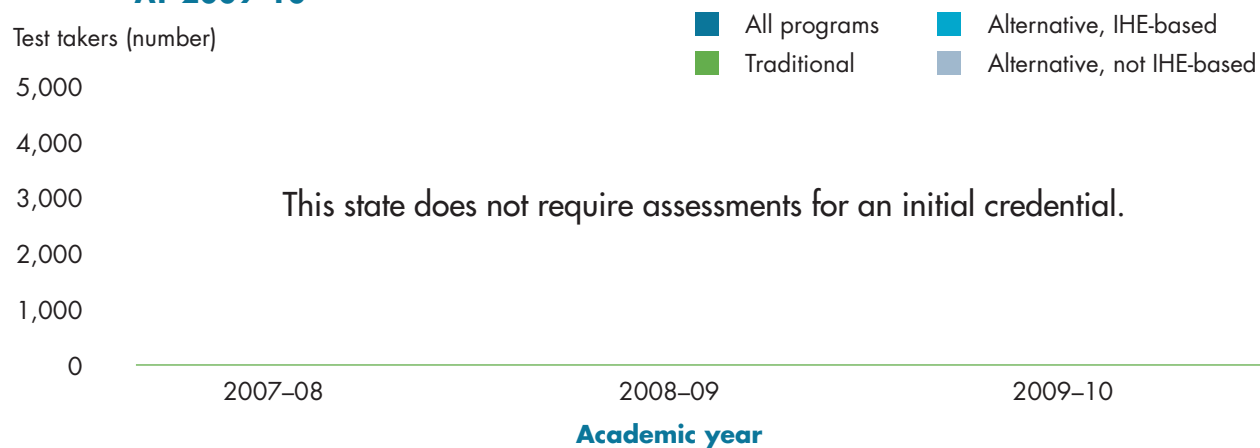


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

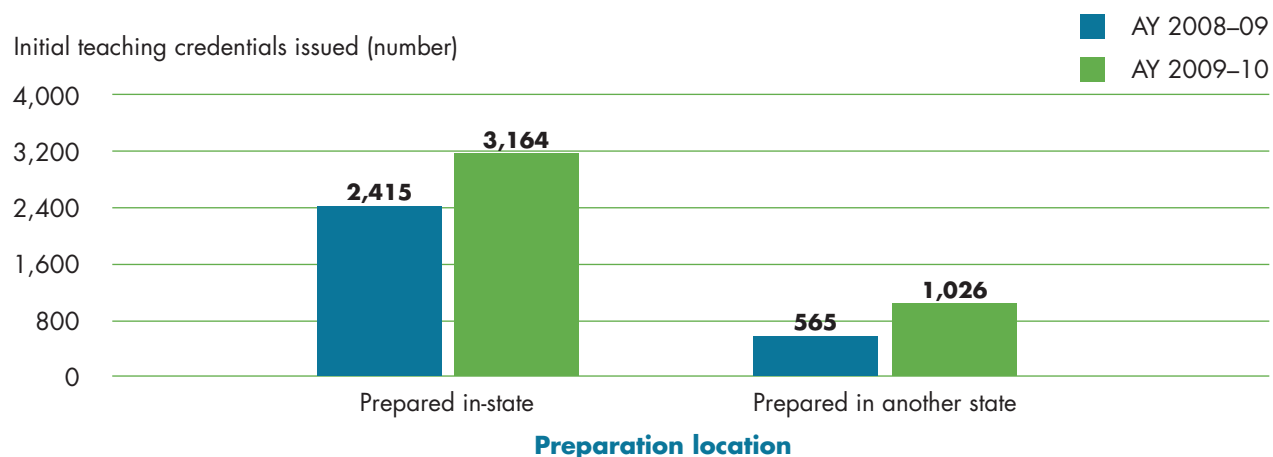
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007–08, AY 2008–09 and AY 2009–10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009–10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
------------	-----------------------	-------------------	----------------------------	-----------------

This state does not require assessments for an initial credential.

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
K-6 Elementary Classroom	1,316
K-8 Reading	764
K-8 Instructional Strategist I: Mild/Moderate	238
<i>Alternative, IHE-based programs</i>	
5-12 Biological Science	7
5-12 Mathematics	3
5-12 American History	2
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•	•	•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/lsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Ashford University	T	61				•	
Briar Cliff University	T	135				•	
Buena Vista University	T	741				•	
Central College	T	179				•	
Clarke College	T	185				•	
Coe College	T	96				•	
Cornell College	T	1,133				•	
Dordt College	T	284				•	
Drake University	T	418					
Emmaus Bible College	T	30				•	
Faith Baptist Bible College	T	81					
Graceland University	T	133				•	
Grand View University	T	208					
Grinnell College	T	1,688					
Iowa State University	T	574				•	
Iowa Wesleyan College	T	118				•	
Kaplan University	TA	62					
Loras College	T	196				•	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Luther College	T	248				•	
Maharishi University of Management	T	11					
Morningside College	T	148				•	
Mt. Mercy College	T	161				•	
Northwestern College	T	50				•	
Simpson College	T	348				•	
St. Ambrose University	T	208					
University of Dubuque	T	96				•	
University of Iowa	T	630				•	
University of Northern Iowa	T	2,877				•	
Upper Iowa University	T	415				•	
Waldorf College	T	109				•	
Wartburg College	T	266				•	
William Penn University	T	95					

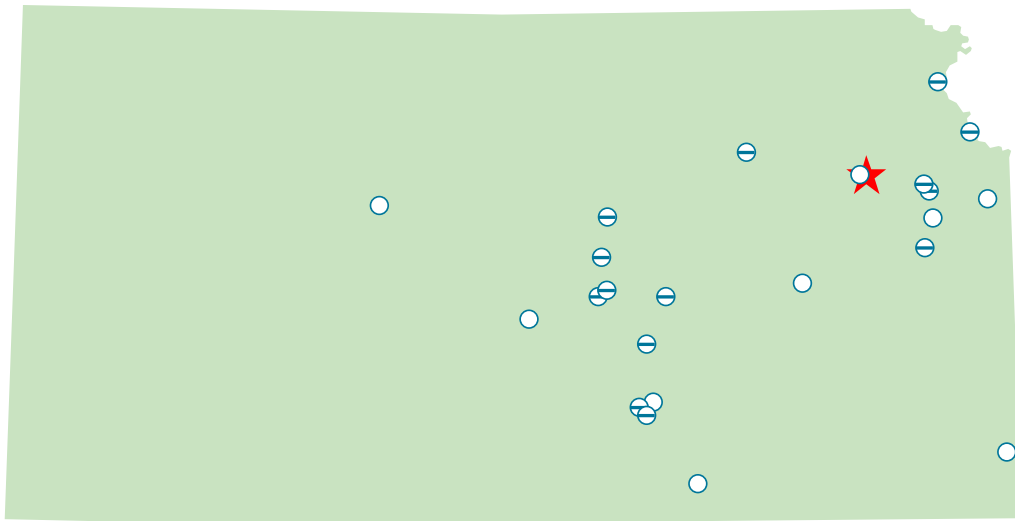
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Kansas

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

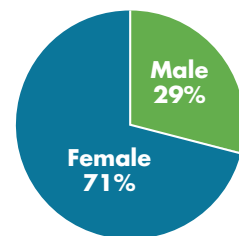
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Topeka

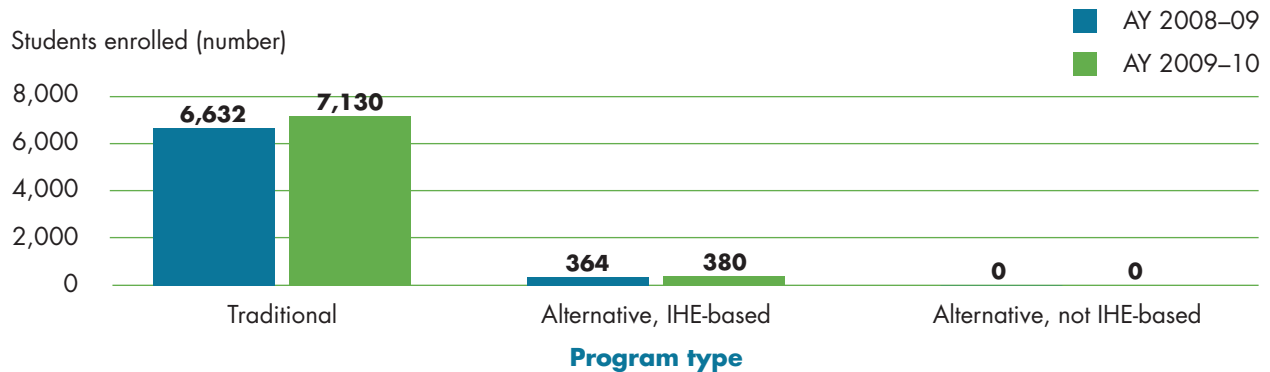
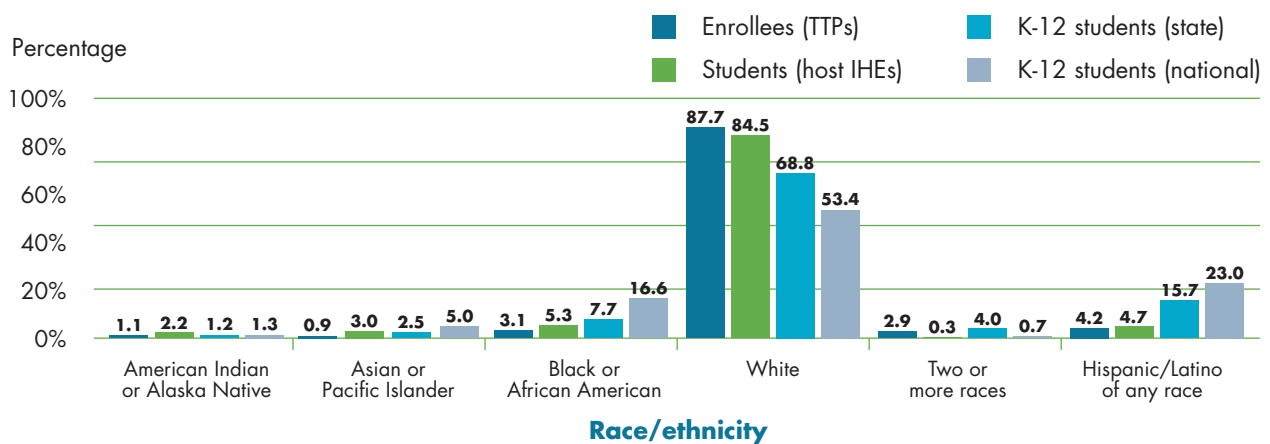
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

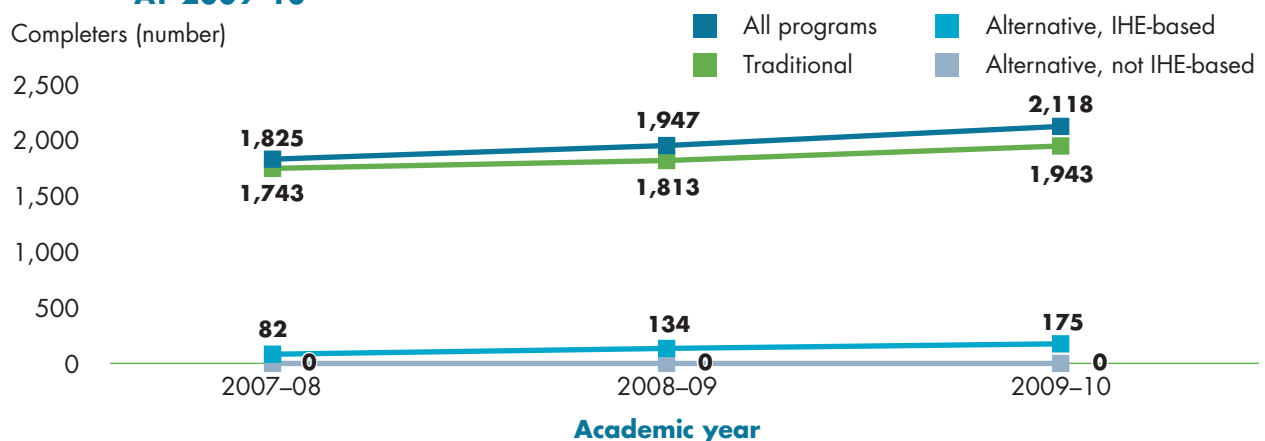
23	Traditional
9	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

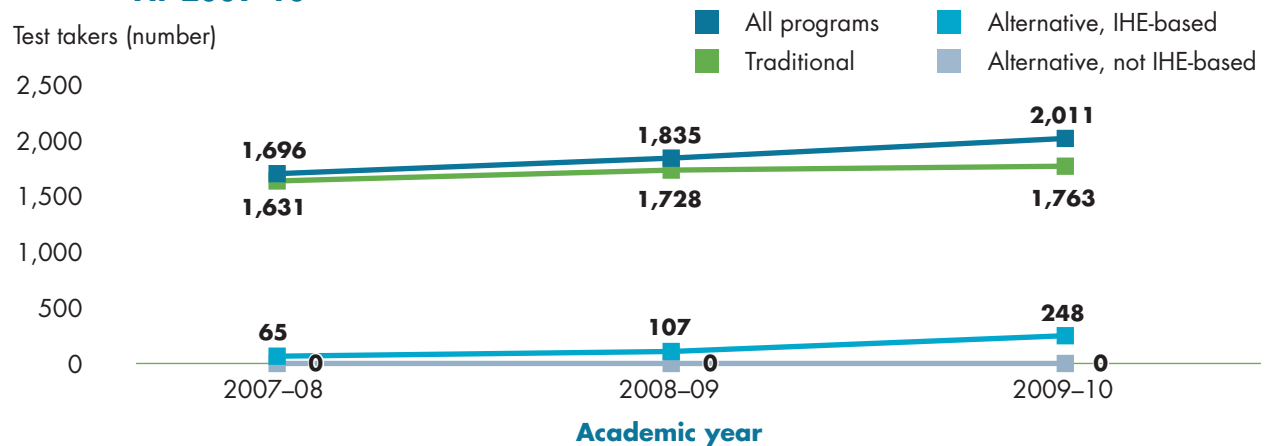


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

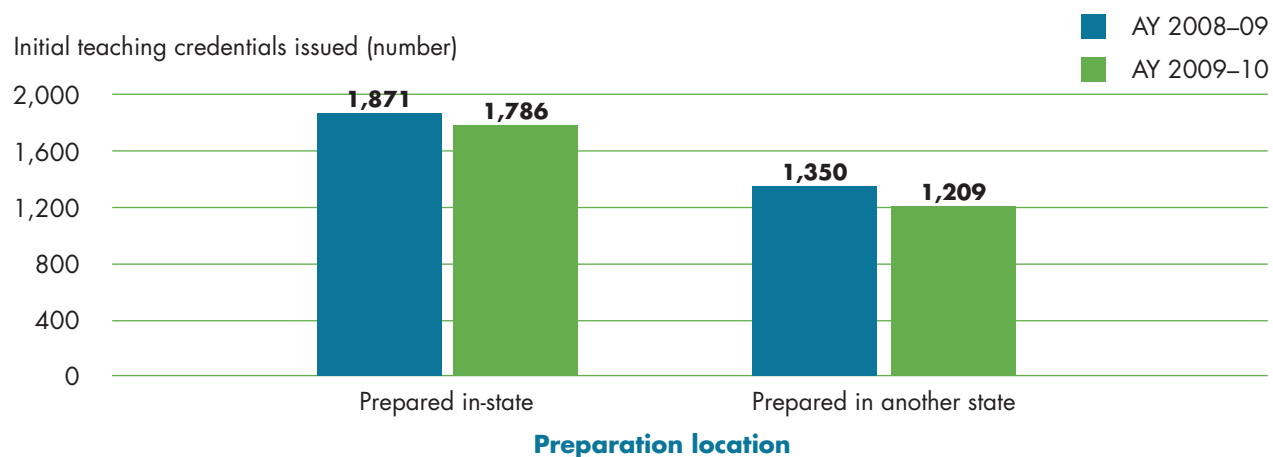
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Principles Learning And Teaching K-6	968	97.7	177	161
Elem Ed Curr Instruc Assessment	923	94.1	177	163
Principles Learning And Teaching 7-12	601	95.1	175	161
<i>Alternative, IHE-based programs</i>				
Principles Learning And Teaching 7-12	186	97.7	175	161
Principles Learning And Teaching K-6	19	100.0	177	161
Elem Ed Curr Instruc Assessment	19	100.0	177	163
<i>Alternative, not IHE-based programs*</i>				

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	527
Elementary	449
Physical Education	141
<i>Alternative, IHE-based programs</i>	
English	29
Biology	27
Business	17
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
						•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Baker University	TA	238				•	
Benedictine College	T	123					
Bethany College	T	83				•	
Bethel College	T	113				•	
Central Christian College	T	26					
Emporia State University	TA	1,355				•	
Fort Hays State University	TA	426				•	
Friends University	T	66				•	
Haskell Indian Nations University	T	18					
Kansas State University	T	836				•	
Kansas Wesleyan University	T	80				•	
McPherson College	T	76				•	
MidAmerica Nazarene University	TA	100				•	•
Newman University	T	158				•	
Ottawa University	T	186				•	
Pittsburg State University	TA	1,100				•	
Southwestern College	TA	195				•	
Sterling College	TA	220				•	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Tabor College	T	82				•	
University of Kansas	T	754				•	
University of Saint Mary	T	66				•	
Washburn University	TA	256				•	
Wichita State University	TA	953				•	•

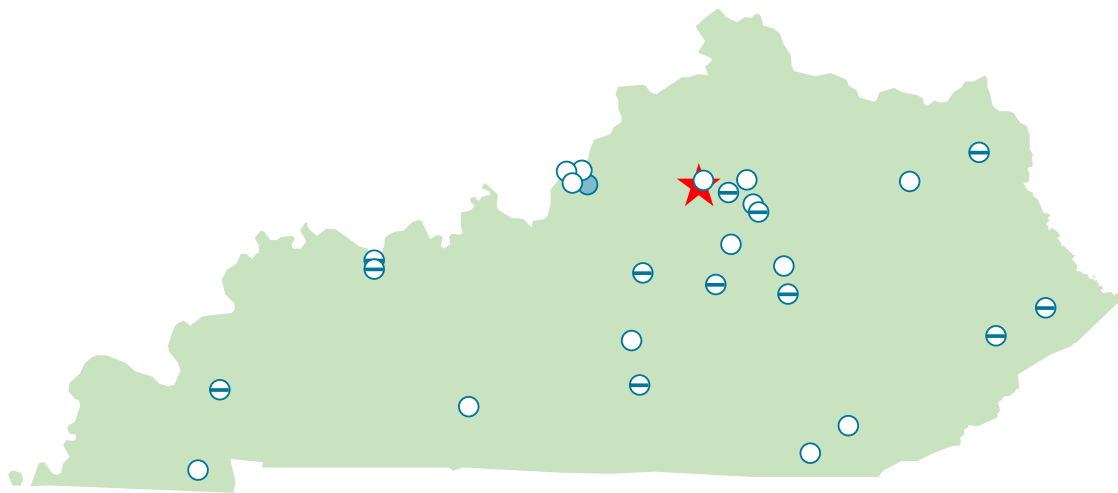
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Kentucky

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

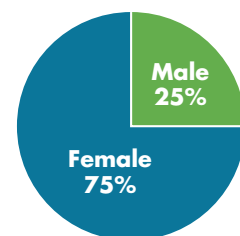
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Frankfort

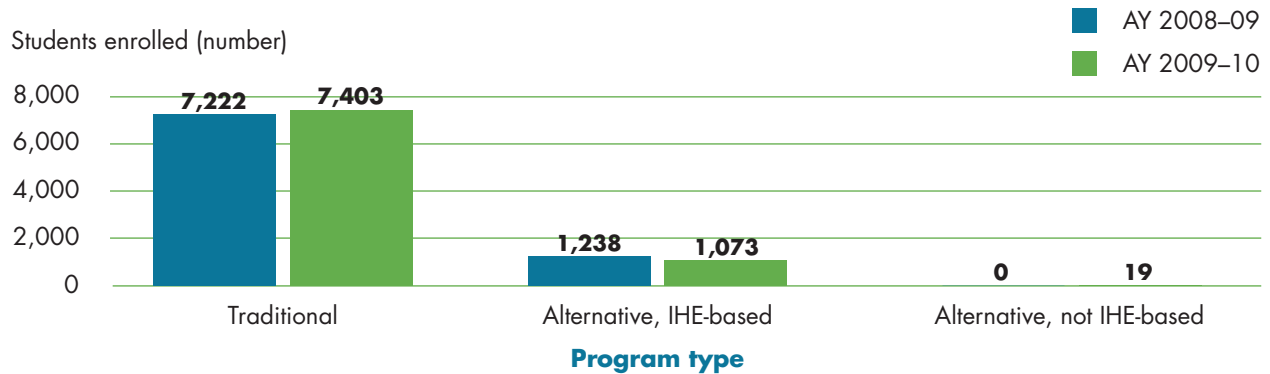
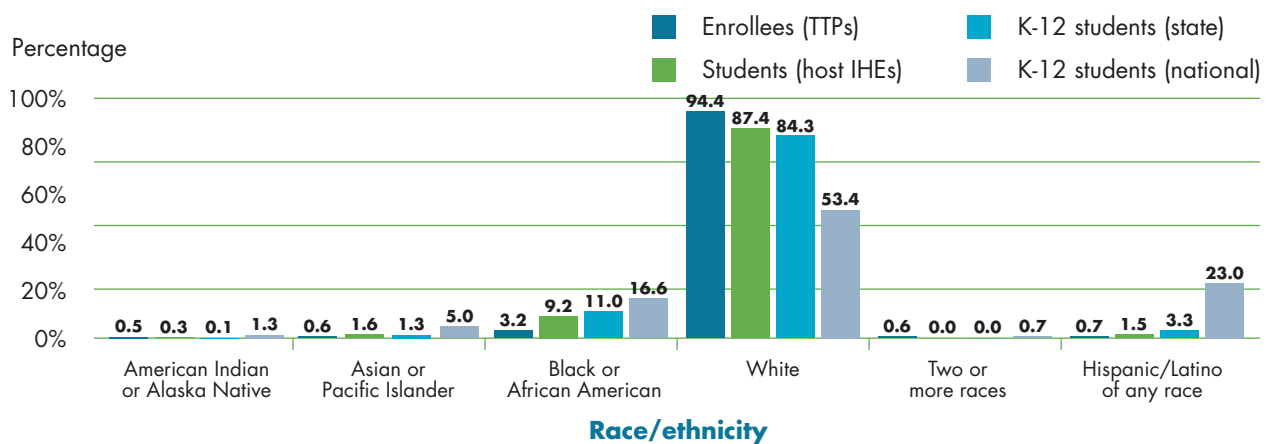
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

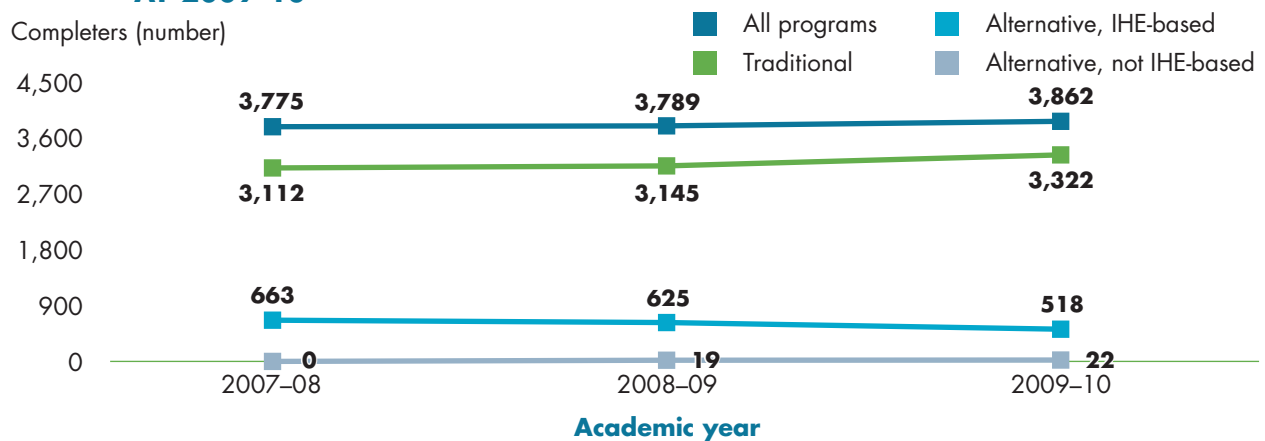
28	Traditional
16	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

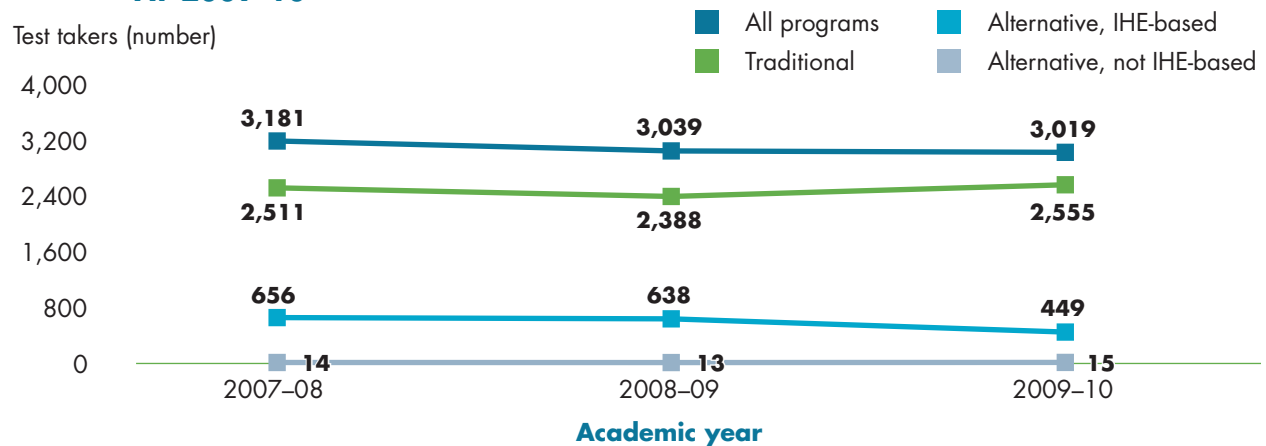


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

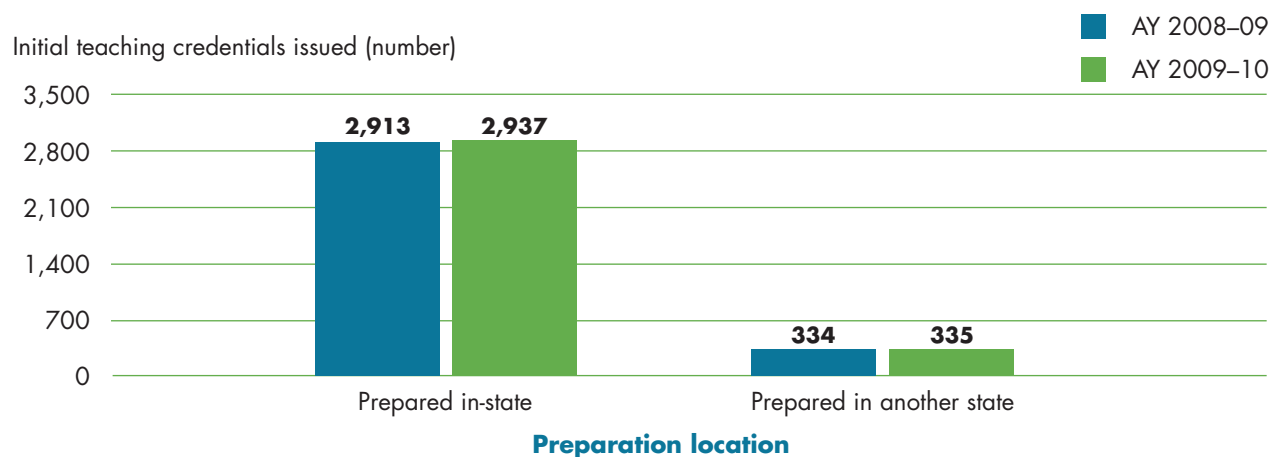
**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Principles Learning And Teaching K-6	1,233	99.3	177	161
Elementary Ed Content Knowledge	1,133	99.1	166	148
Principles Learning And Teaching 7-12	575	99.3	176	161
<i>Alternative, IHE-based programs</i>				
Ed of Exceptional Students: Core Ck	267	100.0	175	157
Ed of Exceptional Students: Mtmd	182	100.0	183	172
Principles Learning And Teaching 7-12	86	100.0	177	161
<i>Alternative, not IHE-based programs</i>				
Middle School Social Studies	14	100.0		151

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
In Elementary School, Grades P-5	1,242
Exceptional Children–Learning And Behavior Disorders, Grades P-12	291
Middle Grades Social Studies, Grades 5-9	200
<i>Alternative, IHE-based programs</i>	
Exceptional Children–Learning And Behavior Disorders, Grades P-12	234
Middle Grades Mathematics, Grades 5-9	42
Middle Grades English And Communications, Grades 5-9	30
<i>Alternative, not IHE-based programs</i>	
Elementary Education	17
Secondary Education	2

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•		•	•	•		•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Alice Lloyd College	T	62				●	
Asbury College	TA	264				●	
Bellarmino University	TA	286				●	
Berea College	T	47					
Brescia University	T	23					
Campbellsville University	TA	270				●	
Centre College	T	17				●	
Eastern Kentucky University	TA	1,173				●	
Georgetown College	TA	363				●	
Jefferson County Public Schools ACES	AN	19					
Kentucky Christian University	T	36					
Kentucky State University	TA	39	●			●	
Kentucky Wesleyan College	T	70				●	
Lindsey Wilson College	T	109				●	
Mid-Continent University	T	6					
Midway College	T	129				●	
Morehead State University	TA	697				●	
Murray State University	TA	840				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Northern Kentucky University	TA	751				•	
Pikeville College	T	40					
Spalding University	TA	107				•	
St. Catharine College	T	9					
Thomas More College	TA	78				•	
Transylvania University	T	35					
Union College	TA	115				•	
University of Kentucky	TA	676				•	
University of Louisville	TA	453				•	
University of the Cumberlands	TA	562				•	
Western Kentucky University	TA	1,219					•

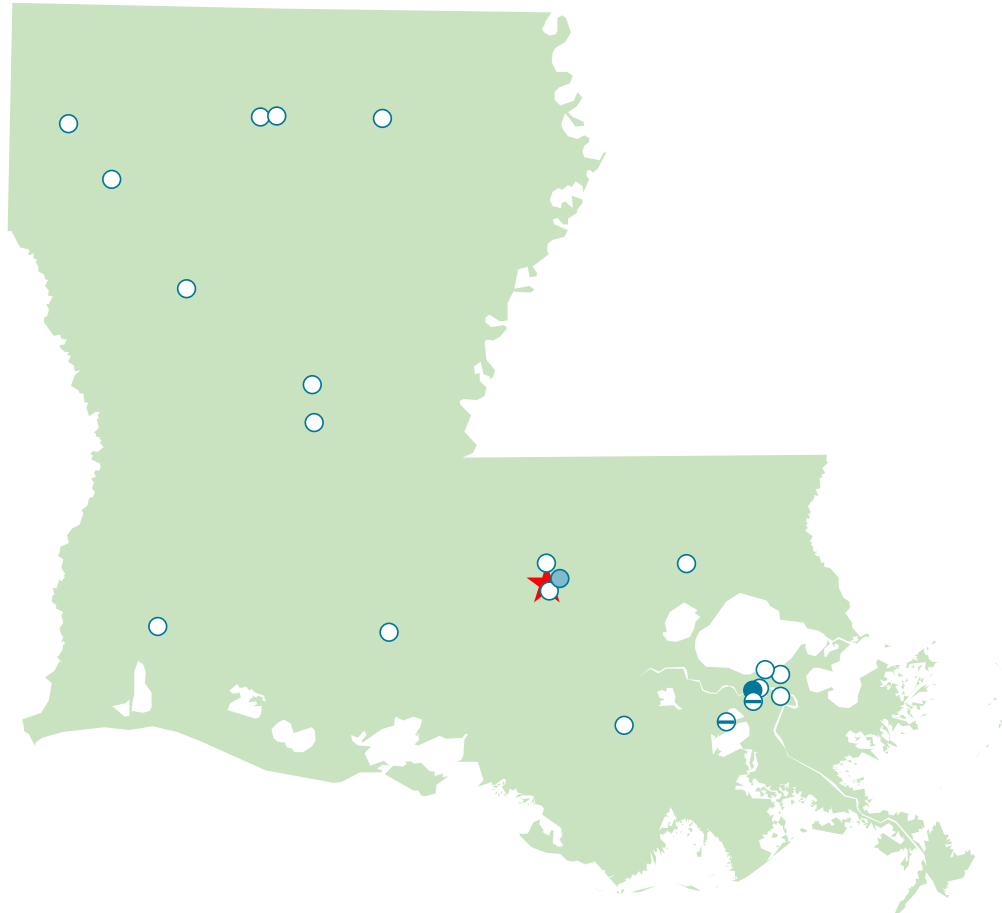
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Louisiana

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

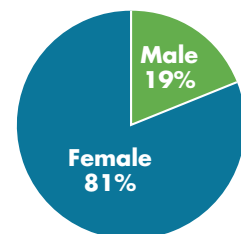
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ **Baton Rouge**

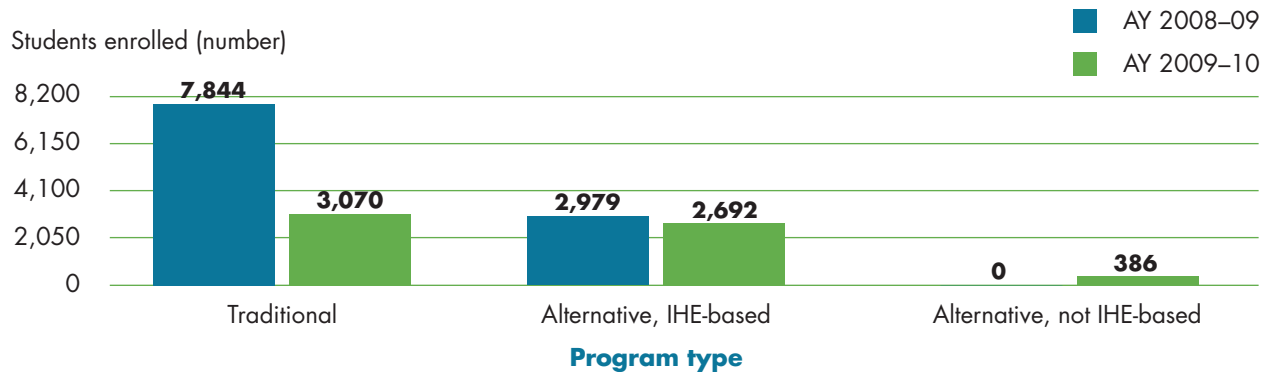
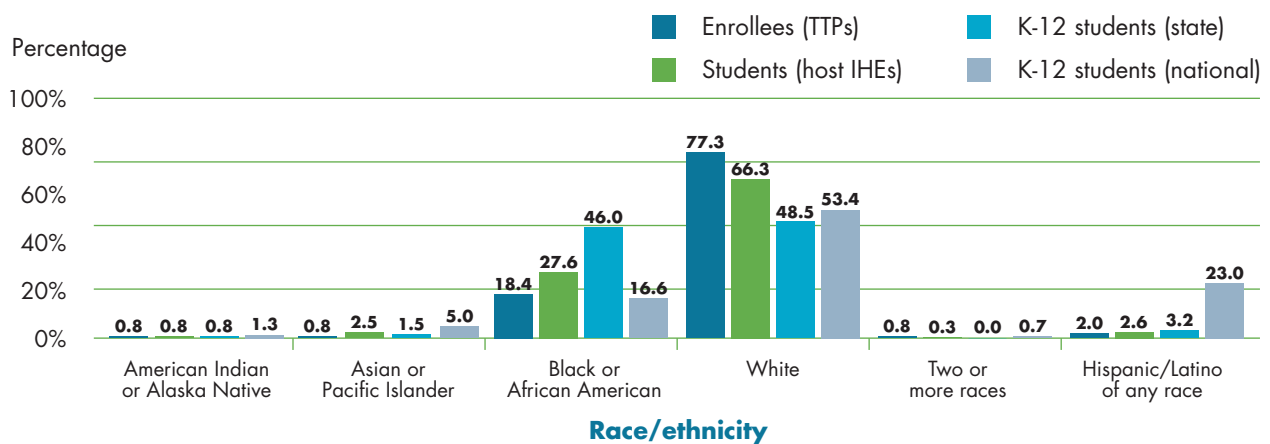
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

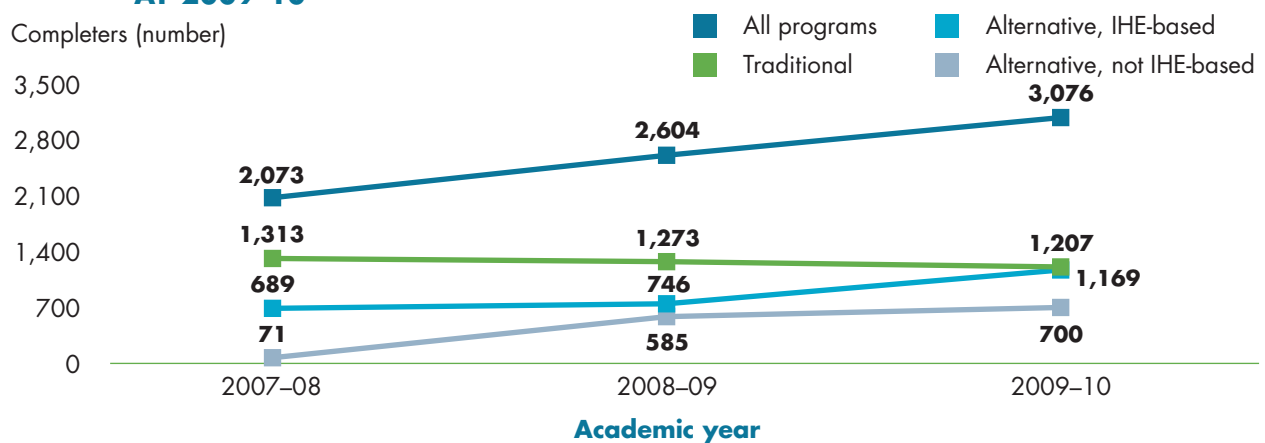
19	Traditional
19	Alternative, IHE-based
2	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

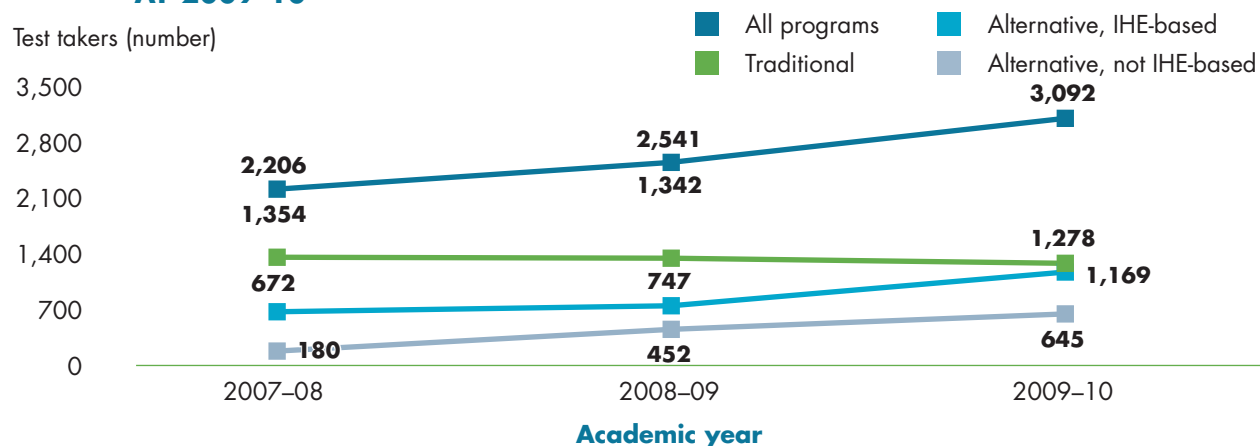


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

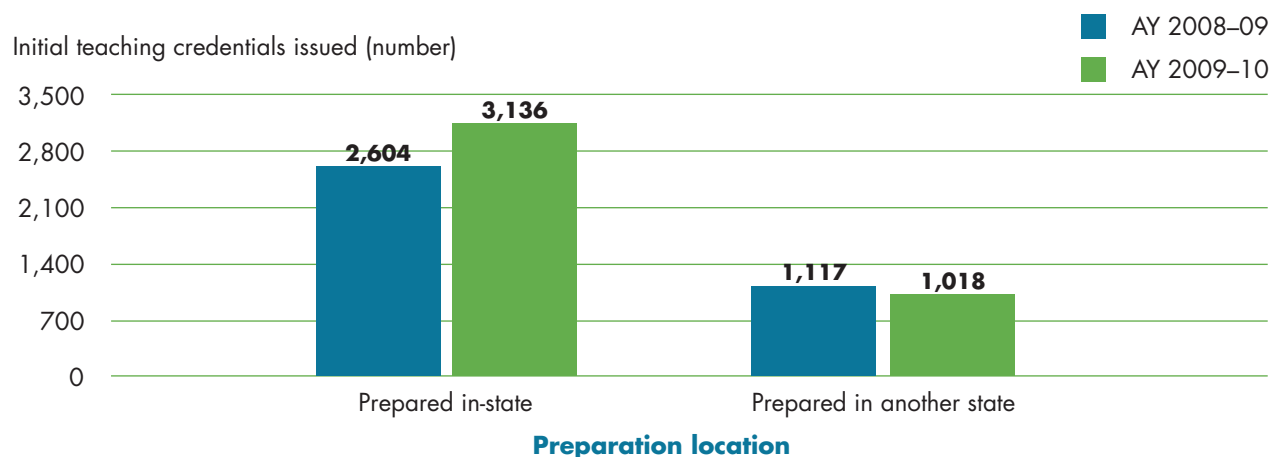
**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Elementary Ed Content Knowledge	706	99.9	163	150
Praxis I Reading	629	100.0	177	176
Praxis I Mathematics	620	100.0	177	175
<i>Alternative, IHE-based programs</i>				
Elementary Ed Content Knowledge	512	100.0	163	150
Praxis I Reading	489	99.5	179	176
Praxis I Writing	485	100.0	175	175
<i>Alternative, not IHE-based programs</i>				
Elementary Ed Content Knowledge	287	100.0	172	150
Principles Learning And Teaching 7-12	197	100.0	177	161
Principles Learning And Teaching K-6	155	100.0	177	161

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary 1-5	343
Early Childhood PK-3	142
Elementary Grades 1-5	109
<i>Alternative, IHE-based programs</i>	
Elementary 1-5	322
Mild/Moderate Special Education	118
English 6-12	88
<i>Alternative, not IHE-based programs</i>	
Elementary 1-5	185
Mild/Moderate Special Education	95
English 6-12	71

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•		•	•	•	•	•	•	

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Centenary College	TA	69				•	
Dillard University	T	10	•			•	
Grambling State University	TA	39	•			•	
Louisiana Practitioner Teacher Program	AN	99					
Louisiana College	TA	262				•	
Louisiana Resource Center for Educators	AN	287					
Louisiana State Louisiana–Shreveport	TA	258				•	
Louisiana State University–Alexandria	TA	39				•	
Louisiana State University–Baton Rouge	TA	1,030				•	•
Louisiana Tech University	TA	447					
McNeese State University	TA	372				•	
Nicholls State University	TA	413				•	
Northwestern State University	TA	347				•	
Our Lady of Holy Cross College	TA	65					
Southeastern Louisiana University	TA	697				•	
Southern University–New Orleans	TA	69	•			•	
Southern University A and M College	TA	360	•			•	
Tulane University	AI	57				•	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
University of Louisiana at Lafayette	TA	517					
University of Louisiana at Monroe	TA	161					
University of New Orleans	TA	501				•	
Xavier University of Louisiana	TA	49	•			•	

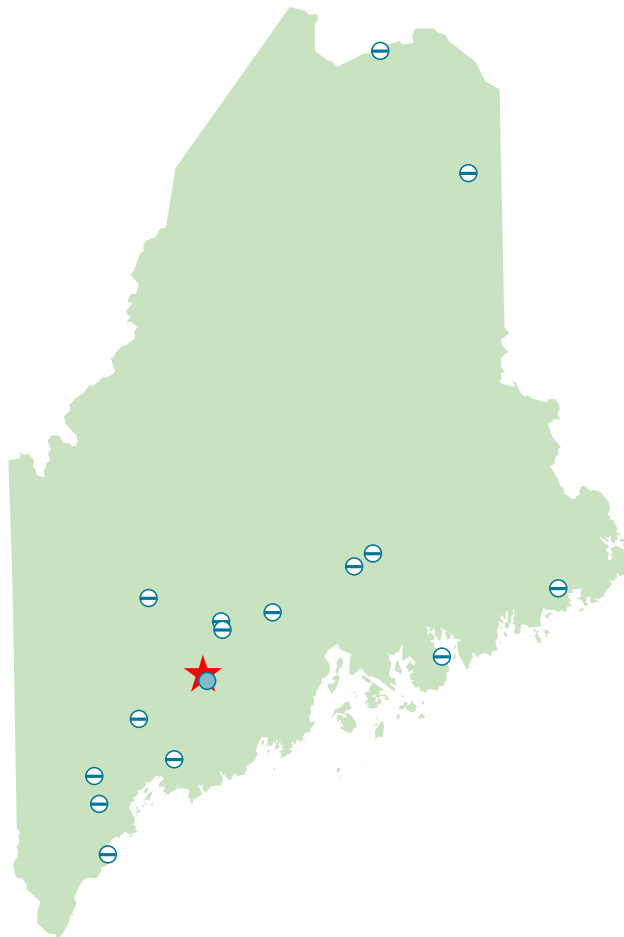
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Maine

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

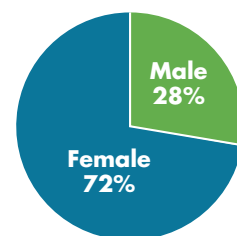
- Traditional and Alternative
- Alternative, IHE-based
- ⊖ Traditional
- ⊖ Alternative, not IHE-based
- ★ Augusta

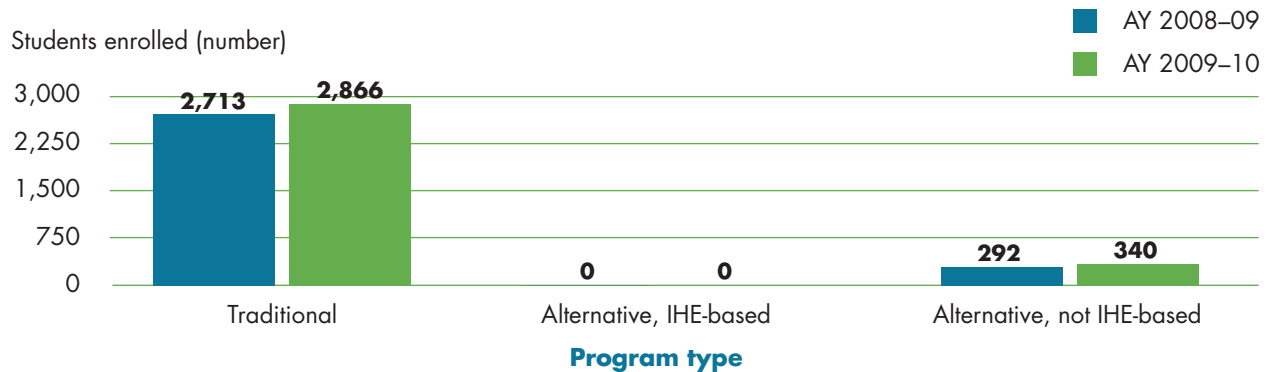
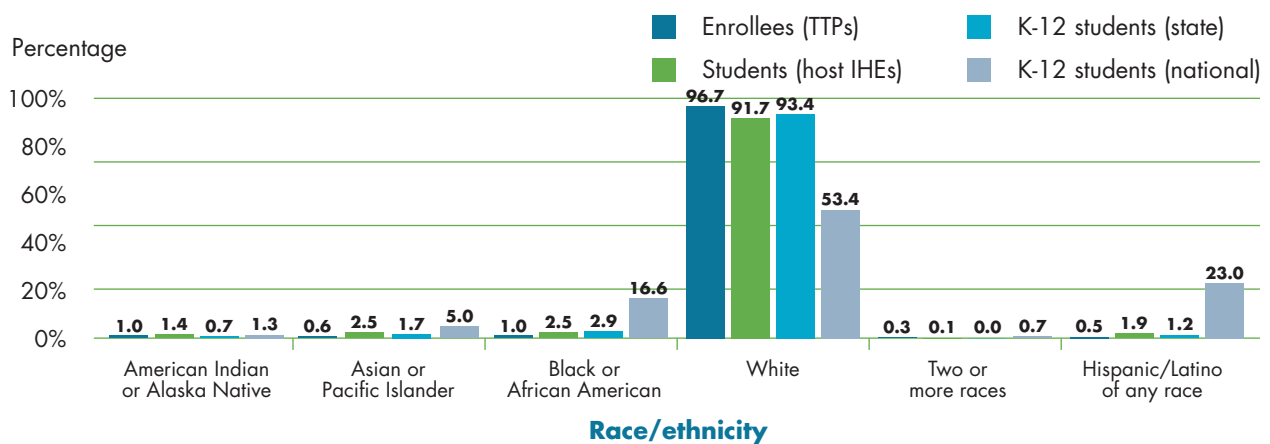
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

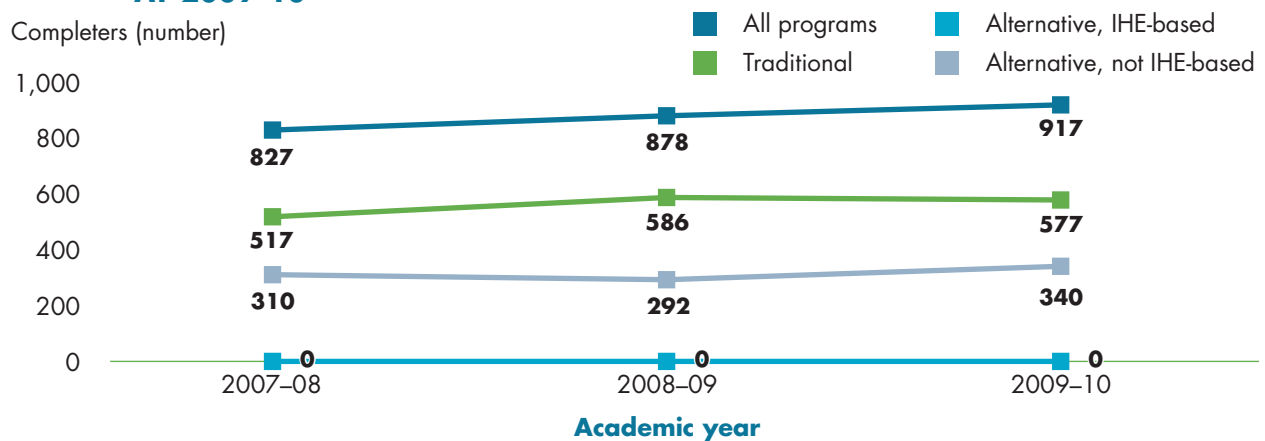
15	Traditional
0	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

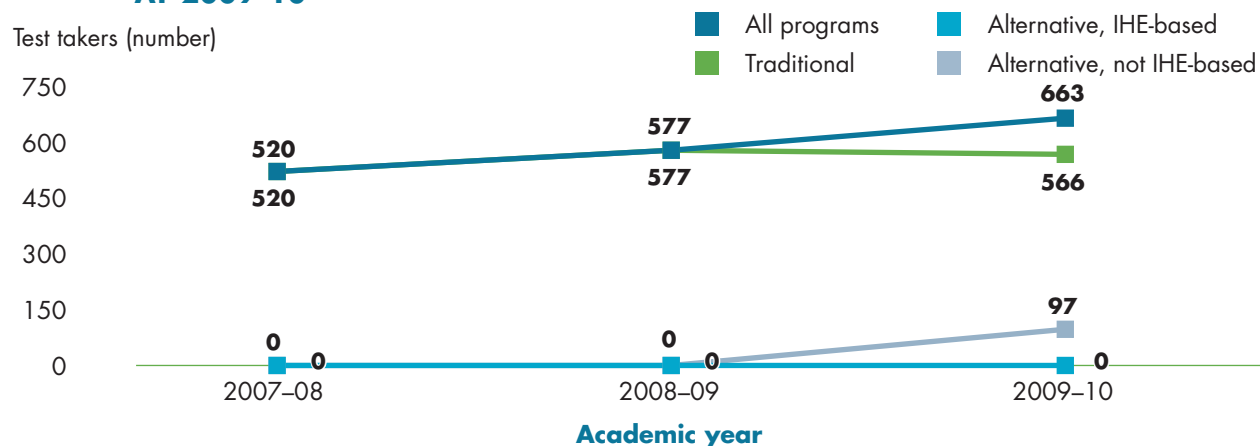


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

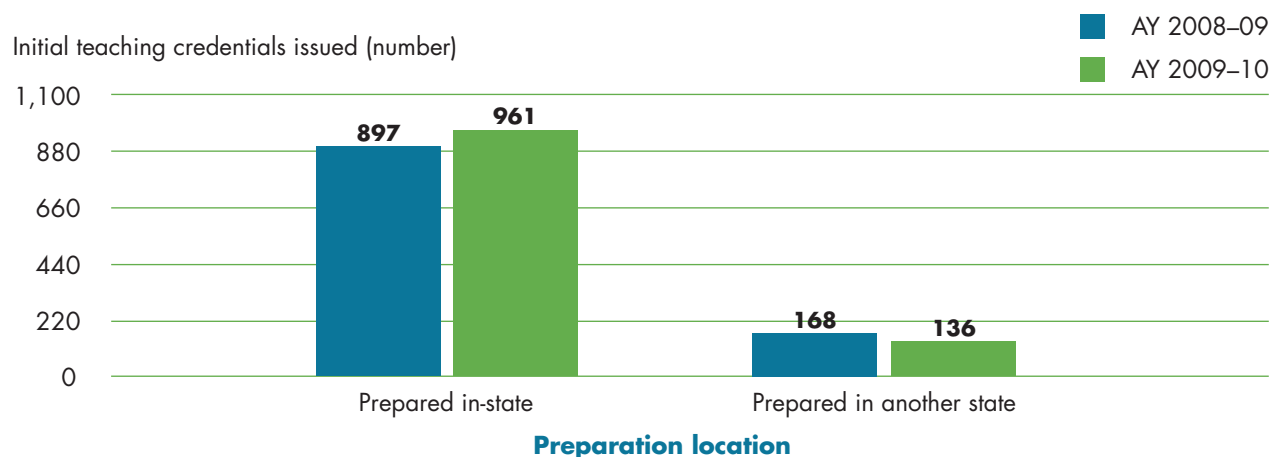
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Writing	525	98.1	178	175
Praxis I Reading	525	98.3	180	176
Praxis I Mathematics	525	99.4	181	175
<i>Alternative, IHE-based programs*</i>				
<i>Alternative, not IHE-based programs</i>				
Praxis I Writing	50	98.0	178	175
Praxis I Mathematics	48	96.0	181	175
Praxis I Reading	48	100.0	181	176

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIAED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
Traditional Programs**	
Alternative, IHE-Based Programs*	
Alternative, not IHE-Based Programs	
Provisional	340

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•		•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/lsa.html>

* The state does not have any programs for this program type

** The state did not report data for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
Thomas College	At risk
University of Maine at Fort Kent	At risk
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Bates College	T	5					
Bowdoin College	T	2					
Colby College	T	2					
College of the Atlantic	T	16					
Husson College	T	139					
Maine State Department of Education	AN	340					
St. Joseph's College	T	156					
Thomas College	T	69					
Unity College	T	18					
University of Maine	T	724					
University of Maine at Farmington	T	820					
University of Maine at Fort Kent	T	167				●	
University of Maine at Machias	T	103					
University of Maine at Presque Isle	T	169					
University of New England	T	137				●	
University of Southern Maine	T	339					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

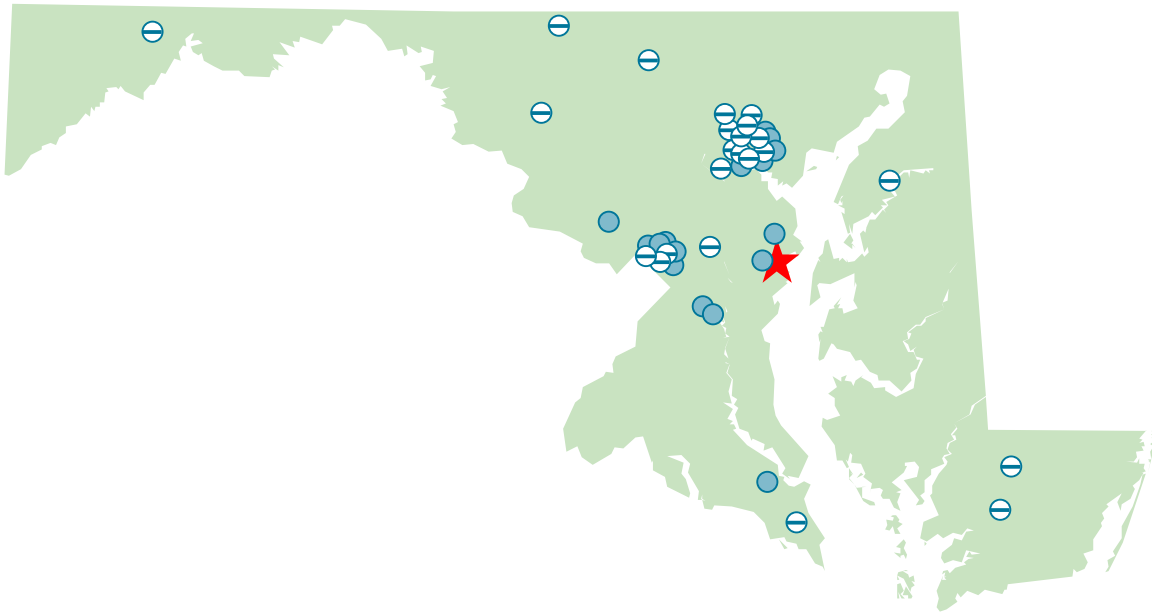
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Maryland

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

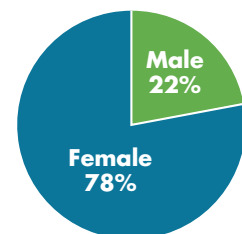
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Annapolis

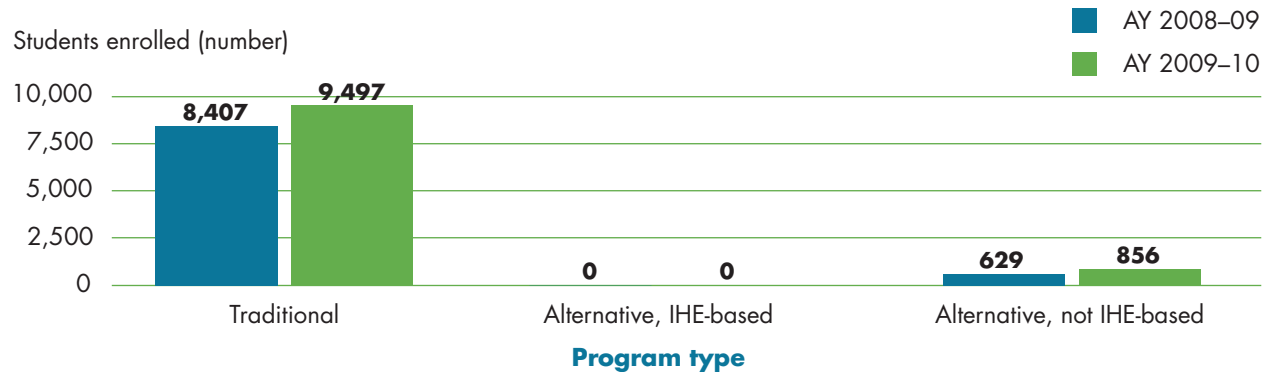
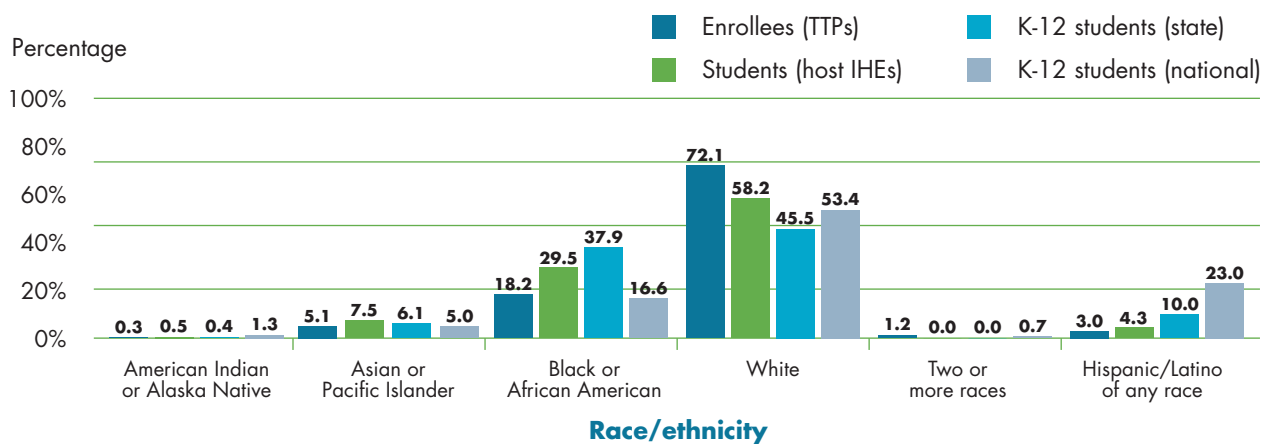
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

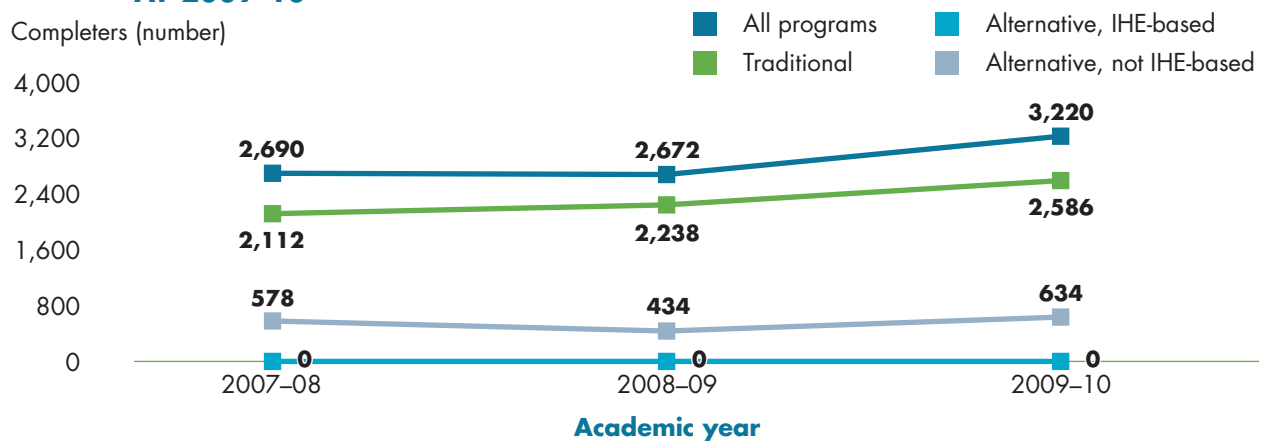
23	Traditional
0	Alternative, IHE-based
16	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

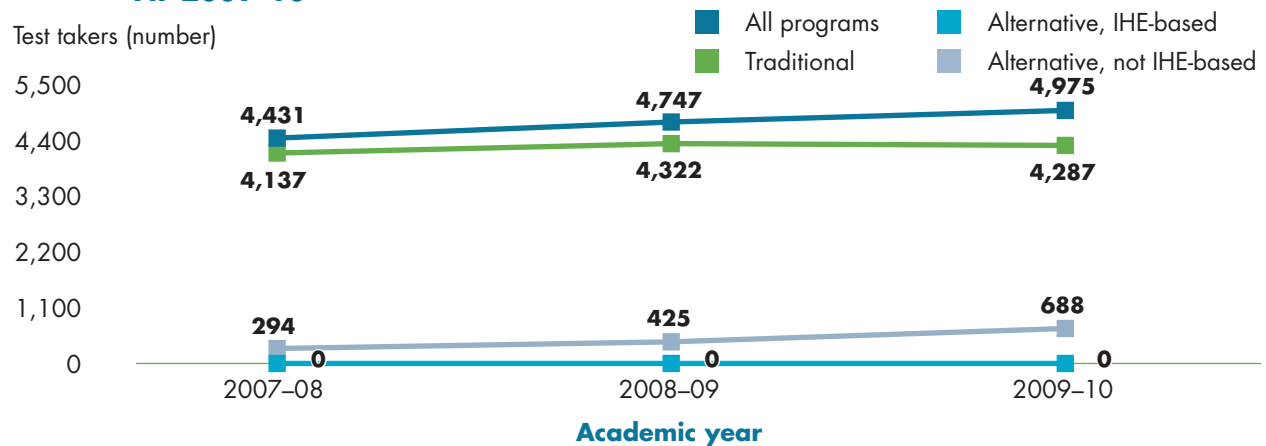


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

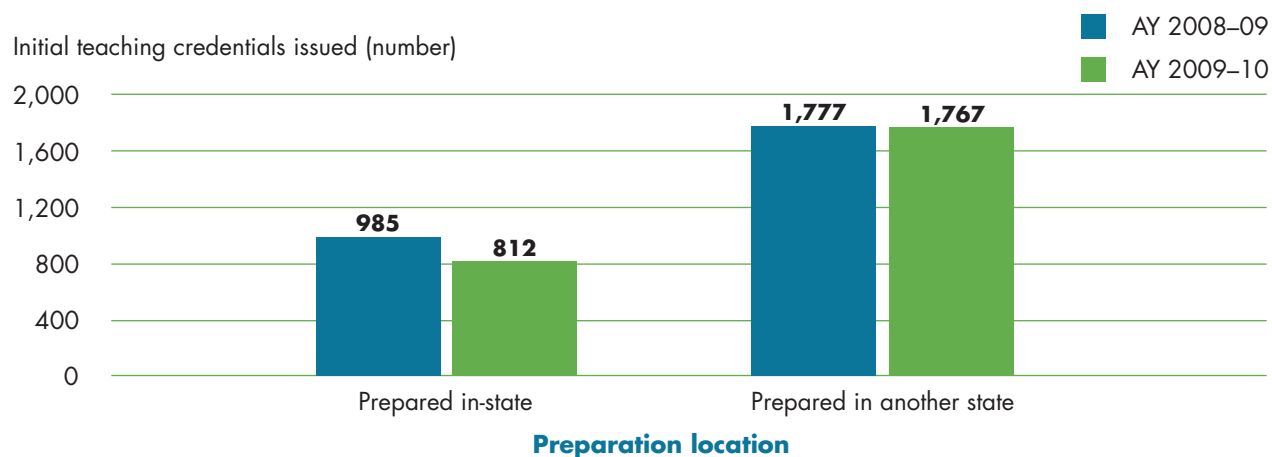
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Reading	1,745	98.8	180	177
Praxis I Mathematics	1,743	97.9	181	177
Praxis I Writing	1,743	99.5	178	173
<i>Alternative, IHE-based programs*</i>				
<i>Alternative, not IHE-based programs</i>				
Praxis I Reading	266	100.0	183	177
Praxis I Writing	266	100.0	179	173
Praxis I Mathematics	266	100.0	182	177

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Ed	831
Special Education	291
Other	277
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs</i>	
English	110
Elementary Ed	103
Other	94

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•		•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Anne Arundel County Public Schools/ College of Notre Dame	AN	27					
Anne Arundel Community College/ Anne Arundel County Public Schools	AN	15					
Baltimore City Public Schools/ Teach for America	AN	223					
Baltimore City Public Schools/ The New Teacher Project	AN	173					
Baltimore County Public Schools/ College of Notre Dame	AN	24					
Baltimore County Public Schools/ Goucher College	AN	12					
Baltimore County Public Schools/ Towson University	AN	14					
Bowie State University	T	355	●			●	
College of Notre Dame	T	1,335				●	
Coppin State College	T	455	●			●	
Frostburg State University	T	659				●	
Goucher College	T	149				●	
Hood College	T	107				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Johns Hopkins University Grad School	T	197					
Loyola University Maryland	T	241				•	
Maryland Institute College of Art	T	19					
McDaniel College	T	233				•	
Montgomery County Public Schools/ Montgomery Community College	AN	15					
Morgan State University	T	218	•			•	
Mt. St. Mary's University	T	155				•	
Peabody Conservatory	T	32					
Prince George's County Public Schools Resident Teacher Project	AN	104					
Prince George's County Public Schools/ College of Notre Dame	AN	53					
Prince George's County Public Schools/ MSMaRT	AN	0					
Prince George's County Public Schools/ Teach for America	AN	118					
Prince George's County Public Schools/ The New Teacher Project	AN	48					
Prince George's County Public Schools/ University of Maryland	AN	6					
Salisbury University	T	443				•	
St. Mary's College of Maryland	T	44				•	
Stevenson University	T	222					
Towson University	T	2,588				•	
Tri-County/College of Notre Dame	AN	4					
University of Maryland Baltimore County	T	639				•	
University of Maryland College Park	T	1,191				•	
University of Maryland Eastern Shore	T	68	•				
University of Maryland University College	T	107					
Urban Teacher Center	AN	20					
Washington Adventist University	T	28					
Washington College	T	12				•	

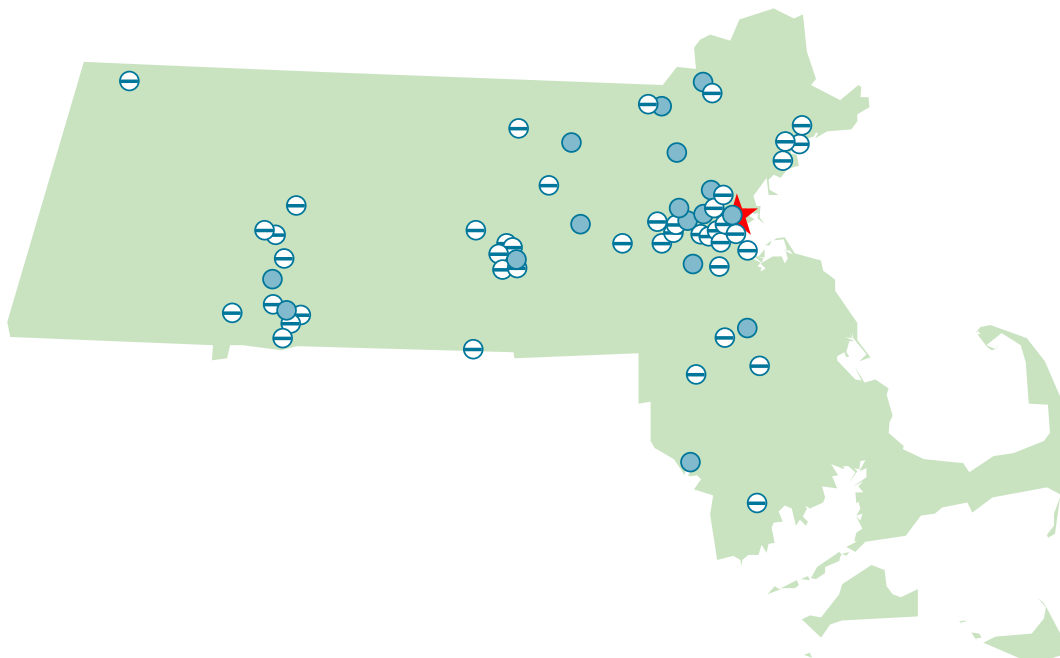
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Massachusetts

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

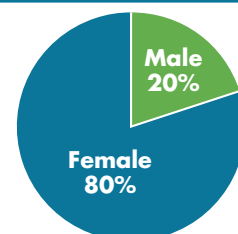
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Boston

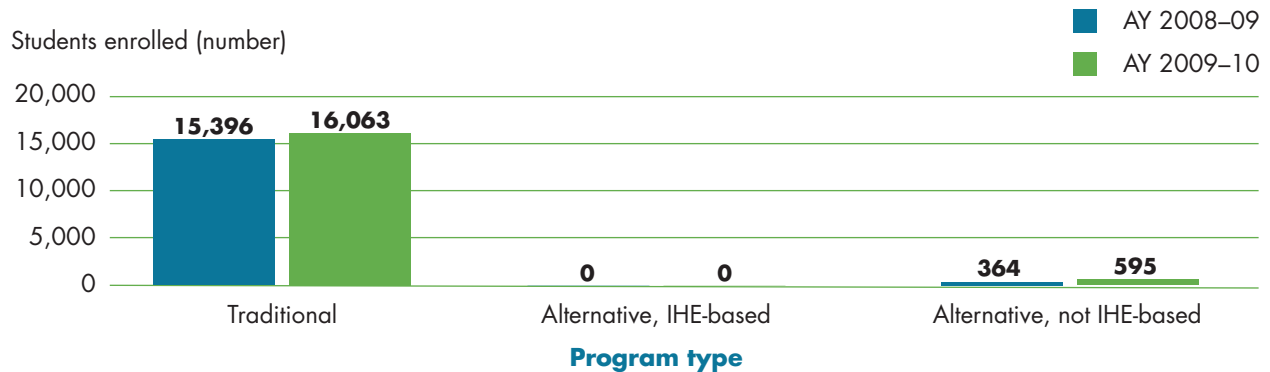
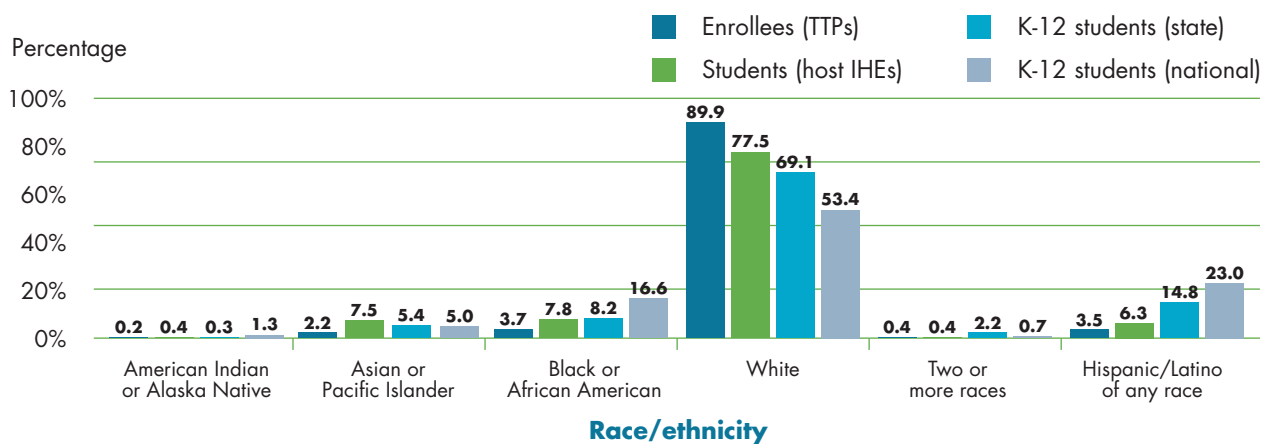
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

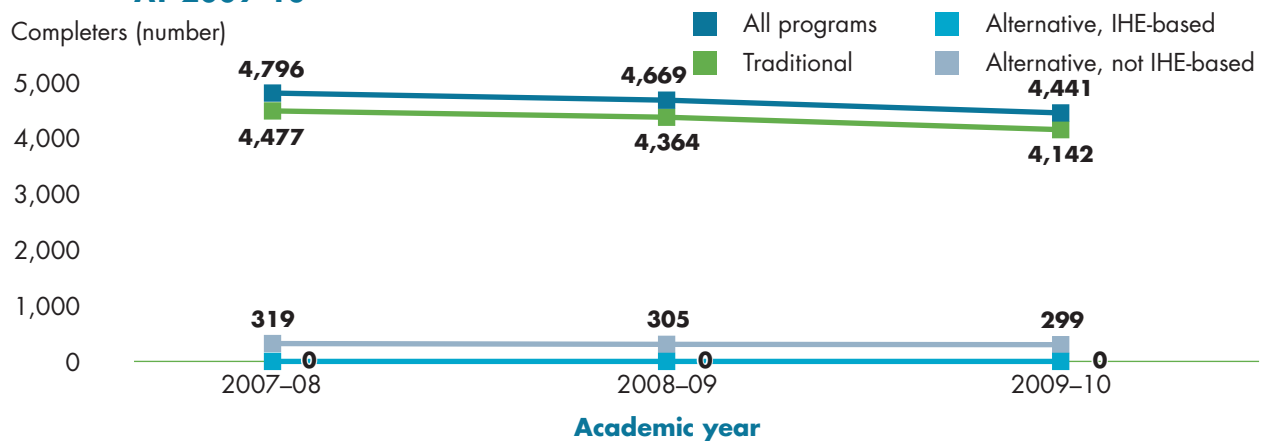
58	Traditional
0	Alternative, IHE-based
21	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

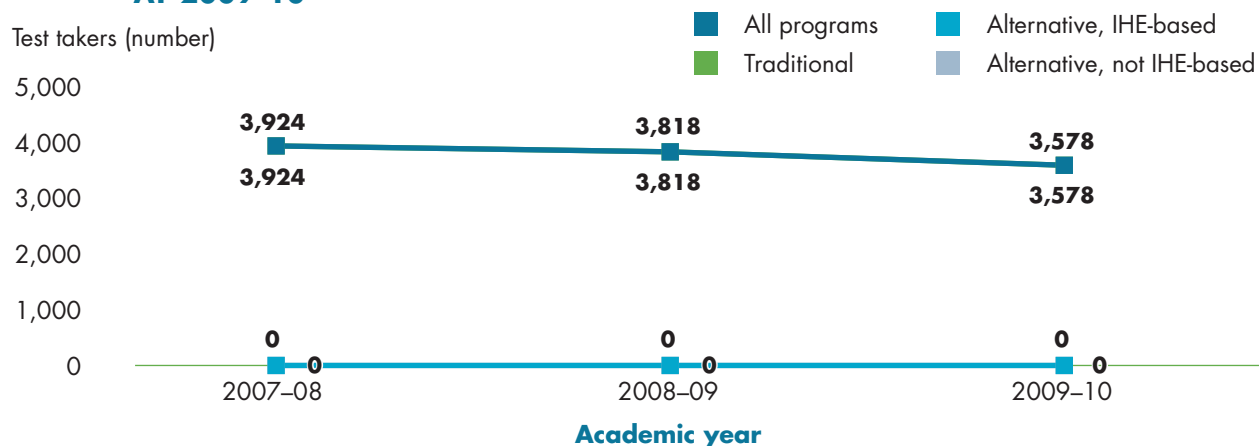


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

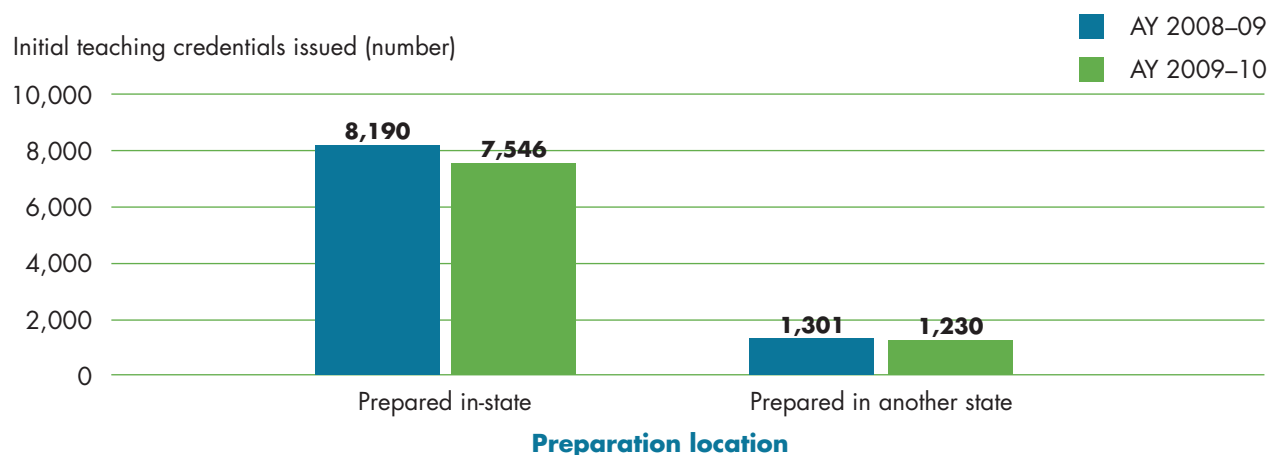
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Communication and Literacy Skills - Writing	3,193	99.6	260	240
Communication and Literacy Skills - Reading	3,161	99.9	269	240
Foundations of Reading	1,834	97.8	258	240
<i>Alternative, IHE-based programs*</i>				
<i>Alternative, not IHE-based programs**</i>				

* The state does not have any programs for this program type

** The state did not report data for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary, 1-6	1,136
Moderate Disabilities, PreK-8	477
Early Childhood: Students with and without Disabilities, PreK-2	354
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs</i>	
Elementary, 1-6	39
Moderate Disabilities, 5-12	35
Mathematics, 5-8	32

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•	•	•	•	•		•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
American International College	T	668				●	
Anna Maria College	T	69					
Assumption College	T	99					
Atlantic Union College	T	35					
Bay Path College	T	167					
Becker College	T	38					
Berklee College of Music	T	127					
Boston College	T	612				●	
Boston Conservatory of Music	T	33					
Boston Teacher Residency	AN	75					
Boston University	T	1,105				●	
Brandeis University	T	67				●	
Bridgewater State College	T	2,689				●	
Cambridge (Public Schools)	AN	0					
Cambridge College	T	651				●	
Catherine Leahy Brine Educational Consultants, Inc.	AN	67					
City on a Hill Charter School	AN	3					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Clark University	T	46					
Collaborative for Educational Services	AN	104					
College of the Holy Cross	T	28					
Curry College	T	115				•	
DeLet	AN	10					
Eastern Nazarene College	T	146					
Elms College	T	102				•	
Emerson College	T	133					
Emmanuel College	T	165				•	
Endicott College	T	195					
Fitchburg State College	T	465				•	
Framingham State College	T	338				•	
Francis W. Parker Charter Essential (District)	AN	7					
Gordon College	T	343				•	
Harvard Divinity School	T	6					
Harvard Extension School	T	0					
Harvard Graduate School of Education	T	50					
Hellenic College	T	15					
Lasell College	T	85					
Lawrence	AN	10					
Lesley University	T	1,189				•	
Lowell	AN	11					
Massachusetts College of Art	T	138					
Massachusetts College of Liberal Arts	T	320				•	
Massachusetts Elementary School Principals Association	AN	0					
MATCH Charter Public School (District)	AN	28					
Medford	AN	0					
Merrimack College	T	210					
Merrimack Education Center (MEC)	AN	114					
Montserrat College	T	24					
Mount Holyoke College	T	24					
Mount Ida College	T	72				•	
Newton	AN	4					
Nichols College	T	17					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Northeastern University	T	223					
Pine Manor College	T	15					
Regis College	T	86					
Salem State College	T	1,548				•	
Shady Hill	AN	18					
Simmons College	T	223					
Smith College	T	54					
South Coast Educational Collaborative	AN	0					
Springfield	AN	64					
Springfield College	T	226					
Stonehill College	T	269				•	
Suffolk University	T	16					
Teach For America	AN	50					
The Education Cooperative (TEC)	AN	17					
The Teachers' Loft	AN	4					
Tufts University	T	37				•	
University of Massachusetts–Amherst	T	264				•	
University of Massachusetts–Boston	T	220				•	
University of Massachusetts–Dartmouth	T	110				•	
University of Massachusetts–Lowell	T	106				•	
Wellesley College	T	25					
Western New England College	T	10				•	
Westfield State College	T	1,120					
Wheaton College	T	49					
Wheelock College	T	361				•	
Worcester	AN	9					
Worcester Polytechnic Institute	T	13					
Worcester State College	T	502					

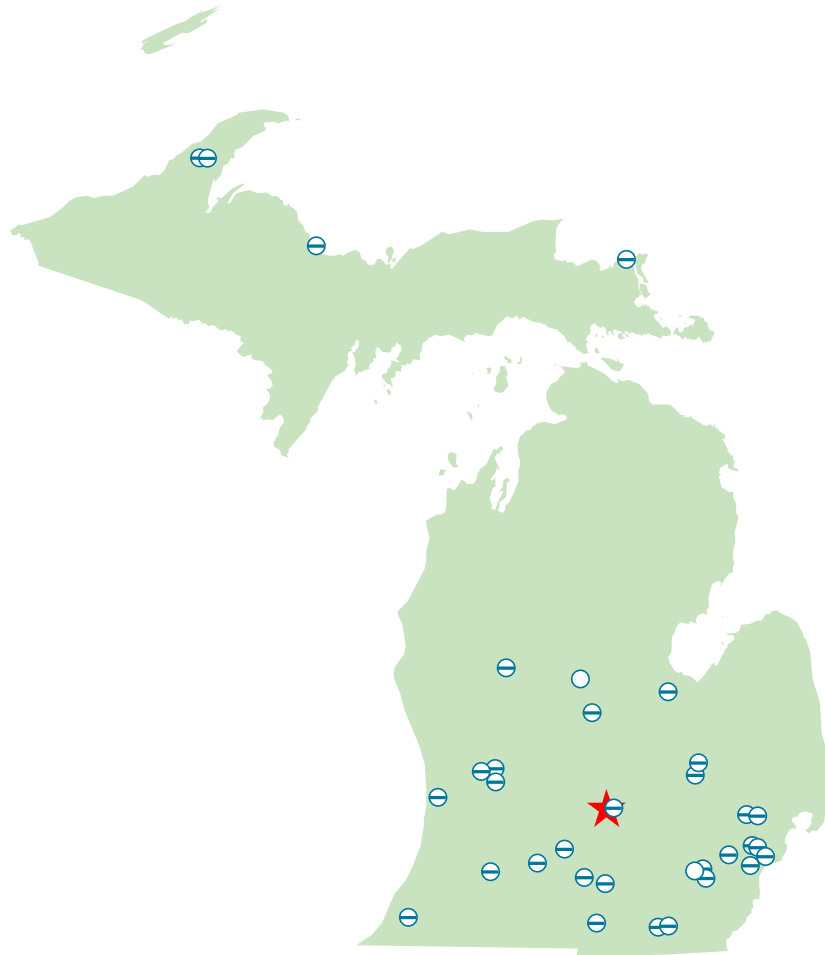
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Michigan

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

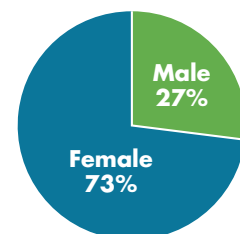
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Lansing

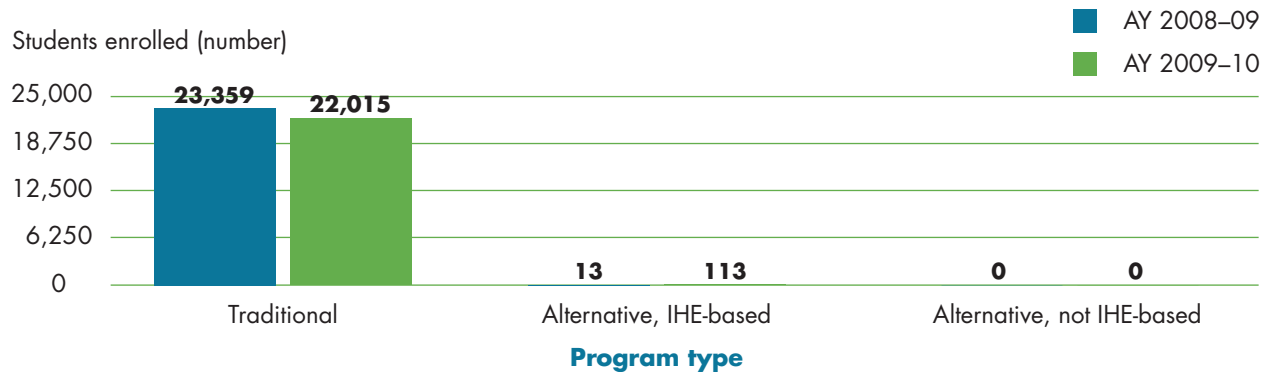
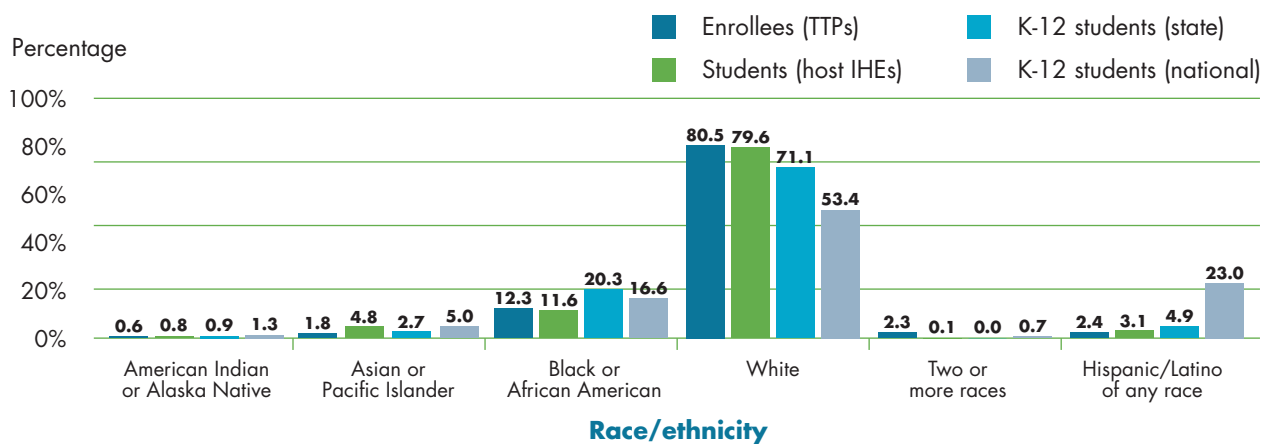
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

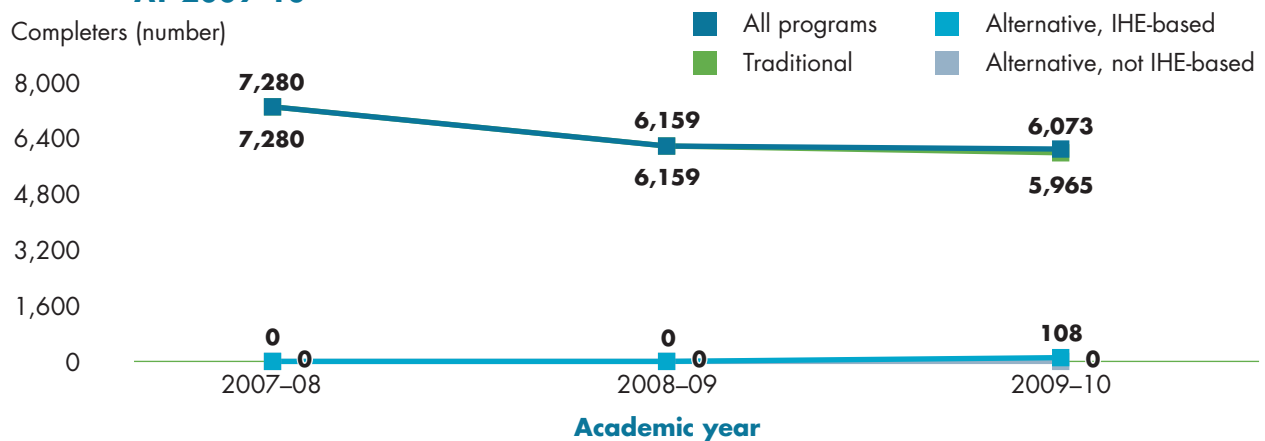
35	Traditional
2	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

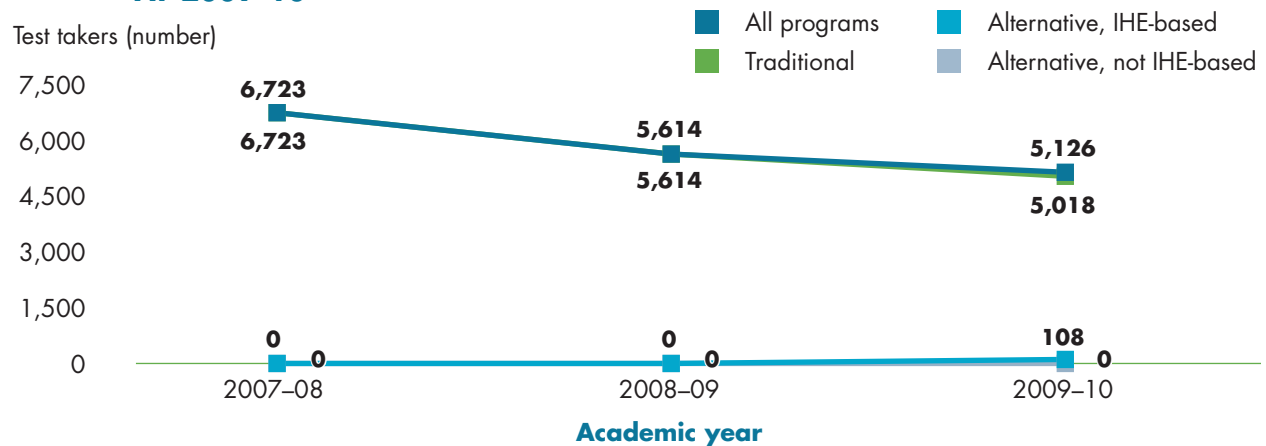


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

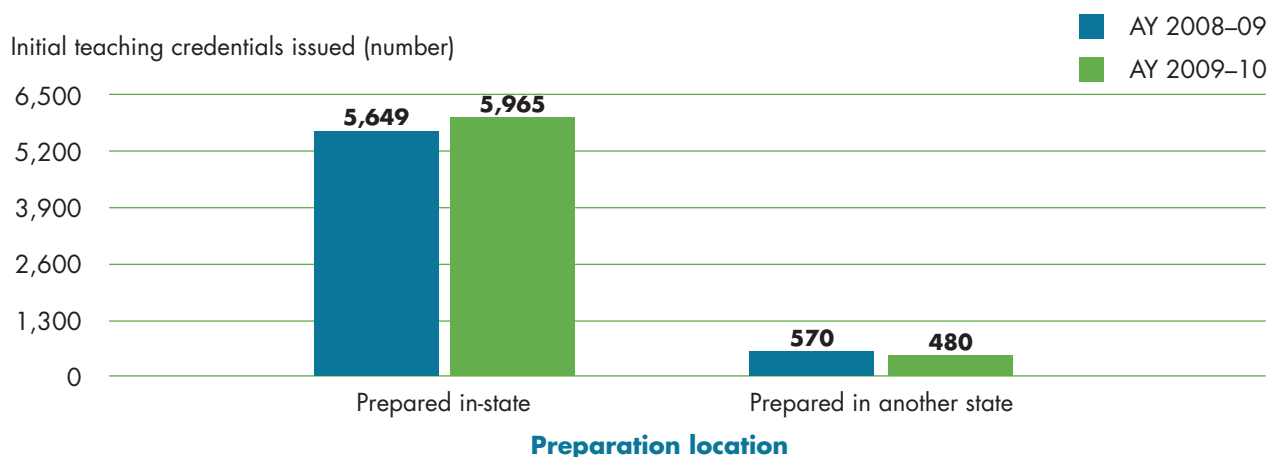
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Basic Skills: Math	4,995	100.0	271	220
Basic Skills: Writing	4,995	100.0	235	220
Basic Skills: Reading	4,995	100.0	272	220
<i>Alternative, IHE-based programs</i>				
Basic Skills: Math	108	100.0	288	220
Basic Skills: Writing	108	100.0	251	220
Basic Skills: Reading	108	100.0	287	220
<i>Alternative, not IHE-based programs*</i>				

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Certificate	2,195
Elementary Education	559
English	514
<i>Alternative, IHE-based programs</i>	
Elementary Education	44
Language Arts	38
Social Studies (Elem)	22
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•		•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/lsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
Adrian College	Low-performing
Alma College	At risk
Lake Superior State University	Low-performing
Marygrove College	Low-performing
Olivet College	Low-performing
University of Detroit Mercy	At risk
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Adrian College	T	105					
Albion College	T	54				•	
Alma College	T	220				•	
Andrews University	T	37					
Aquinas College	T	348				•	
Baker College	T	1,312					
Calvin College	T	249				•	
Central Michigan University	TA	1,231				•	
Concordia University	T	70					
Cornerstone University	T	289				•	
Eastern Michigan University	T	3,039				•	
Ferris State University	T	631				•	
Finlandia University	T	14					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Grand Valley State University	T	718				•	
Hillsdale College	T	32					
Hope College	T	344				•	
Lake Superior State University	T	123				•	
Madonna University	T	236					
Marygrove College	T	190				•	
Michigan State University	T	1,531				•	
Michigan Tech. University	T	60				•	
Northern Michigan University	T	544				•	
Oakland University	T	1,039				•	
Olivet College	T	120				•	
Rochester College	T	43					
Saginaw Valley State University	T	479				•	
Siena Heights University	T	86				•	
Spring Arbor University	T	568				•	
The Robert B. Miller College	T	44					
University of Michigan–Ann Arbor	TA	379				•	
University of Michigan–Dearborn	T	498				•	
University of Michigan–Flint	T	646				•	
University of Detroit Mercy	T	252				•	
Wayne State University	T	5,172				•	
Western Michigan University	T	1,425				•	

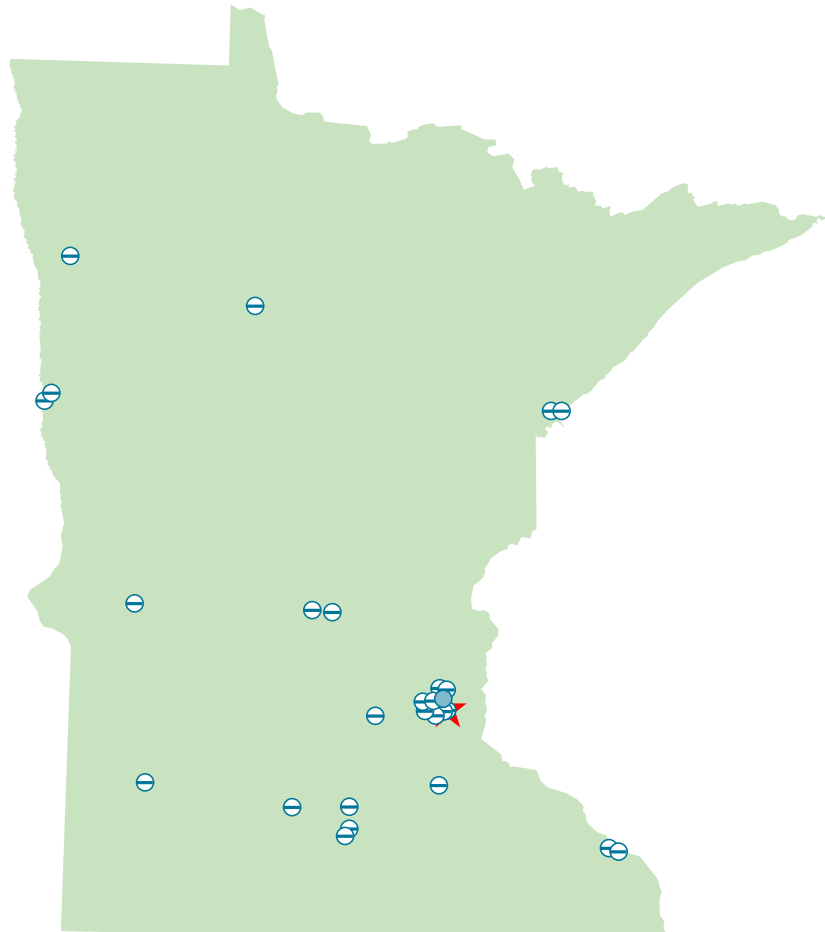
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Minnesota

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

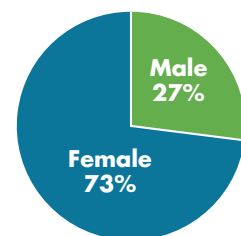
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Saint Paul

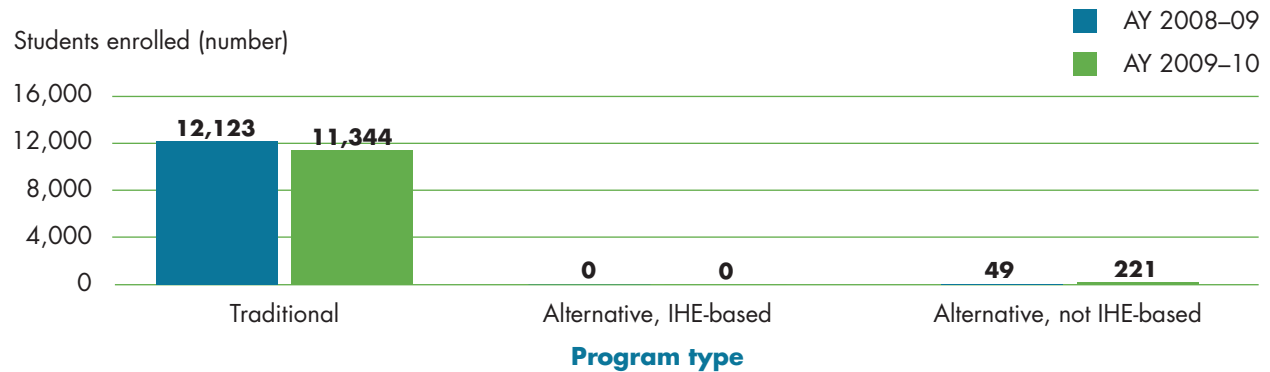
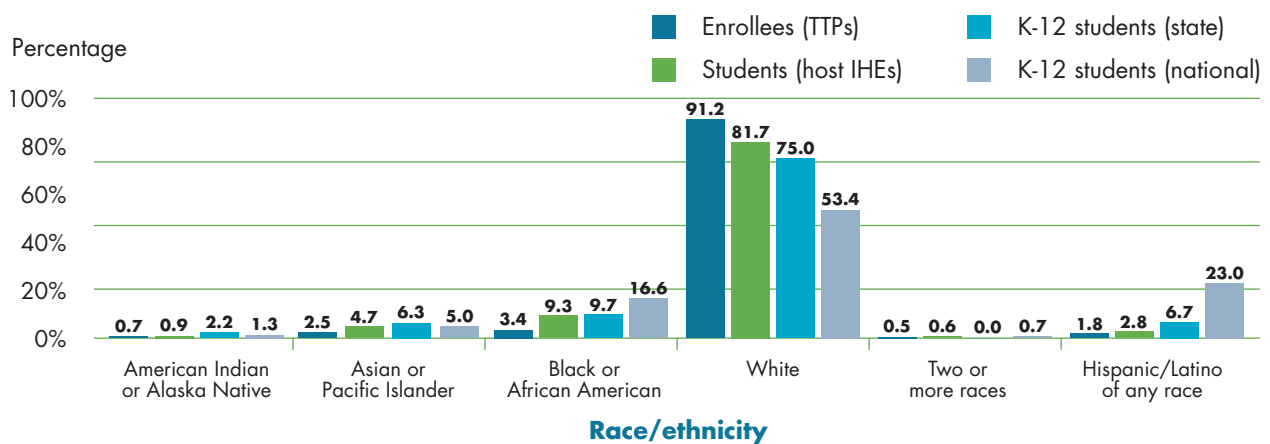
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

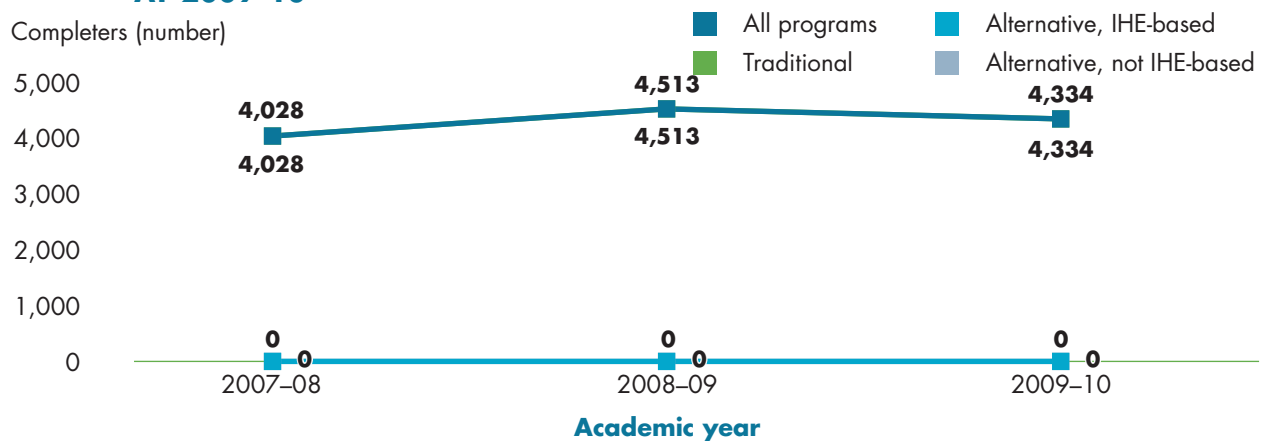
30	Traditional
0	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

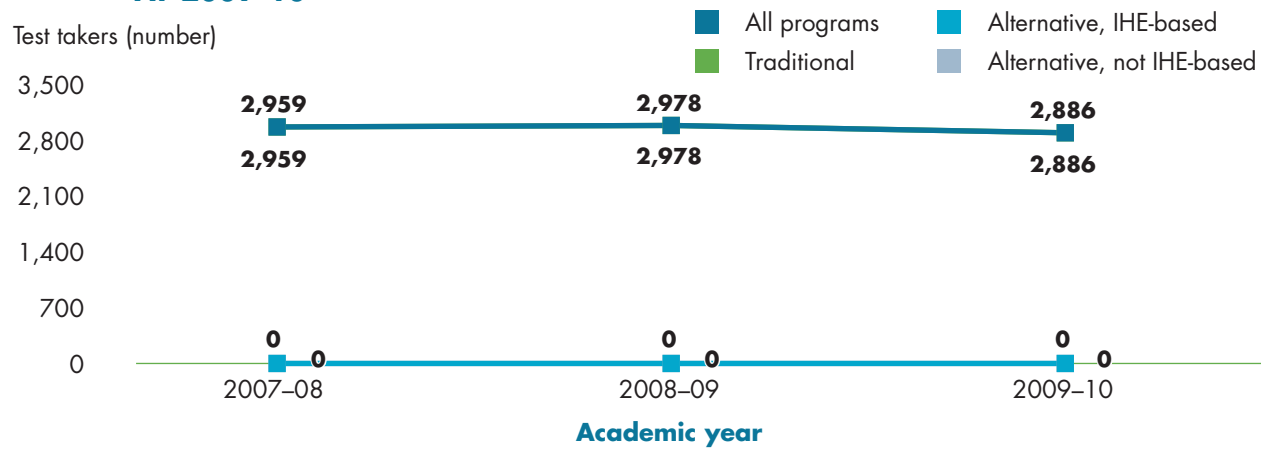


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

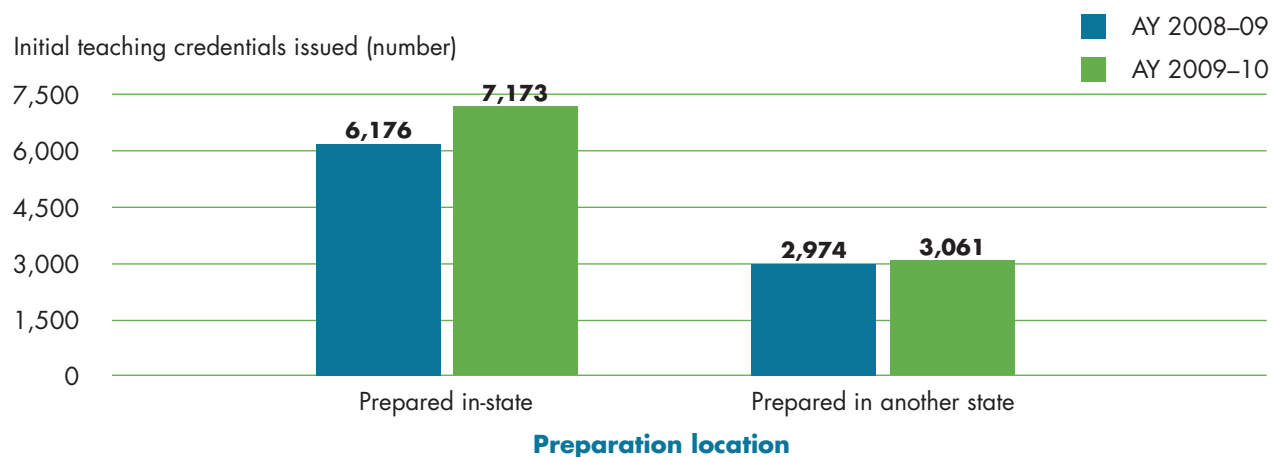
Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Reading	2,737	97.1	180	173
Praxis I Writing	2,734	97.7	177	172
Praxis I Mathematics	2,720	97.7	181	171

*Alternative, IHE-based programs***Alternative, not IHE-based programs***

* The state does not have any programs for this program type

** The state did not report data for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	1,179
Communication Arts/Literature	505
Social Studies	468
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs**</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•		•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/lsa.html>

* The state does not have any programs for this program type

** The state did not report data for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Augsburg College	T	737				•	
Bethany Lutheran	T	56					
Bethel University	T	210				•	
Carleton College	T	13					
College of Saint Benedict and Saint John's University	T	240					
College of St. Scholastica	T	188					
Concordia College-Moorhead	T	324				•	
Concordia College-St. Paul	T	163				•	
Crown College	T	91				•	
Gustavus Adolphus College	T	121				•	
Hamline University	T	895				•	
Martin Luther College	T	545					
Metropolitan State Univ	T	164				•	
Minnesota State-Bemidji	T	780					
Minnesota State-Mankato	T	850				•	
Minnesota State-Moorhead	T	572				•	
North Central College	T	66					
Northwestern College	T	382					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Southwest State University	T	242				•	
St. Catherine University	T	85				•	
St. Cloud State University	T	1,178				•	
St. Mary's University	T	375				•	
St. Olaf College	T	162				•	
State of Minnesota	AN	221					
University of Minnesota Crookston	T	9					
University of Minnesota Duluth	T	308				•	
University of Minnesota Morris	T	65				•	
University of Minnesota Twin Cities	T	395				•	
University of St. Thomas	T	674				•	
Walden University	T	519				•	
Winona State University	T	935				•	

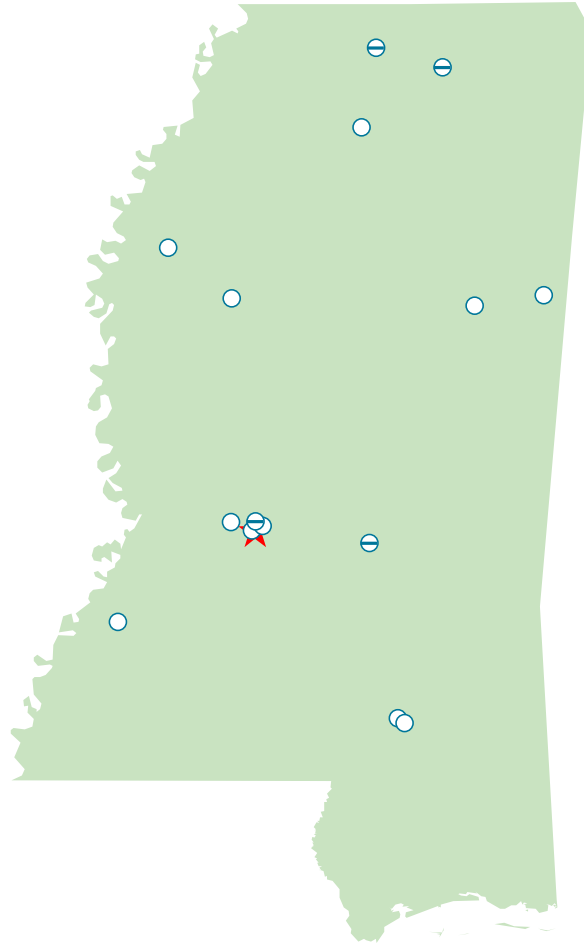
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Mississippi

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

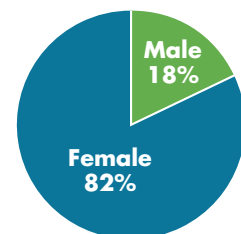
- Traditional and Alternative
- Alternative, IHE-based
- ⊖ Traditional
- ⊖ Alternative, not IHE-based
- ★ Jackson

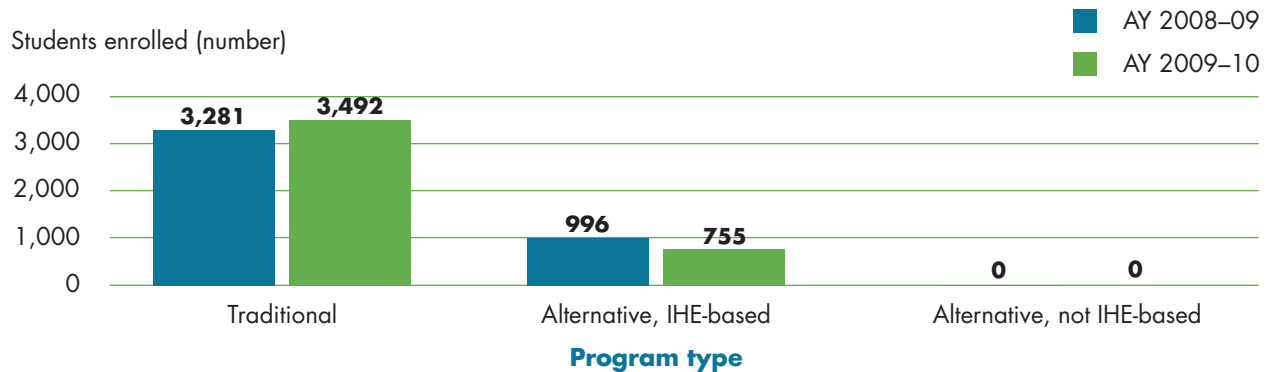
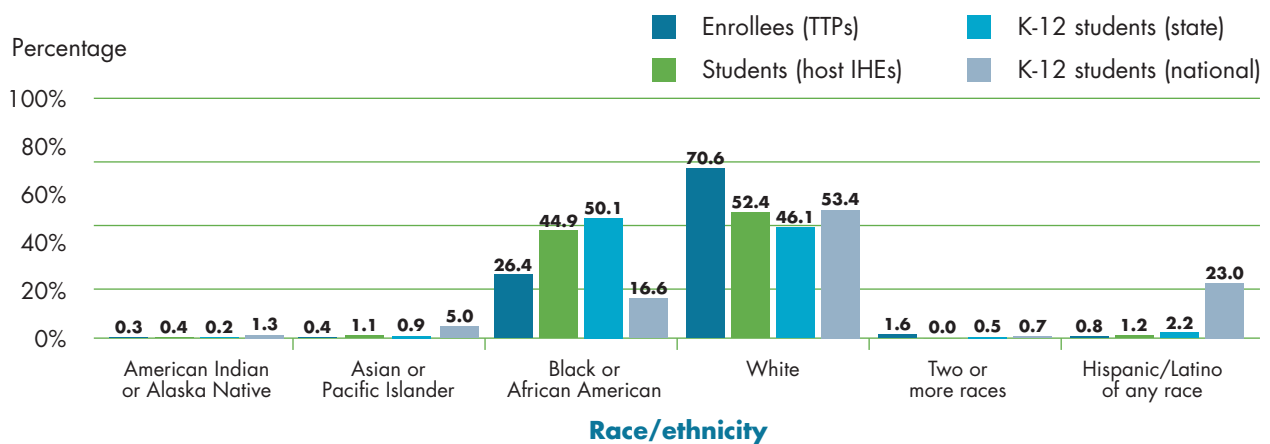
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

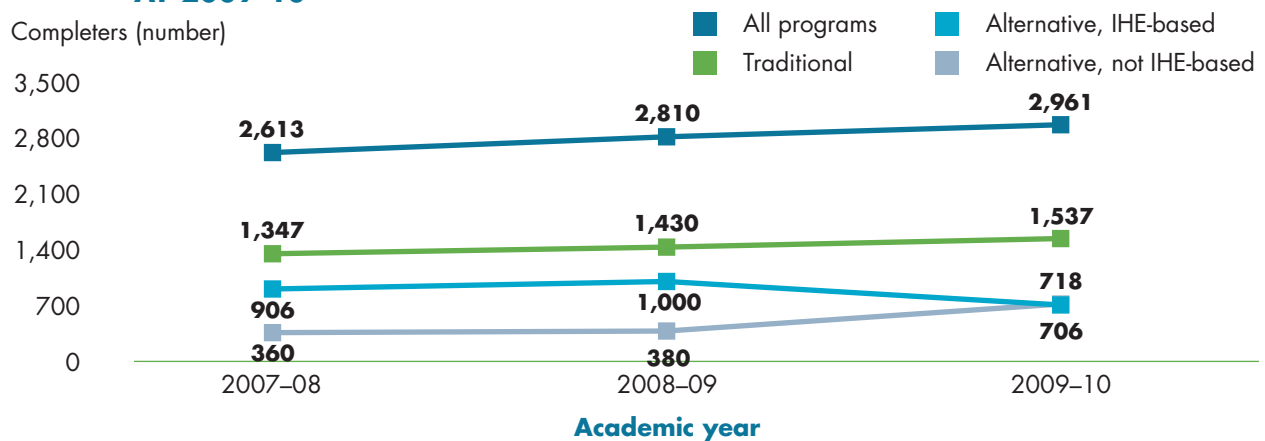
15	Traditional
11	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

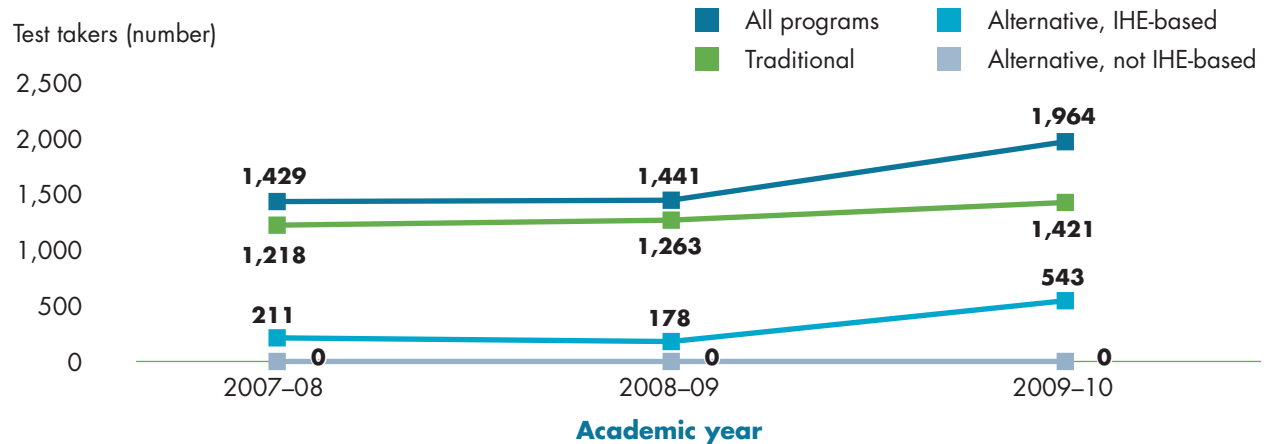


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

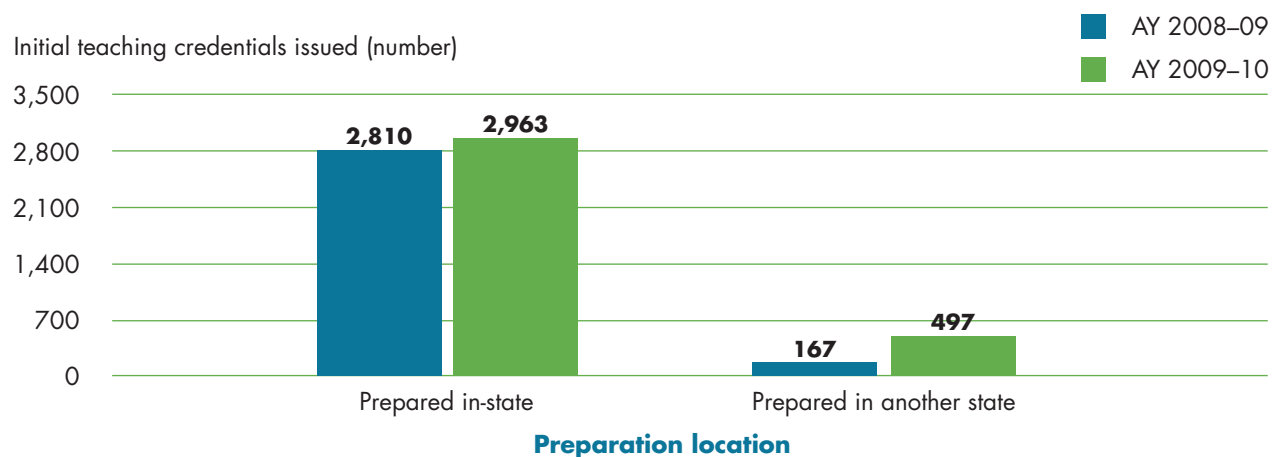
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Principles Learning and Teaching K-6	1,015	99.2	170	152
Elem Ed Curr Instruc Assessment	935	98.1	172	158
Principles Learning and Teaching 7-12	360	99.4	166	152
<i>Alternative, IHE-based programs</i>				
Principles Learning And Teaching K-6	247	98.0	170	152
Elem Ed Curr Instruc Assessment	215	98.0	172	158
Praxis I Reading	143	98.6	178	170

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary K-6	377
Social Studies	238
English	206
<i>Alternative, IHE-based programs</i>	
Elementary (4-8)	244
English	141
Social Studies	88
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•		•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
Tougaloo College	Low-performing
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Alcorn State University	TA	138	●			●	
Belhaven University	TA	172				●	
Blue Mountain Coll	T	127				●	
Delta State University	TA	122					
Jackson State University	TA	136	●			●	
Millsaps College	T	29					
Mississippi University for Women	TA	308				●	
Mississippi College	TA	195				●	
Mississippi State University	TA	440				●	
Mississippi Valley State University	TA	280	●				
Rust College	T	13	●				
Tougaloo College	T	7	●			●	
University of Southern Mississippi	TA	966				●	
University of Mississippi	TA	1,054					
William Carey University	TA	260				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

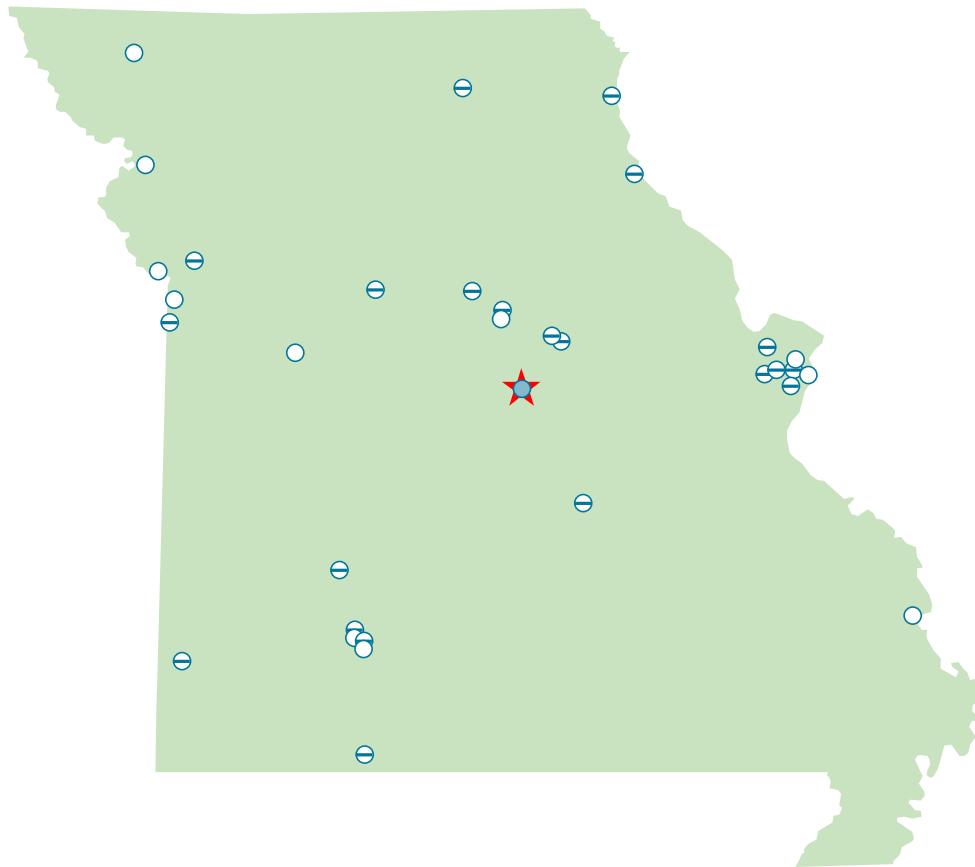
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Missouri

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

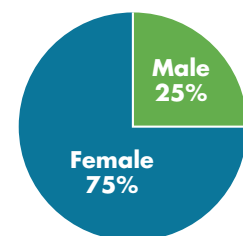
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Jefferson City

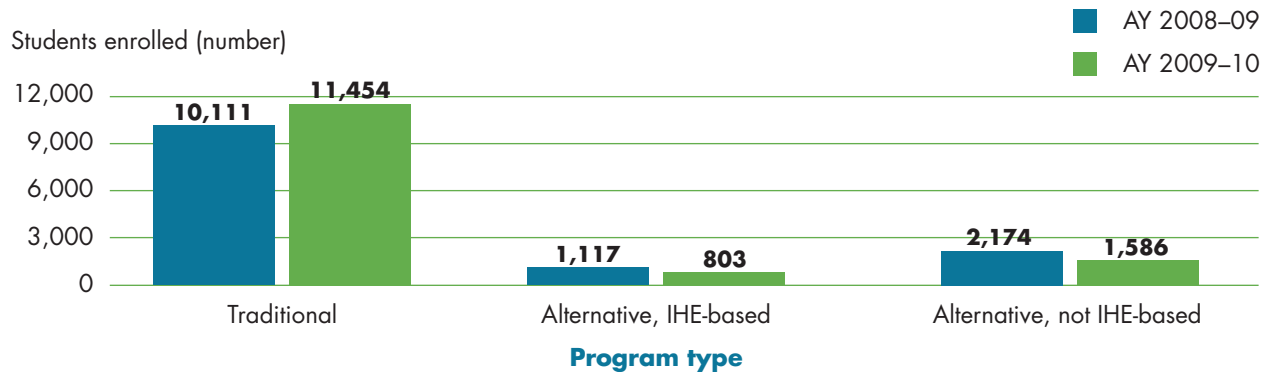
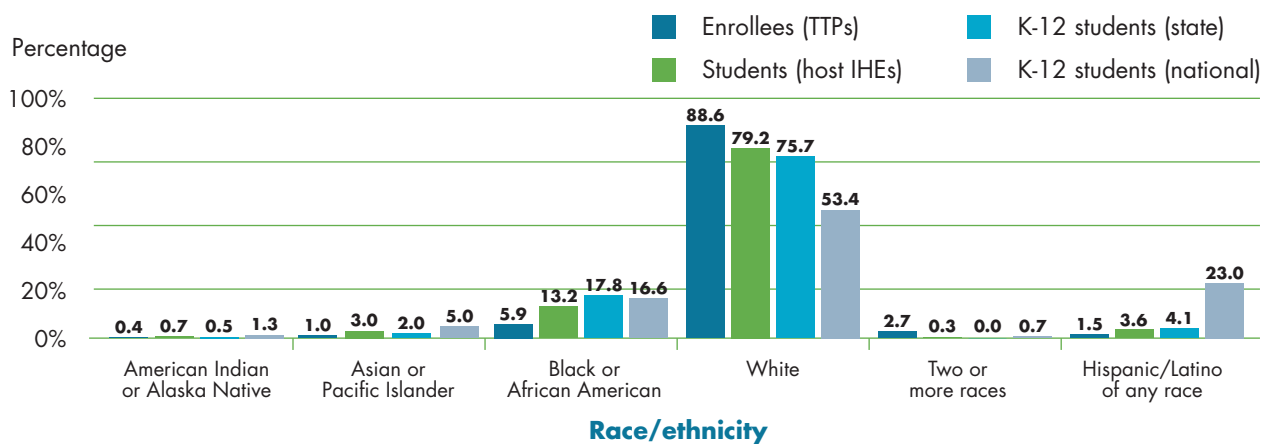
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

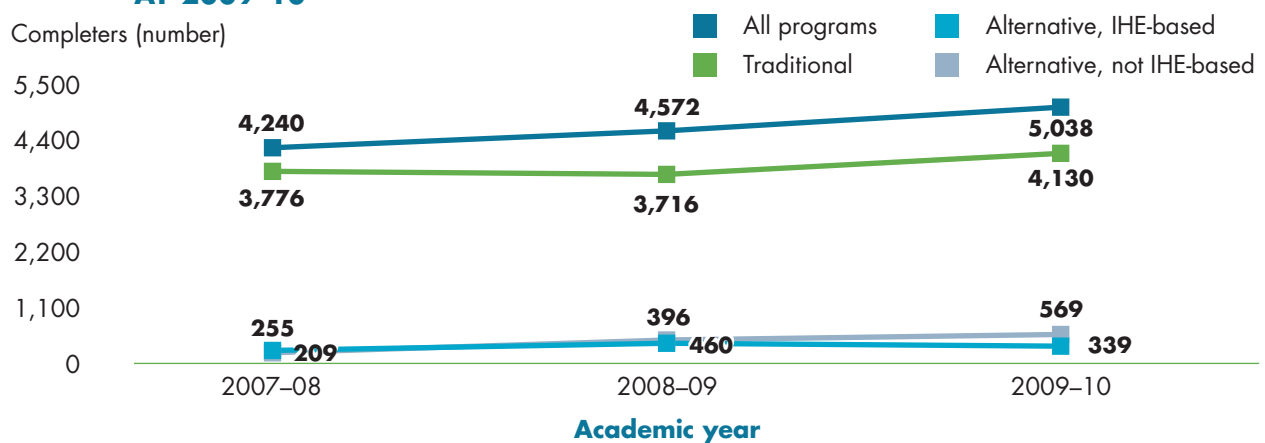
38	Traditional
13	Alternative, IHE-based
2	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

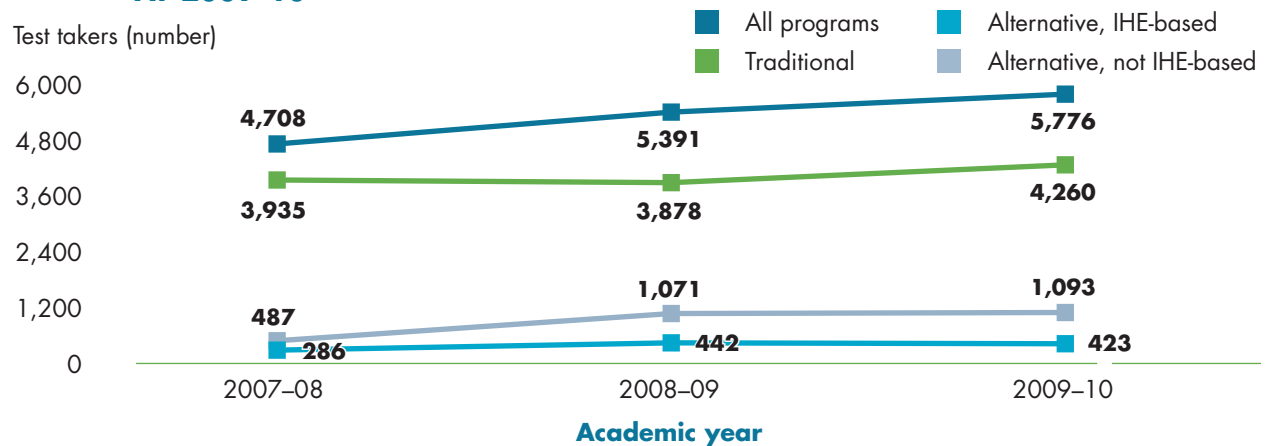


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

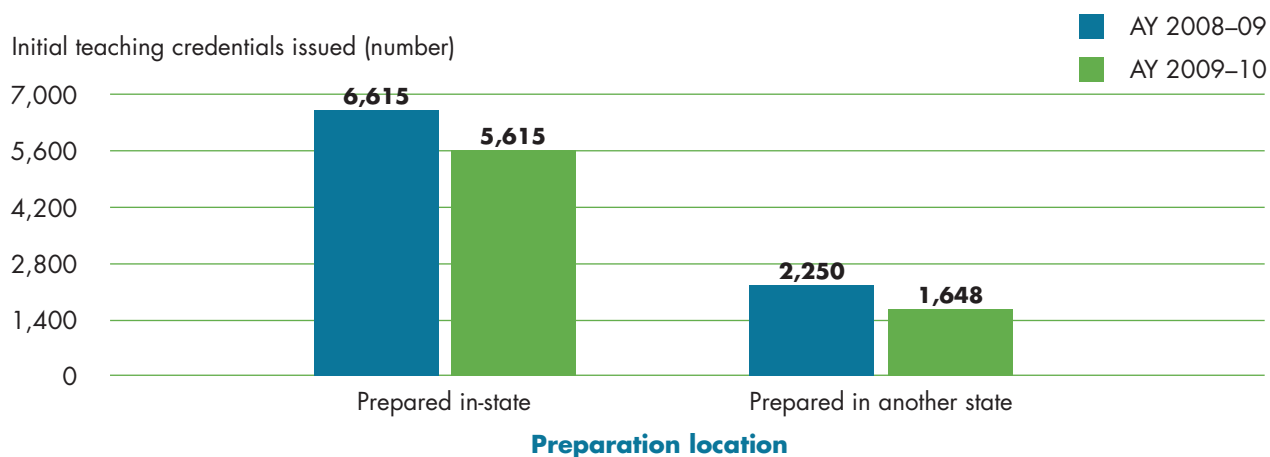
**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Elem Edu: Curriculum Instruction And Assessment	1,703	97.8	178	164
Education of Young Children	235	99.5	183	166
Social Studies: Content Knowledge	205	99.5	170	152
<i>Alternative, IHE-based programs</i>				
Education of Exceptional Students: Core Knowledge	89	100.0	181	160
Education of Exceptional Students: Mild-Mod Disabilities	87	100.0	184	172
Middle School Science	24	96.0	169	149
<i>Alternative, not IHE-based programs</i>				
Principles of Learning And Teaching (7-12)	254	99.0	174	160
Professional Teaching Knowledge	188	100.0	307	265
Education of Exceptional Students: Core Knowledge	134	100.0	174	160

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
1-6-Elementary Education	1,958
B-3-Early Childhood Education	448
9-12-Social Science	303
<i>Alternative, IHE-based programs</i>	
K-12-Mild/Mod Cross Categorical	111
5-9-Language Arts	37
1-6-Elementary Education	28
<i>Alternative, not IHE-based programs</i>	
K-12-Mild/Mod Cross Categorical	99
9-12 English	73
5-9 Language Arts	72

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
	•	•	•	•	•	•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
ABCTE	AN	649					
Avila University	T	159				●	
Baptist Bible College	T	50				●	
Central Methodist University	T	382					
College of the Ozarks	T	150					
Columbia College	TA	129					
Culver-Stockton College	T	66				●	
Drury University	TA	244				●	
Evangel University	T	181				●	
Fontbonne University	T	228				●	
Hannibal-LaGrange College	T	145					
Harris-Stowe State University	T	75	●			●	
Lincoln University	T	101	●				
Lindenwood University	T	503				●	
Maryville University	T	118				●	
Missouri Baptist University	T	331				●	
Missouri Southern State University	T	202					
Missouri State University	TA	1,799				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Missouri University of Science and Technology	T	30					
Missouri Valley College	T	93					
Missouri Western State University	TA	305				•	
Northwest Missouri State University	TA	462				•	
Park University	TA	109				•	
Rockhurst University	TA	415				•	
Saint Louis University	TA	139				•	
Southeast Missouri State University	TA	644				•	
Southwest Baptist University	T	209					
Stephens College	T	20					
Temporary Authorization	AN	937					
Truman State University	T	308				•	
University of Central Missouri	TA	1,474				•	
University of Missouri–Columbia	TA	649				•	
University of Missouri–Kansas City	TA	498				•	•
University of Missouri–St. Louis	TA	1,266				•	
University of Phoenix–Missouri	T	24					
Washington University	T	49					
Webster University	T	423				•	
Westminster College	T	139				•	
William Jewell College	T	96				•	
William Woods University	T	42					

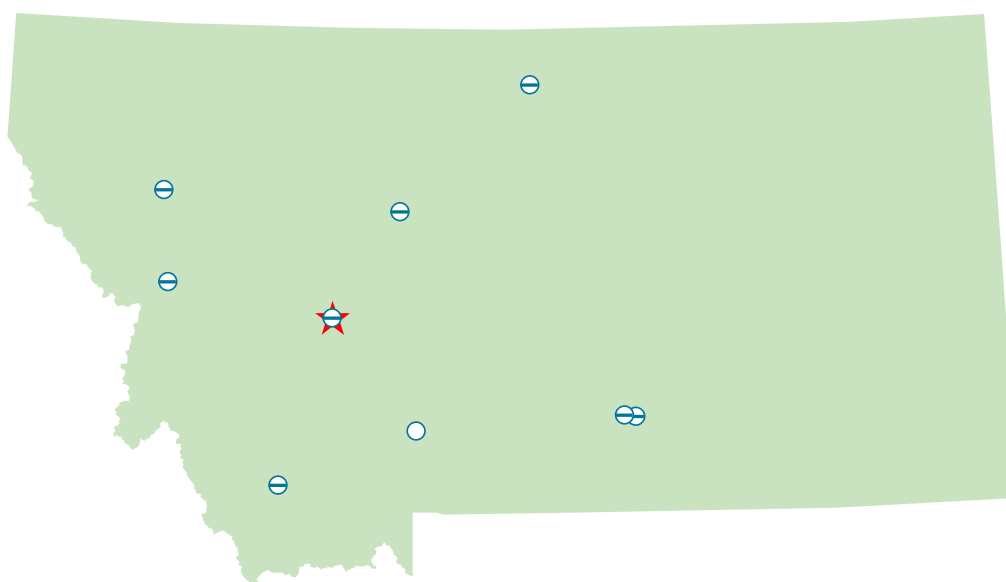
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Montana

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

- Traditional and Alternative
- ⊖ Traditional

- Alternative, IHE-based
- ★ Helena

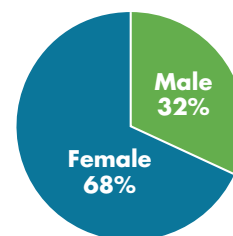
- ⊖ Alternative, not IHE-based

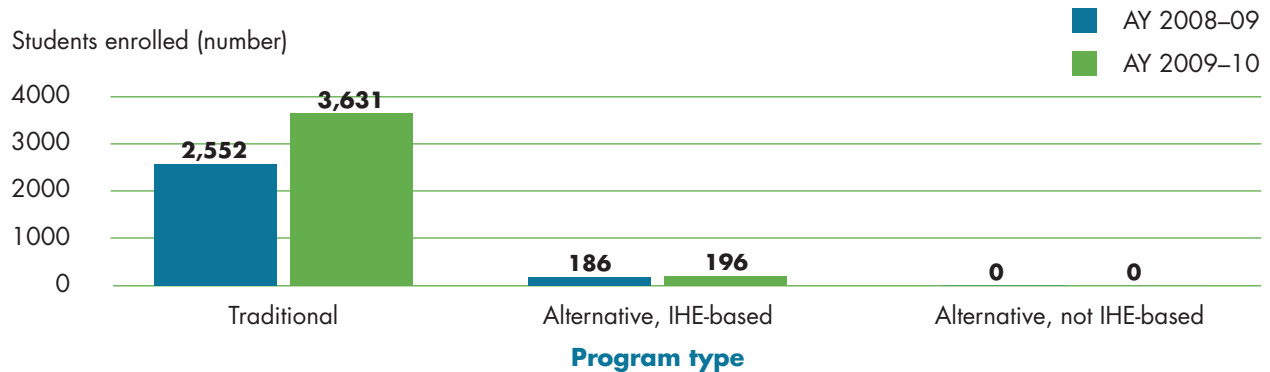
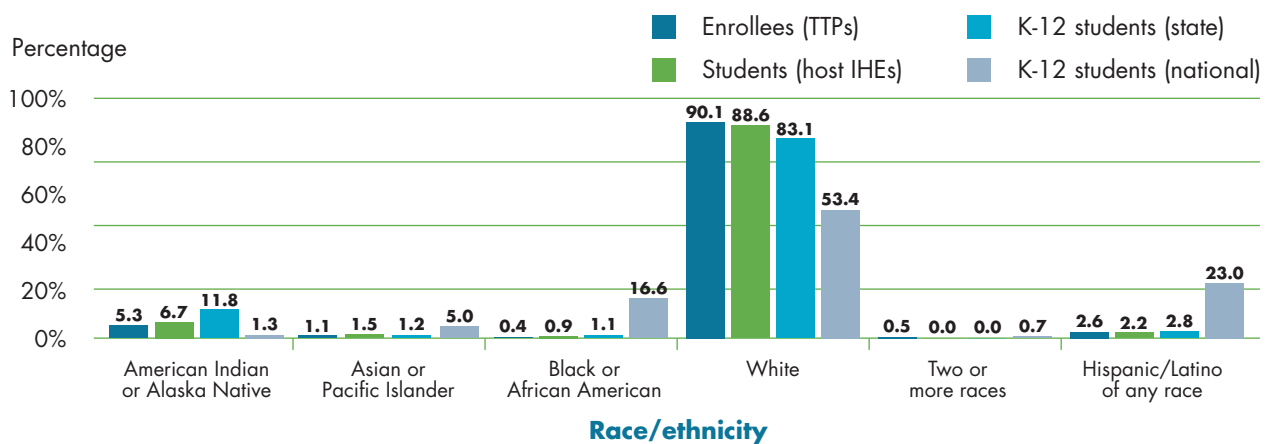
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

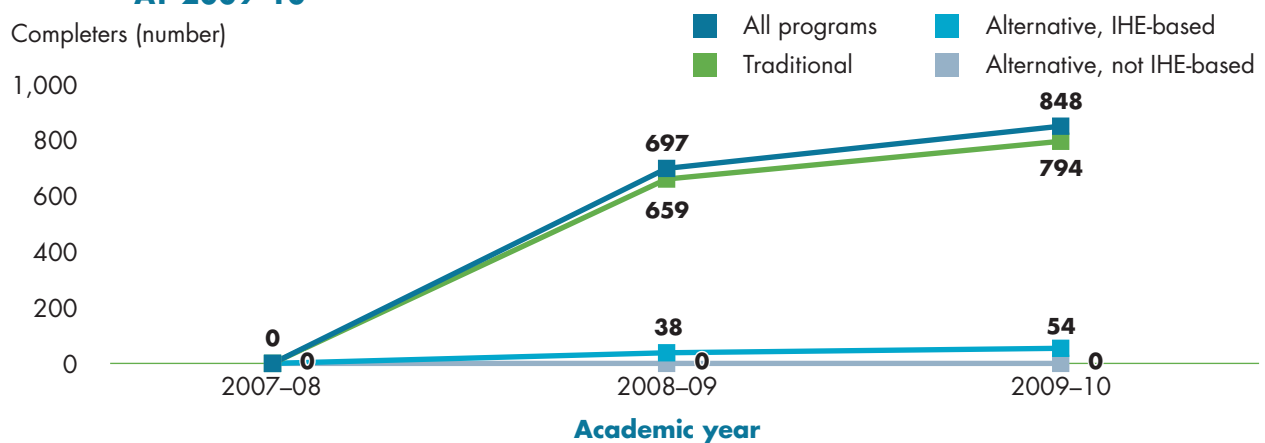
9	Traditional
1	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

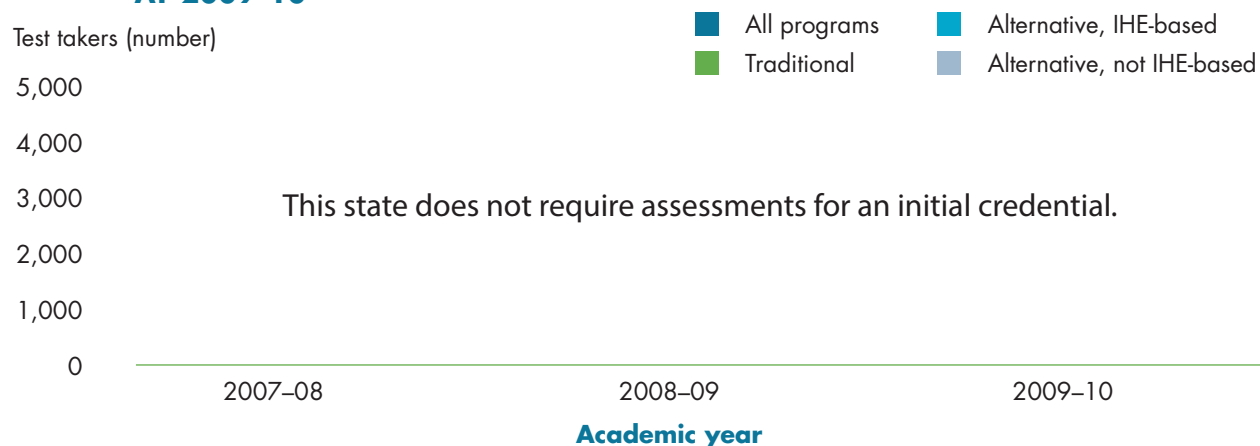


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

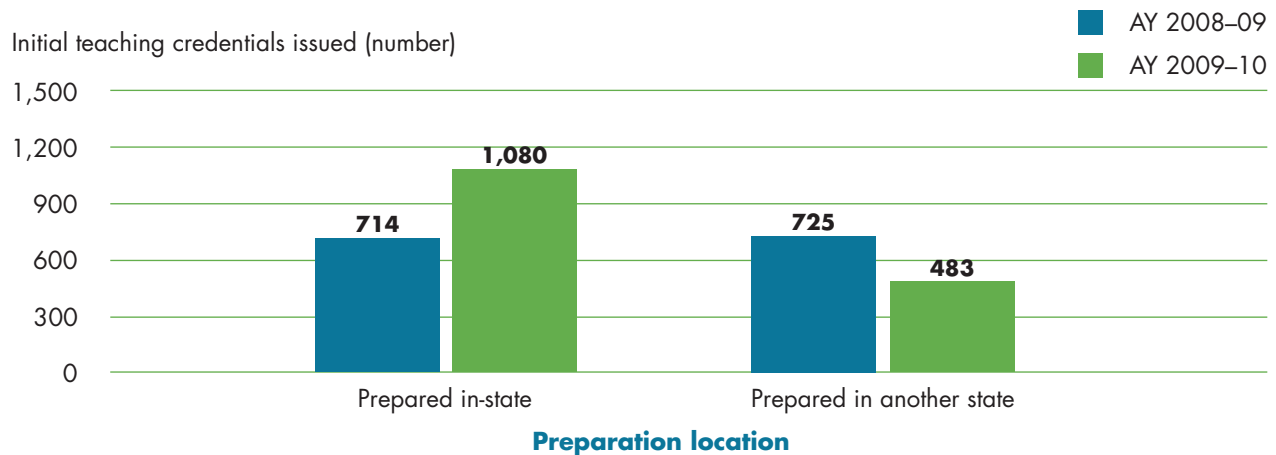
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007–08, AY 2008–09 and AY 2009–10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009–10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
------------	-----------------------	-------------------	----------------------------	-----------------

This state does not require assessments for an initial credential.

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
15	390
19	215
17	106
<i>Alternative, IHE-based programs**</i>	
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•	•	•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

* The state does not have any programs for this program type

** The state did not report data for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Carroll College	T	108				●	
Great Falls University	T	229				●	
Montana State University–Billings	T	689				●	
Montana State University–Bozeman	TA	1,281					
Montana State University–Northern	T	248					
Rocky Mountain College	T	111					
Salish Kootenai College	T	84					
University of Montana	T	494				●	
University of Montana–Western	T	583				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

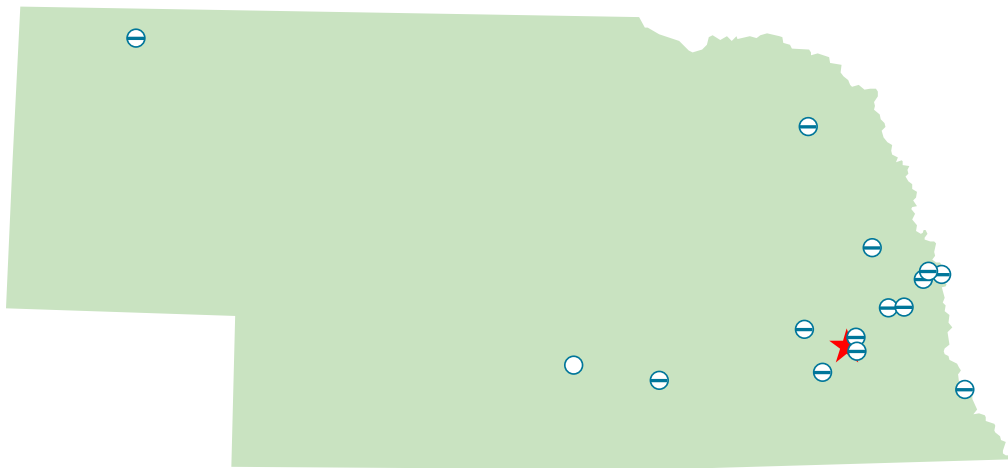
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Nebraska

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

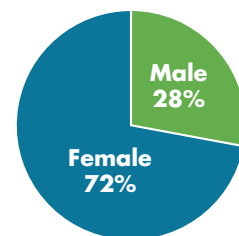
- Traditional and Alternative
- Alternative, IHE-based
- ⊖ Alternative, not IHE-based
- ⊖ Traditional
- ★ Lincoln

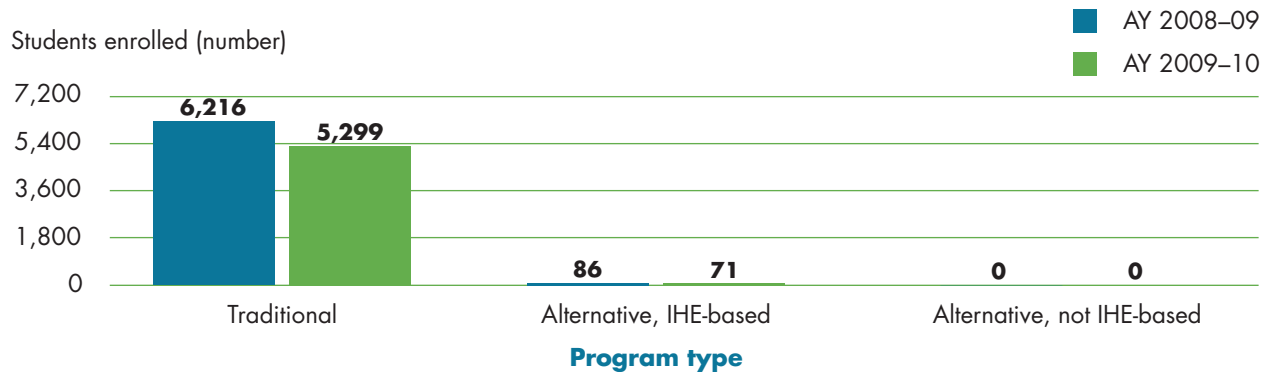
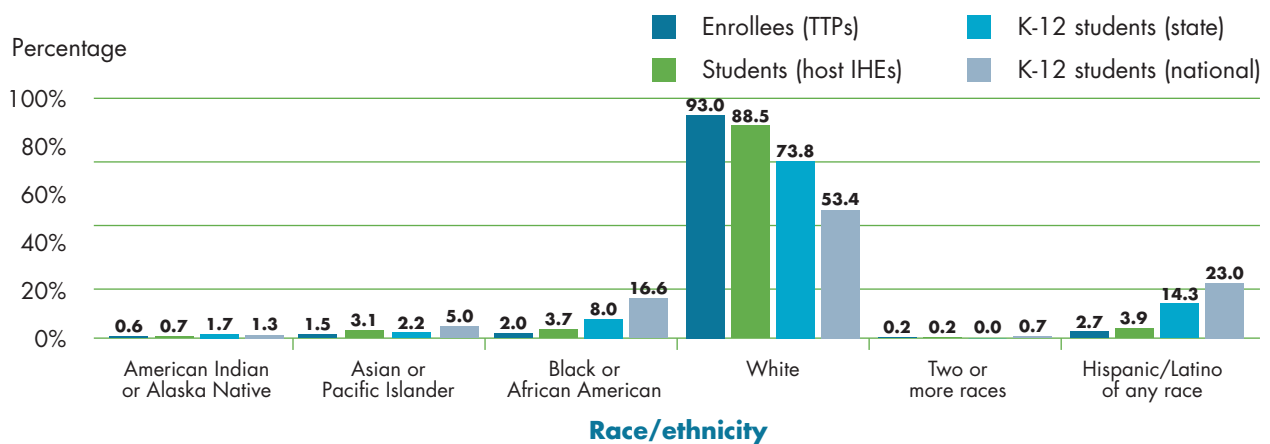
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

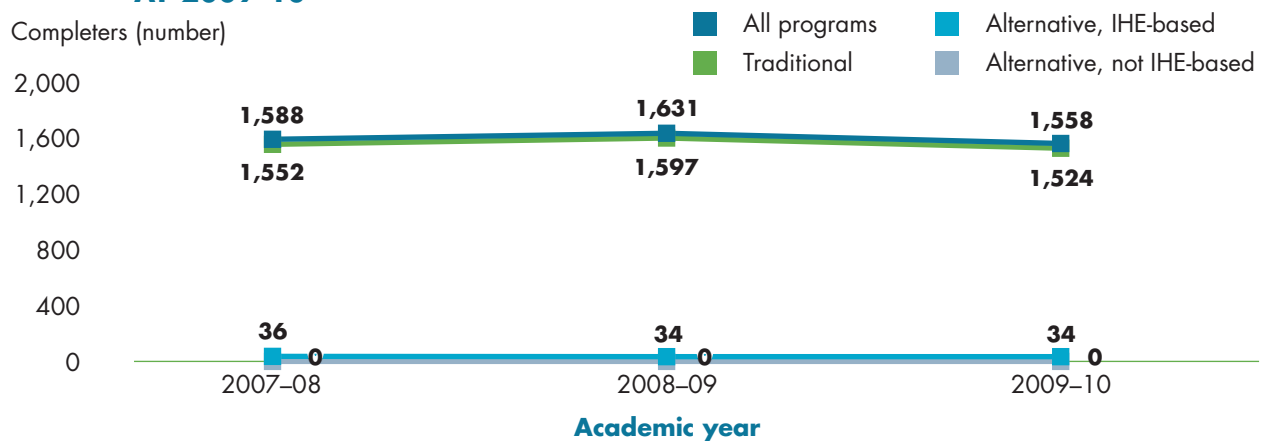
16	Traditional
1	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

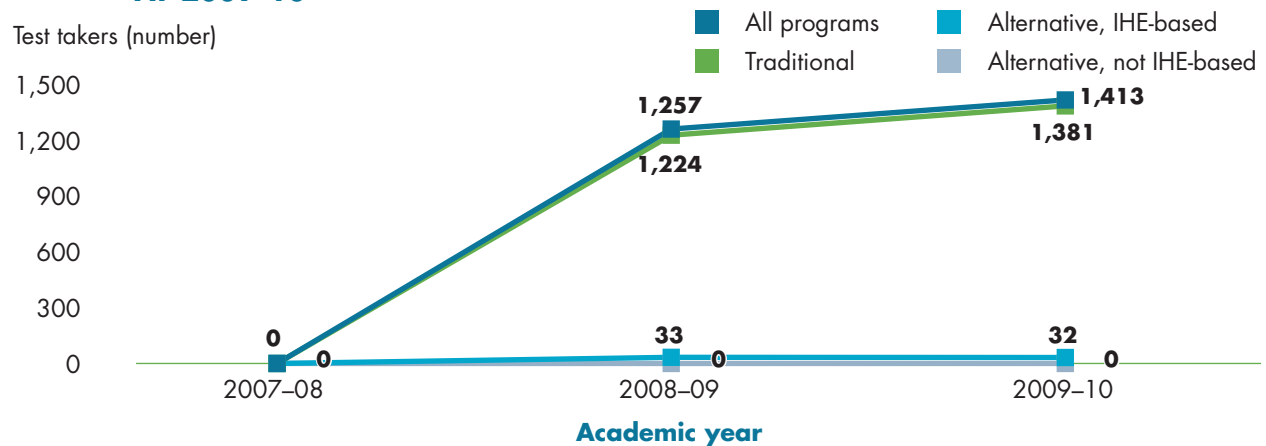


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

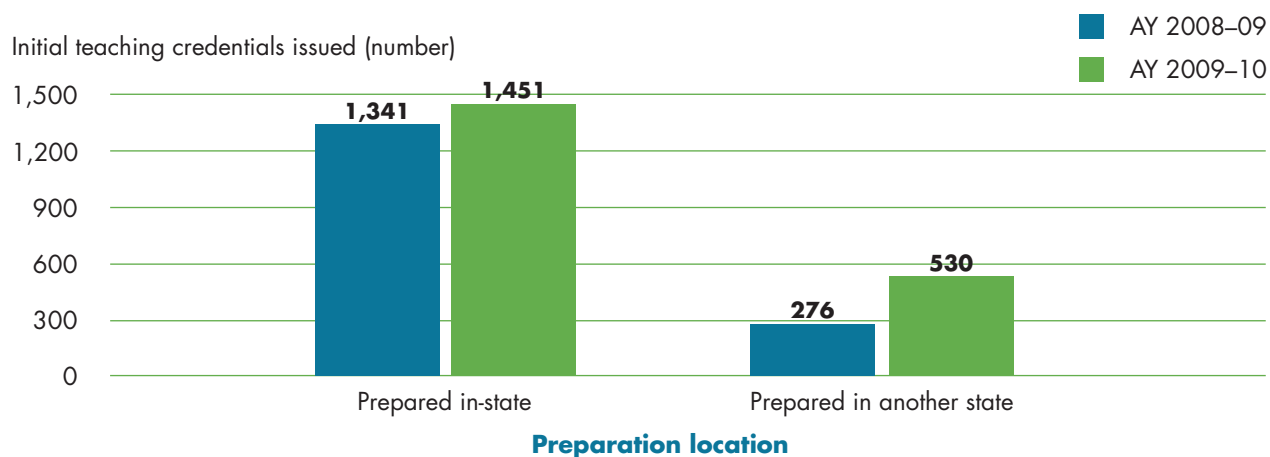
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Writing	1,374	98.5	177	172
Praxis I Mathematics	1,364	98.4	181	171
Praxis I Reading	1,362	99.5	179	170
<i>Alternative, IHE-based programs</i>				
Praxis I Mathematics	32	100.0	184	171
Praxis I Writing	31	94.0	178	172
Praxis I Reading	31	97.0	181	170

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	458
Special Education: Mild/Moderate Disabilities	103
Early Childhood Education	94
<i>Alternative, IHE-based programs**</i>	
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•		•	•	•	•	•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

* The state does not have any programs for this program type

** The state did not report data for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Chadron State College	T	288				●	
College of St Mary	T	231				●	
Concordia University	T	222					
Creighton University	T	144					
Doane College	T	140				●	
Grace University	T	116				●	
Hastings College	T	146				●	
Midland University	T	83				●	
Nebraska Wesleyan University	T	74				●	
Peru State College	T	346				●	
Union College	T	101					
University of Nebraska–Lincoln	T	1,430				●	
University of Nebraska at Kearney	TA	700				●	
University of Nebraska at Omaha	T	738				●	
Wayne State College	T	470				●	
York College	T	141				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

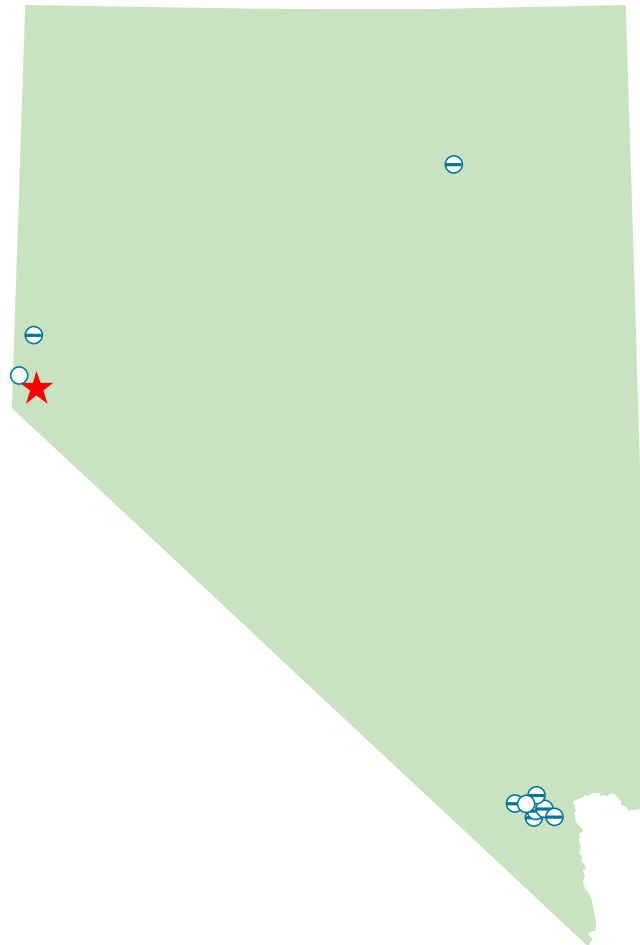
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Nevada

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

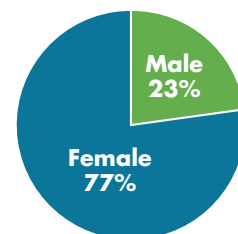
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Carson City

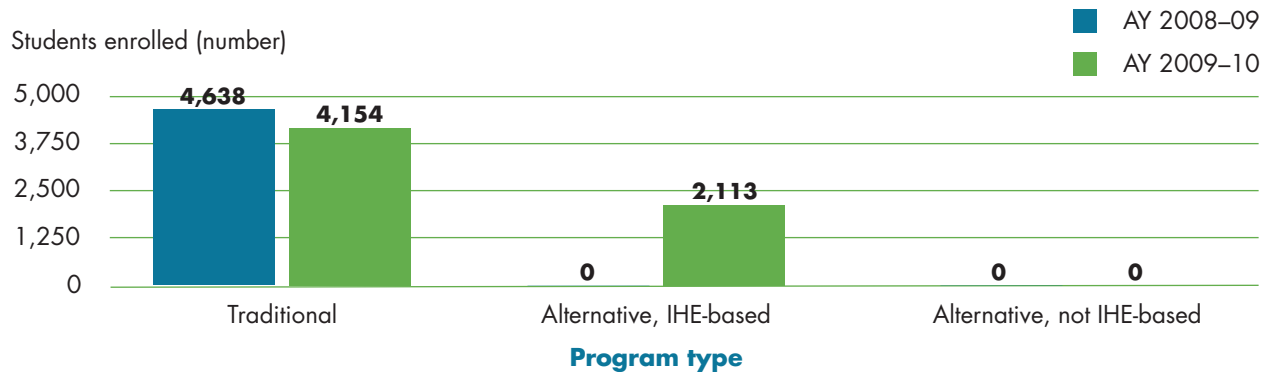
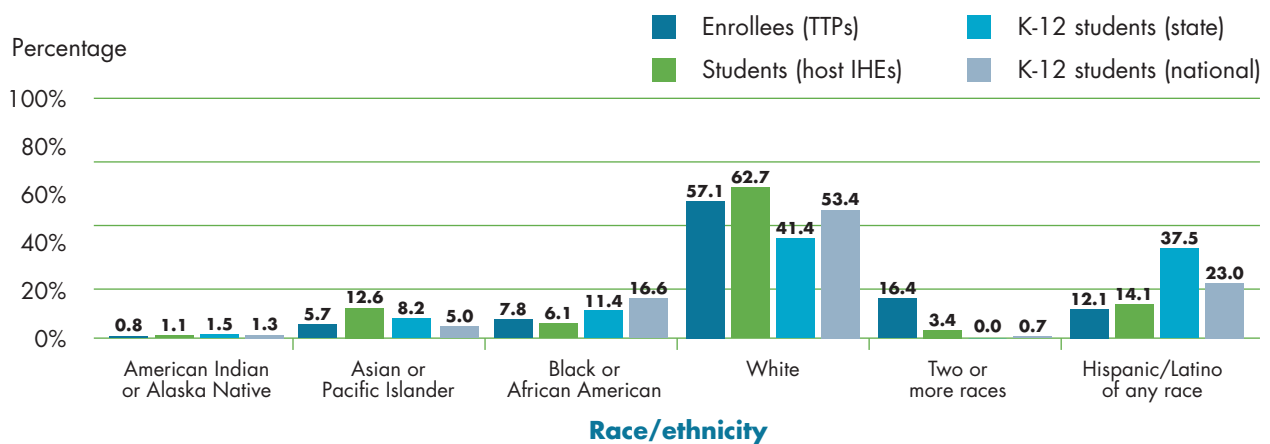
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

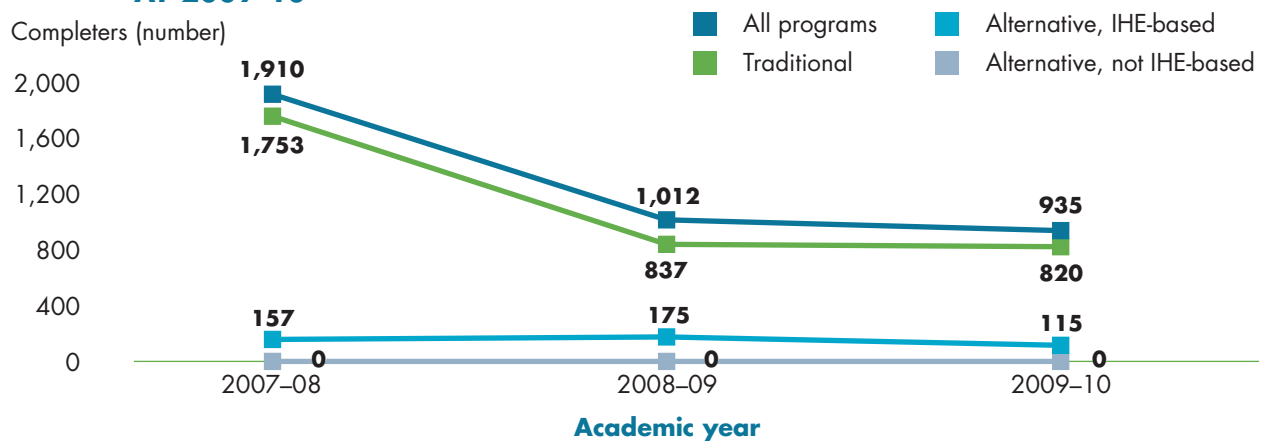
10	Traditional
2	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

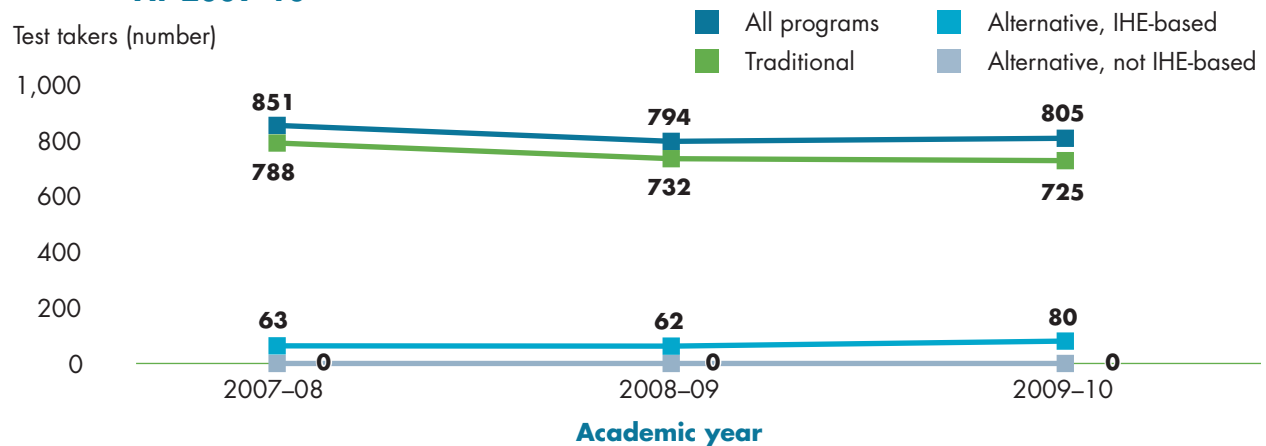


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

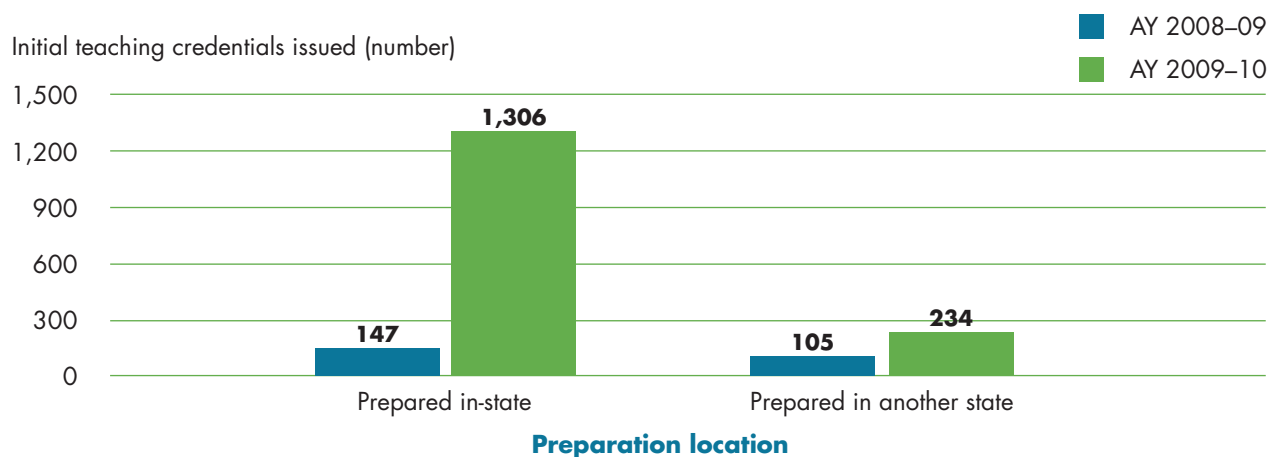
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Writing	576	99.0	176	172
Praxis I Reading	563	99.4	180	174
Praxis I Mathematics	555	100.0	180	172
<i>Alternative, IHE-based programs</i>				
Praxis I Writing	64	98.5	177	172
Praxis I Mathematics	63	98.5	180	172
Praxis I Reading	63	100.0	181	174

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIAED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary	583
Secondary	336
Special K-12	131
<i>Alternative, IHE-based programs</i>	
Alternative Route	49
Alternative, not IHE-based programs*	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•	•	•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Great Basin College	T	66					
National University	T	39					
Nevada State College	T	201				●	
Nova Southeastern University	T	34					
Regis University	T	40					
Sierra Nevada College	TA	810					
Touro University	T	1					
University of Nevada Las Vegas (UNLV)	TA	4,226				●	
University of Nevada Reno (UNR)	T	347				●	
University of Phoenix	T	503					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

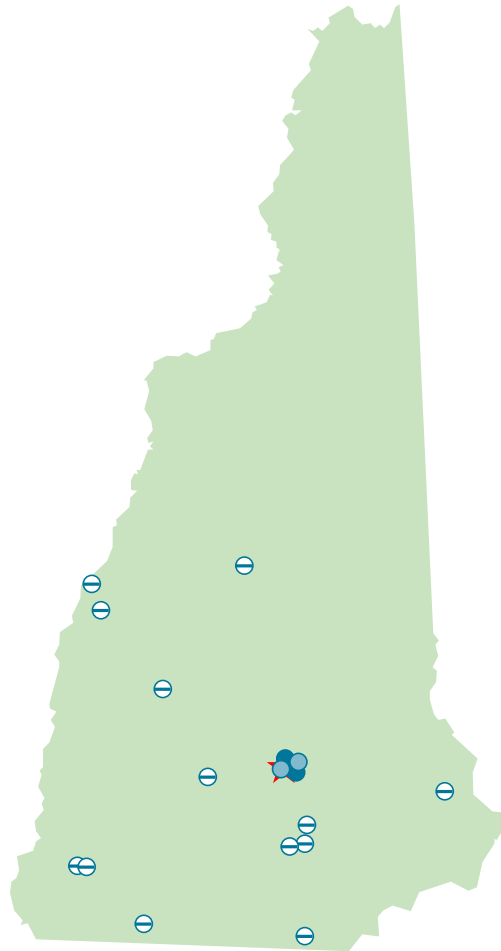
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

New Hampshire

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

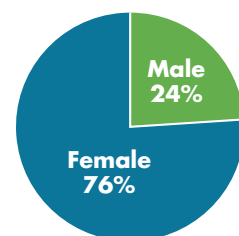
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Concord

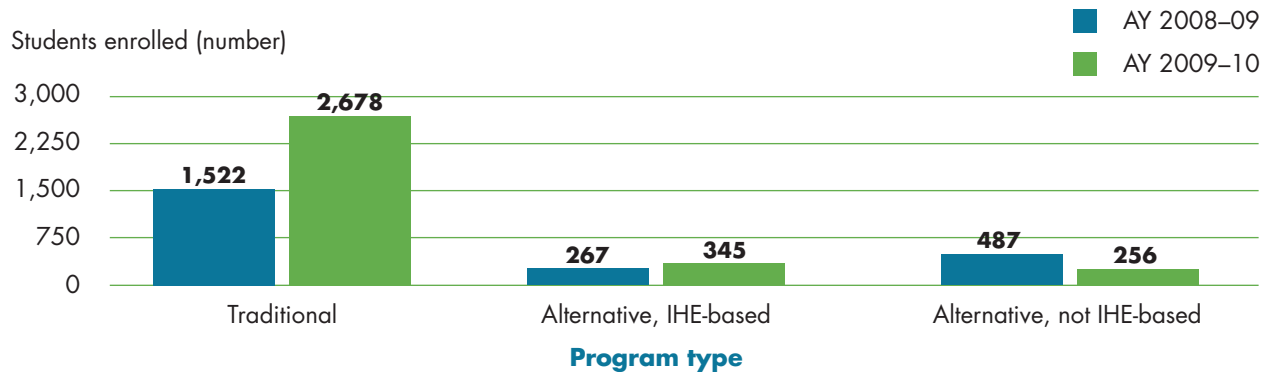
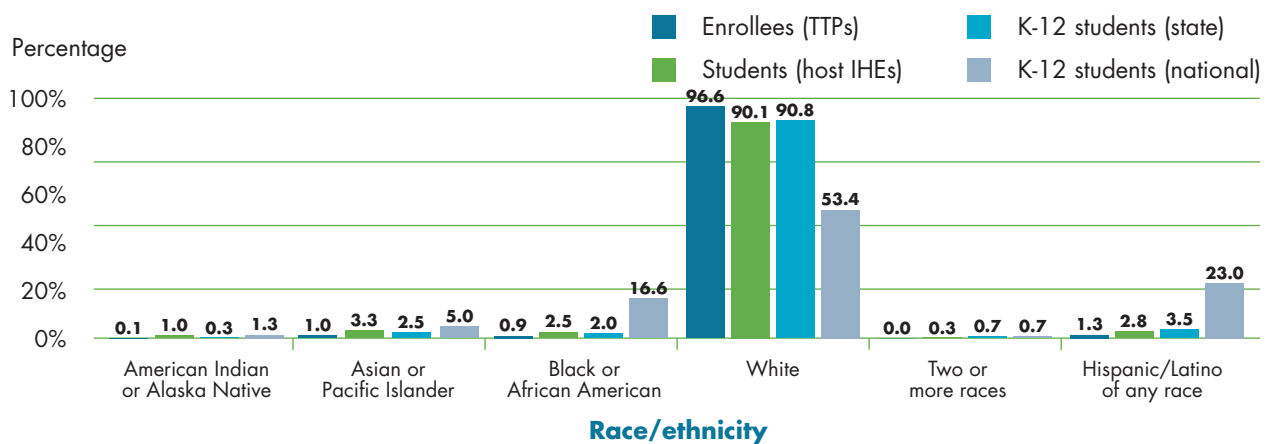
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

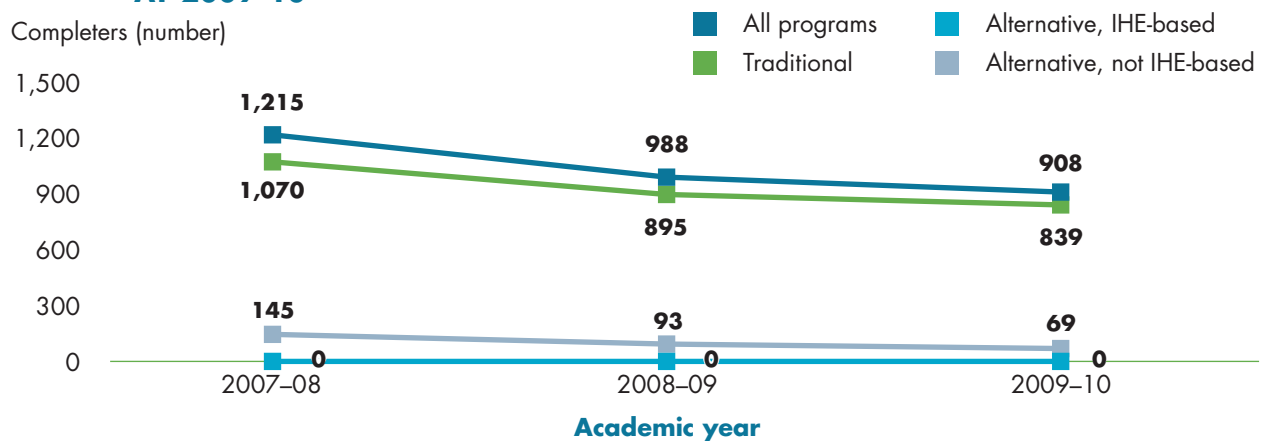
13	Traditional
2	Alternative, IHE-based
2	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

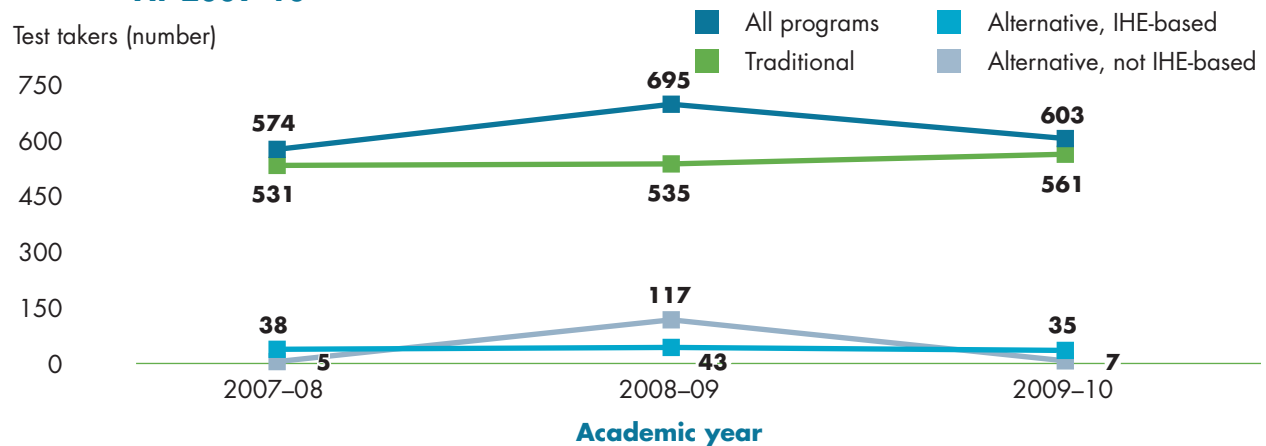


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

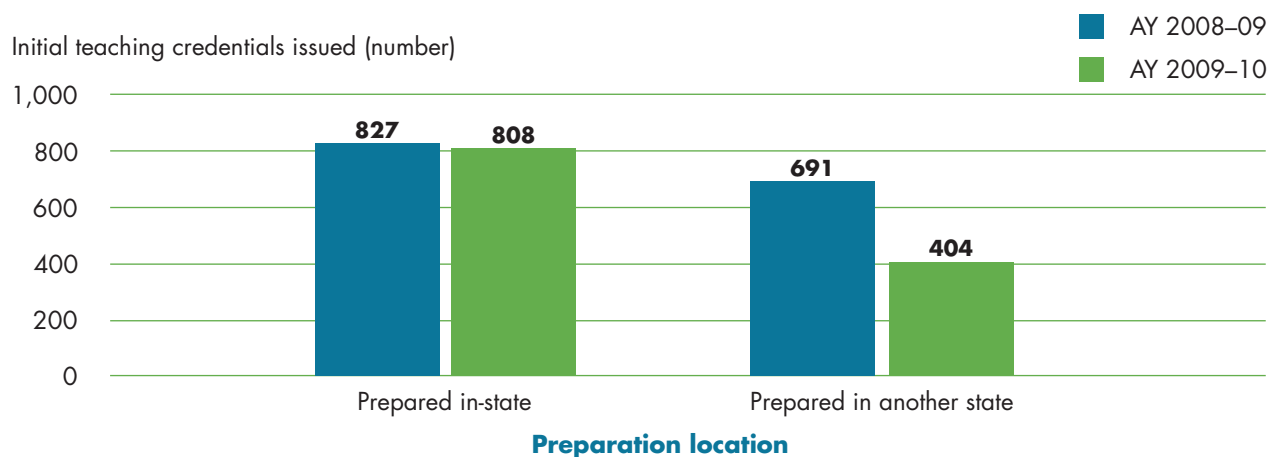
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Reading	514	96.0	183	174
Praxis I Mathematics	511	99.0	182	172
Praxis I Writing	510	99.2	180	172
<i>Alternative, IHE-based programs</i>				
Praxis I Mathematics	31	97.0	179	172
Praxis I Writing	30	97.0	177	172
Praxis I Reading	30	97.0	179	174

*Alternative, not IHE-based programs***

** The state did not report data for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education K-8	207
Elementary Education K-8	75
Social Studies 5-12	59
<i>Alternative, IHE-based programs</i>	
General Special Education	34
General Special Education and Elementary Education K-8	8
Mathematics 7-12	2
<i>Alternative, not IHE-based programs</i>	
Elementary Education K-6	6
Mathematics 7-12	6
Life Science Education 7-12	6

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•		•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. [2012]. Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
ABCTE - NH	AN	24					
Antioch University New England	T	71					
Colby Sawyer College	T	15					
Dartmouth College	T	7					
Franklin Pierce University	T	162					
Granite State College	AI	266					
Keene State College	T	520				●	
New England College	T	41					
New Hampshire Institute of Art	T	0					
NH State Department of Education	AN	232					
NHTI - Concord's Community College	AI	79					
Plymouth State University	T	374				●	
Rivier College	T	368				●	
Saint Anselm College	T	71				●	
Southern New Hampshire University	T	308					
University of New Hampshire	T	699					
Upper Valley Educator Institute	T	42					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

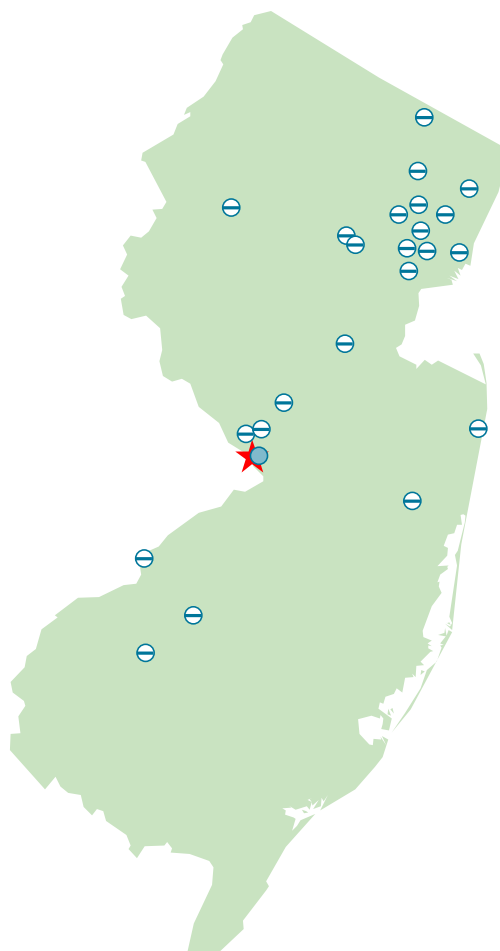
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

New Jersey

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

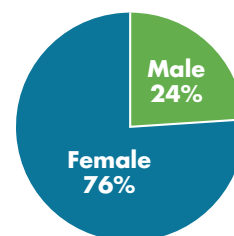
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Trenton

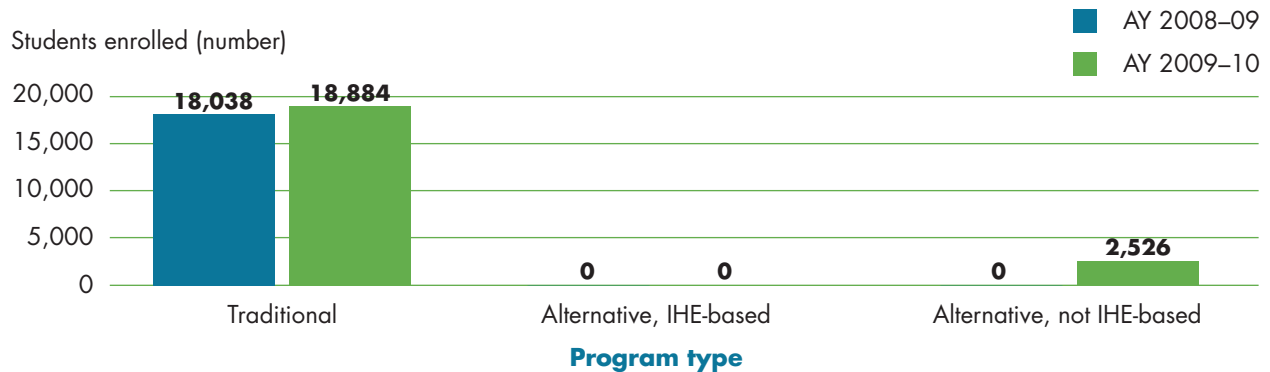
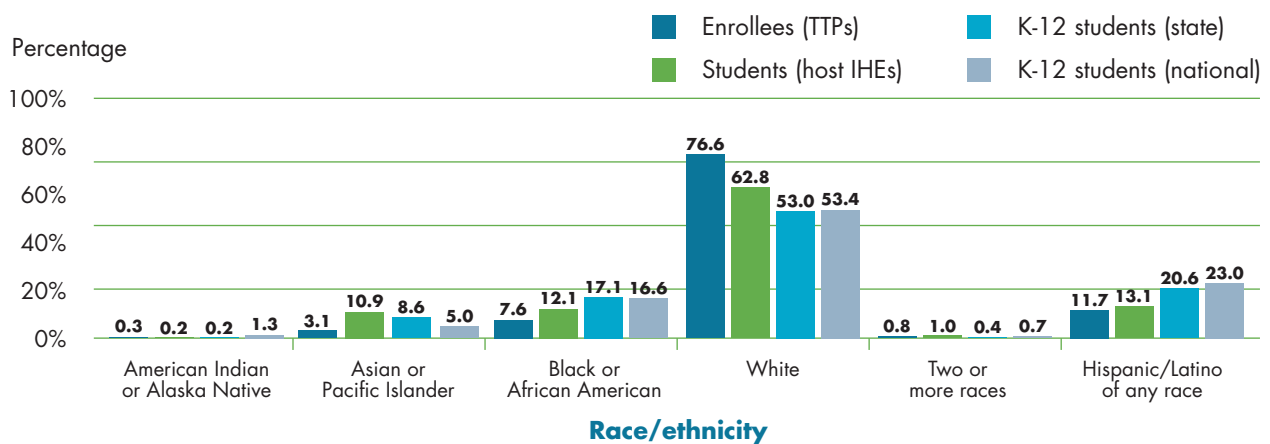
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

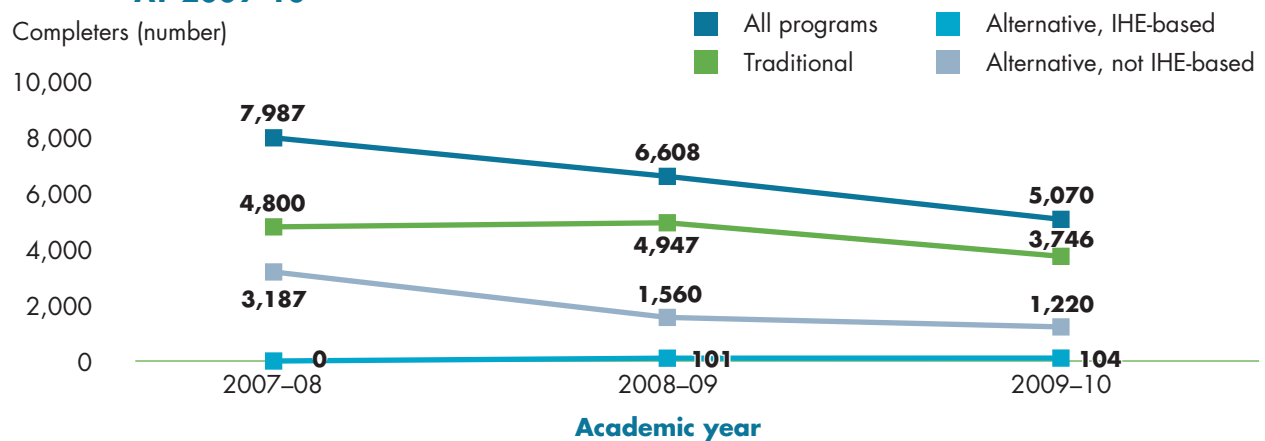
23	Traditional
0	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

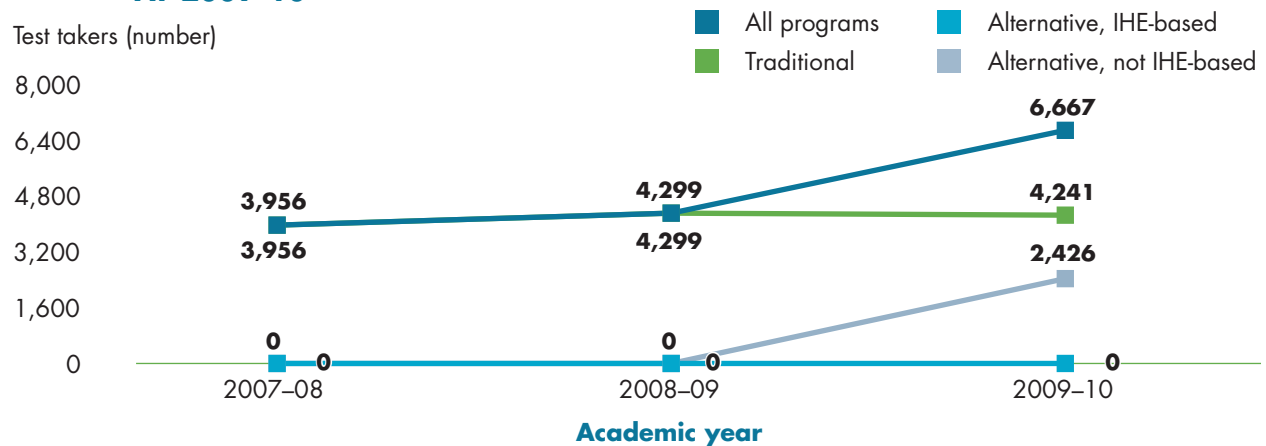


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

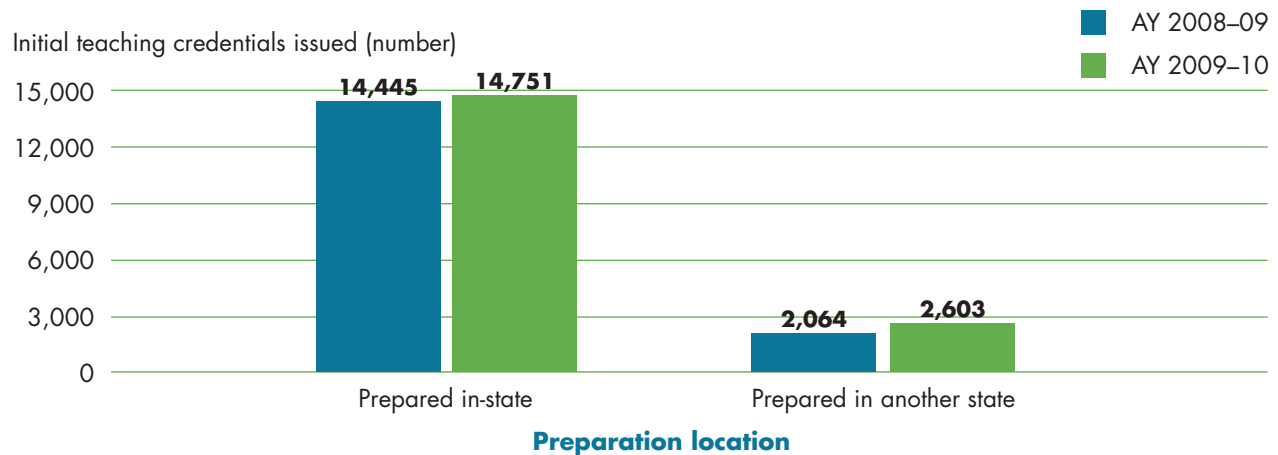
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Elementary Ed Content Knowledge	2,509	97.7	162	141
Early Childhood Content Knowledge	368	99.5	174	159
Social Studies: Content Knowledge	345	96.5	168	157
<i>Alternative, IHE-based programs*</i>				
<i>Alternative, not IHE-based programs</i>				
Elementary Education: Content Knowledge	712	100.0	165	141
Early Childhood: Content Knowledge	318	100.0	173	159
General Science: Content Knowledge	200	100.0	175	152

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary	325
Elementary Education	291
Elementary	256
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs**</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•		•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

* The state does not have any programs for this program type

** The state did not report data for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Bloomfield College	T	411					
Caldwell College	T	532					
Centenary College	T	294					
College of Saint Elizabeth	T	318					
Drew University	T	27				●	
Fairleigh Dickinson University	T	658				●	
Felician College	T	350				●	
Georgian Court University	T	1,181				●	
Kean University	T	4,535				●	
Monmouth University	T	348				●	
Montclair State University	T	2,400				●	●
New Jersey Department of Education	AN	2,526					
Princeton University	T	40					
Ramapo College	T	417					
Rider University	T	959				●	
Rowan University	T	2,220				●	
Rutgers University - Camden	T	65					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Rutgers University - New Brunswick	T	441					
Rutgers University - Newark	T	68					
Saint Peters College	T	422		•			
Seton Hall University	T	259					
The College of New Jersey	T	1,242				•	
The Richard Stockton College of New Jersey	T	382				•	
William Paterson University	T	1,315				•	•

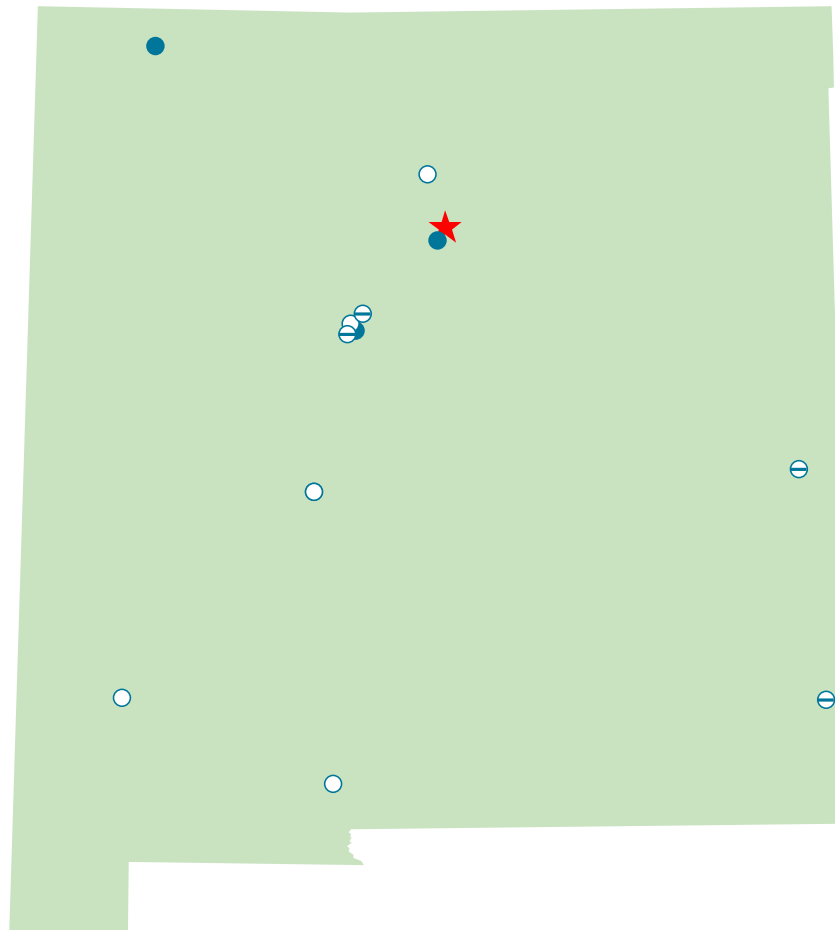
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

New Mexico

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

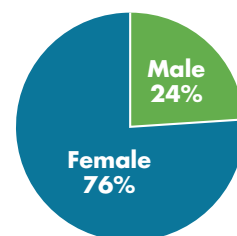
- Traditional and Alternative
- Alternative, IHE-based
- ⊖ Alternative, not IHE-based
- ⊖ Traditional
- ★ Santa Fe

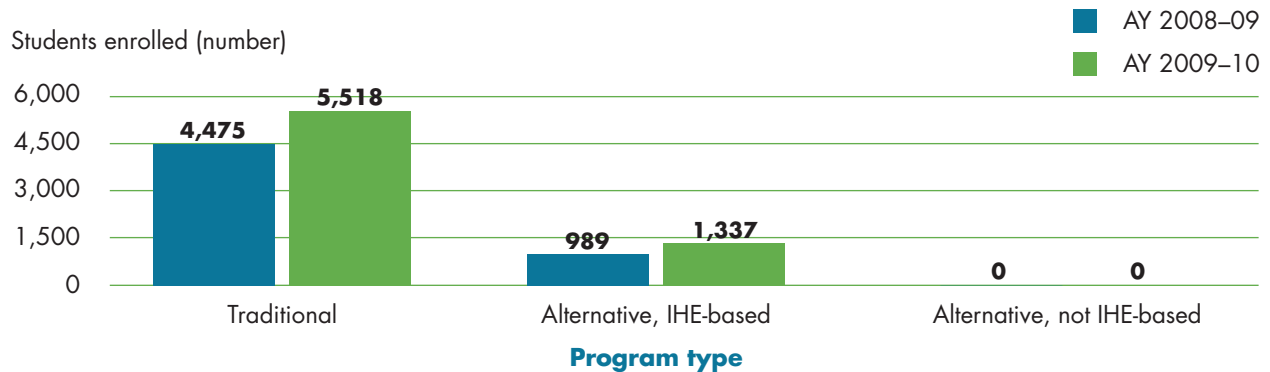
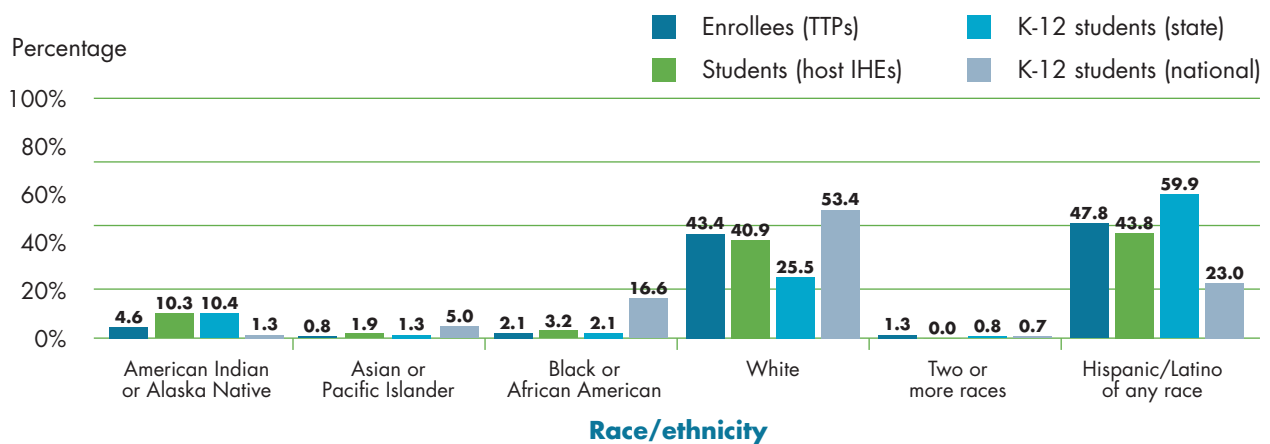
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

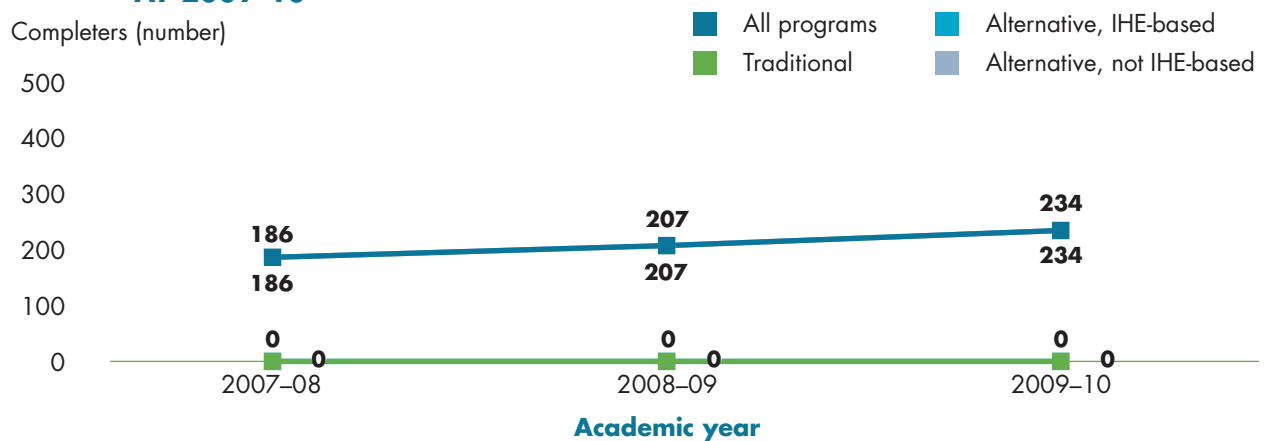
9	Traditional
9	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

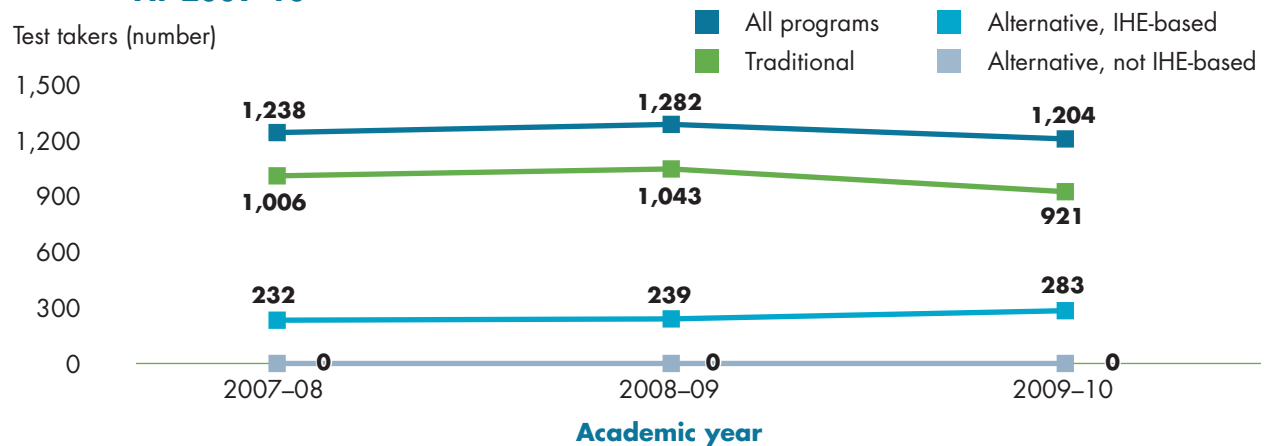


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

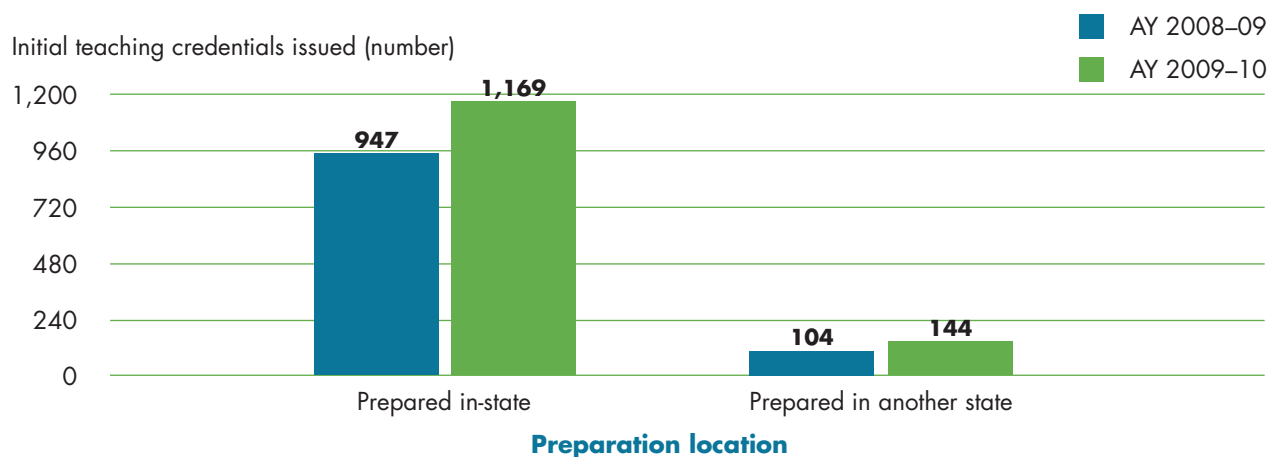
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Basic Skills	853	97.7	267	240
Teacher Competency (Elementary)	540	95.3	261	240
Elementary Education	474	96.8	267	240
<i>Alternative, IHE-based programs</i>				
Basic Skills	237	99.3	277	240
Teacher Competency (Secondary)	102	95.2	269	240
Teacher Competency (Elementary)	99	100.0	268	240

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary	317
Secondary	243
Elementary Education	198
<i>Alternative, IHE-based programs</i>	
Secondary	39
Elementary	38
Special Education	26
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
	•	•	•			•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/lsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Central New Mexico Community College	AI	508		•			
Eastern New Mexico University	T	369					
New Mexico Highlands University	T	739		•		•	
New Mexico Inst. of Mining and Tech.	AI	15		•			
New Mexico State University	TA	1,822					
Northern New Mexico College	TA	136		•			
San Juan College	AI	46					
Santa Fe Community College	AI	358		•			
University of New Mexico	TA	1,397					
University of Phoenix	T	735		•			
University of the Southwest	T	223		•		•	
Wayland Baptist University	T	54					
Western Governors University	AI	95					
Western New Mexico University	TA	358		•		•	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

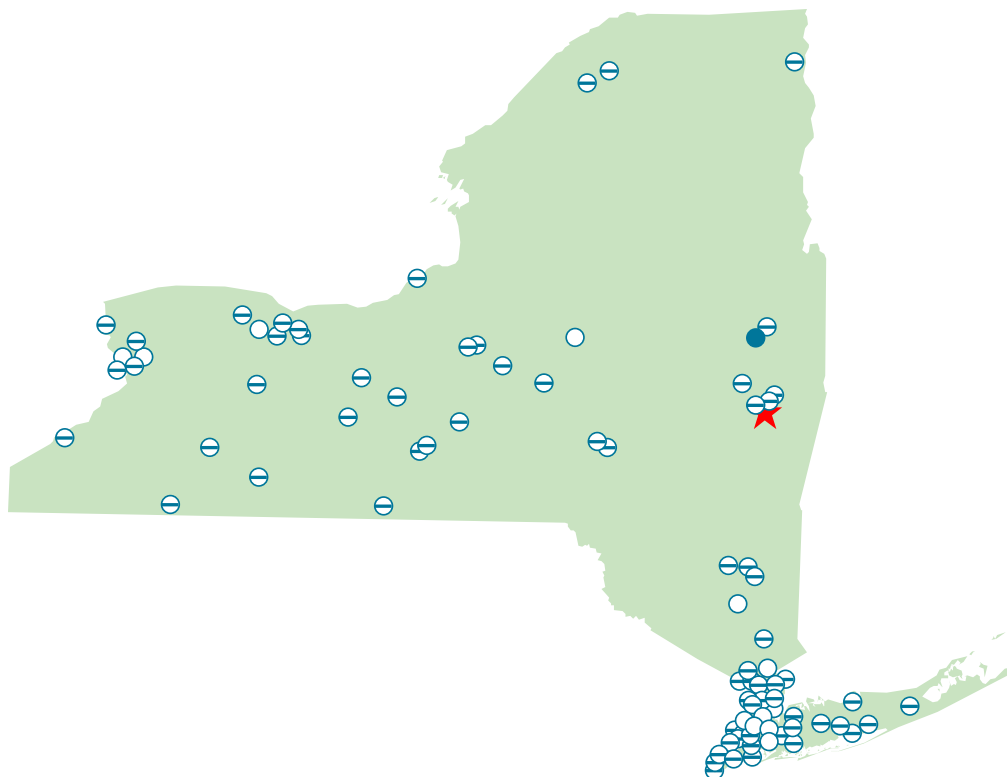
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

New York

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

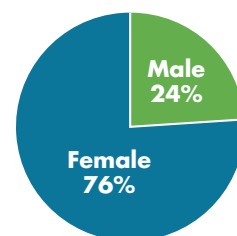
- Traditional and Alternative
- Alternative, IHE-based
- ⊖ Traditional
- ★ Albany
- ⊖ Alternative, not IHE-based

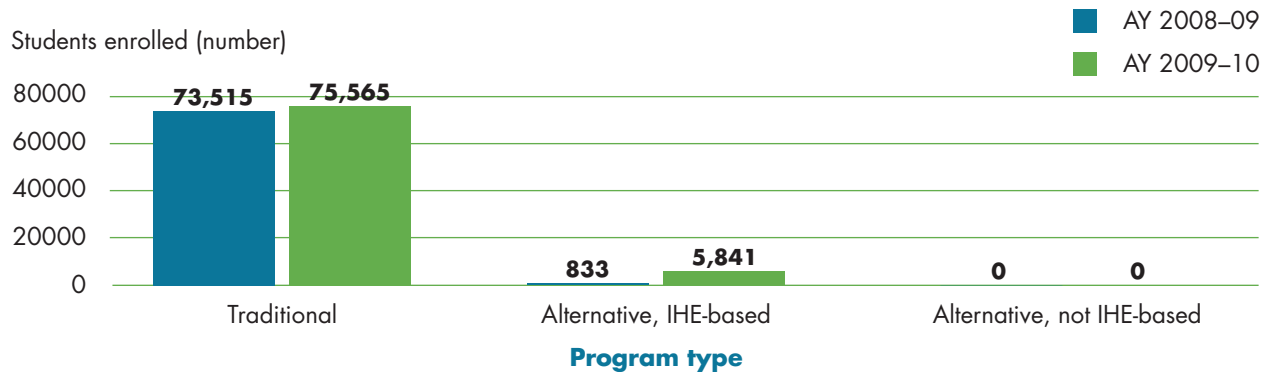
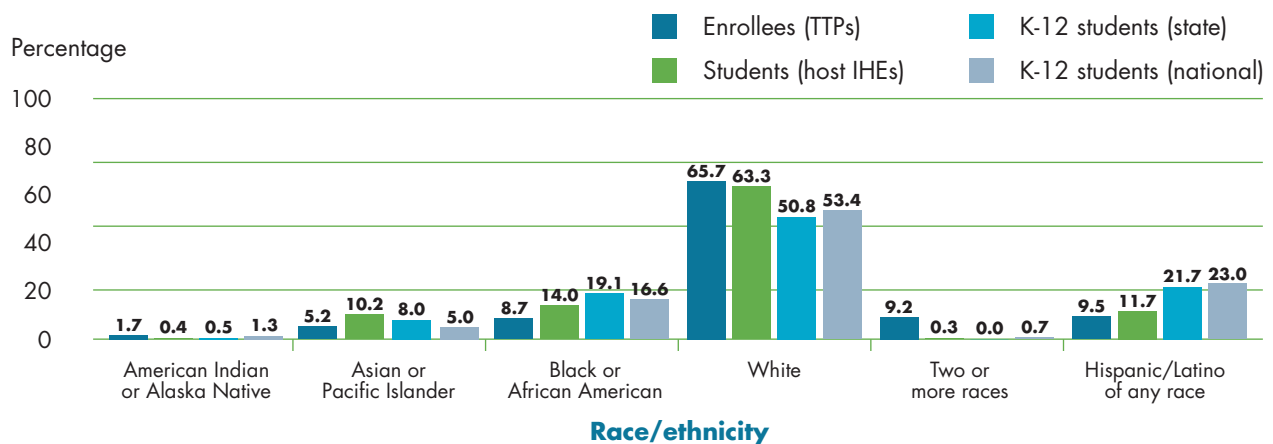
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

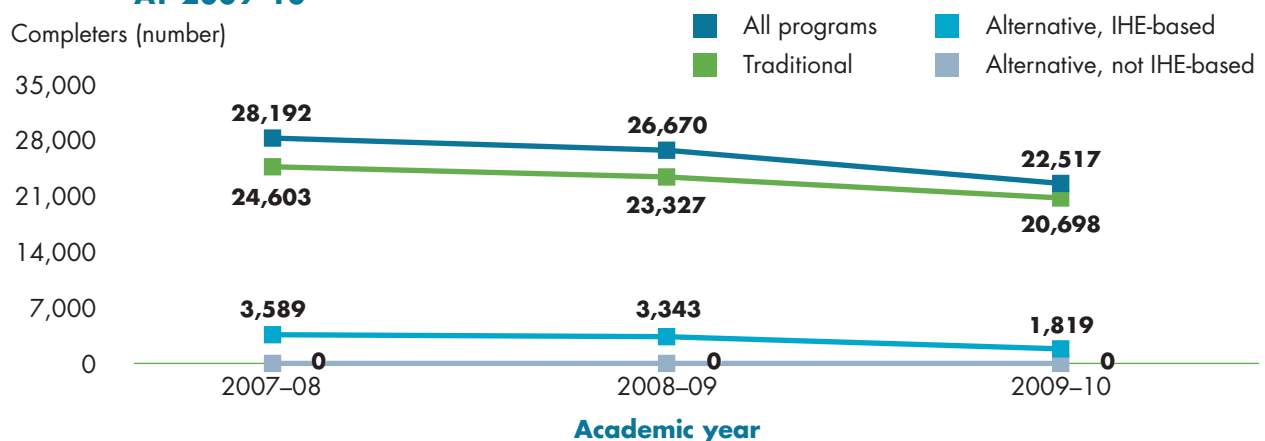
111	Traditional
23	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

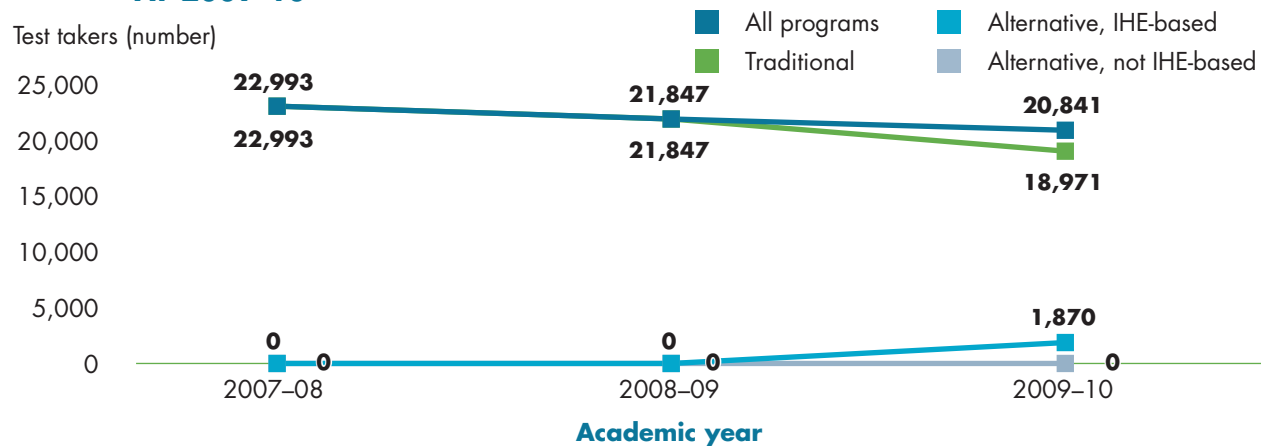


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007–08, AY 2008–09 and AY 2009–10†**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009–10**

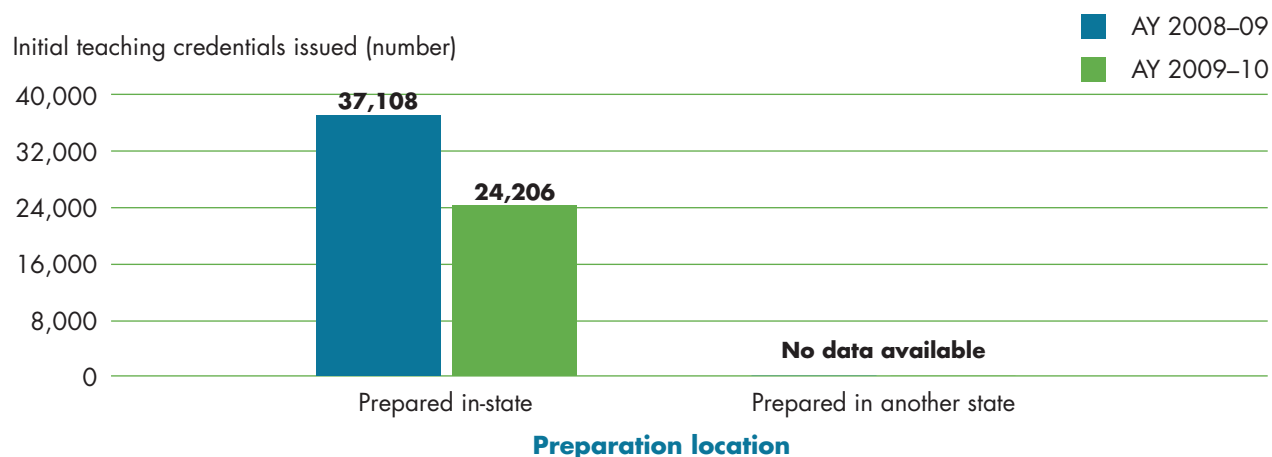
Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Liberal Arts & Sciences Test (Last)	17,052	98.9	258	220
Elementary ATS-W	11,573	99.8	262	220
Multi-Subject CST	9,175	95.3	247	220
<i>Alternative, IHE-based programs</i>				
Liberal Arts & Sciences Test (Last)	1,761	99.9	272	220
Secondary ATS-W	946	99.9	271	220
Multi-Subject CST	846	99.7	256	220

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

† New York changed their classification of traditional and alternative routes in AY 2009-10

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Childhood Education (Grades 1-6)	6,394
Students With Disabilities (Grades 1-6)	3,148
Early Childhood Education (Birth-Grade 2)	1,817
<i>Alternative, IHE-based programs</i>	
Students With Disabilities (Grades 5-9), Generalist	175
Students With Disabilities (Birth-Grade 2)	121
Students With Disabilities (Grades 1-6)	118
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education†	Social Studies or Social Sciences	Bilingual or ESL
•		•	•	•	•	•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

* The state does not have any programs for this program type

† In New York, the Special Education teacher shortage is specifically for developmental level 7-12

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Adelphi University	T	1,302					
Alfred University - Main	T	158					
Bank Street College of Ed.	TA	701				•	
Bard College	TA	72					•
Barnard College	T	46					
Boricua College	T	112		•		•	
Canisius College	T	1,508				•	
Cazenovia College	T	43					
Colgate University	T	13					
College of Mt. St. Vincent	T	88		•		•	
College of New Rochelle - Main	TA	321					
College of St. Rose	T	1,701				•	
Concordia College	T	41					
CUNY Brooklyn College	TA	2,416				•	
CUNY City College	TA	2,049		•		•	
CUNY College of Staten Island	T	999				•	
CUNY Hunter College	TA	1,881				•	•
CUNY Lehman College	TA	1,487		•		•	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment**
by program type: AY 2009–10 *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
CUNY Medgar Evers College	T	170					
CUNY NYC College of Technology - Main	T	128		•			
CUNY Queens College	TA	7,959			•	•	
CUNY York College	T	566					
D'Youville College	T	635					
Daemen College	TA	923				•	
Dominican College of Blauvelt	T	316				•	
Dowling College	T	2,466				•	
Elmira College	T	259				•	
Five Towns College	T	106					
Fordham Univ. Lincoln Ctr/Rose Hill	TA	474					
Fordham University - Westchester Campus	T	72					
Hartwick College	T	87					
Hobart and William Smith Colleges	T	119					
Hofstra University - Main	TA	1,813				•	
Houghton College	T	140				•	
Iona College - New Rochelle	TA	276					
Iona College - Rockland	T	29					
Ithaca College	T	546					
Keuka College	T	306				•	
L.I.U. - Brentwood	T	508					
L.I.U. - Brooklyn	TA	878					
L.I.U. - C.W. Post	T	1,184					
L.I.U. - Riverhead	T	173					
L.I.U. - Rockland	T	907					
L.I.U. - Westchester	T	502					
Le Moyne College	T	282				•	
Manhattan College	T	127				•	
Manhattanville College	T	1,084					
Marist College	T	624				•	
Marymount Manhattan College	T	35					
Medaille College	T	853				•	
Mercy College - Bronx	TA	960					
Mercy College - Main	T	588					
Mercy College - Manhattan Campus	T	199					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Mercy College - Yorktown Hgts.	T	301					
Metropolitan College of New York	T	72				•	
Molloy College	T	821				•	
Mount St. Mary College	TA	860				•	
Nazareth College	T	654				•	
New York Institute of Technology–Old Westbury	T	101					
New York University - Main	T	1,364				•	
Niagara University	T	848				•	
NY Inst. of Tech. - Manhattan	T	10					
Nyack College	T	91				•	
NYS Coll. Ag & Life Sci at Cornell	T	32					
Pace University - NYC	TA	547					
Pace University-Pleasantville	TA	305					
Pratt Institute	T	130					
Roberts Wesleyan College	TA	613				•	
Rochester Inst. of Technology	T	77				•	
Sage Colleges (The) - Albany	T	50					
Sage Colleges (The) - Troy	T	630					
Sarah Lawrence College	T	31					
School of Visual Arts	T	24					
Siena College	T	32				•	
Skidmore College	T	39					
St John's University - Staten Island	T	172					
St. Bonaventure University	T	287				•	
St. Francis College	T	61					
St. John Fisher College	T	614				•	
St. John's University - Main	TA	1,177					
St. Joseph's College-Main	T	158					
St. Joseph's College-Suffolk	T	1,365					
St. Lawrence University	T	71					
St. Thomas Aquinas College	T	318				•	
SUC Brockport	T	1,126				•	
SUC Buffalo	TA	2,397				•	
SUC Cortland	T	2,145				•	
SUC Fredonia	T	1,859				•	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
SUC Geneseo	T	2,088				•	
SUC New Paltz	T	1,598					
SUC Old Westbury	T	688				•	
SUC Oneonta	T	1,319				•	
SUC Oswego	T	1,776				•	
SUC Plattsburgh	T	1,185				•	
SUC Potsdam	T	1,884				•	
SUNY Albany	T	584					
SUNY Binghamton	T	460					
SUNY Buffalo	T	204				•	
SUNY Coll. of Env. Science & Forestry	T	4					
SUNY Empire State College	AI	380				•	
SUNY Stony Brook	T	411					
Syracuse University	T	973				•	
Teachers College Columbia University	TA	2,418				•	•
Touro College–Flatbush	T	1,017					
Touro College–Manhattan	T	2,389					
Union Graduate College	T	75				•	
University of Rochester	T	183				•	
Utica College	TA	856					
Vassar College	T	50					
Wagner College	T	192					
Wells College	T	24				•	
Yeshiva University	T	34					

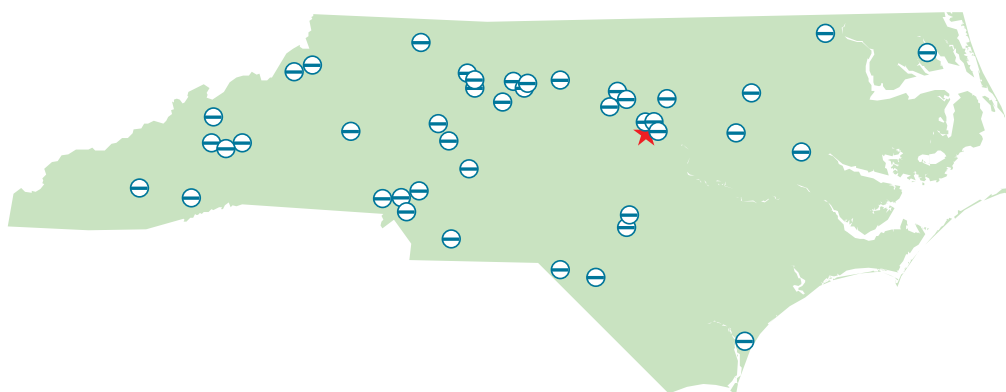
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

North Carolina

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

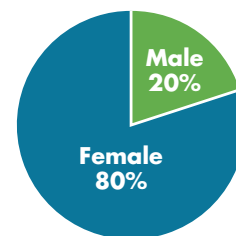
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Raleigh

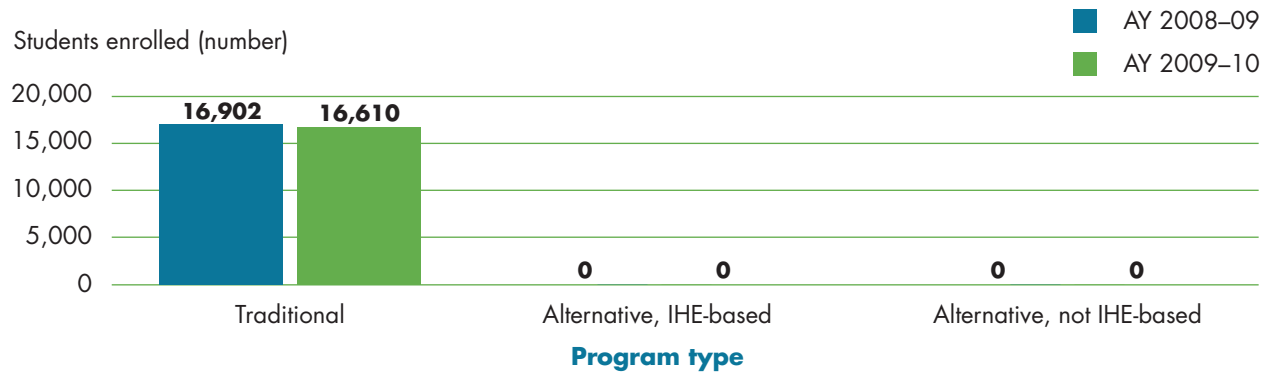
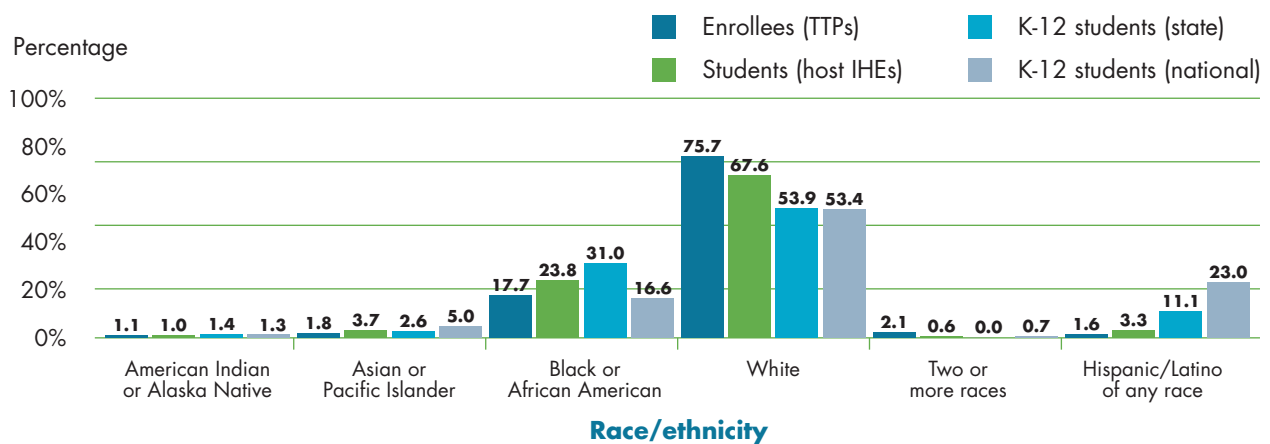
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

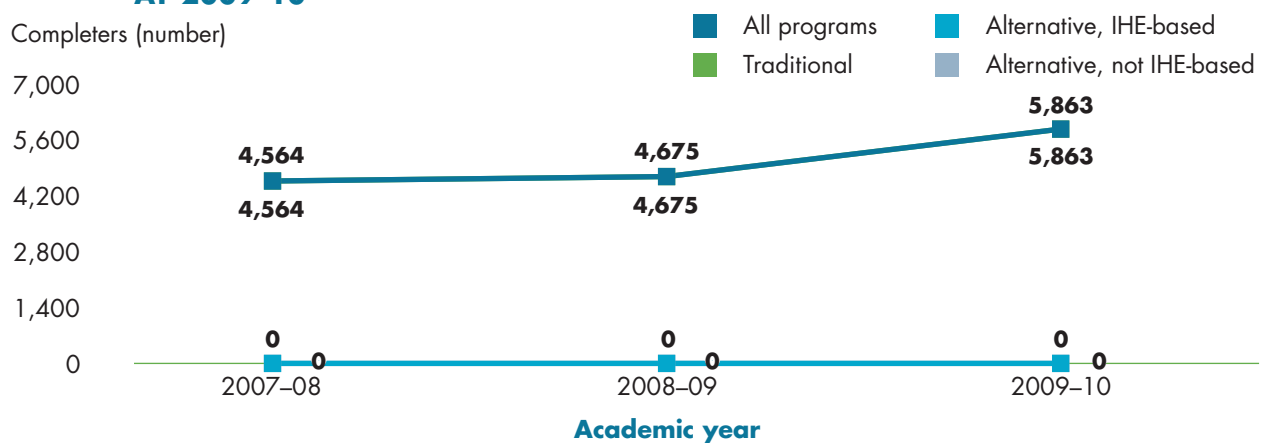
46	Traditional
0	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

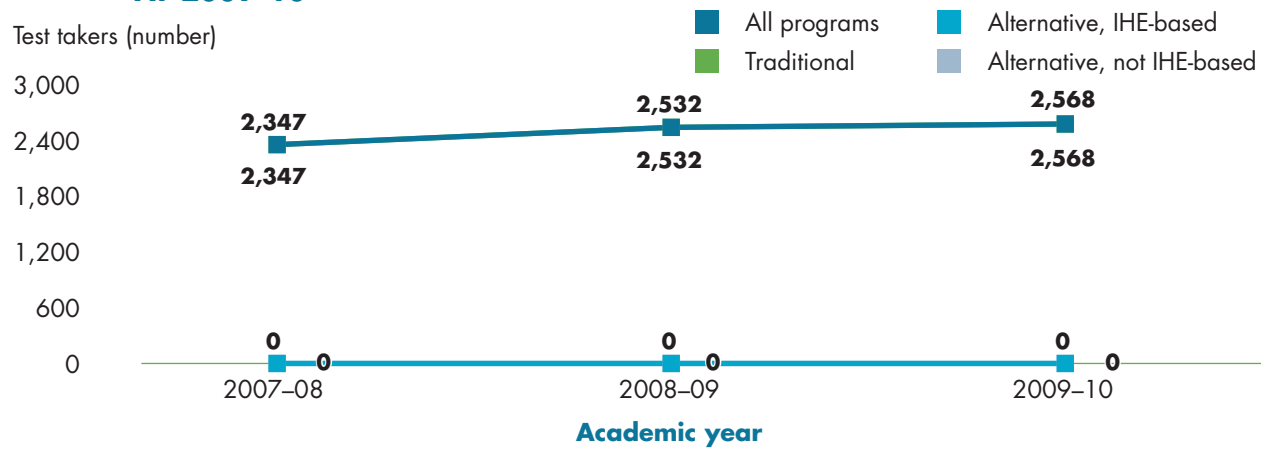


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

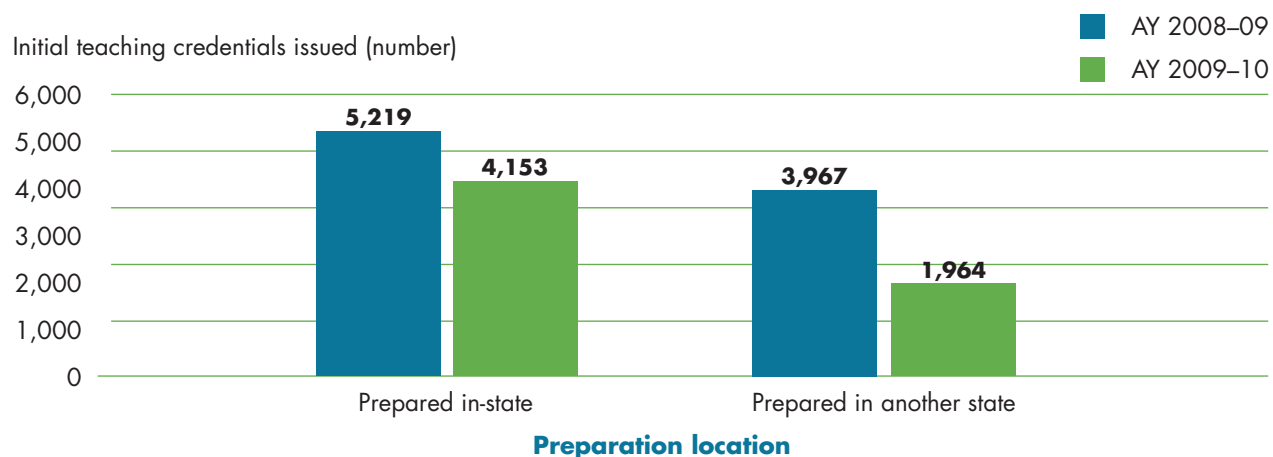
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Elementary Education	2,256	95.0	332	313
Spec Ed: General Curriculum	237	98.6	179	159
Spec Ed: Adapted Curriculum	61	95.8	165	158

*Alternative, IHE-based programs***Alternative, not IHE-based programs**

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	1,891
Child Development, Birth-Kindergarten	272
Spec Ed: General Curriculum	242
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•			•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Appalachian State University	T	1,559					
Barton College	T	67					
Belmont Abbey College	T	105					
Bennett College	T	67	●			●	
Brevard College	T	31					
Campbell University	T	292					
Catawba College	T	96					
Chowan University	T	23				●	
Duke University	T	61					
East Carolina University	T	1,454				●	●
Elizabeth City State University	T	304	●			●	
Elon University	T	234				●	
Fayetteville State University	T	537	●			●	
Gardner-Webb University	T	641					
Greensboro College	T	221					
Guilford College	T	70					
High Point University	T	213				●	
Johnson C. Smith University	T	4	●			●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Lees-McRae College	T	131					
Lenoir-Rhyne University	T	145					
Mars Hill College	T	144					
Meredith College	T	222				•	
Methodist University	T	37					
Montreat College	T	12					
NC A&T State University	T	119	•			•	
NC Central University	T	1,058	•			•	
NC State University	T	506					
NC Wesleyan College	T	31					
Peace College	T	73					
Pfeiffer University	T	94					
Queens University of Charlotte	T	187					
Salem College	T	266					
Shaw University	T	20	•				
St. Andrews Presbyterian College	T	52					
St. Augustine's College	T	5	•			•	
University of North Carolina–Asheville	T	142				•	
University of North Carolina–Chapel Hill	T	302					
University of North Carolina–Charlotte	T	2,116				•	
University of North Carolina–Greensboro	T	1,262				•	
University of North Carolina–Pembroke	T	623				•	
University of North Carolina–Wilmington	T	1,597				•	
Wake Forest University	T	89				•	
Warren Wilson College	T	10				•	
Western Carolina University	T	1,140				•	
Wingate University	T	94					
Winston-Salem State University	T	154	•				

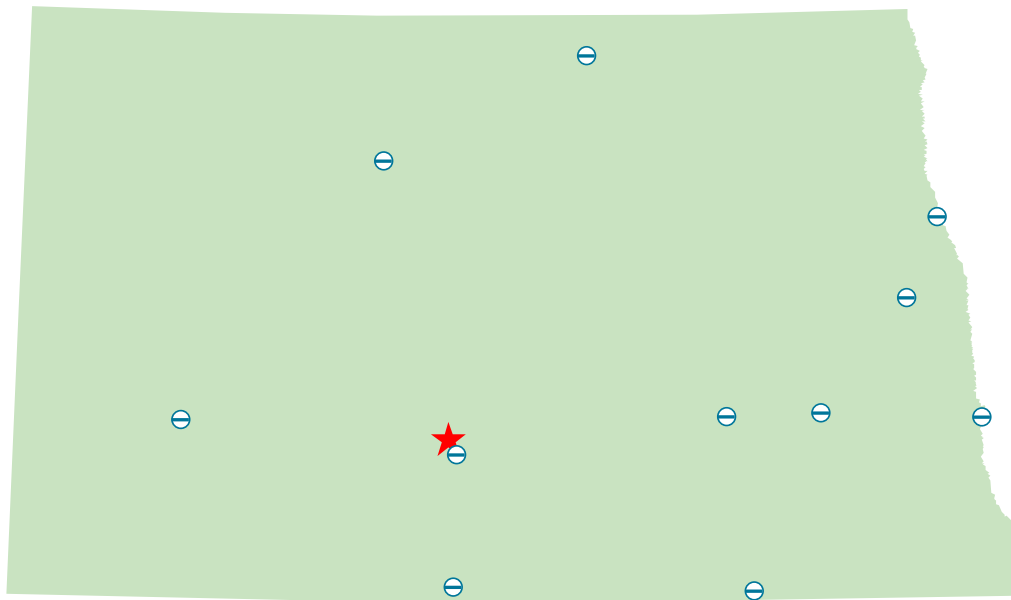
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

North Dakota

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

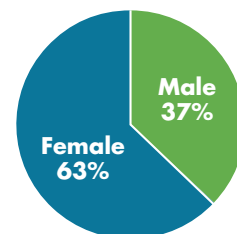
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Bismarck

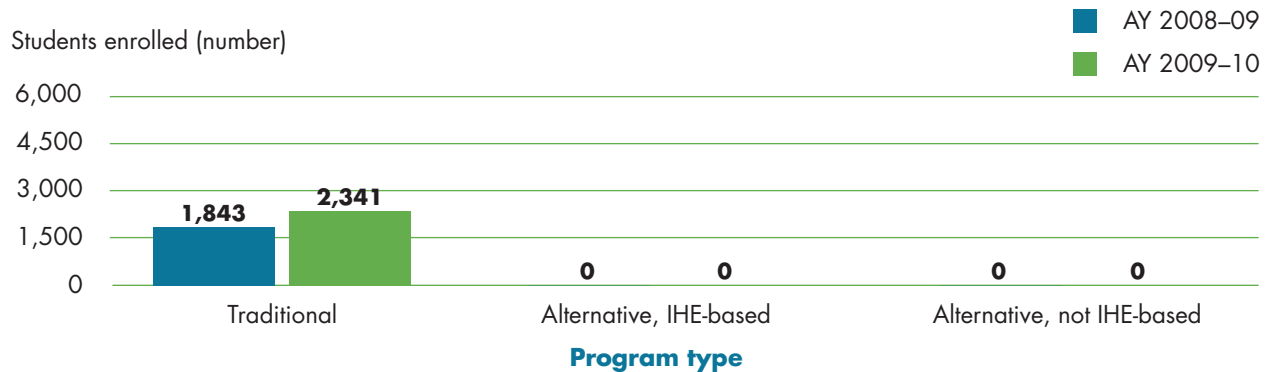
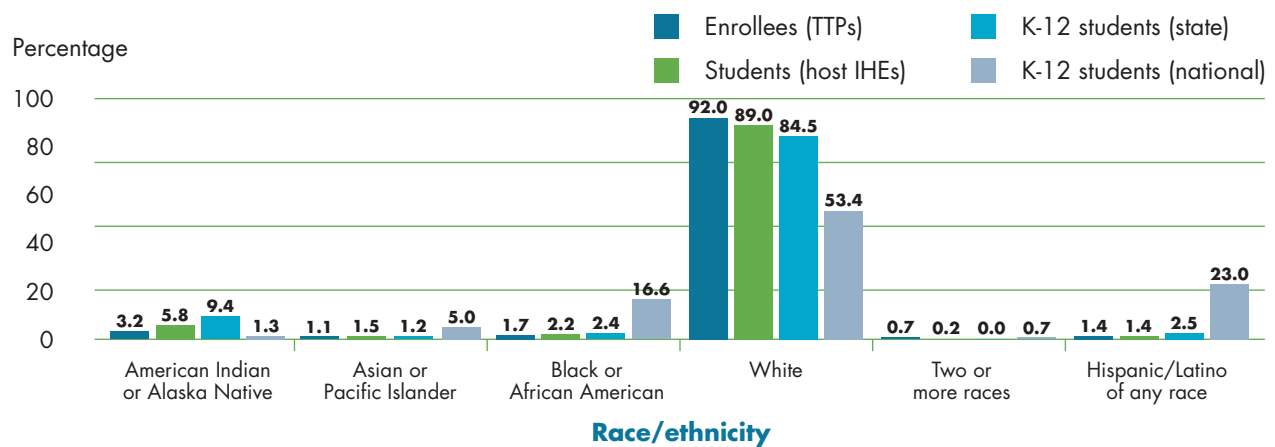
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

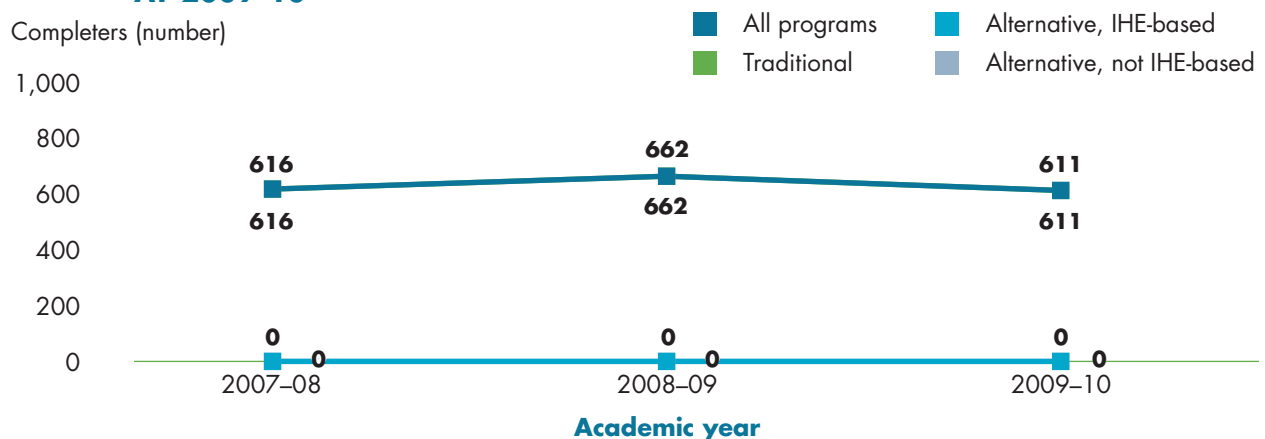
11	Traditional
0	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

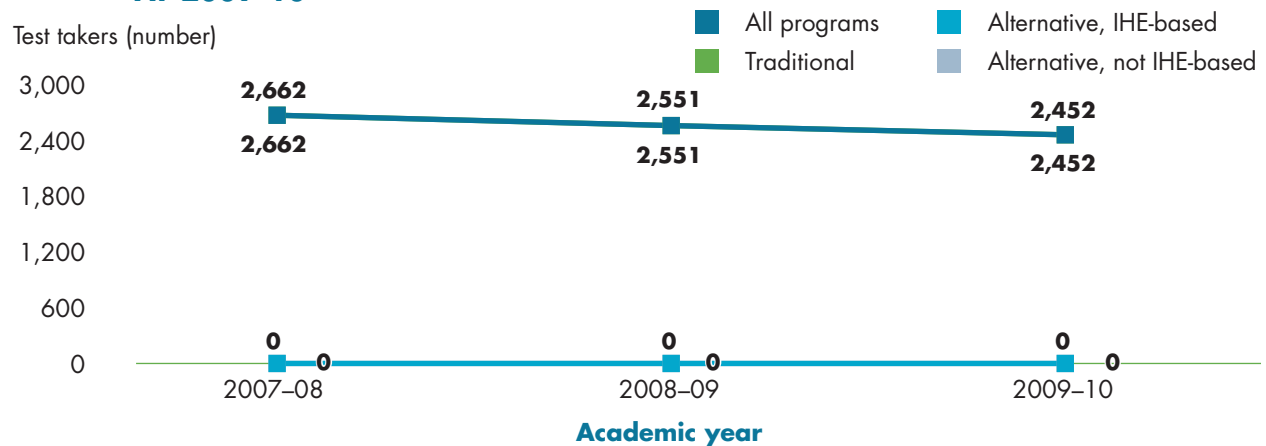


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

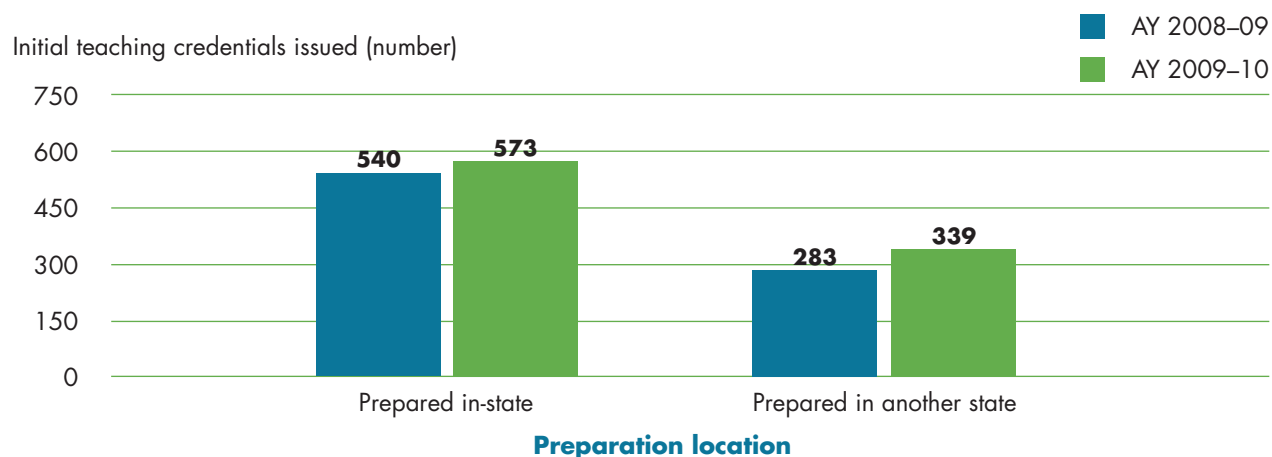
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Reading	491	94.0	177	173
Praxis I Writing	484	89.1	175	173
Praxis I Math	386	98.5	179	170
<i>Alternative, IHE-based programs*</i>				
<i>Alternative, not IHE-based programs*</i>				

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary	244
Physical Education	70
Social Studies	40
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•	•	•	•		•	•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/lsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Dickinson State University	T	140				●	
Jamestown College	T	126					
Mayville State University	T	271				●	
Minot State University	T	252				●	
North Dakota State University	T	451				●	
Sitting Bull College	T	24					
Trinity Bible College	T	48					
Turtle Mountain Community College	T	22					
University of Mary	T	248				●	
University of North Dakota	T	447				●	
Valley City State University	T	312				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Northern Mariana Islands

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

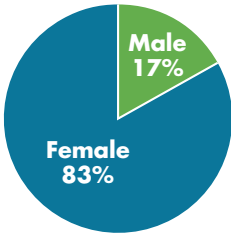
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Saipan

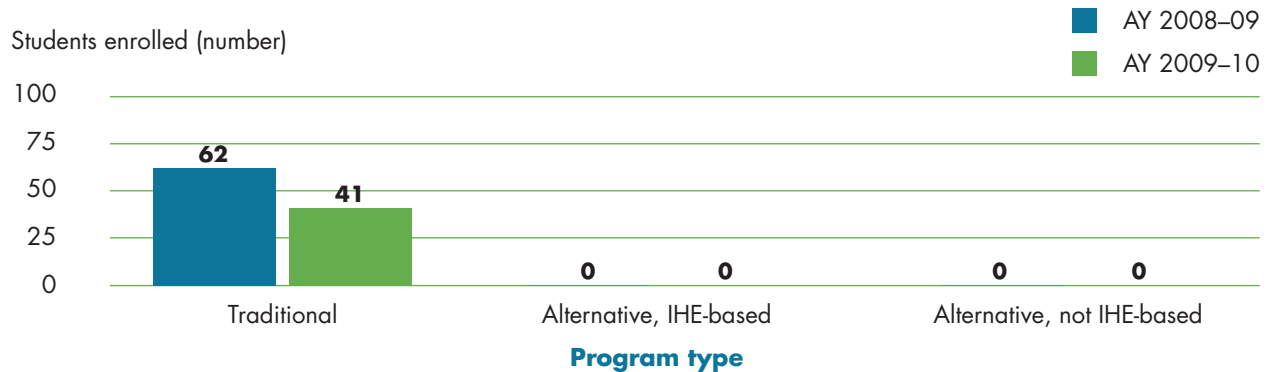
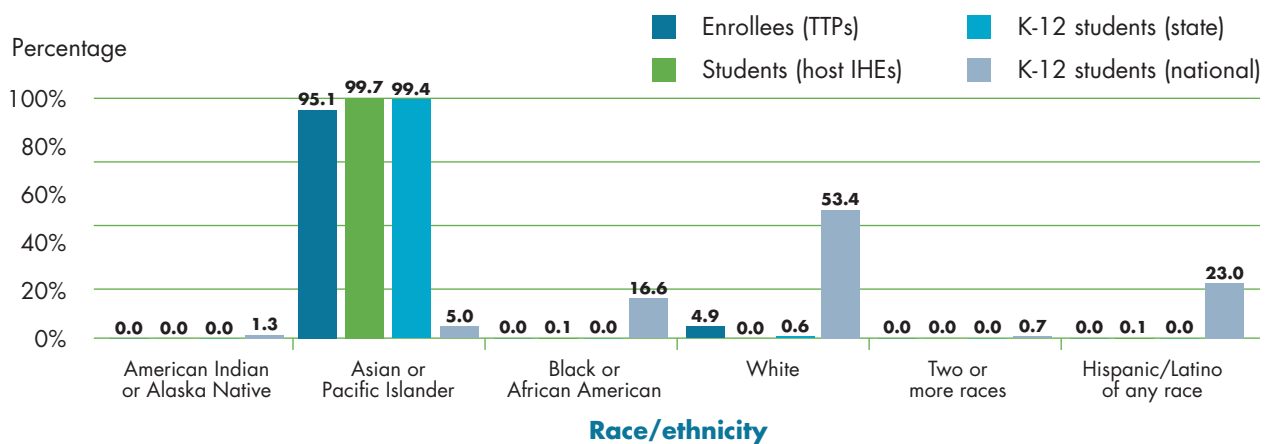
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

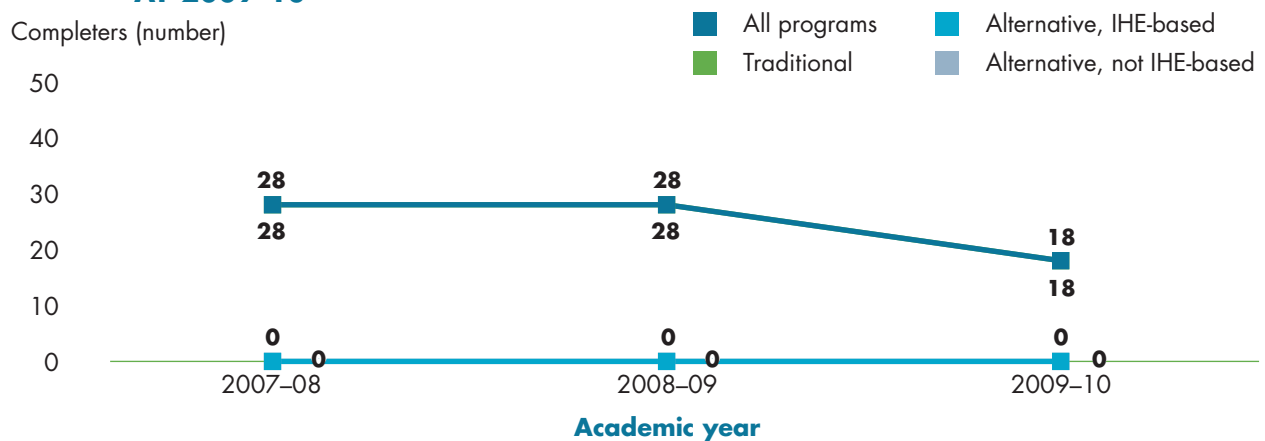
1	Traditional
0	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

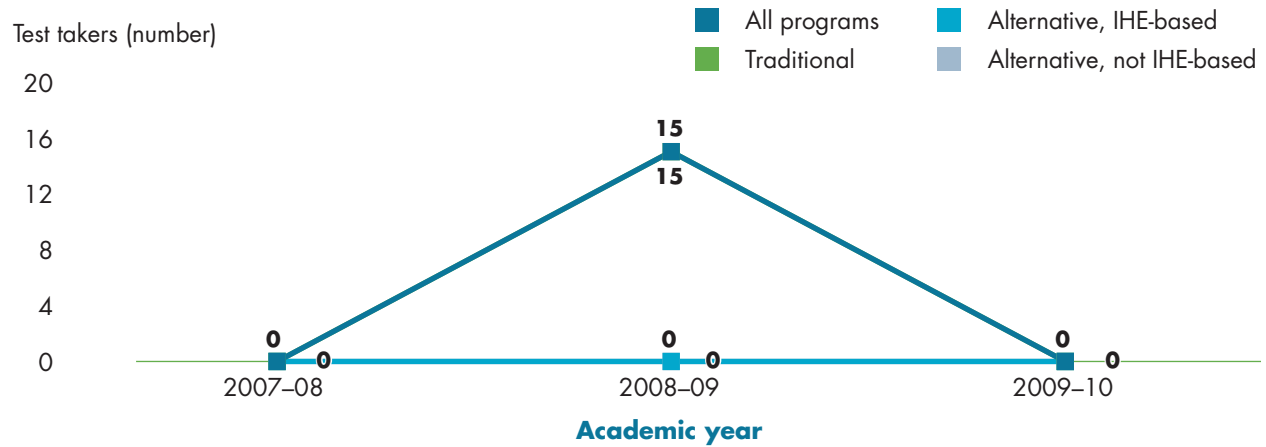


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

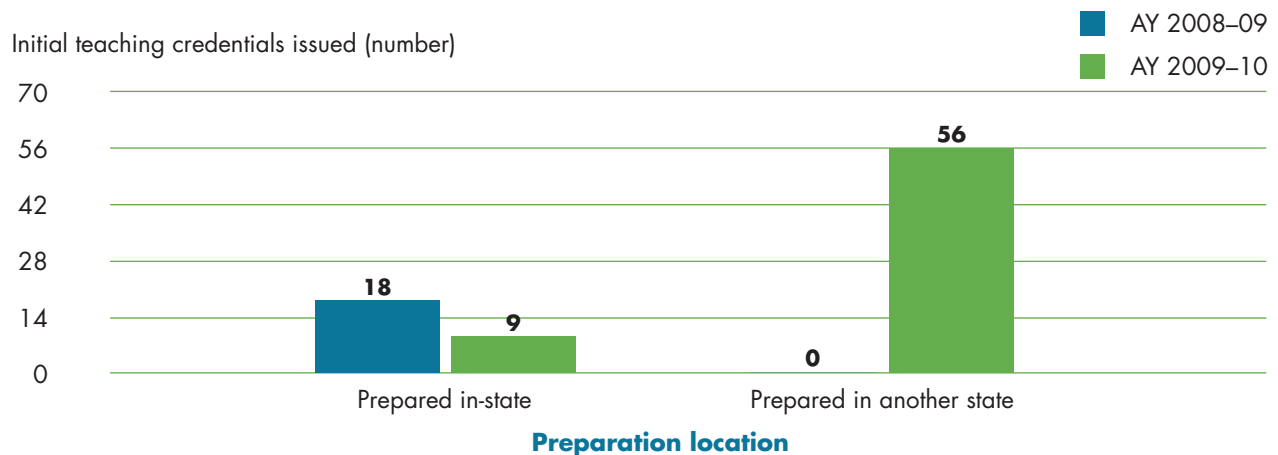
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of takers	Average pass rate	State average scaled score	State cut score
------------	------------------	-------------------	----------------------------	-----------------

The state did not report these data.

D. TEACHERS CREDENTIALIAED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008-09 and AY 2009-10

D. TEACHERS CREDENTIALIALED *continued***Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	9
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
	•	•	•			•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

* The state does not have any programs for this program type

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009-10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Northern Marianas College	T	41					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

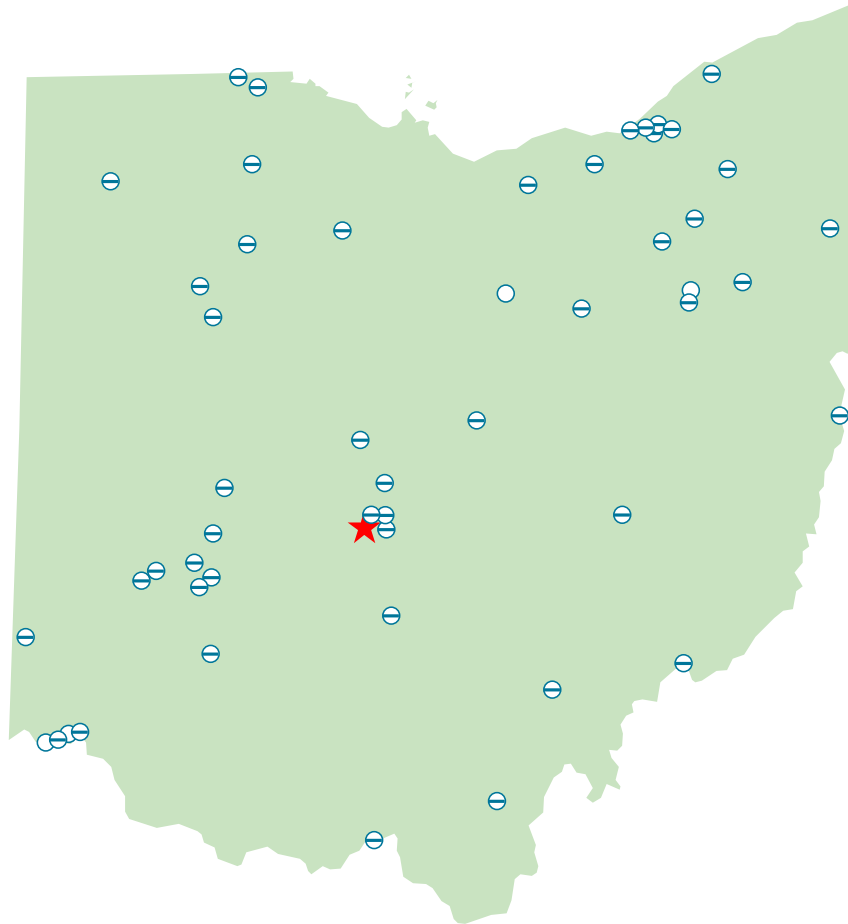
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Ohio

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type[†]

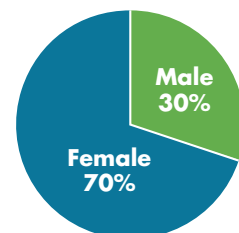
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Columbus

A. ENROLLMENT

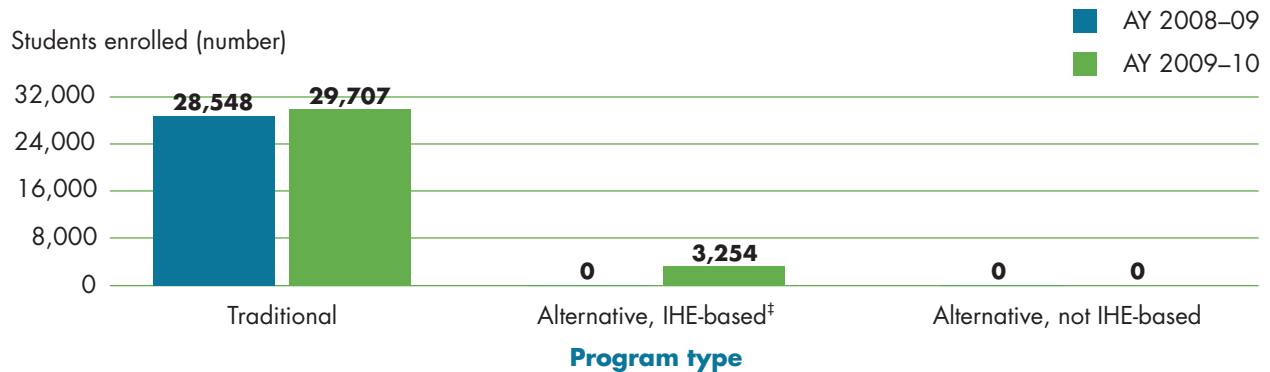
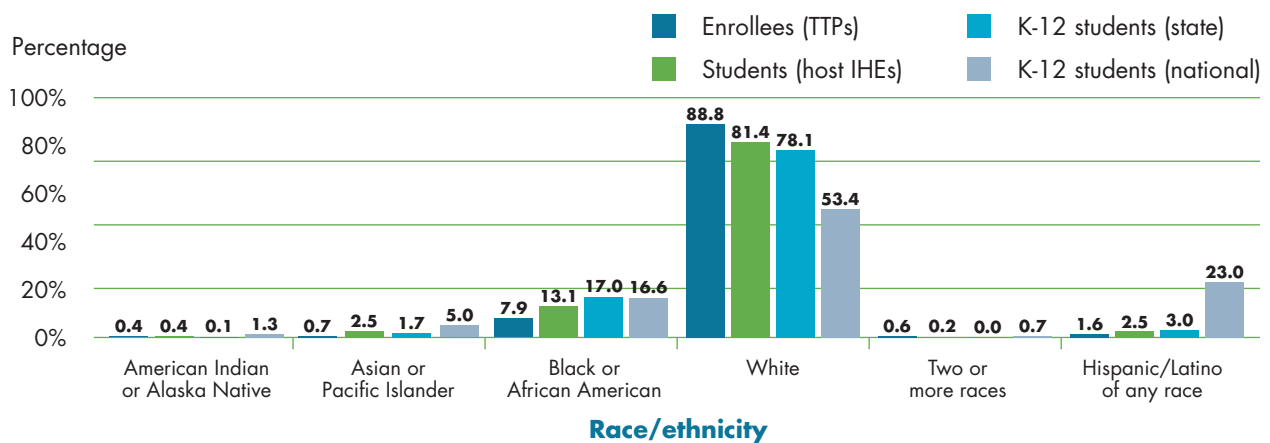
Teacher preparation programs[†], by program type: AY 2009–10

51	Traditional
4	Alternative, IHE-based
0	Alternative, not IHE-based

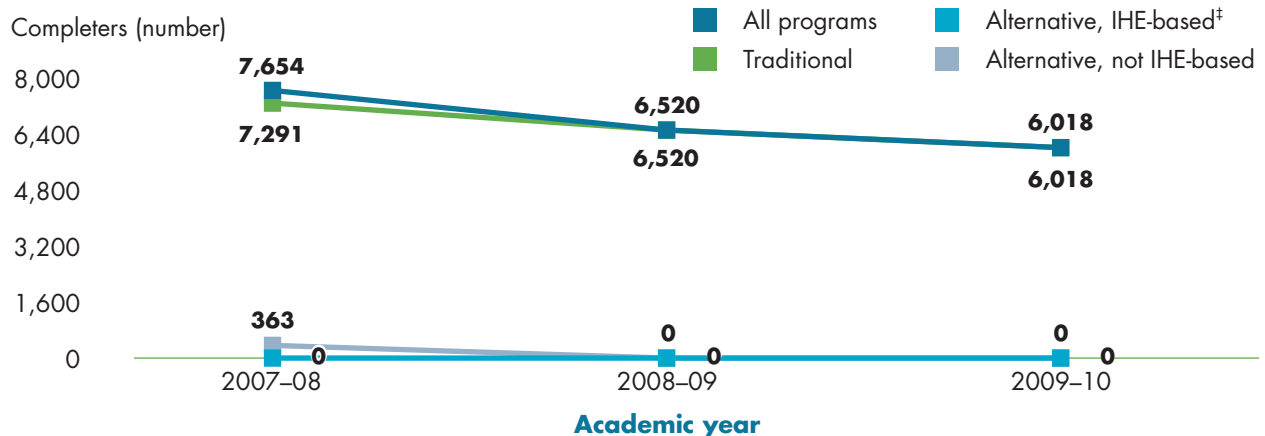
Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10



[†] Ohio only offers traditional teacher preparation programs. In 2011, four IHEs in Ohio were incorrectly reported as having both traditional and alternative route teacher preparation programs.

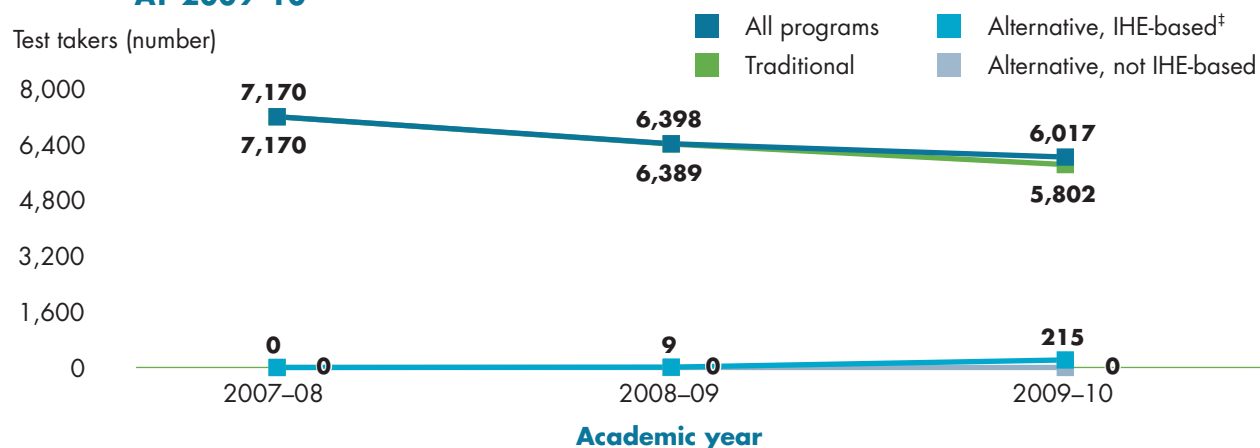
A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

[†] Ohio only offers traditional teacher preparation programs. In 2011, four IHEs in Ohio were incorrectly reported as having both traditional and alternative route teacher preparation programs.

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

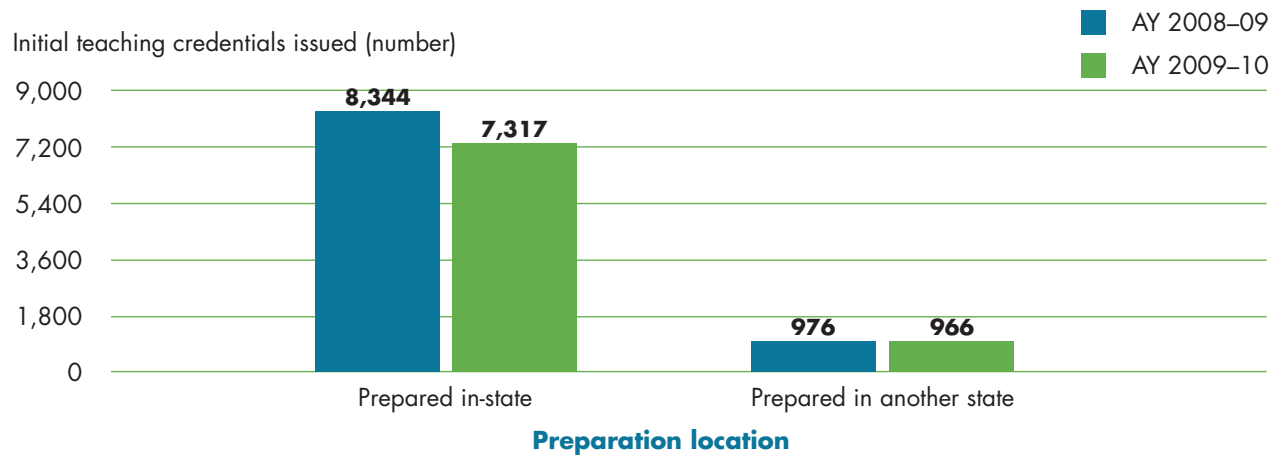
Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Principles Learning and Teaching 7-12	2,164	98.3	176	165
Principles Learning and Teaching Early Childhood	1,808	99.2	185	166
Education of Young Children	1,634	99.4	184	166
<i>Alternative, IHE-based programs[‡]</i>				
Principles Learning and Teaching 7-12	110	100.0	177	165
Principles Learning and Teaching Early Childhood	47	100.0	185	166
Education of Young Children	46	100.0	183	166

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

[‡] Ohio only offers traditional teacher preparation programs. In 2011, four IHEs in Ohio were incorrectly reported as having both traditional and alternative route teacher preparation programs.

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Early Childhood (P-3)	1,535
Early Childhood (P-3) Reading (P-3)	1,133
Intervention Specialist (K-12) Mild/Moderate	1,128
<i>Alternative, IHE-based programs**</i>	
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•	•	•	•	•	•	•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/lsa.html>

* The state does not have any programs for this program type

** The state did not report data for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Antioch University Midwest	T	471				●	
Ashland University†	TA	1,708				●	
Baldwin-Wallace College	T	579				●	
Bluffton University	T	292				●	
Bowling Green State University	T	2,600					
Capital University	T	170					
Case-Western Reserve Univ	T	31					
Cedarville University	T	152				●	
Central State University	T	449	●			●	
Cincinnati Christian University	T	16					
Cleveland State University	T	624				●	
College of Mt. St. Joseph†	TA	2,324				●	
Defiance College	T	65					
Franciscan University of Steubenville	T	286				●	
Heidelberg University	T	68				●	
Hiram College	T	37					
John Carroll University	T	293				●	
Kent State University	T	1,282					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

† IHE only has a traditional program, but was incorrectly reported as having both traditional and alternative route teacher preparation programs in 2011.

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Lake Erie College	T	42				•	
Lourdes College	T	365				•	
Malone University	T	51				•	
Marietta College	T	62				•	
Miami University	T	1,771					
Mount Vernon Nazarene University	T	571				•	
Muskingum University	T	347				•	
Notre Dame College of Ohio	T	873				•	
Oberlin College	T	13					
Ohio Christian University	T	77				•	
Ohio Dominican University	T	252				•	
Ohio Northern University	T	84				•	
Ohio University	T	2,323					
Ohio Wesleyan University	T	108					
Otterbein University	T	423				•	
Shawnee State University	T	205				•	
The College of Wooster	T	44					
The Ohio State University	T	515					•
The University of Akron	T	1,359					
The University of Dayton	T	2,139				•	
The University of Toledo	T	1,532				•	
University of Cincinnati†	TA	1,024					
University of Findlay	T	285				•	
University of Mount Union	T	145					
University of Rio Grande	T	424				•	
Urbana University	T	227				•	
Ursuline College	T	99				•	
Walsh University†	TA	395				•	
Wilmington College	T	71					
Wittenberg University	T	97				•	
Wright State University	T	981					
Xavier University	T	1,782				•	
Youngstown State University	T	504					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

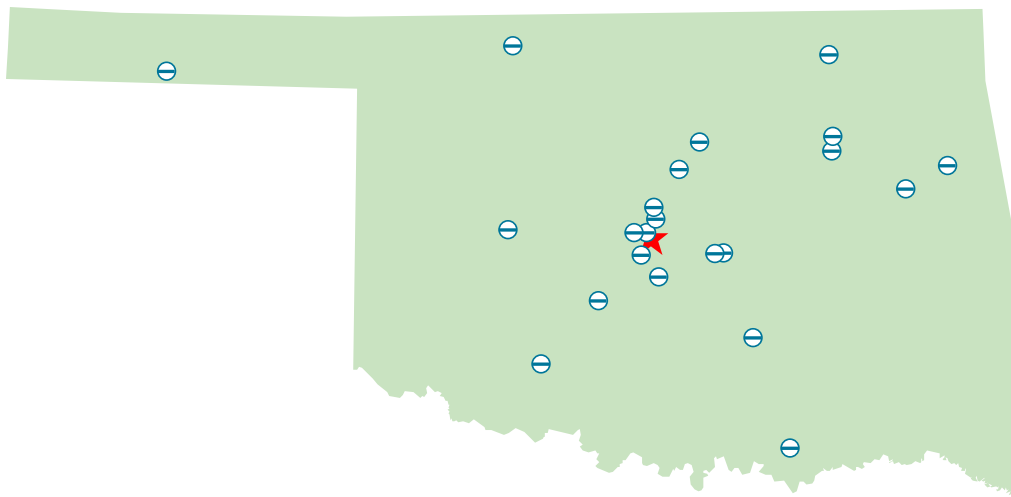
† IHE only has a traditional program, but was incorrectly reported as having both traditional and alternative route teacher preparation programs in 2011.

Oklahoma

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

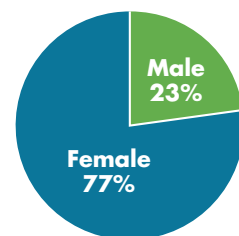
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Oklahoma City

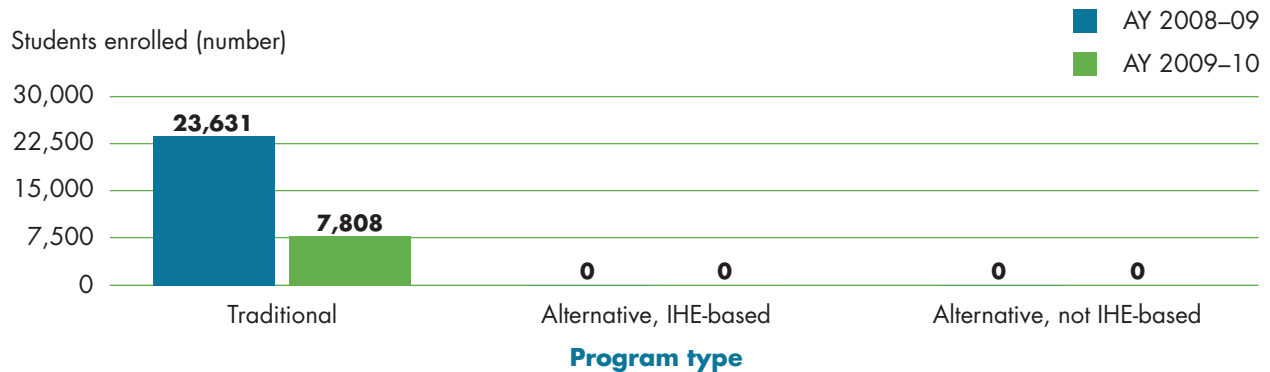
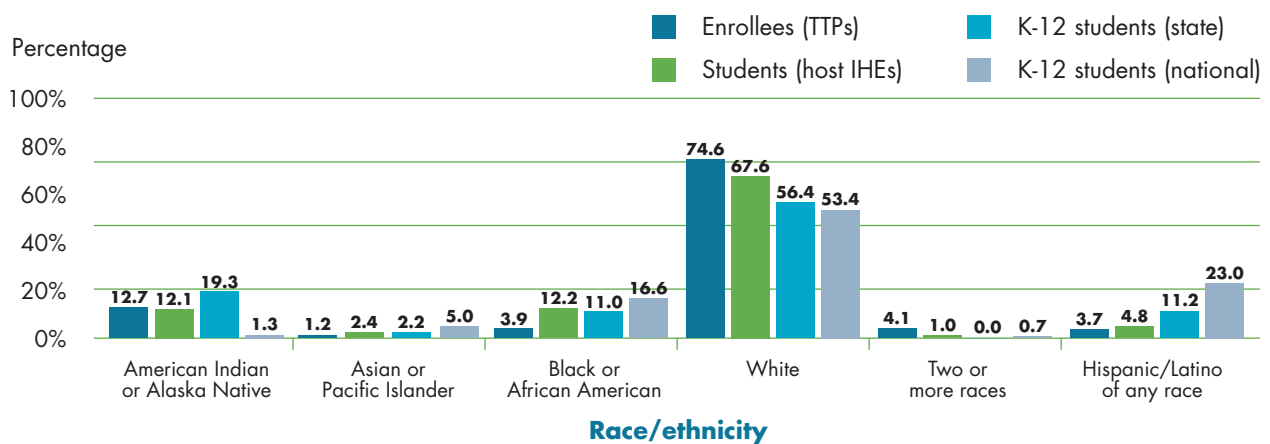
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

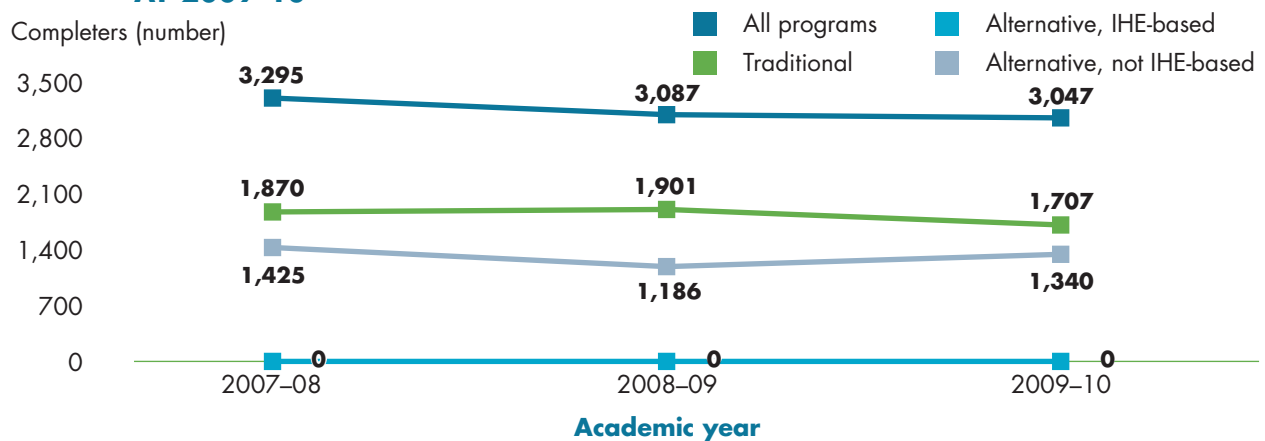
22	Traditional
0	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

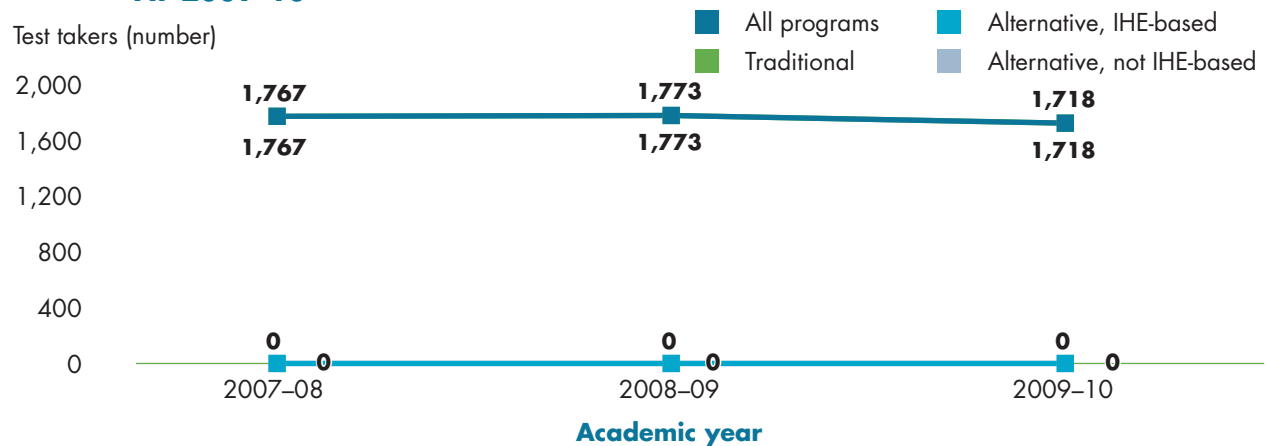


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

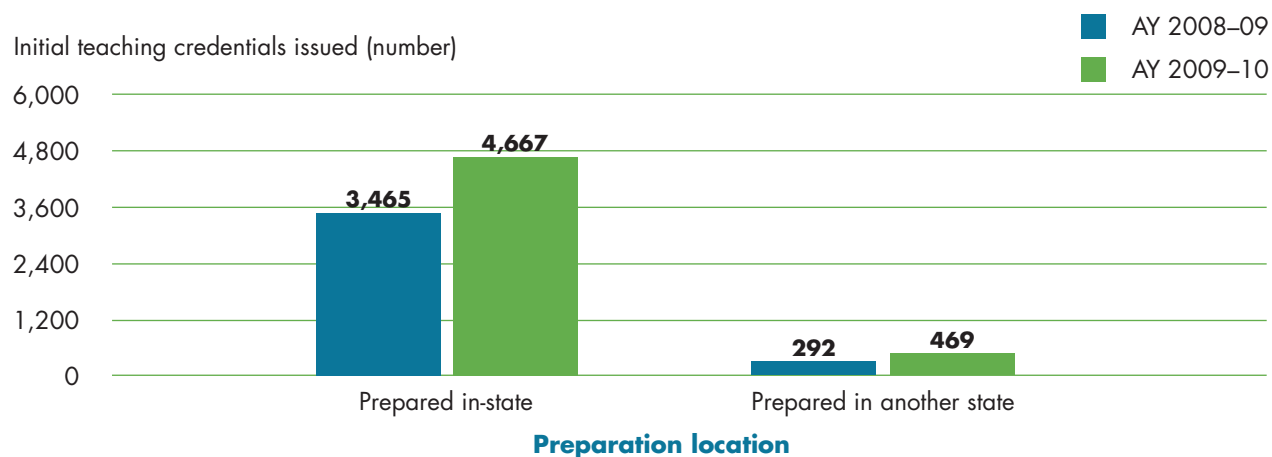
Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Oklahoma General Ed Test (OGET)	1,639	100.0	265	240
Opte: Pk-8	1,091	97.7	260	240
Elementary Education Subtest 1	739	99.4	259	240

*Alternative, IHE-based programs**

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	154
Early Childhood	118
Intermediate Math	42
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•			•	•	•			

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Bacone College	T	17				●	
Cameron University	T	253				●	
East Central University	T	704					
Langston University	T	30	●				
Mid-America Christian University	T	64				●	
Northeastern State University	T	1,028				●	
Northwestern Oklahoma State University	T	175				●	
Oklahoma Baptist University	T	245				●	
Oklahoma Christian University	T	100				●	
Oklahoma City University	T	142					
Oklahoma Panhandle State University	T	64					
Oklahoma State University	T	711					
Oklahoma Wesleyan University	T	111				●	
Oral Roberts University	T	179					
Southeastern Oklahoma State University	T	911					
Southern Nazarene University	T	167				●	
Southwestern Oklahoma State University	T	146					
St. Gregory's University	T	28					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
University of Central Oklahoma	T	1,745				•	
University of Oklahoma	T	777					
University of Science and Arts of Oklahoma	T	61				•	
University of Tulsa	T	150				•	

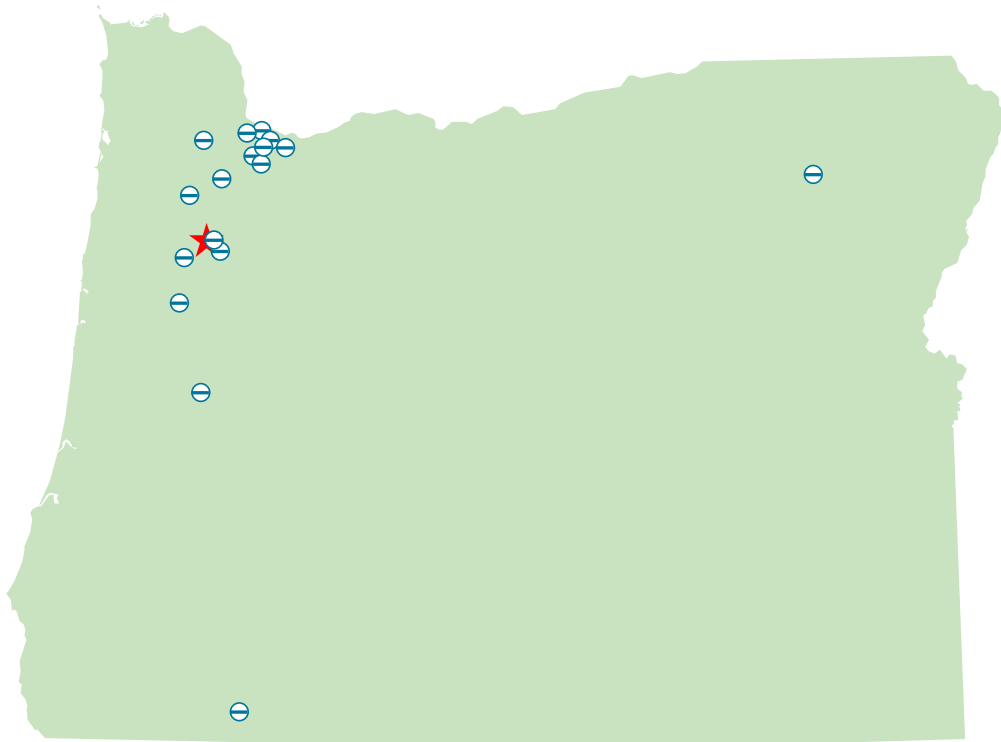
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Oregon

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

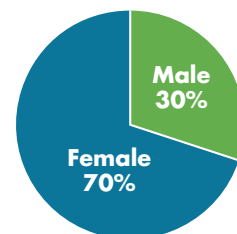
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Salem

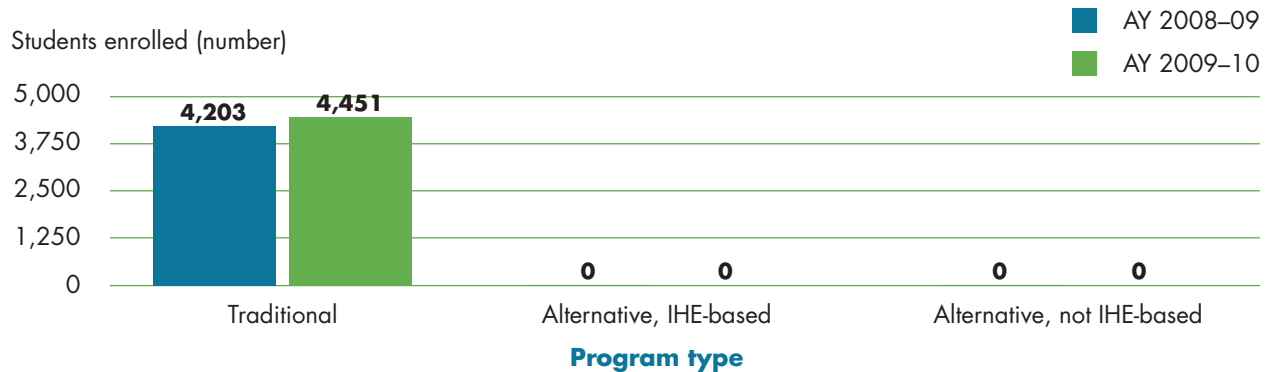
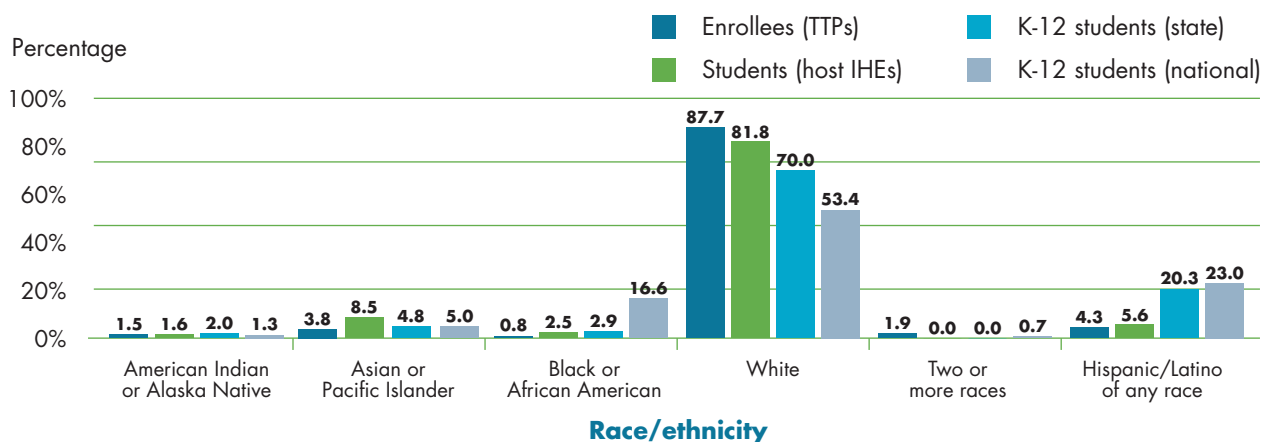
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

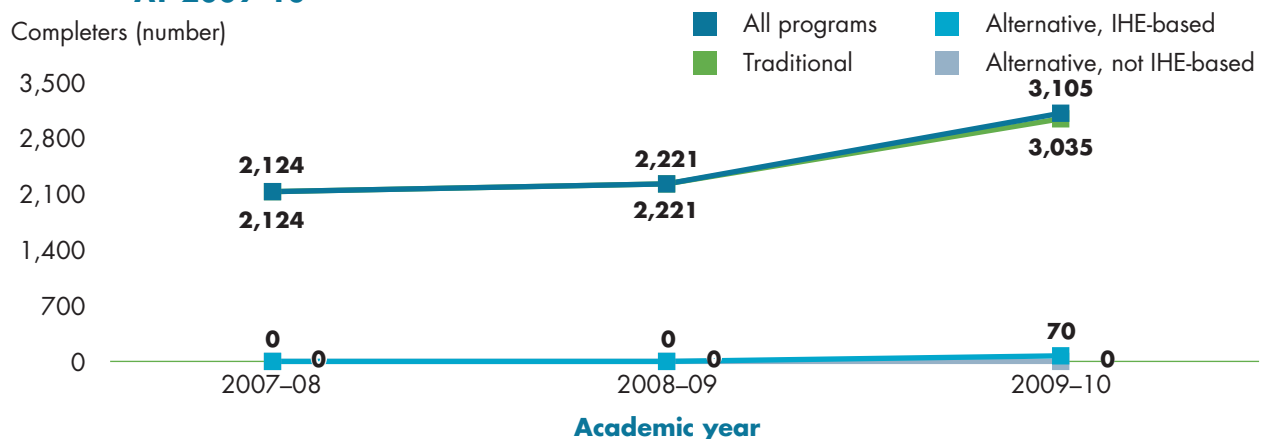
19	Traditional
0	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

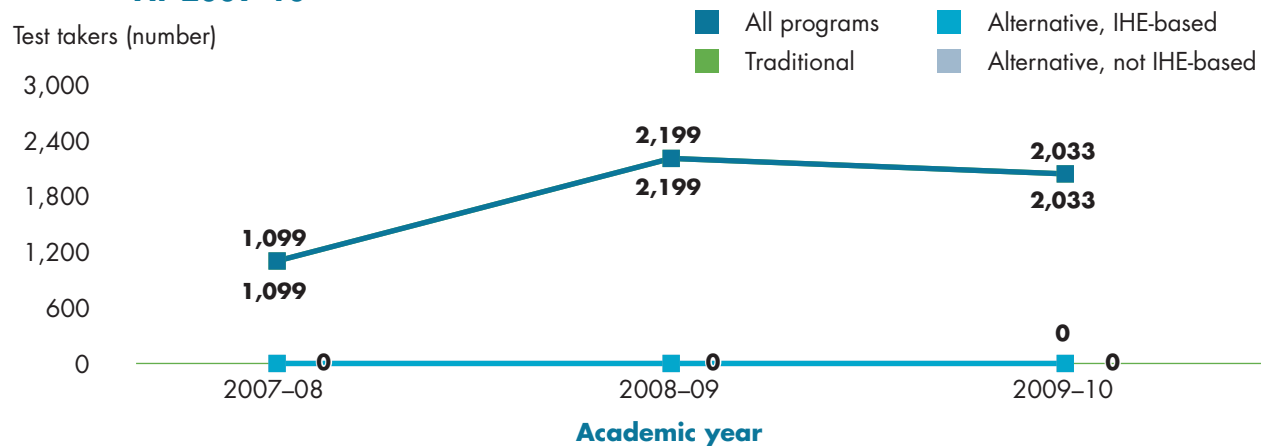


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

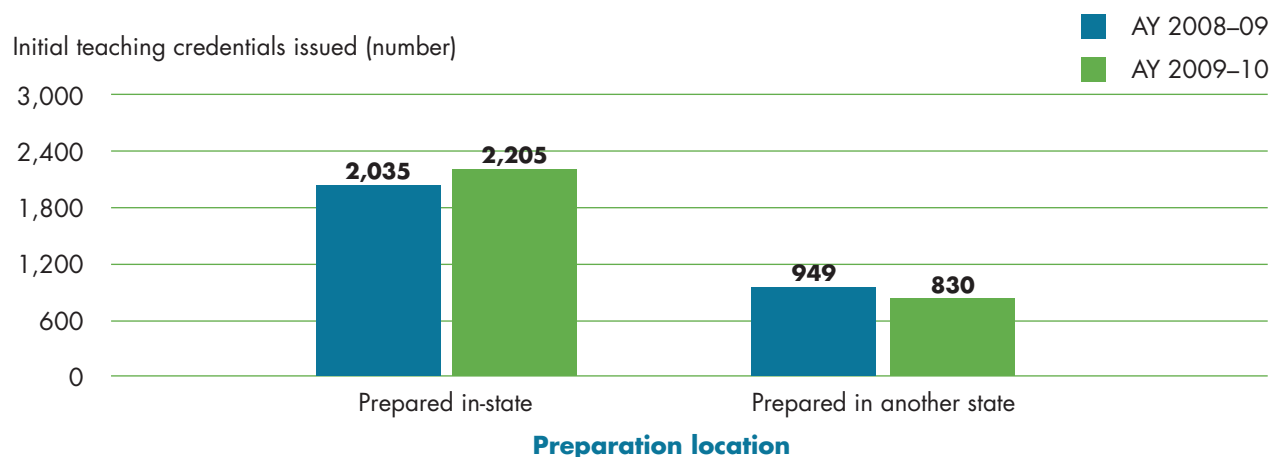
Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Mathematics, Science, Health and Physical Education	1,798	98.4	266	240
Language Arts, Social Science, the Arts	1,781	98.3	265	240
Reading	1,622	99.0	56	41

*Alternative, IHE-based programs**

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary	1,440
ESL	249
Language Arts	207
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•			•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/lsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Concordia University-Oregon	T	515				●	
Corban University	T	240				●	
Eastern Oregon University	T	211				●	
George Fox University	T	500				●	
Lewis and Clark College	T	154				●	
Linfield College	T	148				●	
Marylhurst University	T	54				●	
Multnomah University	T	59					
Northwest Christian University	T	30				●	
Oregon State University	T	357					
Pacific University	T	370				●	
Portland State University	T	271				●	
Southern Oregon University	T	202				●	
University of Oregon	T	257				●	
University of Phoenix-Oregon	T	121					
University of Portland	T	259				●	
Warner Pacific College	T	150				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Western Oregon University	T	423				•	
Willamette University	T	130				•	

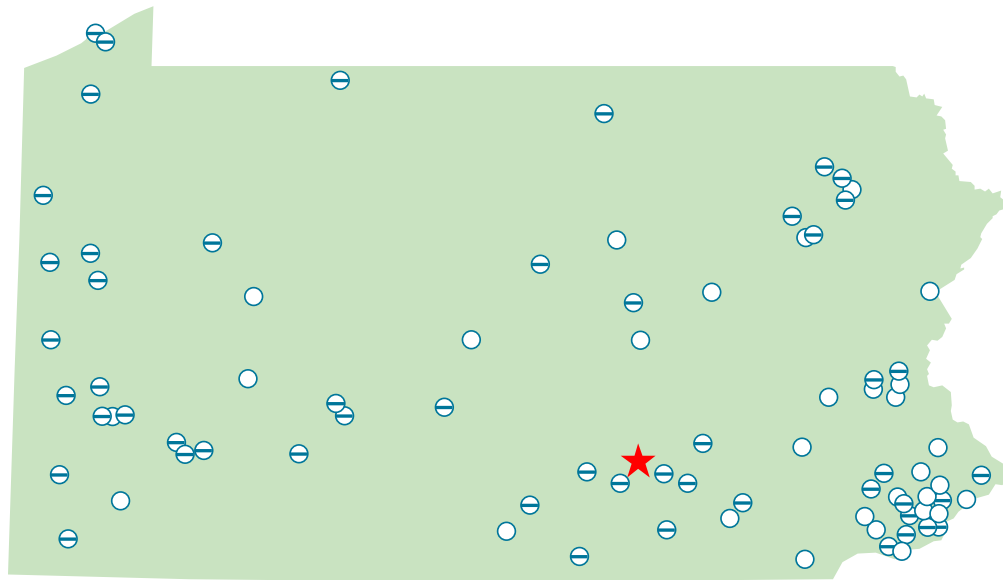
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Pennsylvania

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

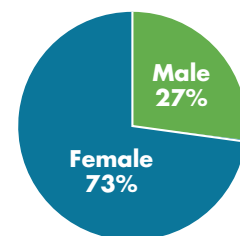
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Harrisburg

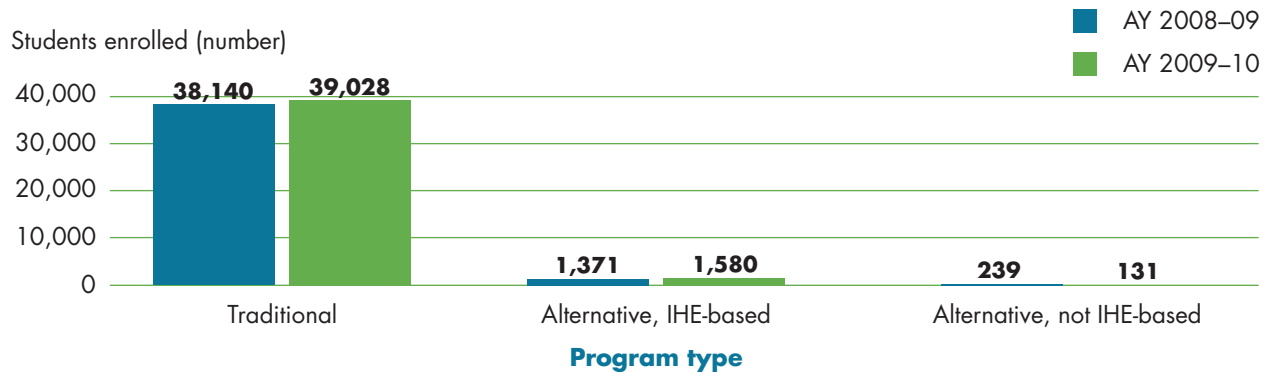
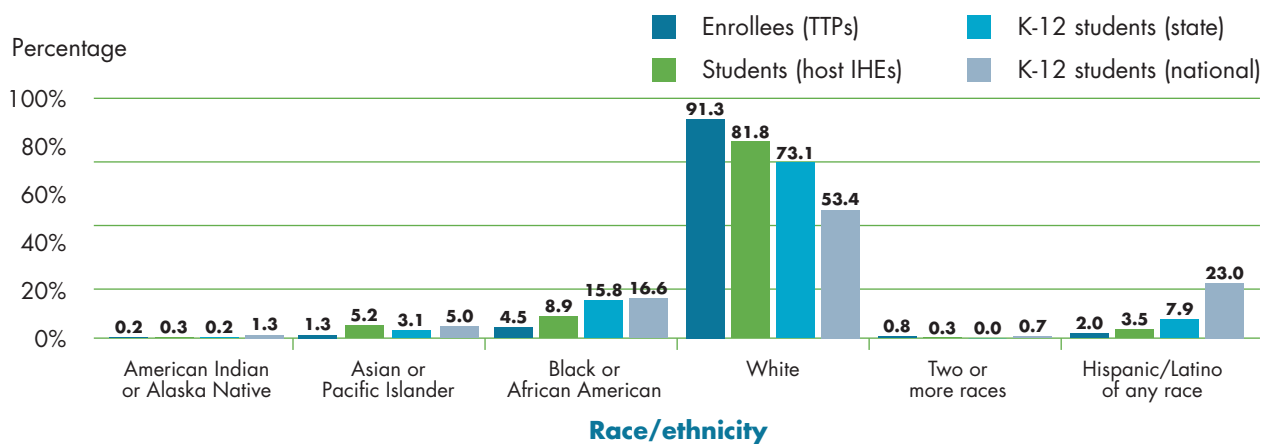
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

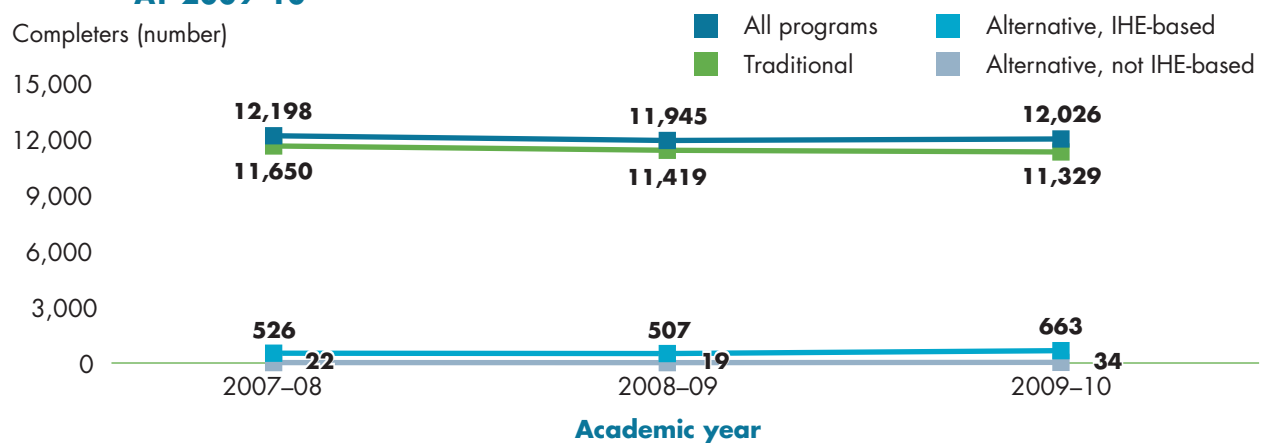
92	Traditional
37	Alternative, IHE-based
2	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

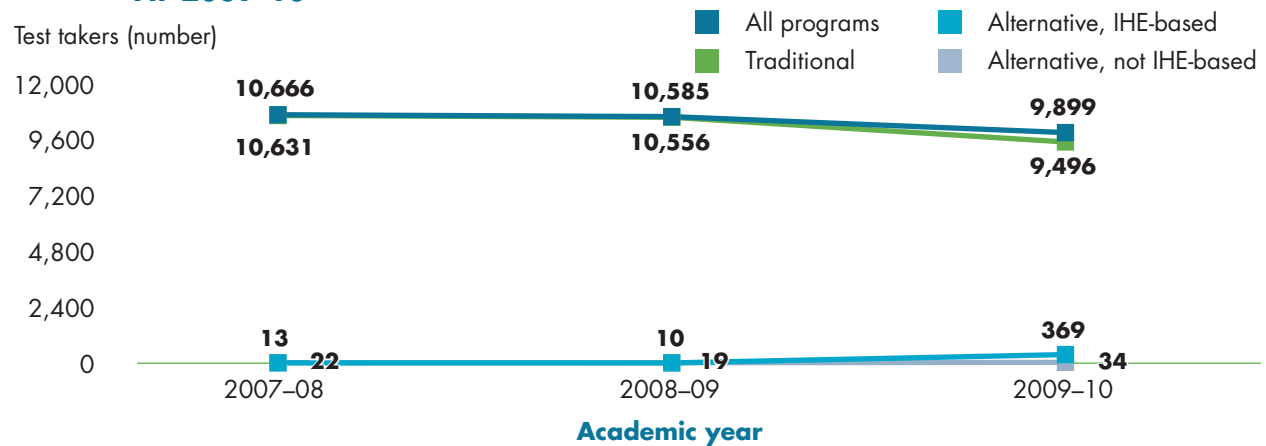


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

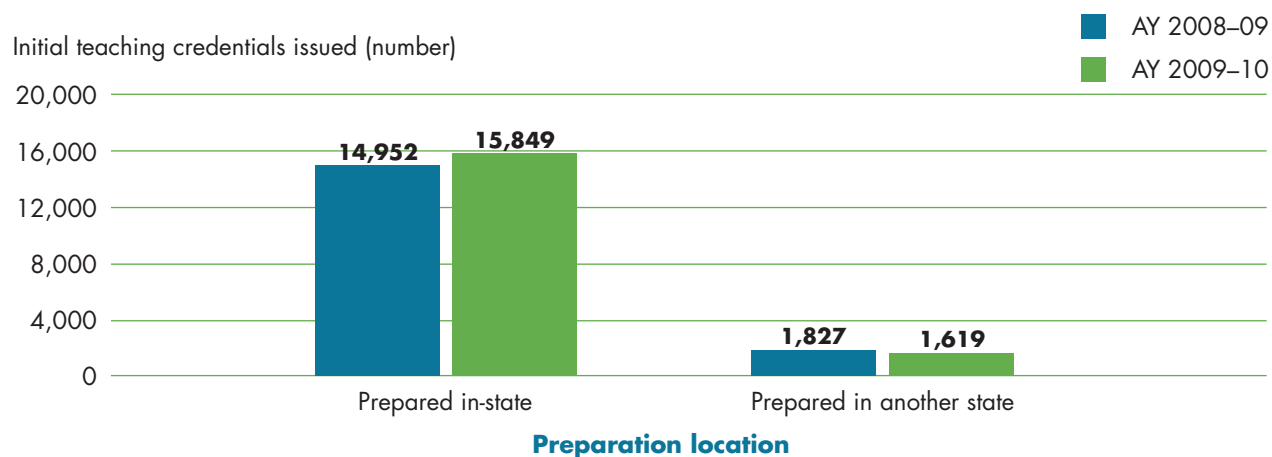
**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Mathematics	8,773	98.6	181	173
Praxis I Reading	8,762	99.1	180	172
Praxis I Writing	8,759	99.0	177	173
<i>Alternative, IHE-based programs</i>				
Praxis I Writing	314	98.4	179	173
Praxis I Reading	311	99.3	182	172
Praxis I Mathematics	310	97.6	183	173
<i>Alternative, not IHE-based programs</i>				
Professional Teaching Knowledge	34	100.0	316	270
Elementary Education	18	100.0	312	285

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary K-6	5,838
Special Education N-12	2,611
Early Childhood N-3	1,195
<i>Alternative, IHE-based programs</i>	
Special Education N-12	230
Elementary K-6	210
Mathematics 7-12	148
<i>Alternative, not IHE-based programs</i>	
Temporary Teaching Permit	15

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•		•	•	•		•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
ABCTE	AN	131					
Albright College	T	107					
Alvernia University	TA	402					
Arcadia University	TA	202				●	
Baptist Bible Col and Seminary	T	253					
Bloomsburg University of Pennsylvania	TA	1,207					
Bryn Mawr College	T	12					
Bucknell University	T	58					
Cabrini College	TA	217					
California University of Pennsylvania	TA	1,119				●	
Carlow University	T	508					
Carnegie-Mellon University	TA	22					
Cedar Crest College	TA	300				●	
Chatham University	T	130				●	
Chestnut Hill College	TA	361				●	
Cheyney University of Pennsylvania	TA	15	●			●	
Clarion University of Pennsylvania–Main	T	584				●	
Delaware Valley College	TA	252				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
DeSales University	TA	432				•	
Dickinson College	T	14					
Drexel University	TA	797					
Duquesne University	TA	1,136				•	
East Stroudsburg University of Pennsylvania	TA	927					
Eastern University	TA	945					
Edinboro University of Pennsylvania	T	1,242				•	
Elizabethtown College	T	192					
Gannon University	T	82				•	
Geneva College	T	220					
Gettysburg College	T	28					
Grove City College	T	438					
Gwynedd-Mercy College	TA	270					
Holy Family University	TA	912					
Immaculata University	TA	450					
Indiana University of Pennsylvania—Main	TA	4,667					
Juniata College	T	118				•	
Keystone College	T	154					
King's College	T	488					
Kutztown University of Pennsylvania	TA	2,102				•	
La Roche College	T	110					
La Salle University	TA	424					
Lancaster Bible College	T	121					
Lebanon Valley College	T	452				•	
Lehigh University	TA	78				•	
Lincoln University	TA	45	•				
Lock Haven University of Pennsylvania—Main	T	1,192				•	
Lycoming College	TA	197				•	
Mansfield University of Pennsylvania	T	437				•	
Marywood University	TA	498				•	
Mercyhurst College	T	428					
Messiah College	T	262				•	
Millersville University of Pennsylvania	TA	1,059				•	
Misericordia University	T	148					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Moore College of Art & Design	TA	79					
Moravian College/Theo. Seminary	T	188					
Mount Aloysius College	T	78					
Muhlenberg College	T	66					
Neumann University	T	337					
Pennsylvania State University–Main	TA	1,402				•	
Pennsylvania State University–Capital College–Harrisburg	T	102				•	
Philadelphia Biblical University	T	138					
Pittsburgh Public Schools	AN	0					
Point Park University	T	376				•	
Robert Morris University	T	112					
Rosemont College	T	90					
Saint Francis University	T	204					
Saint Joseph's University	TA	718					
Saint Vincent College	T	359					
Salus University	T	30					
Seton Hill University	T	370					
Shippensburg University of Pennsylvania	T	709				•	
Slippery Rock University of Pennsylvania	T	1,212				•	
Susquehanna University	TA	173				•	
Swarthmore College	T	11					
Temple University–Main	TA	2,178					
Thiel College	T	50					
University of Pennsylvania	TA	330				•	
University of Pittsburgh–Main	TA	474				•	
University of Pittsburgh–Bradford	T	68					
University of Pittsburgh–Greensburg	T	0					
University of Pittsburgh–Johnstn	T	475					
University of Scranton	T	388				•	
University of the Arts (The)	T	84					
University of the Sciences in Philadelphia	T	8				•	
Ursinus College	T	33					
Valley Forge Christian College	T	64				•	
Villanova University	T	56					
Washington and Jefferson College	T	38					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Waynesburg University	T	90					
West Chester University of Pennsylvania	TA	1,320				•	
Westminster College	T	210				•	
Widener University–Main	TA	211				•	
Wilkes University	TA	76					
Wilson College	TA	309					
York College of Pennsylvania	T	578				•	

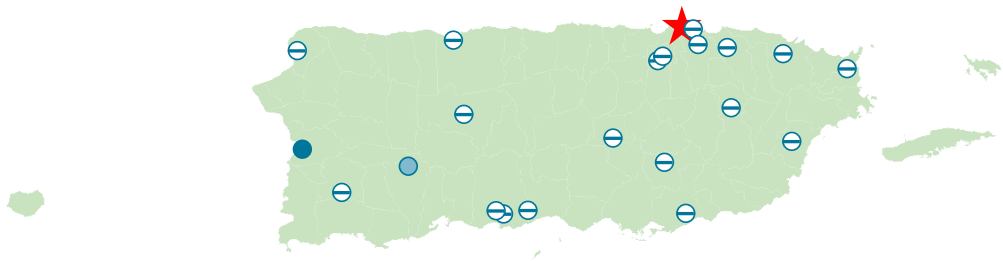
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Puerto Rico

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

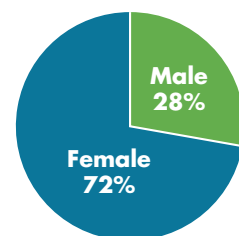
- Traditional and Alternative
- Alternative, IHE-based
- ⊖ Traditional
- ★ San Juan
- ⊖ Alternative, not IHE-based

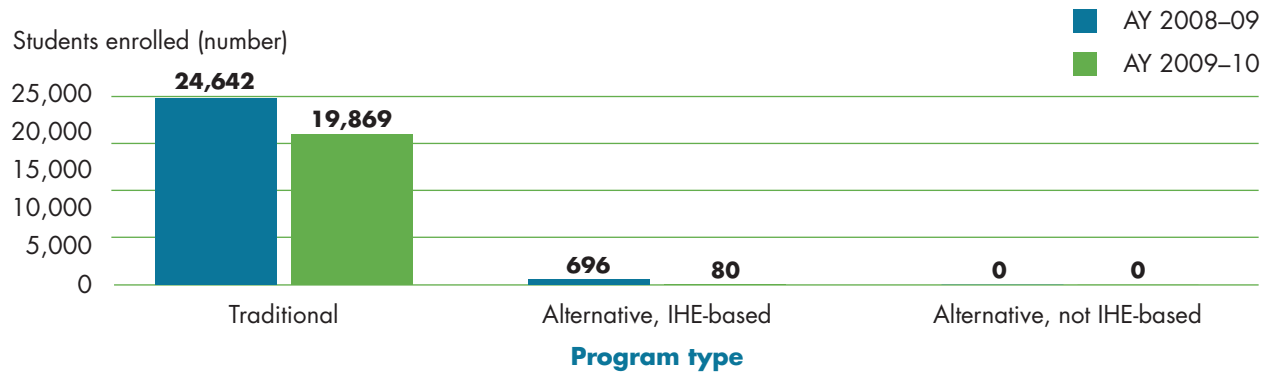
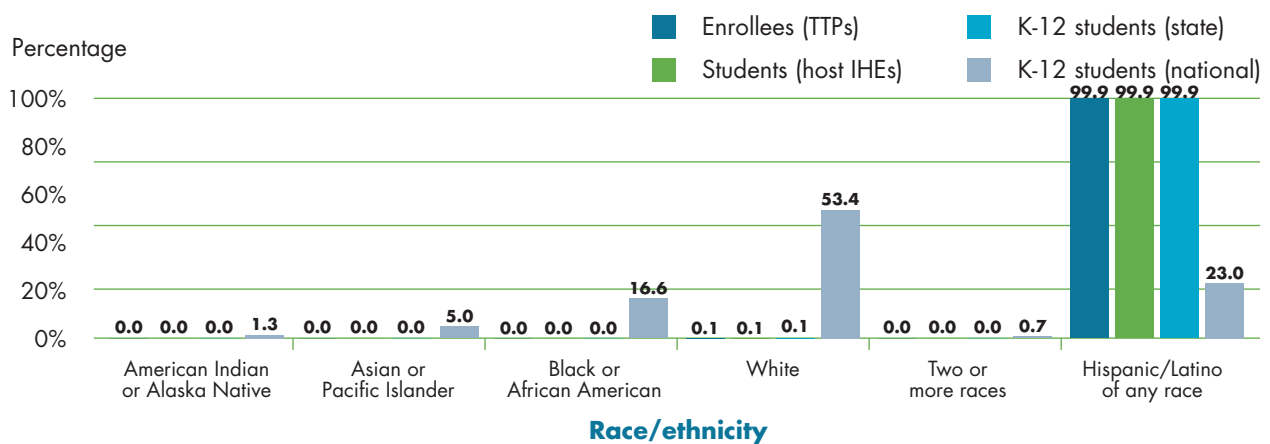
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

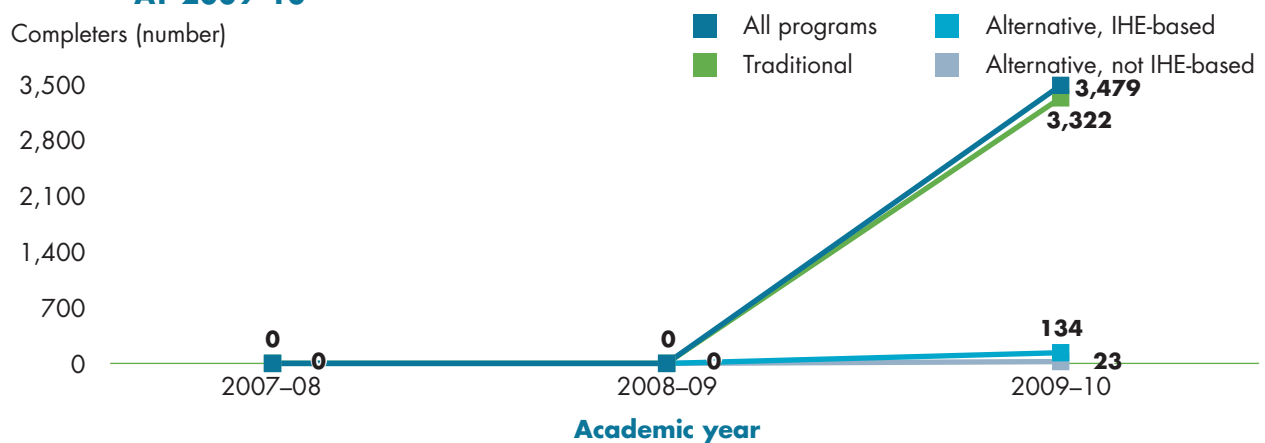
37	Traditional
1	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

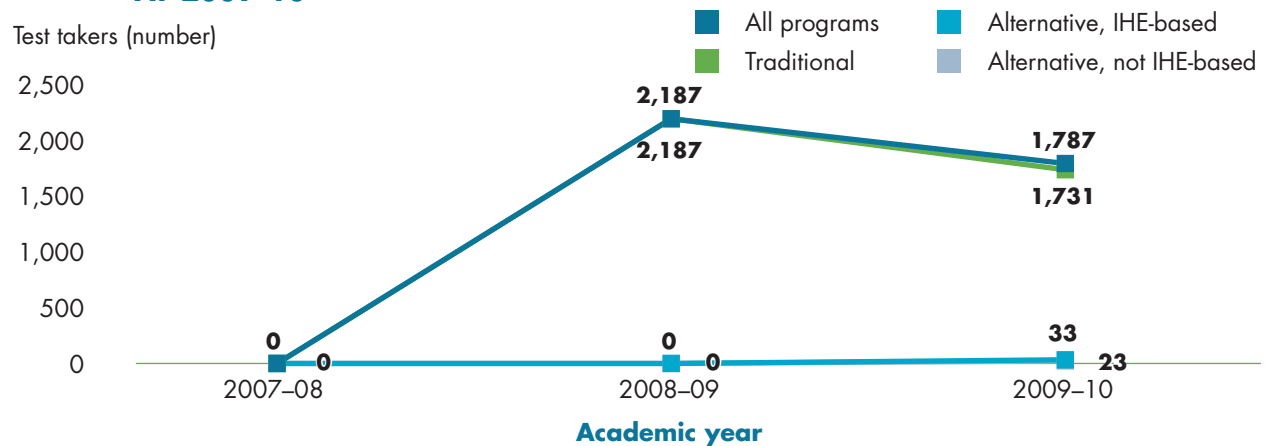


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

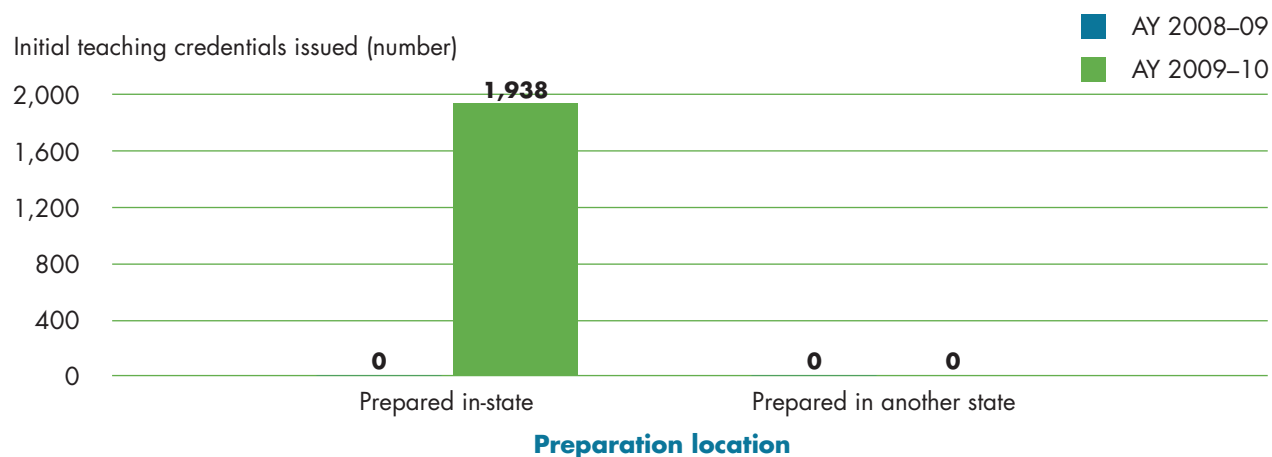
**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Fundamental Knowledge and Communication Competencies	1,654	83.0		92
Professional Competencies: Elementary	1,204	89.2		89
Professional Competencies: Secondary	585	83.9		87
<i>Alternative, IHE-based programs</i>				
Professional Competencies: Secondary	33	91.0		87
Fundamental Knowledge and Communication Competencies	33	94.0		92
<i>Alternative, not IHE-based programs</i>				
Fundamental Knowledge and Communication Competencies	19	74.0		92
Professional Competencies: Secondary	15	67.0		87
Professional Competencies: Elementary	10	80.0		89

D. TEACHERS CREDENTIALIAED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
K–3	1,669
K–6	1,306
4–6	1,140
<i>Alternative, IHE-based programs**</i>	
<i>Alternative, not IHE-based programs**</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
†	†	†	†	†	†	†	†	†

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

† Data not available

** The state did not report data for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
Carribbean University- Recinto de Ponce	At risk
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
American University of Puerto Rico	T	619		•		•	
Caribbean University–Recinto de Ponce	T			•		•	
Caribbean University–Recinto de Vega Baja	T			•		•	
Carribbean University–Recinto de Bayamon	T			•		•	
Carribbean University–Recinto de Carolina	T			•		•	
Carribbean University–Recinto de Ponce	T						
Carribbean University–Recinto de Vega Baja	T						
Escuela de Artes Plasticas de Puerto Rico	T			•			
Inter American University of Puerto Rico, Arecibo Campus	T	1,071		•		•	
Inter American University of Puerto Rico, Aguadilla Campus	T	523		•		•	
Inter American university of Puerto Rico, Ponce Campus	T	565		•		•	
Inter American University of Puerto Rico, Fajardo Campus	T	305		•		•	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Inter American University of Puerto Rico, Guayama Campus	T	380		•		•	
National University College–Arecibo	T	125		•			
National University College–Bayamon Campus	T	169		•			
National University College–Rio Grande Campus	T	77		•			
Pontifical Catholic University of Puerto Rico–Arecibo Campus	T	145		•		•	
Pontifical Catholic University of Puerto Rico–Mayaguez Campus	T	391		•		•	
Pontificia Universidad Catolica de Puerto Rico, Ponce	T	2,134		•		•	
Puerto Rico Conservatory of Music	T	69		•			
Ruta Alterna-Otros	AN						
Universidad Adventista de las Antillas	T	73		•		•	
Universidad Central de Bayamon	T	316		•			
Universidad de Puerto Rico, Recinto de Aguadilla	T			•			
Universidad de Puerto Rico, Recinto de Arecibo	T			•			
Universidad de Puerto Rico, Recinto de Bayamon	T	844		•			
Universidad de Puerto Rico, Recinto de Cayey	T			•			
Universidad de Puerto Rico, Recinto de Humacao	T			•			
Universidad del Este	T	1,123		•		•	
Universidad del Turabo	T	1,924		•		•	
Universidad Interamericana de Puerto Rico, Recinto de San Germán	T	836		•		•	
Universidad interamericana de Puerto Rico, Recinto Metropolitano	T	674		•		•	
Universidad Interamericana de Puerto Rico, Recinto de Barranquitas	T	359		•		•	
Universidad Metropolitana, Cupey	T	2,595		•		•	
University of Puerto Rico at Ponce	T	331		•		•	
University of Puerto Rico at Rio Piedras Campus College of Education	T	3,552		•		•	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
University of Puerto Rico at Utuado	T	501		•		•	
University of Puerto Rico, Mayaguez Campus	AI	80		•		•	
University of the Sacred Heart	T	168		•			

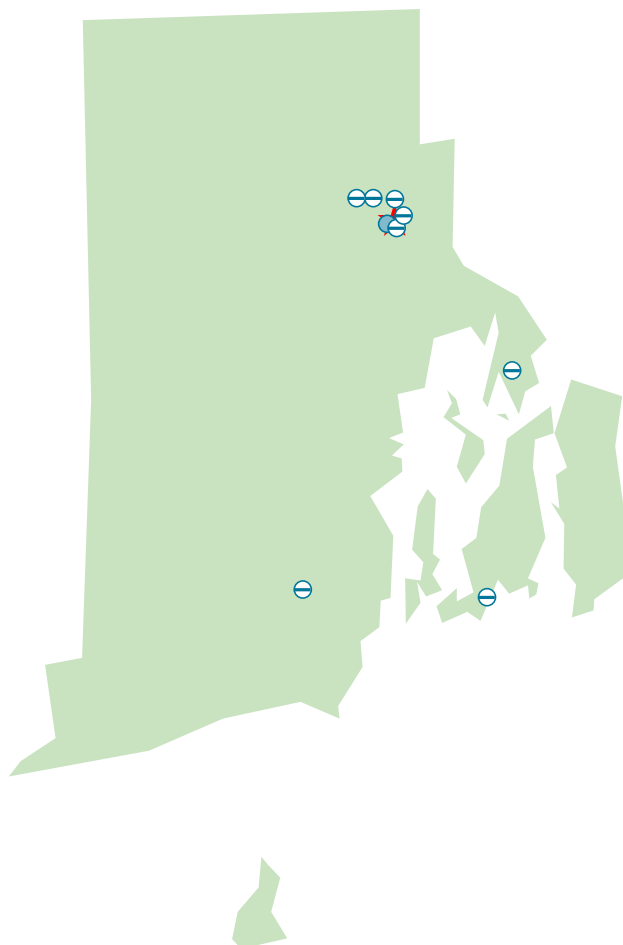
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Rhode Island

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

○ Traditional and Alternative

● Alternative, IHE-based

● Alternative, not IHE-based

⊖ Traditional

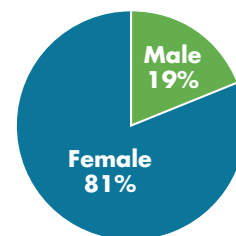
★ Providence

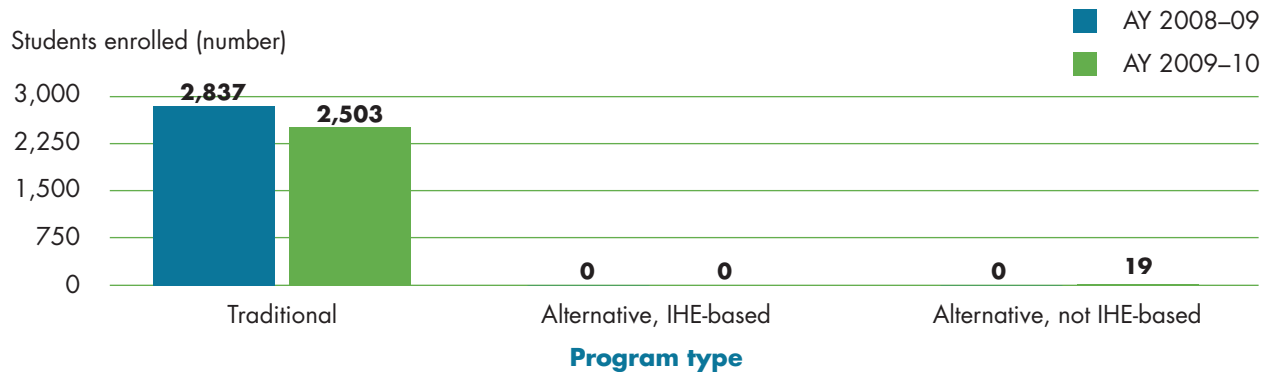
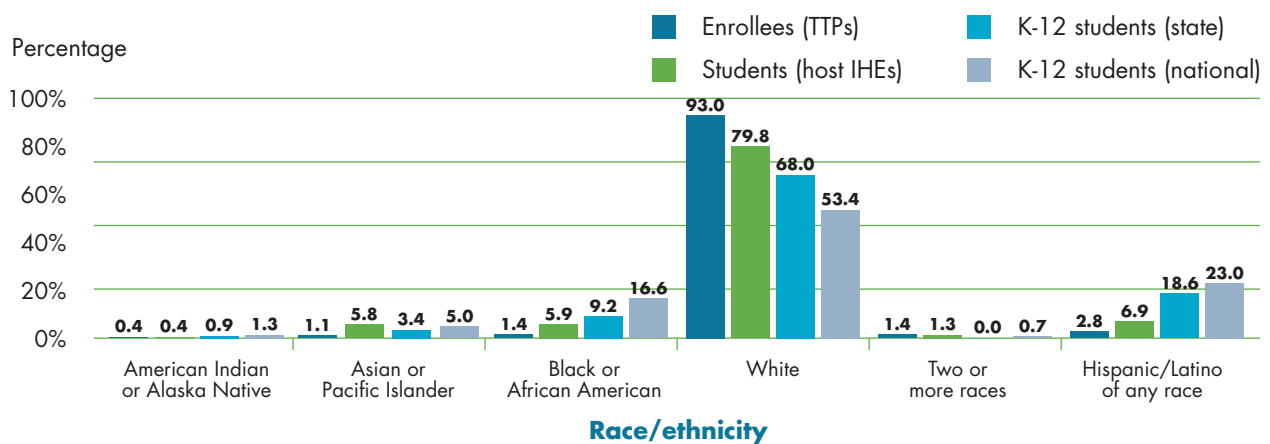
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

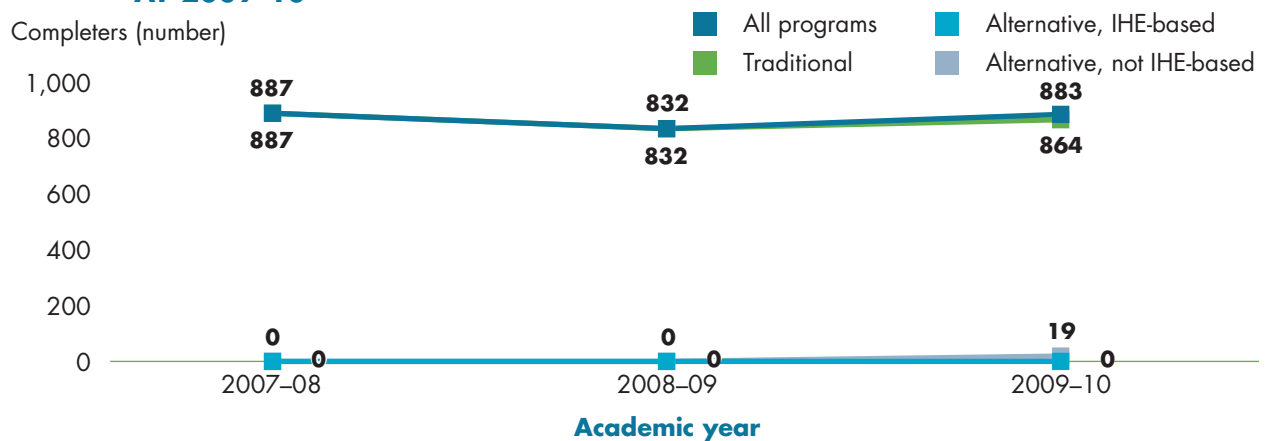
8	Traditional
0	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

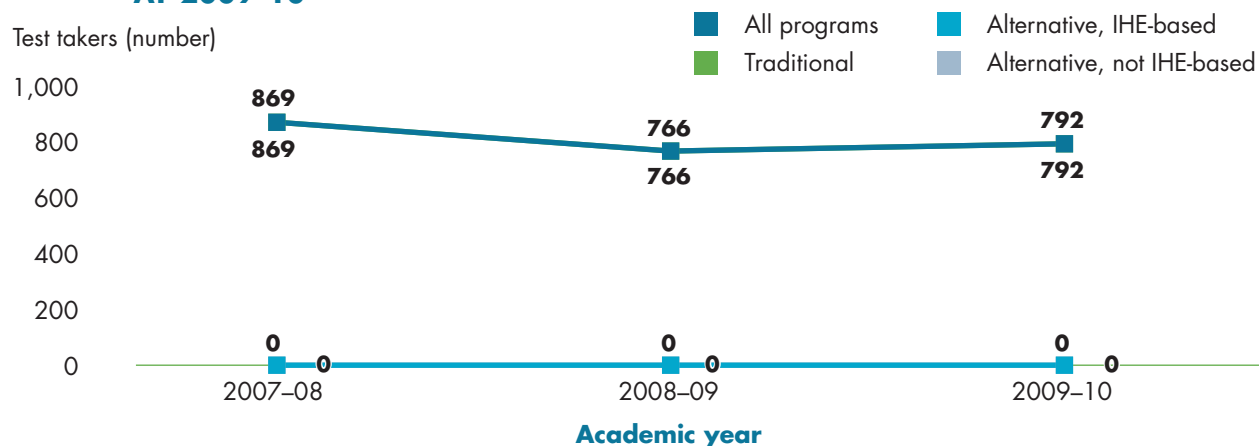


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

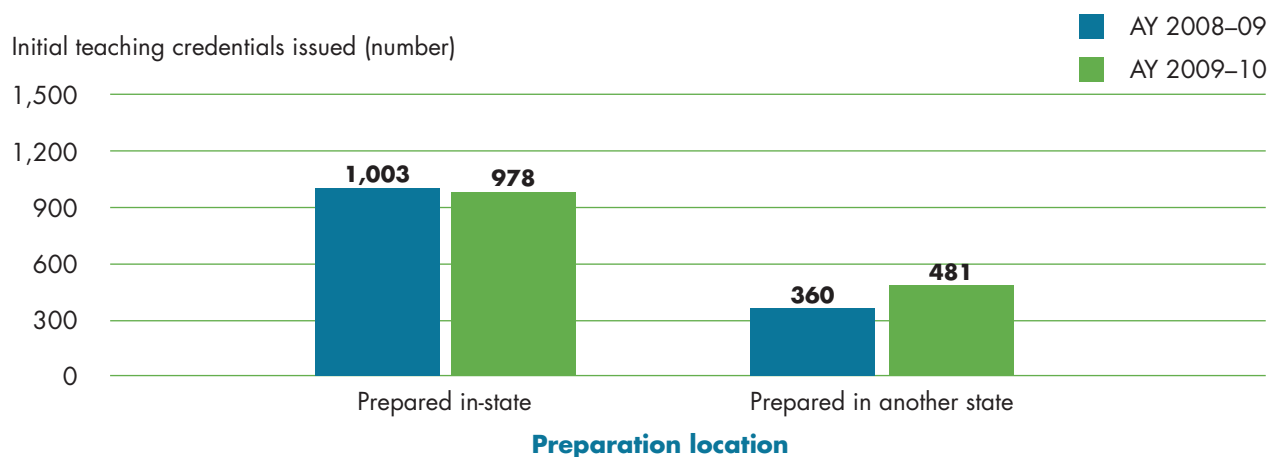
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Elem Ed Content Area Exercises	405	98.0	158	148
Elementary Ed Content Knowledge	386	99.3	164	145
Principles Learning and Teaching 7-12	255	98.7	178	167
<i>Alternative, IHE-based programs*</i>				
<i>Alternative, not IHE-based programs**</i>				

* The state does not have any programs for this program type

** The state did not report data for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	331
Secondary Education	210
Special Subjects	107
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs</i>	
Secondary Education	15
Special Education	4

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
	•	•	•	•		•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/lsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
University of Rhode Island	At-risk
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Brown University	T	32				●	
Johnson & Wales University	T	104					
Providence College	T	421					
Rhode Island College	T	994					
Rhode Island School of Design	T	8					
Rhode Island Teaching Fellows	AN	19					
Roger Williams University	T	349				●	
Salve Regina University	T	289					
University of Rhode Island	T	306				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

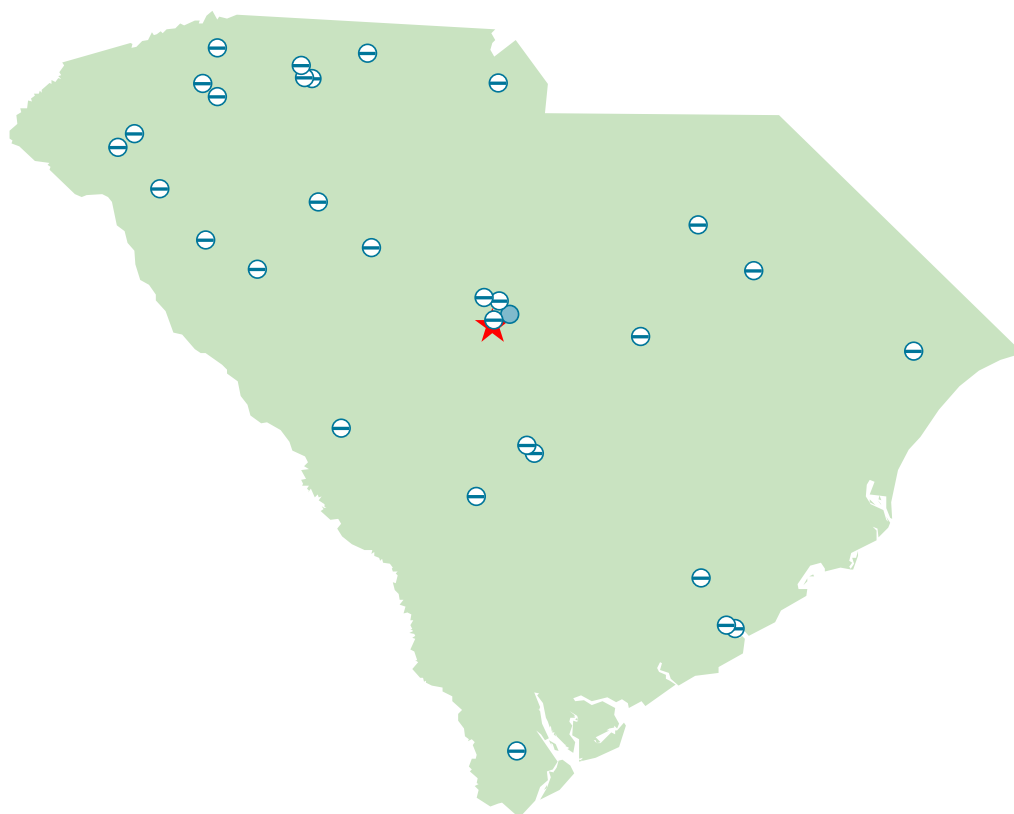
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

South Carolina

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

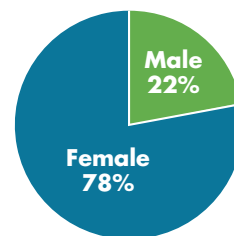
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ **Columbia**

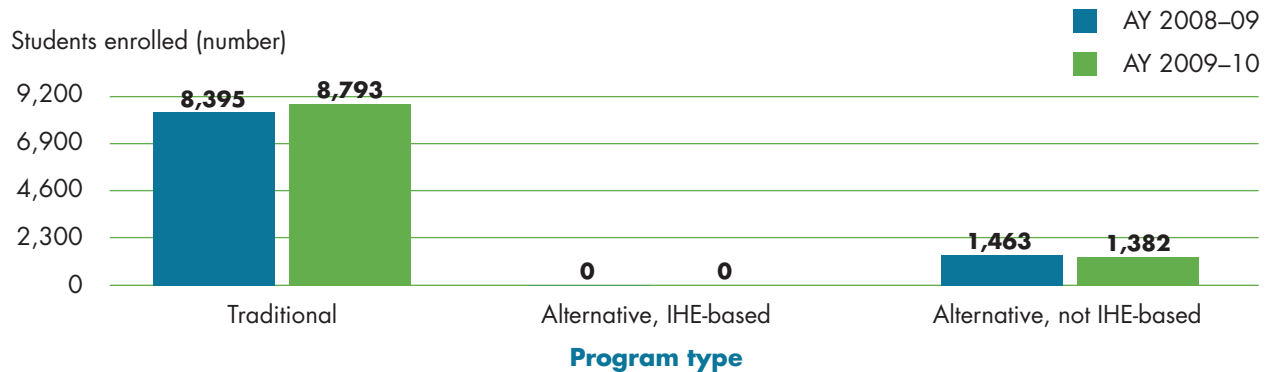
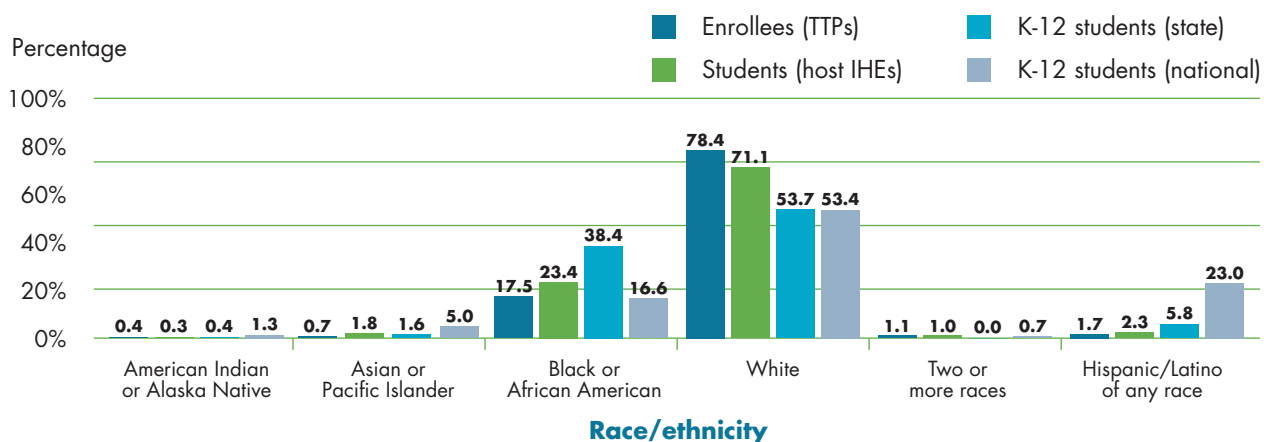
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

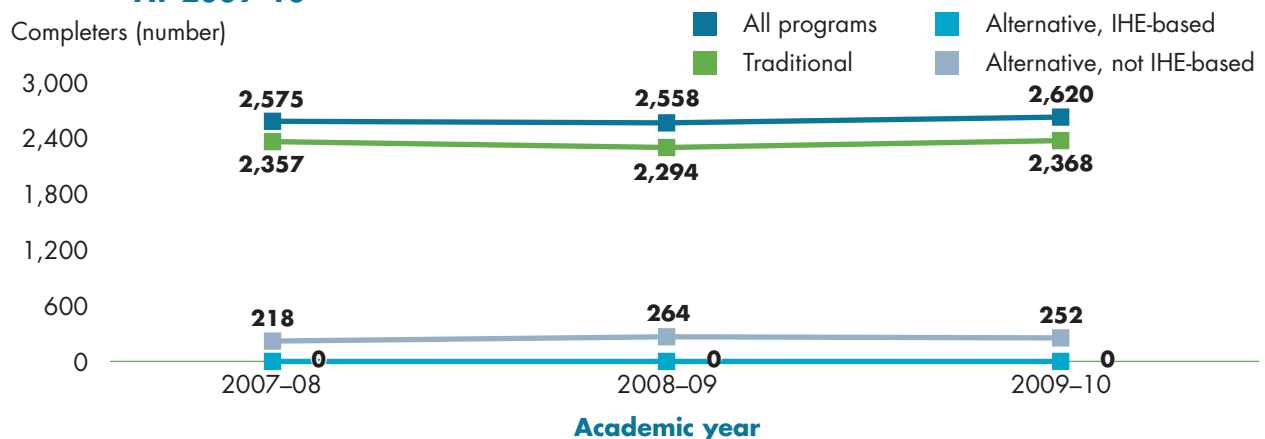
31	Traditional
0	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

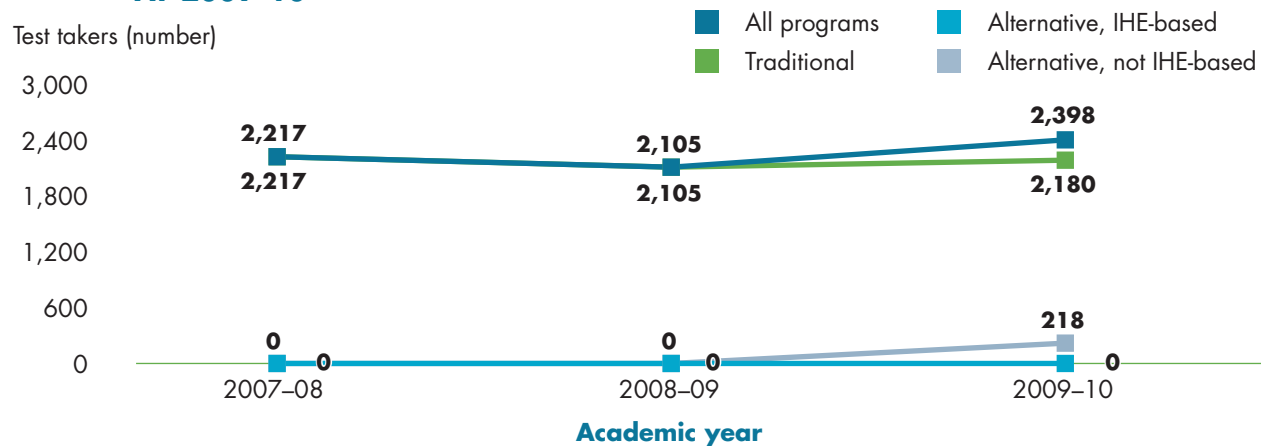


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

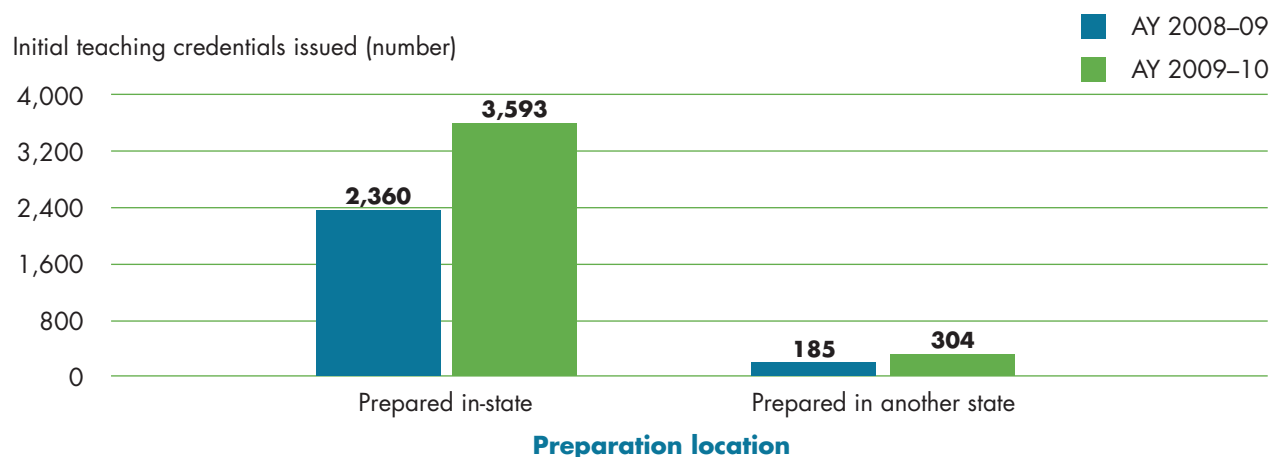
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Principles Learning and Teaching K-6	1,418	96.5	177	165
Elem Ed Content Area Exercises	608	98.8	157	145
Elem Ed Curr Instruc Assessment	607	96.8	178	164
<i>Alternative, IHE-based programs*</i>				
<i>Alternative, not IHE-based programs</i>				
Principles Learning and Teaching 7-12	142	99.0	175	165
Principles Learning and Teaching 5-9	44	98.0	174	165
Business Education	23	100.0	633	540

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	1,003
Early Childhood Education	793
Secondary Social Studies	198
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs**</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•	•	•	•	•	•	•	•	

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

* The state does not have any programs for this program type

** The state did not report data for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
Benedict College	At risk
Coker College	At risk
Columbia College	At risk
Converse College	At risk
Southern Wesleyan University	At risk
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Anderson University	T	260				●	
Benedict College	T	13	●			●	
Bob Jones University	T	462					
Charleston Southern University	T	52					
Claflin University	T	179	●			●	
Clemson University	T	597				●	
Coastal Carolina University	T	408				●	
Coker College	T	64					
College of Charleston	T	1,035				●	
Columbia College	T	109				●	
Columbia International University	T	6					
Converse College	T	288				●	
Erskine College	T	43				●	
Francis Marion University	T	440				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Furman University	T	134					
Lander University	T	149					
Limestone College	T	45					
Morris College	T	10	•			•	
Newberry College	T	33				•	
North Greenville University	T	417				•	
PACE Program–SCDE	AN	1,382					
Presbyterian College	T	56				•	
South Carolina State University	T	56	•				
Southern Wesleyan University	T	112				•	
The Citadel	T	132					
University of South Carolina–Upstate	T	1,215				•	
University of South Carolina–Aiken	T	161				•	
University of South Carolina–Beaufort	T	47					
University of South Carolina–Columbia	T	1,743				•	
Voorhees College	T	0	•				
Winthrop University	T	514				•	•
Wofford College	T	13					

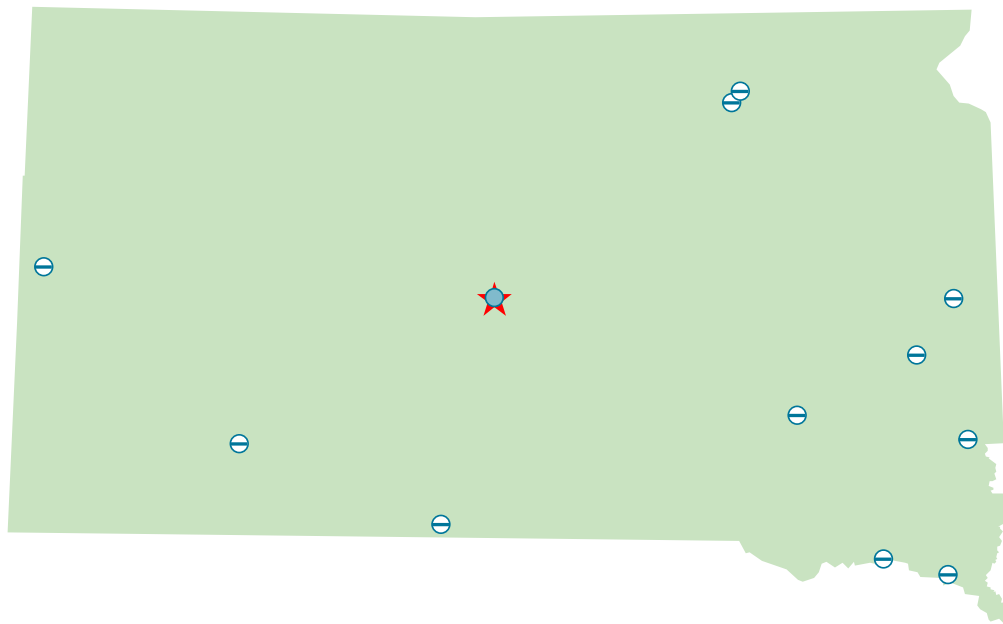
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

South Dakota

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

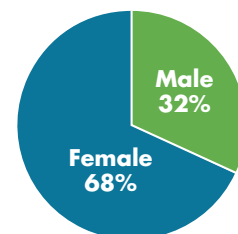
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Pierre

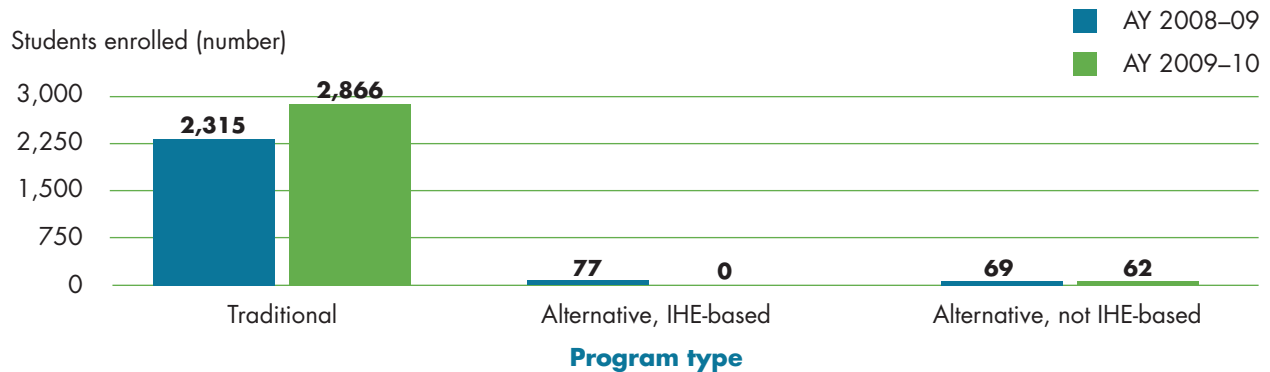
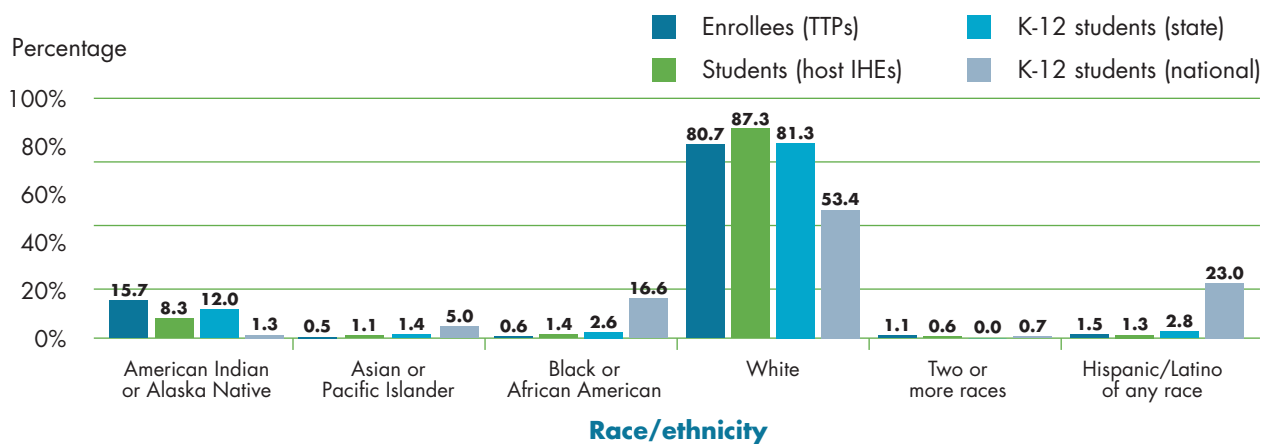
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

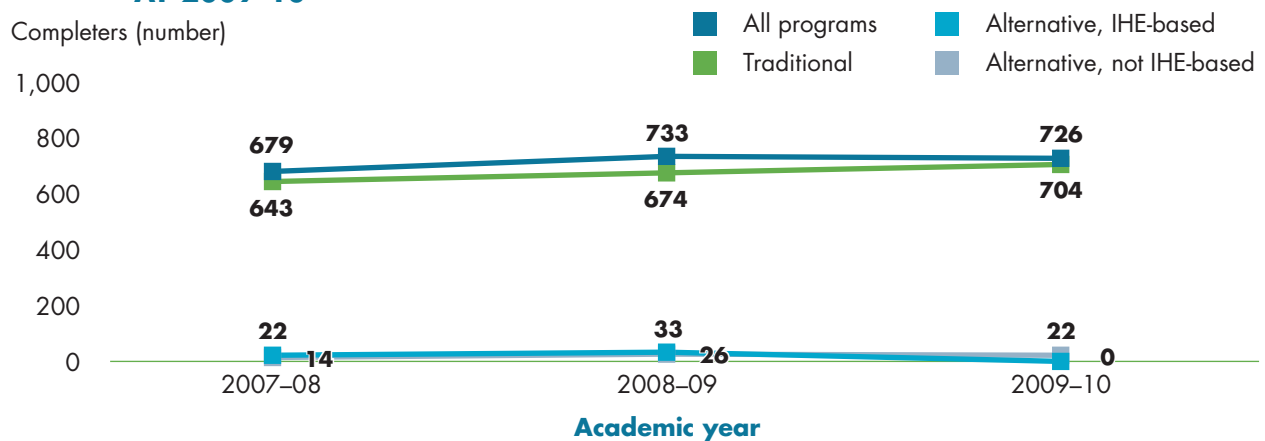
12	Traditional
0	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

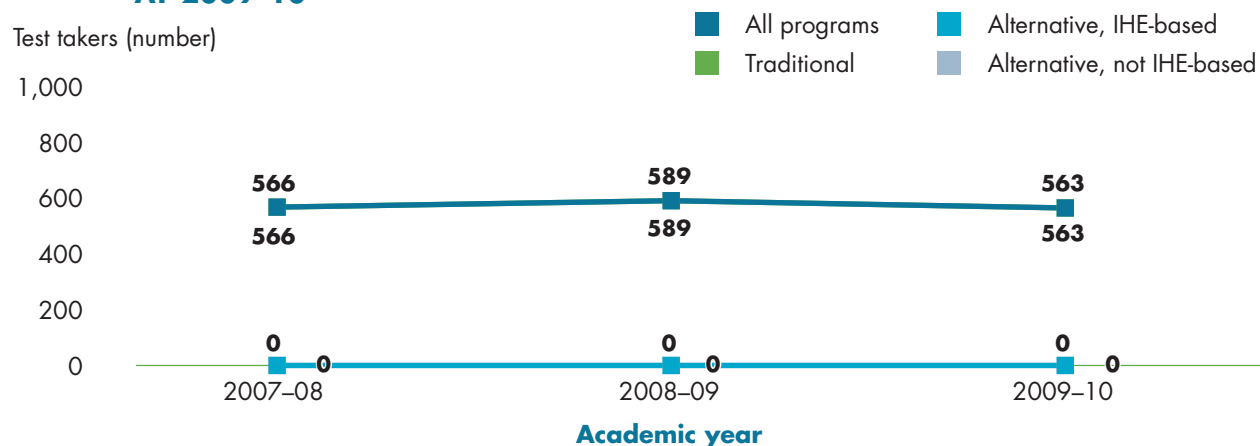


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

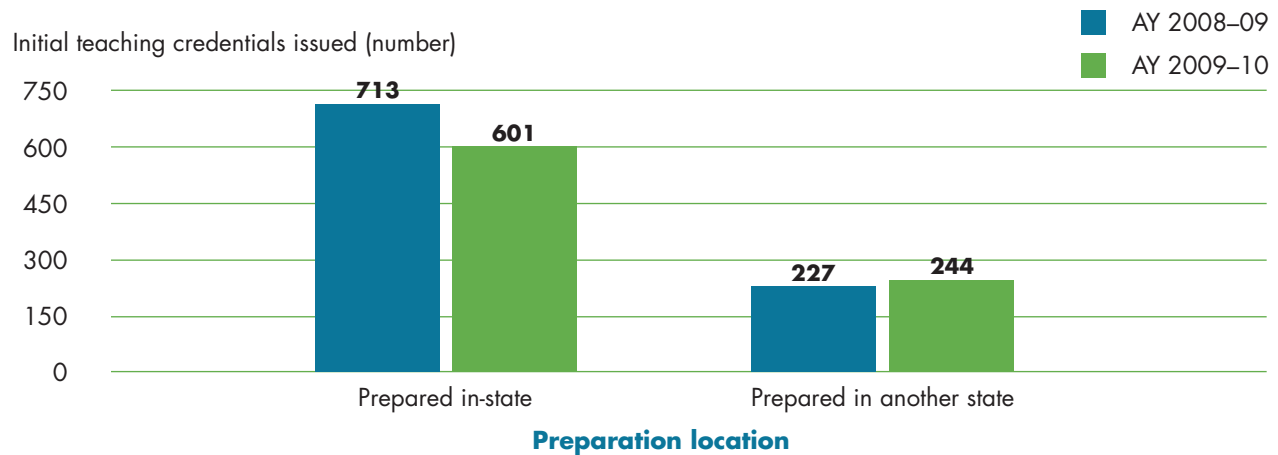
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Principles Learning and Teaching K-6	274	99.2	176	153
Elementary Ed Content Knowledge	261	99.6	166	140
Principles Learning and Teaching 7-12	215	99.5	174	153
<i>Alternative, IHE-based programs*</i>				
<i>Alternative, not IHE-based programs**</i>				

* The state does not have any programs for this program type

** The state did not report data for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	262
K-12 Special Education	73
7-12 Social Science	62
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs</i>	
K-12 Science	7
7-12 Math	4
K-12 Modern World Language	3

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
	•	•	•	•	•	•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/isa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Augustana College	T	157				●	
Black Hills State University	T	687				●	
Dakota State University	T	136				●	
Dakota Wesleyan University	T	95				●	
Mount Marty College	T	44				●	
Northern State University	T	191				●	
Oglala Lakota College	T	214					
Presentation College	T	1					
Sinte Gleska University	T	282					
South Dakota State University	T	682				●	
State of South Dakota	AN	62					
University of Sioux Falls	T	155				●	
University of South Dakota	T	222				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

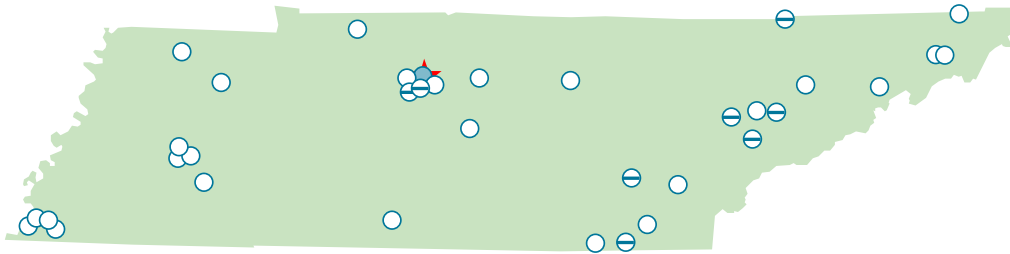
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Tennessee

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

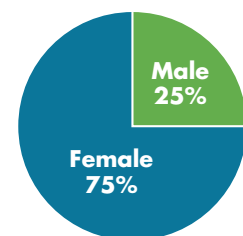
- Traditional and Alternative
- Alternative, IHE-based
- ◐ Alternative, not IHE-based
- ◌ Traditional
- ★ Nashville

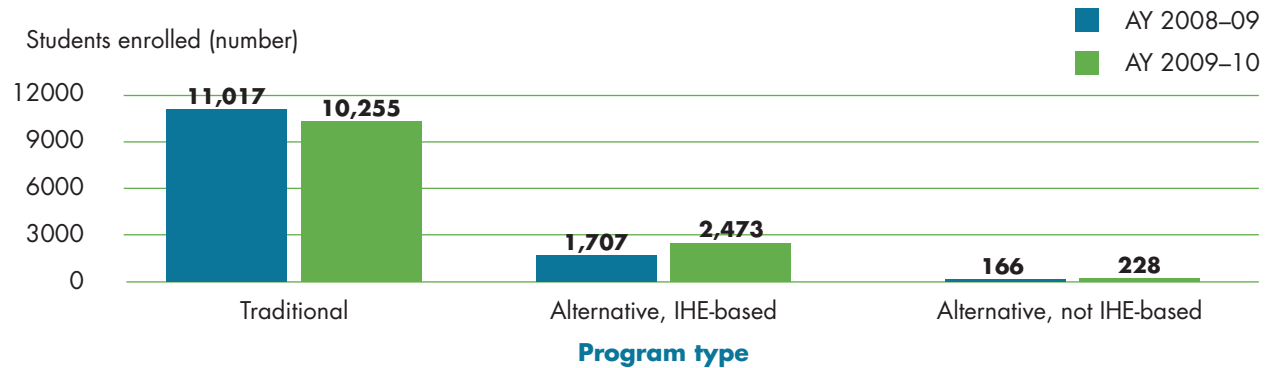
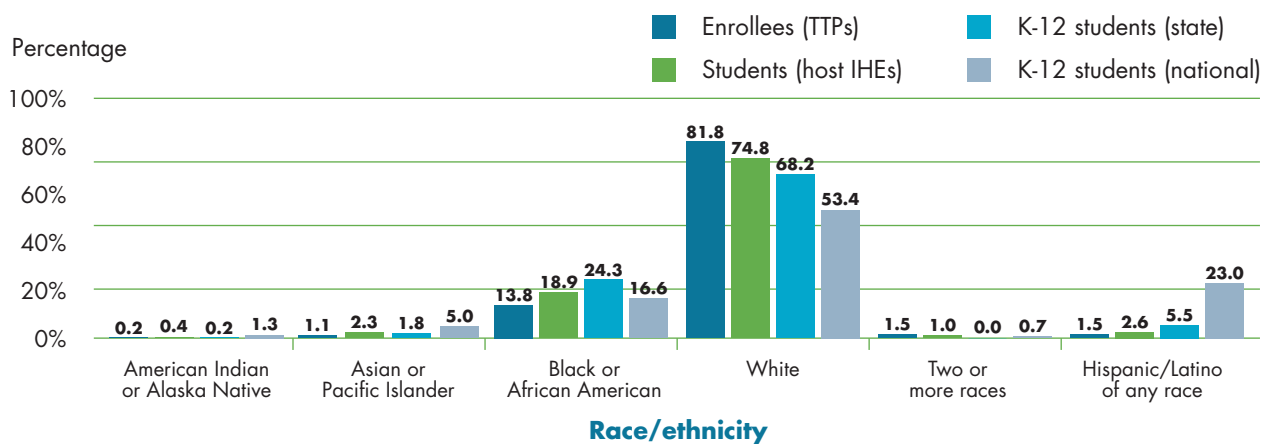
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

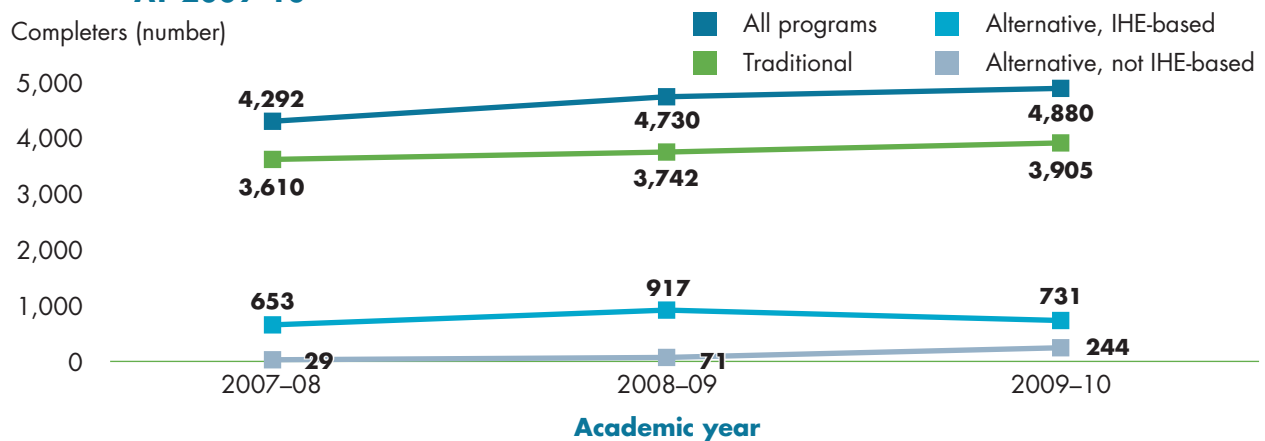
39	Traditional
31	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

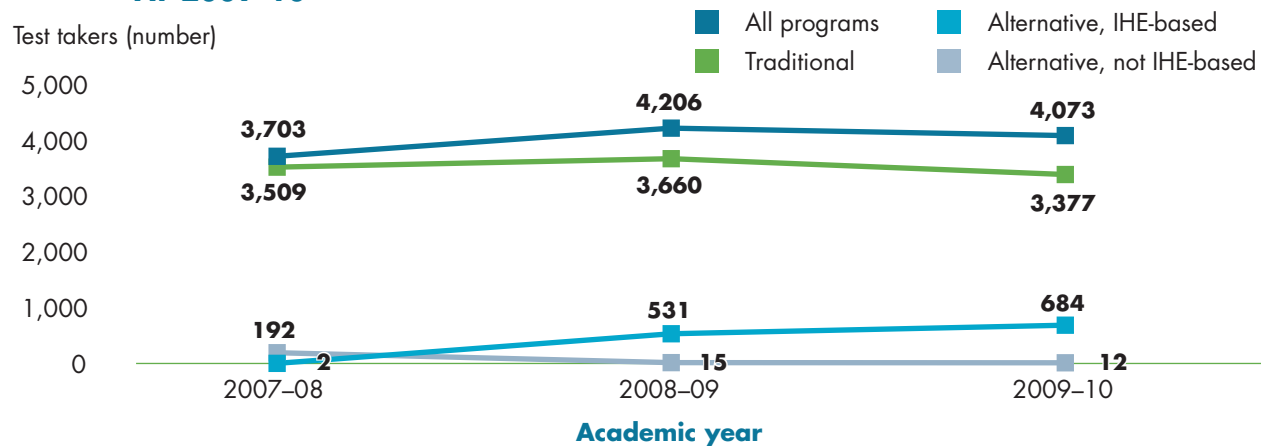


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

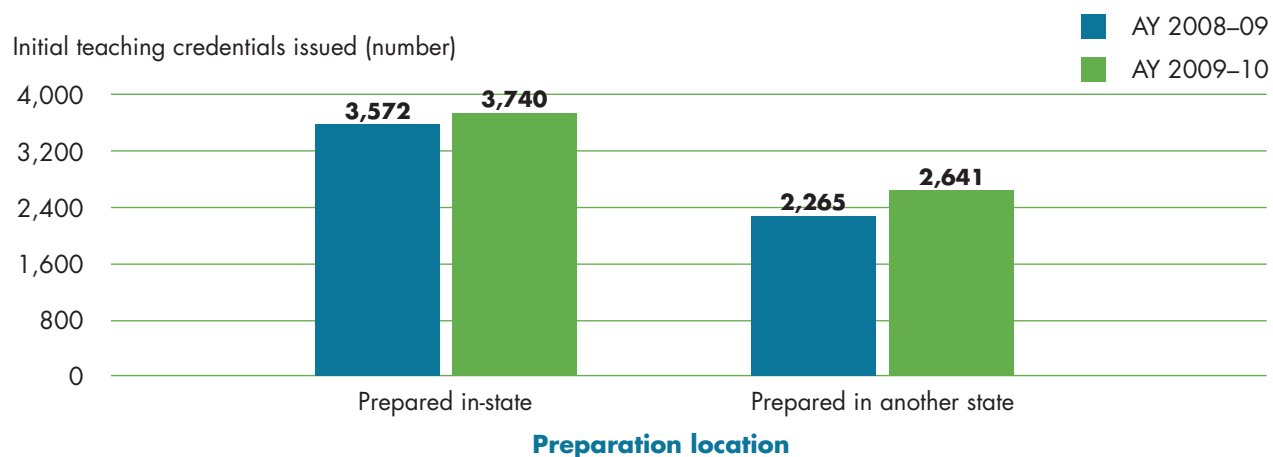
**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Reading Across the Curriculum: Elementary	2,160	99.6	170	151
Elementary Ed Content Knowledge	1,878	99.7	164	140
Principles Learning and Teaching K-6	1,785	99.7	174	155
<i>Alternative, IHE-based programs</i>				
Principles Learning and Teaching 7-12	355	99.2	172	159
Reading Across the Curriculum: Elementary	175	97.6	167	151
Principles Learning and Teaching K-6	136	97.4	173	155
<i>Alternative, not IHE-based programs</i>				
Principles Learning and Teaching 7-12	12	100.0	174	159

D. TEACHERS CREDENTIALIAED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elem Educ K-6	1,914
Early Childhood Education PreK-3	415
Middle Grades 4-8	298
<i>Alternative, IHE-based programs</i>	
SPED: Modified K-12	118
Mathematics 7-12	80
English 7-12	74
<i>Alternative, not IHE-based programs**</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•			•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/isa.html>

** The state did not report data for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Aquinas College	T	77					
Austin Peay State University	TA	546				●	
Belmont University	TA	262				●	
Bethel University	TA	257					
Bryan College	T	51				●	
Carson-Newman College	TA	160				●	
Christian Brothers University	TA	362					
Cumberland University	TA	109					
East Tennessee State University	TA	691				●	
Fisk University	TA	34	●			●	
Free Will Baptist Bible College	TA	32				●	
Freed-Hardeman University	TA	381				●	
Johnson University	T	58				●	
King College	TA	73				●	
Lambuth University	TA	76					
Lane College	TA	162	●				
Lee University	TA	457				●	
Lemoyne-Owen College	TA	192	●			●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Lincoln Memorial University	T	306					
Lipscomb University	TA	454				•	
Martin Methodist College	TA	59				•	
Maryville College	T	100				•	
Memphis College of Art	TA	49					
Middle Tennessee State University	TA	1,066				•	
Milligan College	TA	148				•	
South College	T	130				•	
Southern Adventist University	T	101				•	
State of Tennessee - Teach TN	AN	228					
Tennessee State University	TA	436	•			•	
Tennessee Tech University	TA	1,006				•	
Tennessee Wesleyan College	TA	488					
Trevecca Nazarene University	TA	320				•	
Tusculum College	TA	447					
Union University	TA	464				•	
University of Tennessee—Chattanooga	TA	890				•	
University of Tennessee—Knoxville	TA	267				•	
University of Tennessee—Martin	TA	557				•	
University of Memphis	TA	1,202				•	
Vanderbilt University	T	144				•	
Victory University	TA	114					

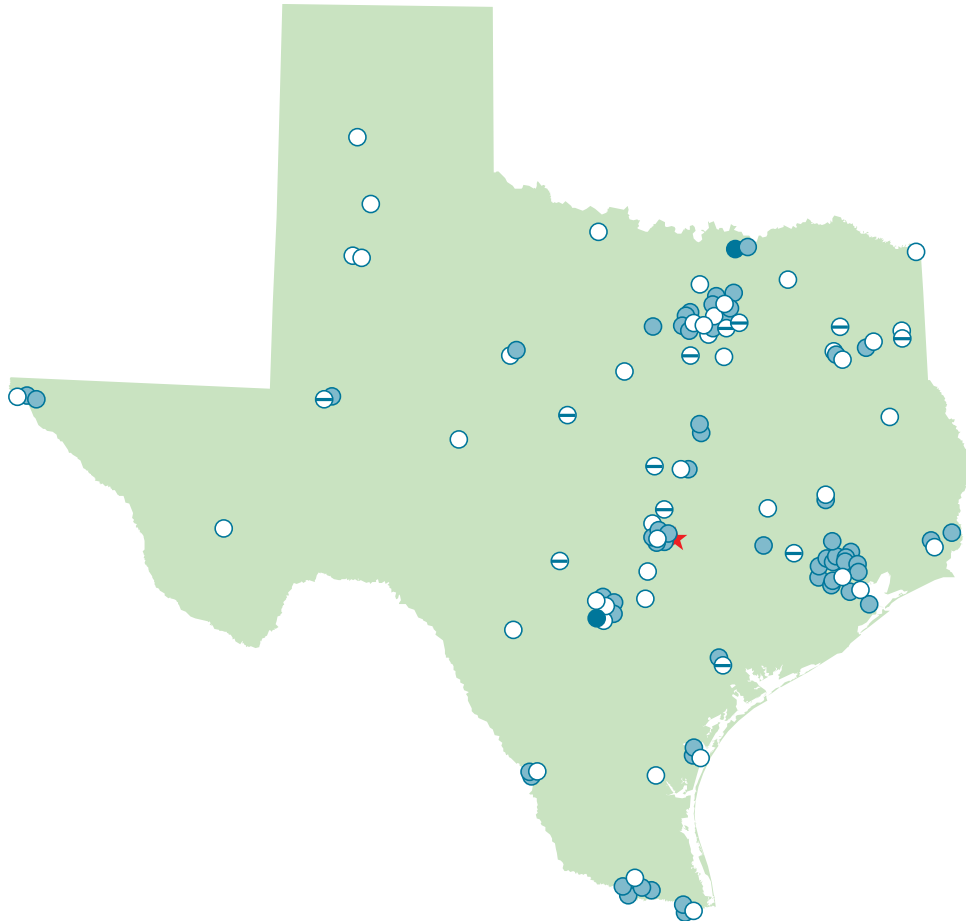
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Texas

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

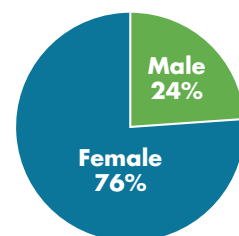
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- Traditional
- ★ Austin

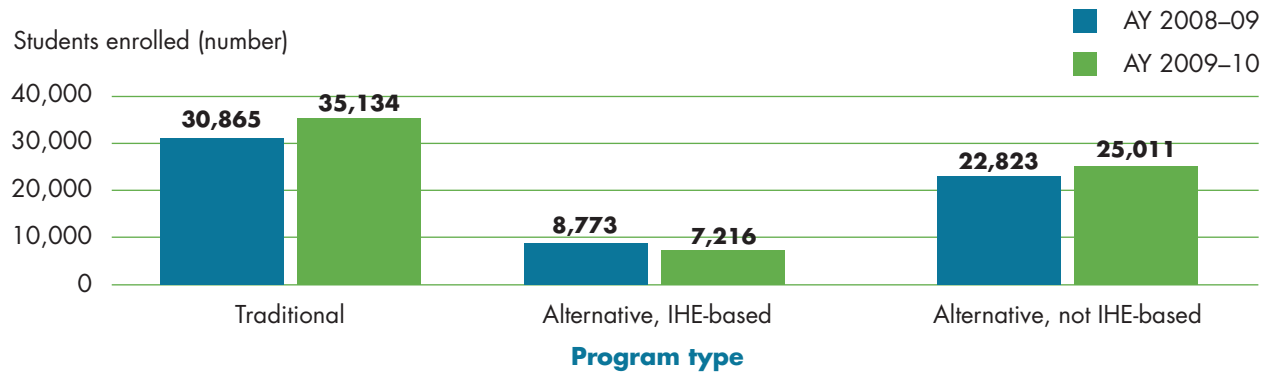
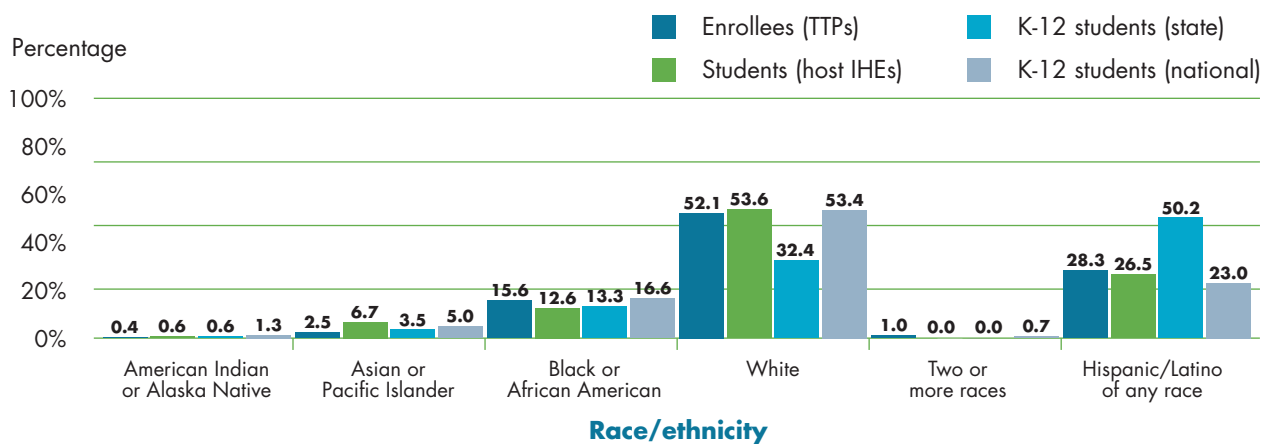
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

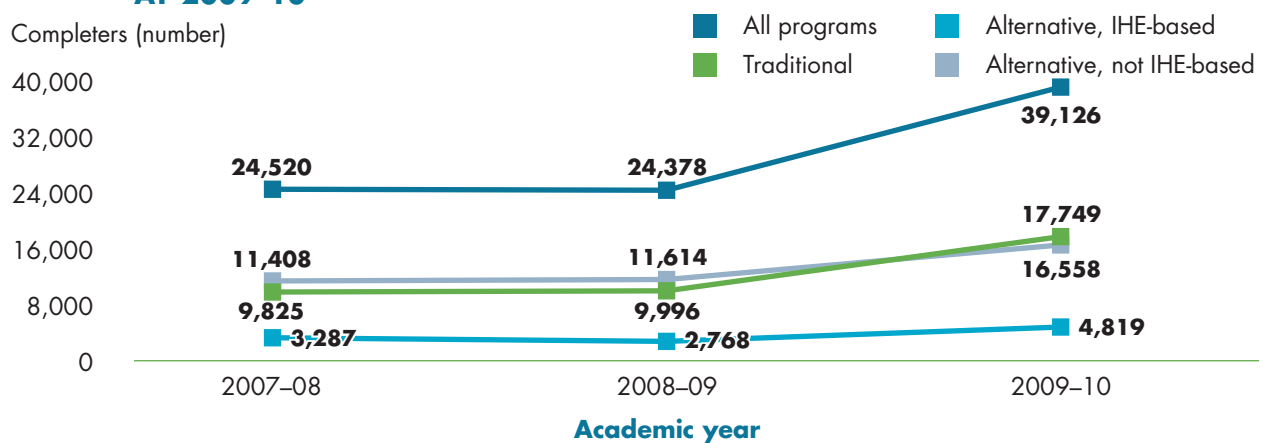
70	Traditional
55	Alternative, IHE-based
84	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

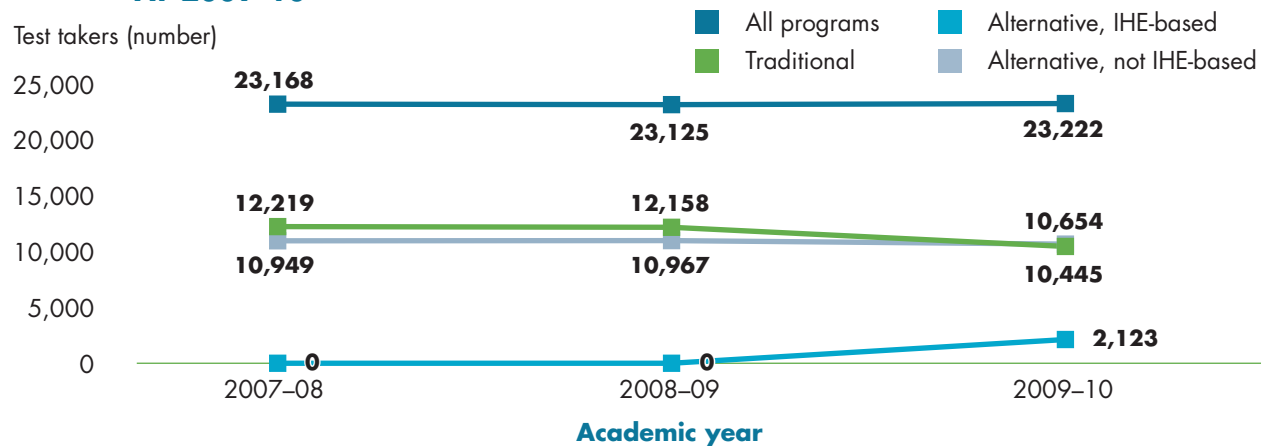


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

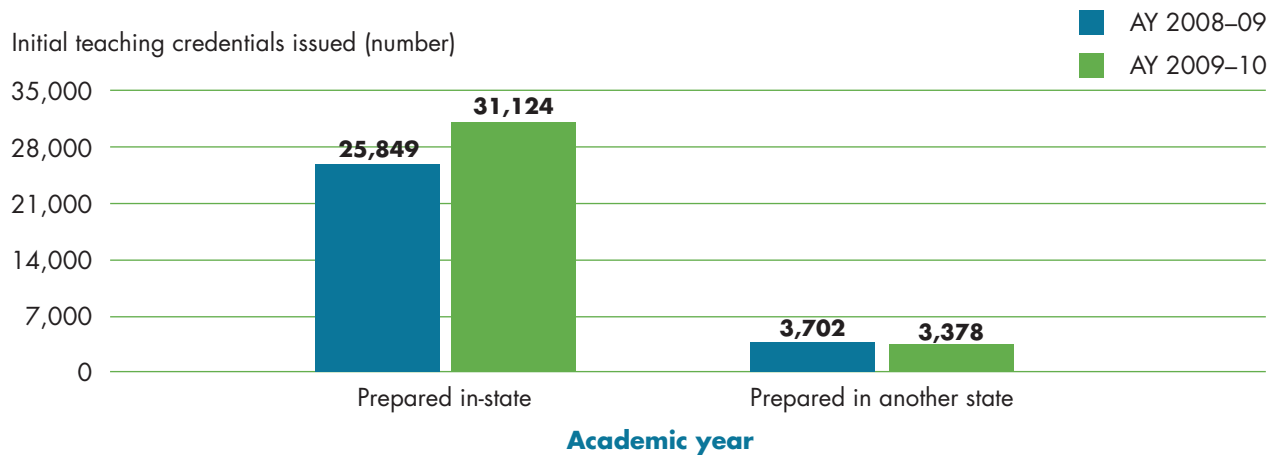
**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Pedagogy - Prof. Resp. Ec-4	3,928	95.9	262	240
Generalist Ec-4	3,524	96.3	264	240
Pedagogy - Prof Resp Ec-12	2,058	94.8	263	240
<i>Alternative, IHE-based programs</i>				
Pedagogy - Prof Resp 8-12	565	96.4	266	240
Generalist Ec-4	394	99.1	264	240
Pedagogy - Prof. Resp. Ec-4	378	99.2	267	240
<i>Alternative, not IHE-based programs</i>				
Pedagogy - Prof Resp Ec-12	8,476	98.6	267	240
Generalist Ec-4	2,305	100.0	262	240
Generalist 4-8	1,871	100.0	264	240

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Generalist EC–4	4,035
Generalist EC–6	1,012
Physical Education EC–12	707
<i>Alternative, IHE-based programs</i>	
Generalist EC–4	599
English Language Arts and Reading 8–12	205
Generic Special Education EC–12	147
<i>Alternative, not IHE-based programs</i>	
Generalist EC–4	3,431
Generalist 4–8	2,687
Generic Special Education EC–12	2,062

D. TEACHERS CREDENTIALIAED *continued***Table 3. Teacher shortage areas, by subject area: AY 2009–10**

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•		•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/lsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
Concordia University	At-risk
East Texas Baptist University	At-risk
Paul Quinn College	At-risk
Prairie View A&M University	Low-performing
Texas A&M International University	At-risk
Texas A&M University–Corpus Christi	At-risk
Texas A&M University–Kingsville	At-risk
Texas College	At-risk
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
Blinn College	At-risk
Region 06 Education Service Center	At-risk
Texas Alternative Center for Teachers	At-risk
Texas Gulf Foundation	At-risk
Western Governors University	At-risk

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
A Career in Education-ACP	AN	37					
A Career in Teaching-EPP (Corpus Christi)	AN	158					
A Career in Teaching-EPP (Humble)	AN	67					
A Career in Teaching-EPP (McAllen)	AN	110					
A+ Texas Teachers	AN	5,155					
Abilene Christian University	TA	163				●	
ACT–Houston	AN	1,587					
ACT–Houston at Dallas	AN	0					
ACT–San Antonio (Alt. Cert. for Teachers)	AN	449					
ACT–San Antonio at Central Texas	AN	168					
Alamo Community College District (North-west Vista)	AN	95					
Alternative Cert. for Teachers NOW!	AN	72					
Alternative Cert. for Teachers NOW! (Houston)	AN	0					
Alternative Certification for Teachers–Rio Grande Valley	AN	299					
Alternative-South Texas Educator Program–Laredo (A-STEP)	AN	115					
Alternative-South Texas Educator Program (A-STEP)	AN	206					
Angelo State University	TA	542				●	
Arlington Baptist College	T	8					
ATC-East Houston	AN	22					
Austin College	AI	44				●	
Austin Community College	AN	48					
Baylor University	T	720				●	
Blinn College	AN	96					
Brookhaven College	AN	112					
Collin County Community College	AN	163					
Concordia University	TA	112				●	
Dallas Baptist University	TA	159					
Dallas Christian College	AN	30					
Dallas ISD	AN	330					
e Teach n Texas	AN	0					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
East Texas Baptist University	TA	127				•	
Education Career Alternatives Program (ECAP)	AN	670					
Educators of Excellence ACP	AN	40					
EIT: Excellence in Teaching	AN	21					
Galveston County Alternative Teacher Certification Program (PACT)	AN	132					
Hardin-Simmons University	TA	188				•	
Harris County Department of Education	AN	51					
Houston Baptist University	TA	254		•		•	
Houston Community College System	AN	110					
Houston ISD	AN	345					
Howard Payne University	T	59					
Huston-Tillotson University	TA	81	•			•	
Intern Teacher ACP	AN	46					
iteachTEXAS	AN	1,996					
Jarvis Christian College	T	38	•			•	
Lamar State College–Orange	AN	101					
Lamar University	TA	417				•	
Laredo Community College	AN	21					
LeTourneau University	TA	753				•	
Lonestar College–Cy-Fair	AN	153					
Lonestar College–Kingwood	AN	1,062					
Lonestar College–Montgomery	AN	141					
Lonestar College–North Harris	AN	152					
Lonestar College–Tomball	AN	76					
Lubbock Christian University	TA	590				•	
McLennan Community College	AN	231					
McMurry University	TA	164				•	
Midwestern State University	TA	213				•	
Mountain View College	AN	81					
Our Lady of the Lake University	TA	66		•		•	
Pasadena ISD	AN	103					
Paul Quinn College	T	50	•			•	
Prairie View A&M University	T	4,582	•			•	
Professional Teacher Certifications, LLC	AN	4					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Quality ACT: Alternative Certified Teachers	AN	149					
Region 01 Education Service Center	AN	249					
Region 02 Education Service Center	AN	48					
Region 03 Education Service Center	AN	75					
Region 04 Education Service Center	AN	1,661					
Region 05 Education Service Center	AN	45					
Region 06 Education Service Center	AN	30					
Region 07 Education Service Center	AN	173					
Region 10 Education Service Center	AN	951					
Region 11 Education Service Center	AN	365					
Region 12 Education Service Center	AN	251					
Region 13 Education Service Center	AN	252					
Region 14 Education Service Center	AN	27					
Region 18 Education Service Center	AN	248					
Region 19 Education Service Center	AN	94					
Region 20 Education Service Center	AN	208					
Rice University	TA	20					
Richland College	AN	78					
Sam Houston State University	TA	1,548				•	
San Jacinto College North	AN	96					
Schreiner University	T	55				•	
South Texas College Alt Cert Program (STAC)	AN	108					
South Texas Transition to Teaching ACP	AN	275					
Southern Methodist University	T	141					
Southwestern Adventist University	T	106		•		•	
Southwestern Assemblies of God University	TA	84					
Southwestern University	T	21					
St. Edward's University	T	143		•			
St. Mary's University	TA	25		•			
Stephen F. Austin State University	TA	1,407				•	
Steps to Teaching–ACP	AN	99					
Sul Ross State University–Alpine	TA	42					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Sul Ross State University–Uvalde/Rio Grande	TA	520					
Tarleton State University	TA	571				•	
Tarleton State University–Stephenville at Central Texas, Killeen	T	0					
TeacherBuilder.com	AN	284					
Teachers for the 21st Century	AN	62					
Texas A&M International University	TA	784		•			
Texas A&M University	TA	1,729				•	
Texas A&M University–Commerce	TA	914				•	
Texas A&M University–Corpus Christi	TA	254		•		•	
Texas A&M University–Kingsville	TA	810		•			
Texas A&M University–Kingsville at San Antonio	TA	329					
Texas A&M University–Texarkana	TA	578				•	
Texas Alternative Center for Teachers	AN	41					
Texas Alternative Certification Program	AN	188					
Texas Alternative Certification Program at Austin	AN	29					
Texas Alternative Certification Program at Brownsville	AN	74					
Texas Alternative Certification Program at Houston	AN	11					
Texas Alternative Certification Program at San Antonio	AN	5					
Texas Christian University	T	398				•	
Texas College	TA	73	•				
Texas Gulf Foundation	AN	54					
Texas Lutheran University	TA	109				•	
Texas Southern University	T	271	•			•	
Texas State University–San Marcos	TA	1,004				•	•
Texas Teaching Fellows (Austin)	AN	215					
Texas Teaching Fellows (Dallas)	AN	249					
Texas Teaching Fellows (El Paso)	AN	20					
Texas Teaching Fellows (San Antonio)	AN	122					
Texas Tech University	TA	1,281				•	
Texas Wesleyan University	TA	253				•	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Texas Woman's University	TA	731				•	
The Texas Institute for Teacher Education	AN	46					
Training via E-Learning: An Alternative Certification Hybrid (T.E.A.C.H.)	AN	44					
Trinity University	AI	30					
Tyler Junior College	AN	10					
University of Dallas	TA	27					
University of Houston	T	345				•	
University of Houston–Clear Lake	TA	687				•	
University of Houston–Downtown	TA	785		•			
University of Houston–Victoria	T	602				•	
University of Mary Hardin–Baylor	TA	89				•	
University of North Texas	TA	2,739				•	
University of Phoenix (at San Antonio)	AI	169		•			
University of St. Thomas	TA	103		•		•	
University of Texas–Arlington	TA	1,097				•	
University of Texas–Austin	TA	681					
University of Texas–Brownsville	TA	1,726		•			
University of Texas–Dallas	TA	551				•	
University of Texas–El Paso	TA	4,019		•		•	
University of Texas–Pan American	TA	888		•		•	
University of Texas–Permian Basin	T	142		•		•	
University of Texas–San Antonio	TA	1,653		•		•	
University of Texas–Tyler	TA	431				•	
University of the Incarnate Word	TA	203		•		•	
Wayland Baptist University	TA	1,142				•	
Weatherford College	AN	67					
Web-Centric Alternative Certification Program	AN	638					
West Texas A&M University	TA	557					
Western Governors University	AN	2,440					
Wiley College	T	153	•				
YES Preparatory Public Schools	AN	75					

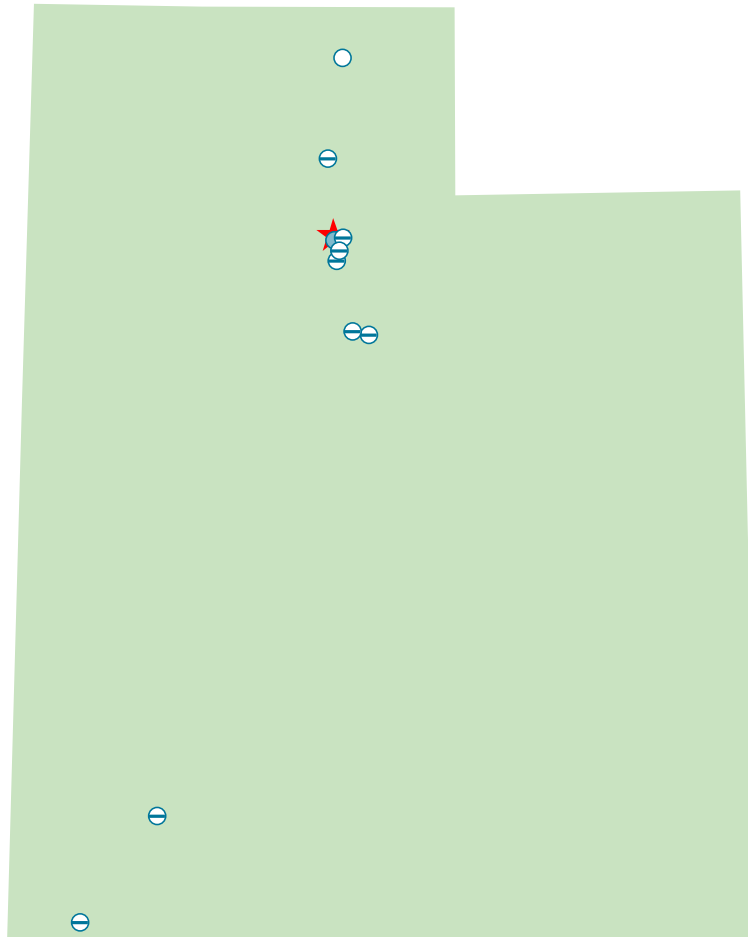
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Utah

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

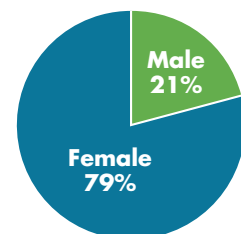
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Salt Lake City

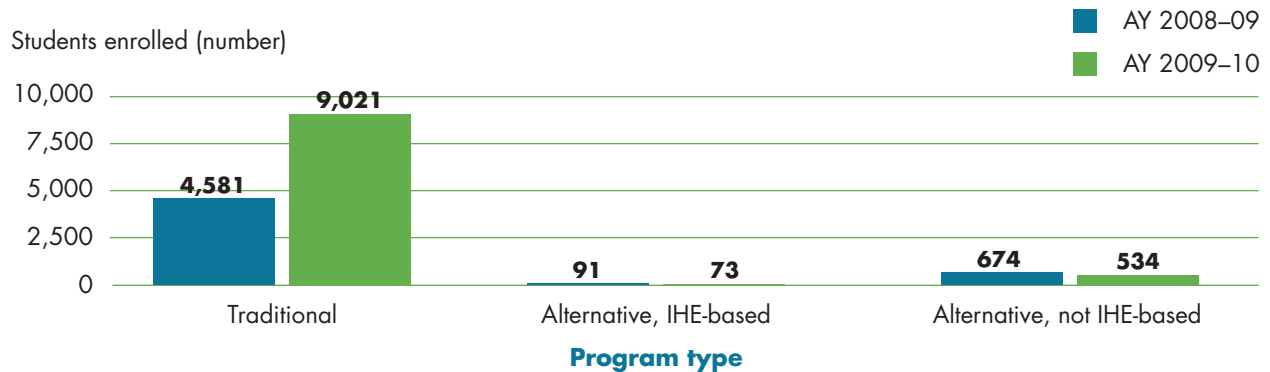
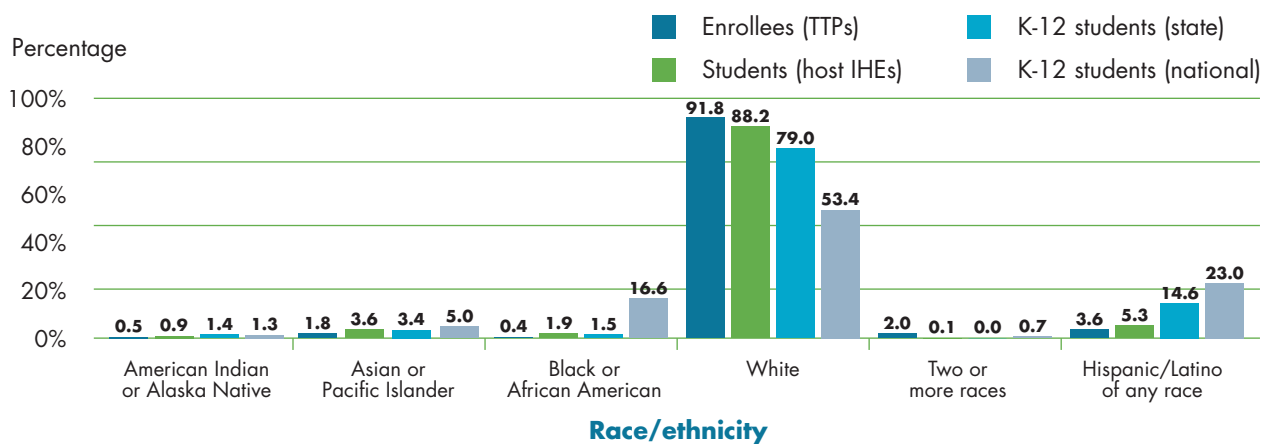
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

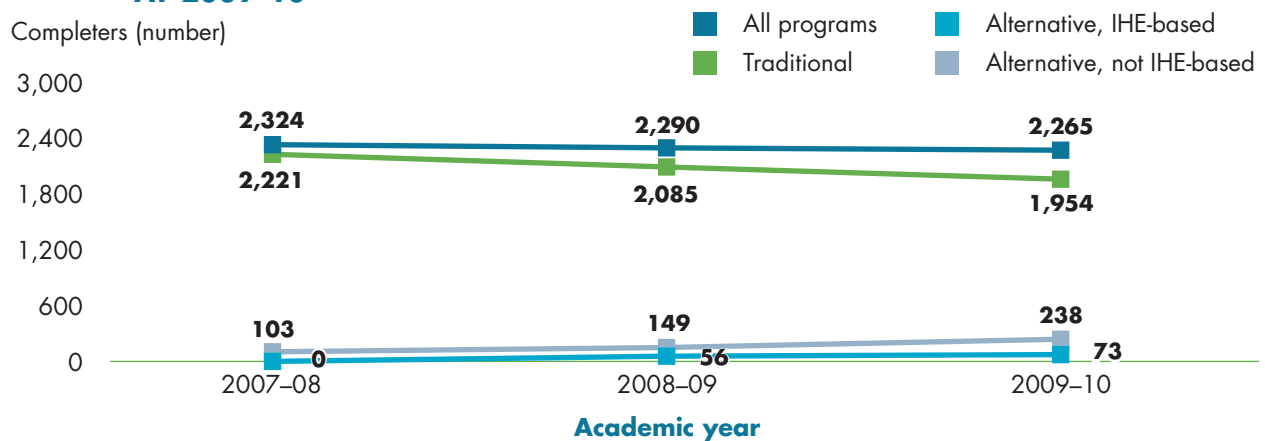
10	Traditional
1	Alternative, IHE-based
1	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

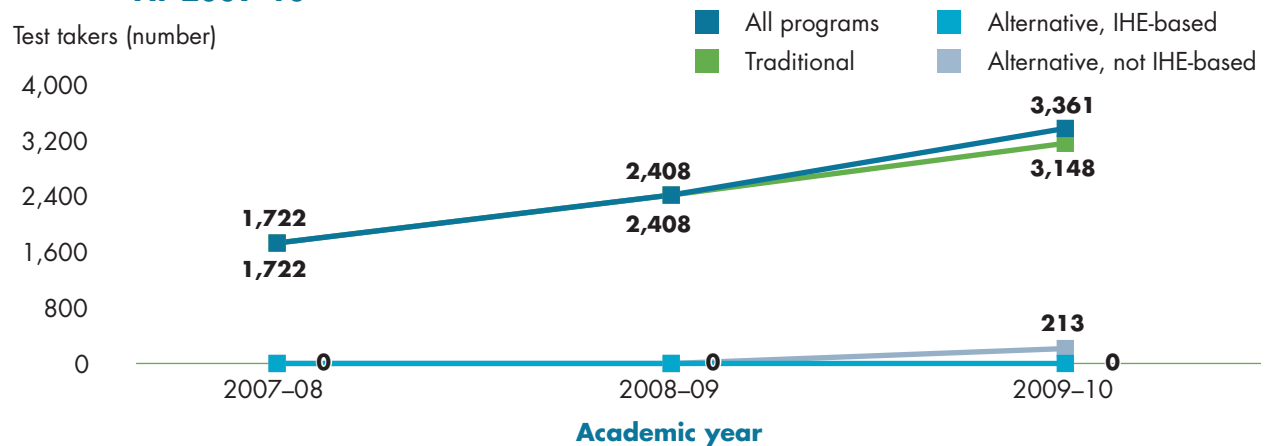


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

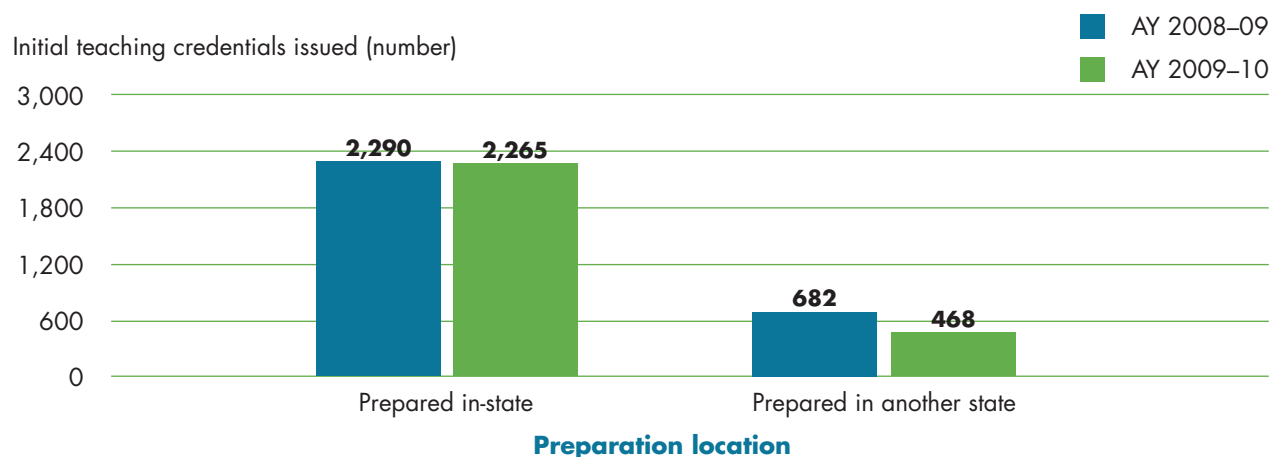
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Elementary Ed Content Knowledge	921	96.8	171	150
Eng Lang Lit Comp Content Knowledge	92	88.7	182	168
World and U.S. History: Content Knowledge	57	83.0	165	156
<i>Alternative, IHE-based programs</i>				
Elementary Ed Content Knowledge	87	100.0	172	150
ABCTE Professional Teaching Knowledge	53	100.0	317	270
ABCTE Multiple Subject	38	100.0	325	285

*Alternative, not IHE-based programs***

** The state did not report data for this program type

D. TEACHERS CREDENTIALIAED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education (1-8)	903
Secondary Education (6-12)	765
Early Childhood Education (K-3)	284
<i>Alternative, IHE-based programs</i>	
Special Education (K-12+)	59
Preschool Special Education (Birth - age 5)	14
<i>Alternative, not IHE-based programs</i>	
Secondary Education (6-12)	119
Elementary Education (1-8)	91
Early Childhood Education (K-3)	21

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
						•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Brigham Young University	T	3,397					
Dixie State College	T	153					
Southern Utah University	T	535					
University of Phoenix	T	377					
University of Utah	T	337				●	
USOE ARL	AN	534					
Utah State University	TA	1,178				●	
Utah Valley University	T	620				●	
Weber State University	T	614					
Western Governors University	T	1,707				●	
Westminster College	T	176				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

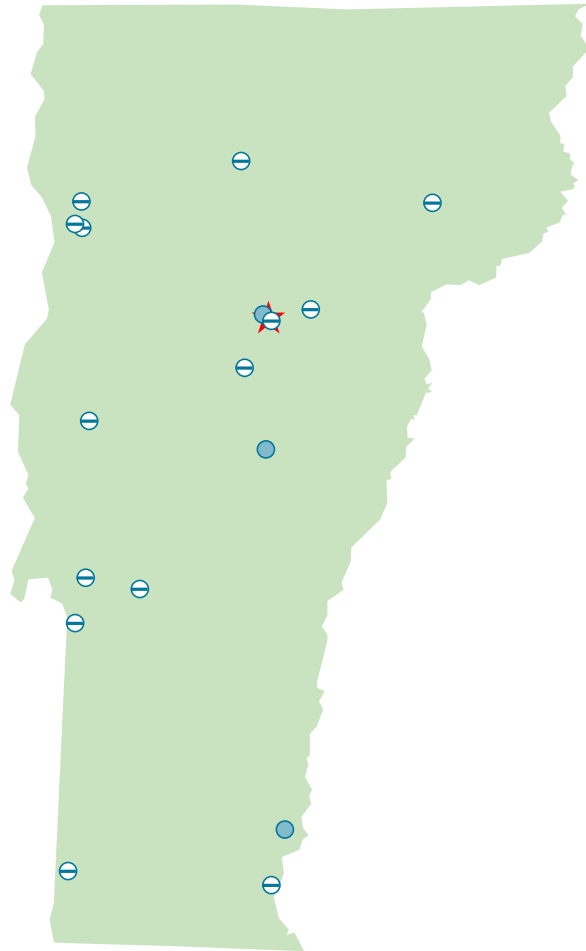
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Vermont

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

- Traditional and Alternative
- ⊖ Traditional

- Alternative, IHE-based
- ★ Montpelier

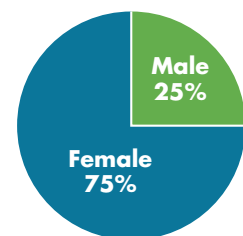
- Alternative, not IHE-based

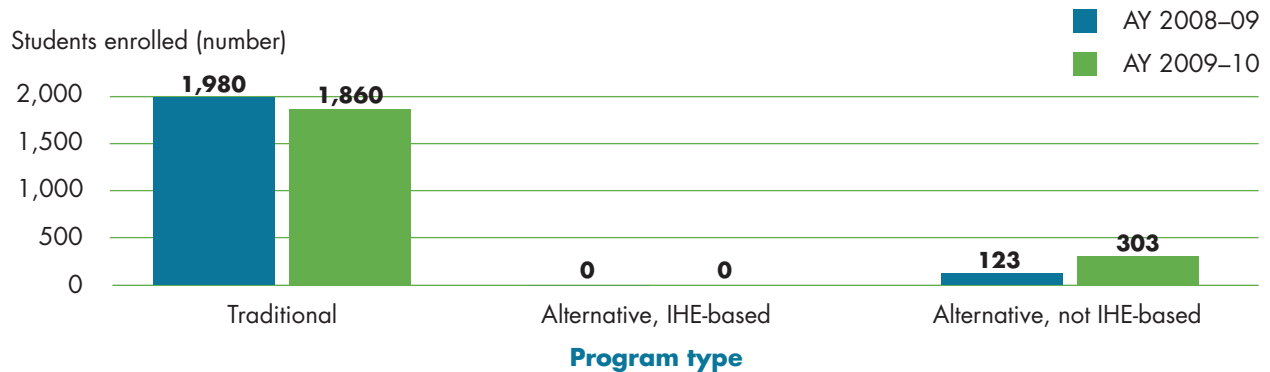
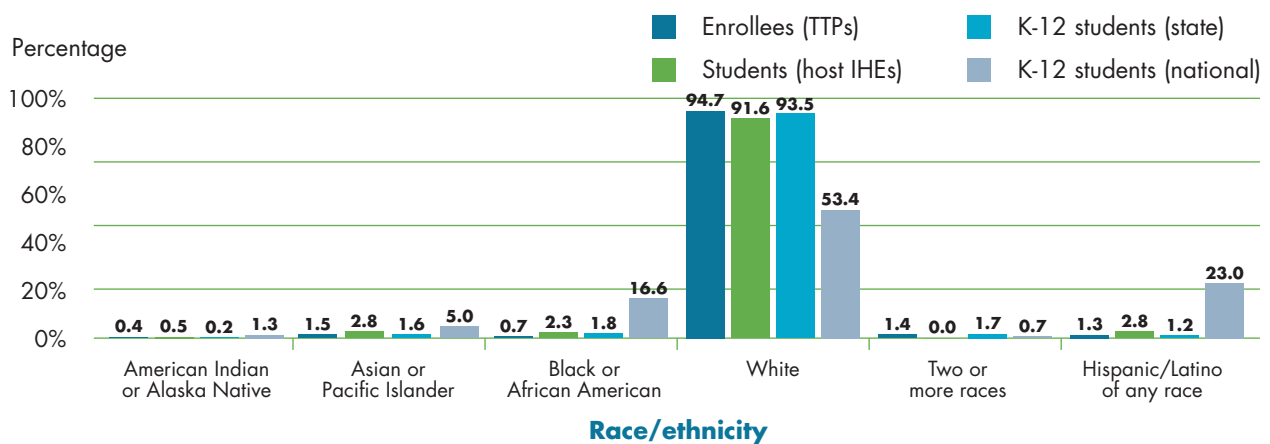
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

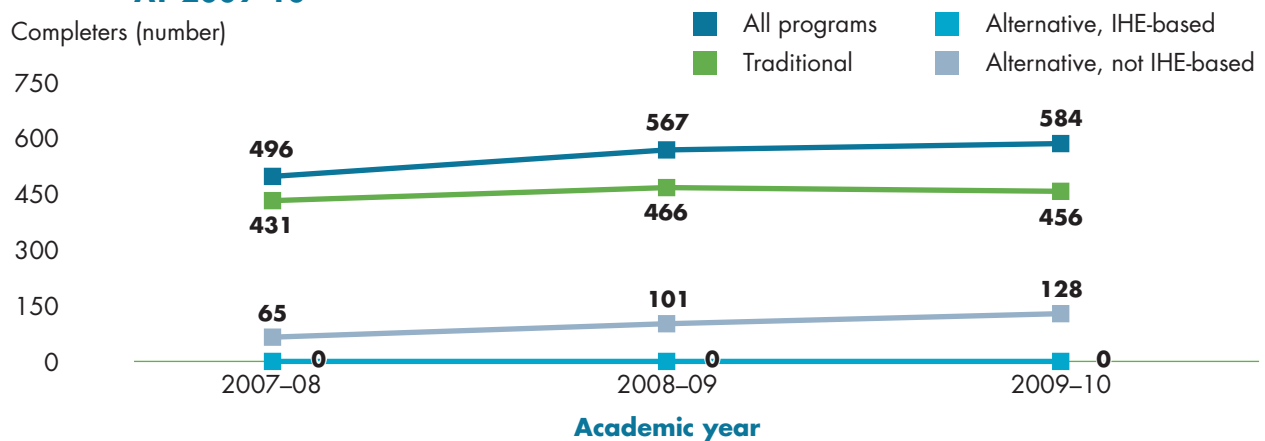
14	Traditional
0	Alternative, IHE-based
3	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

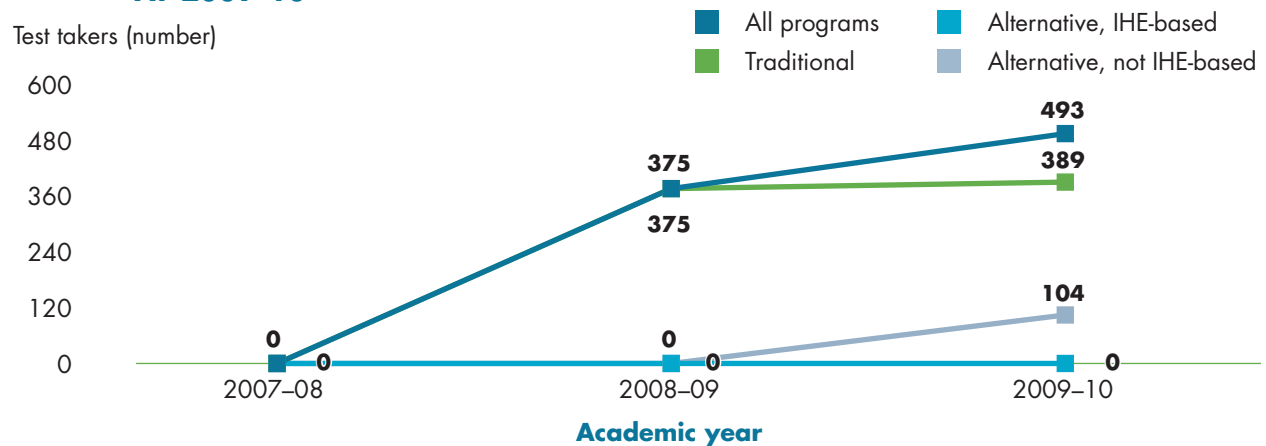


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

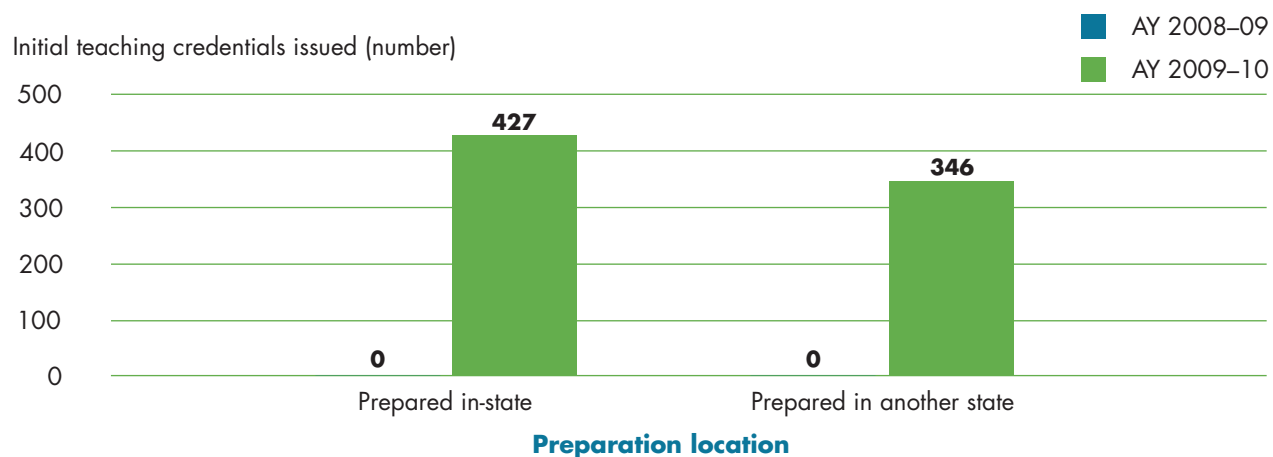
C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Reading	243	96.3	180	177
Praxis I Writing	242	100.0	178	174
Praxis I Mathematics	238	97.3	179	175
<i>Alternative, IHE-based programs*</i>				
<i>Alternative, not IHE-based programs</i>				
Praxis I Reading	59	95.0	181	177
Praxis I Writing	58	90.0	178	174
Praxis I Mathematics	56	86.0	179	175

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary	176
Social Studies	44
English	41
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs</i>	
Early Childhood Education	12
Special Education	11
Art	11

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•	•	•	•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Bennington College	T	12				•	
Castleton State College	T	52					
Champlain College	T	133					
College of St. Joseph	T	43				•	
Goddard College	T	37					
Green Mountain College	T	7					
Johnson State College	T	352					
Lyndon State College	T	113					
Middlebury College	T	7					
Norwich University	T	30					
Peer Review	AN	232					
Saint Michael's College	T	285					
Spark Teacher Educ. Institute	AN	6					
Union Institute & University	T	48					
University of Vermont	T	729					
Vermont Technical College	AN	65					
World Learning	T	12					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Virgin Islands

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

- Traditional and Alternative
- ⊖ Traditional

- Alternative, IHE-based
- ★ **Charlotte Amalie**

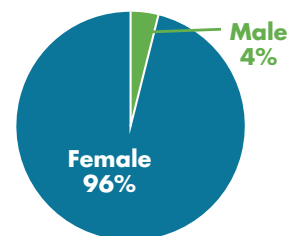
- Alternative, not IHE-based

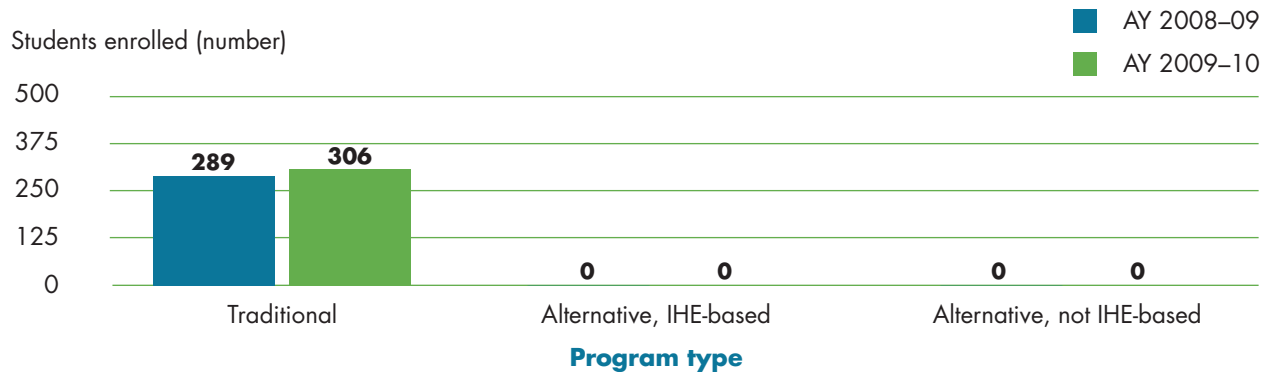
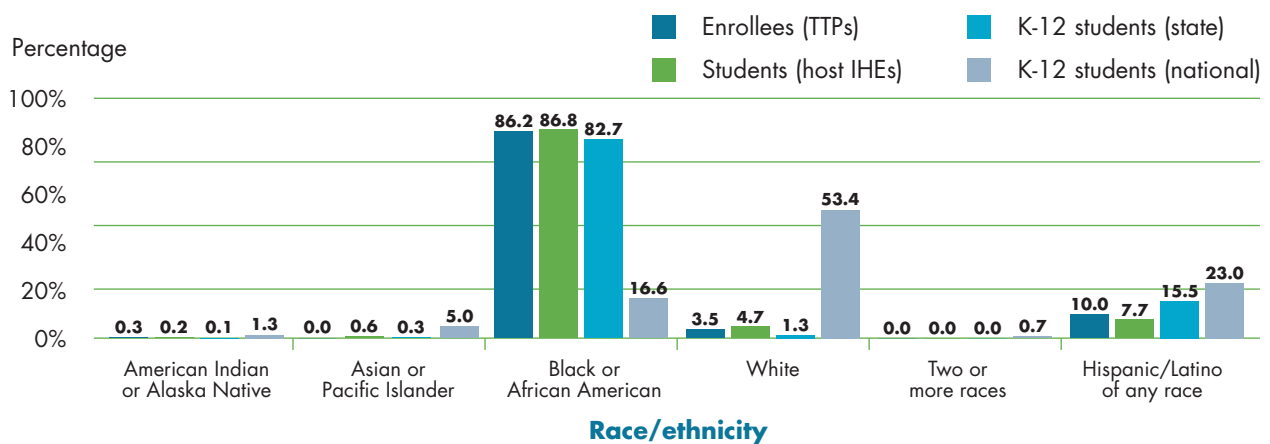
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

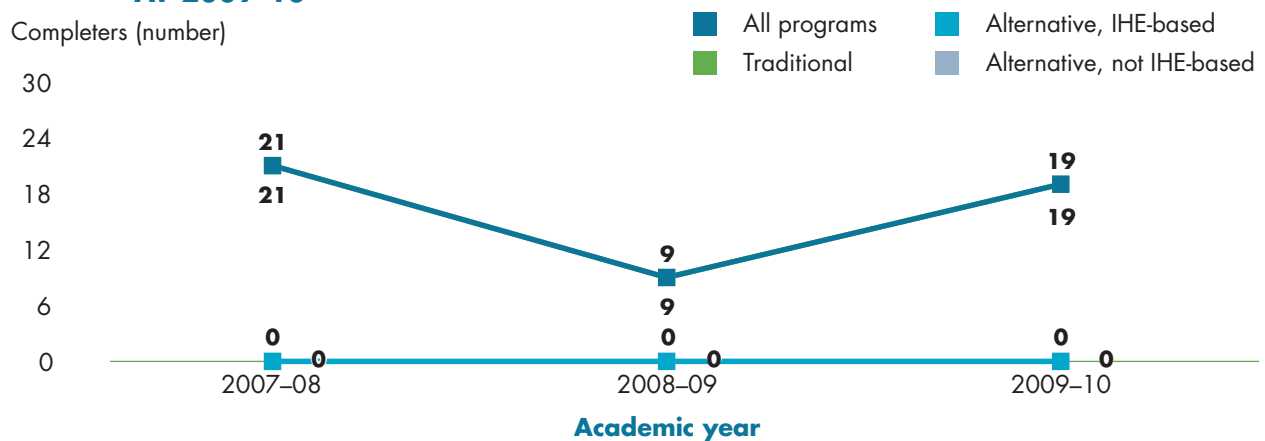
1	Traditional
0	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

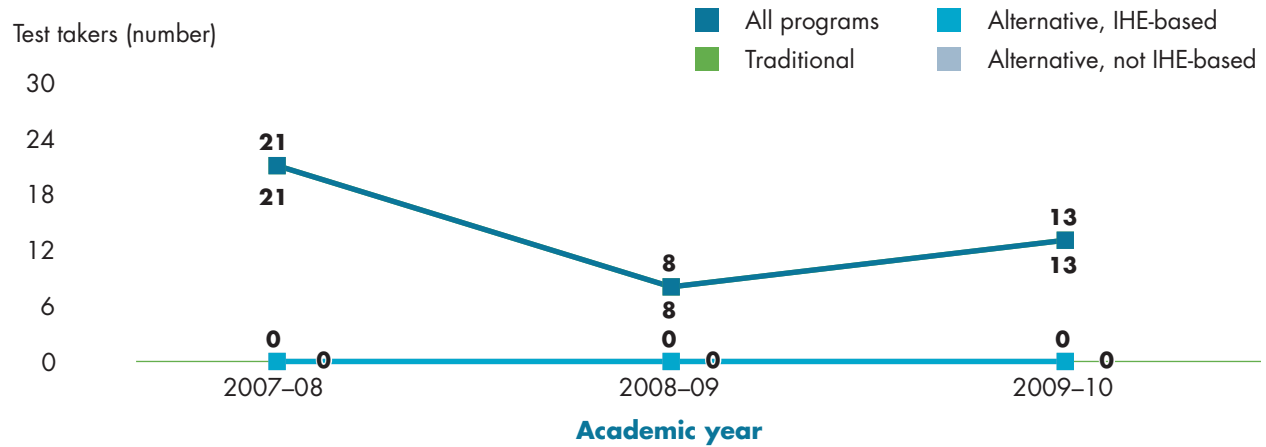


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

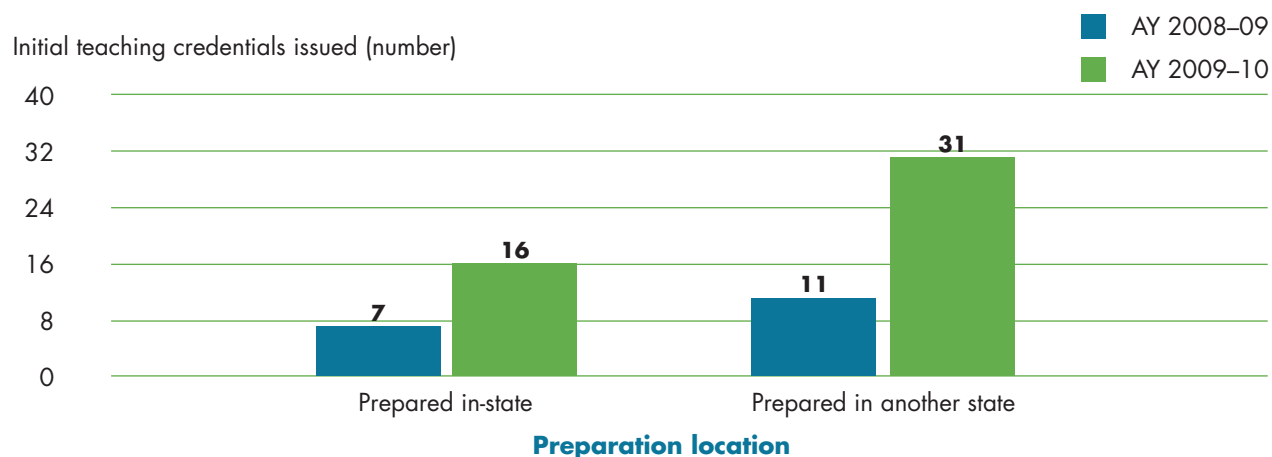
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Mathematics	13	85.0	175	171
Praxis I Reading	12	83.0	175	173
Praxis I Writing	11	82.0	175	172

*Alternative, IHE-based programs***Alternative, not IHE-based programs**

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	10
Secondary English	3
Secondary Science	2
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•	•	•	•	•	•	•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
University of the Virgin Islands	T	306	●				

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

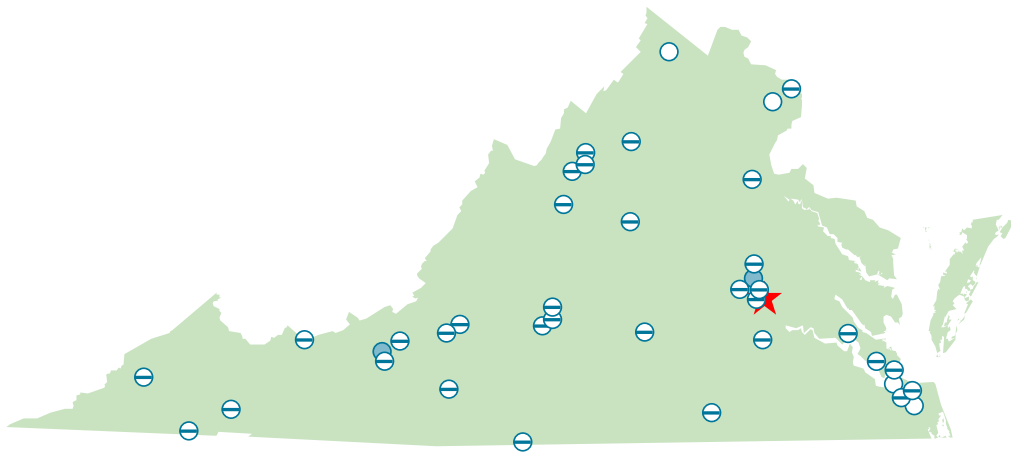
*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

Virginia

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

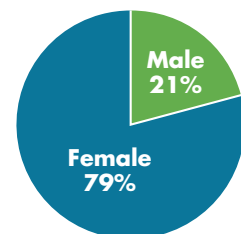
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Richmond

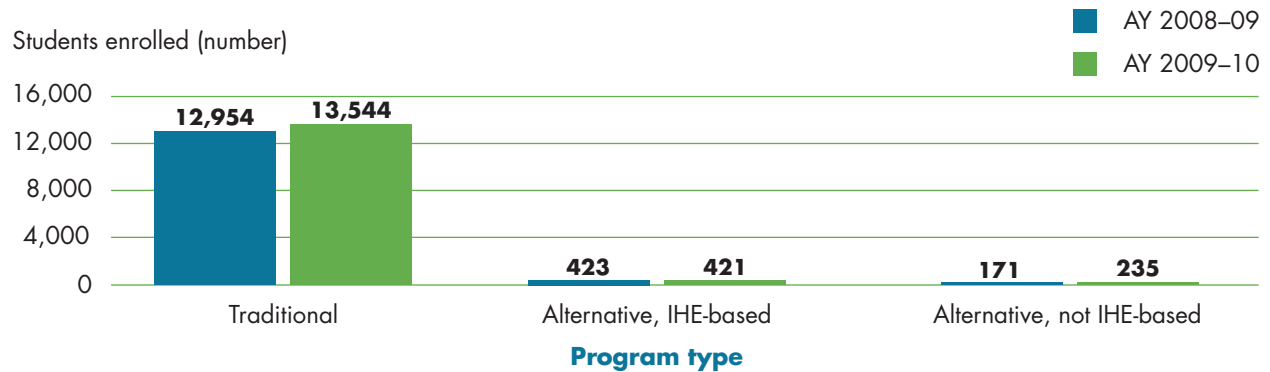
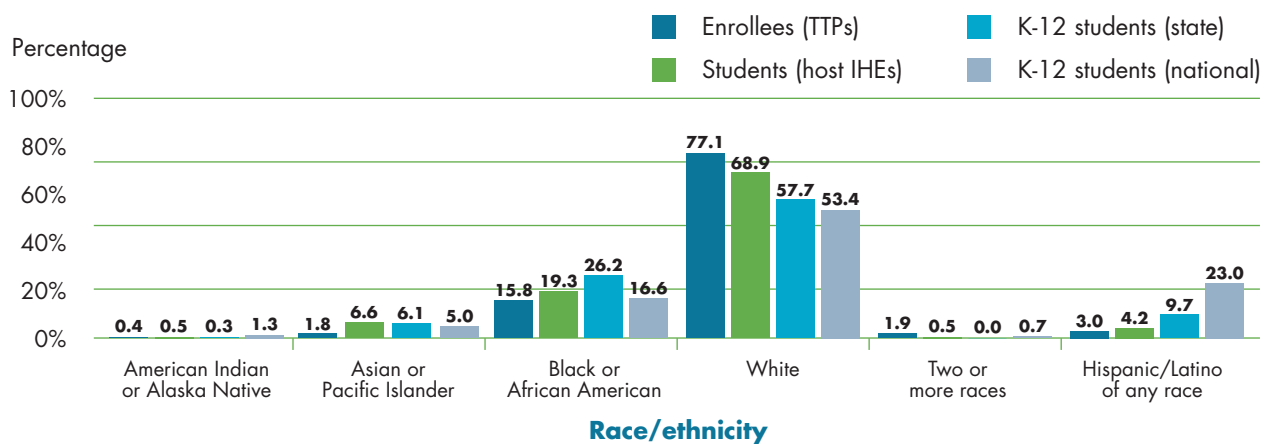
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

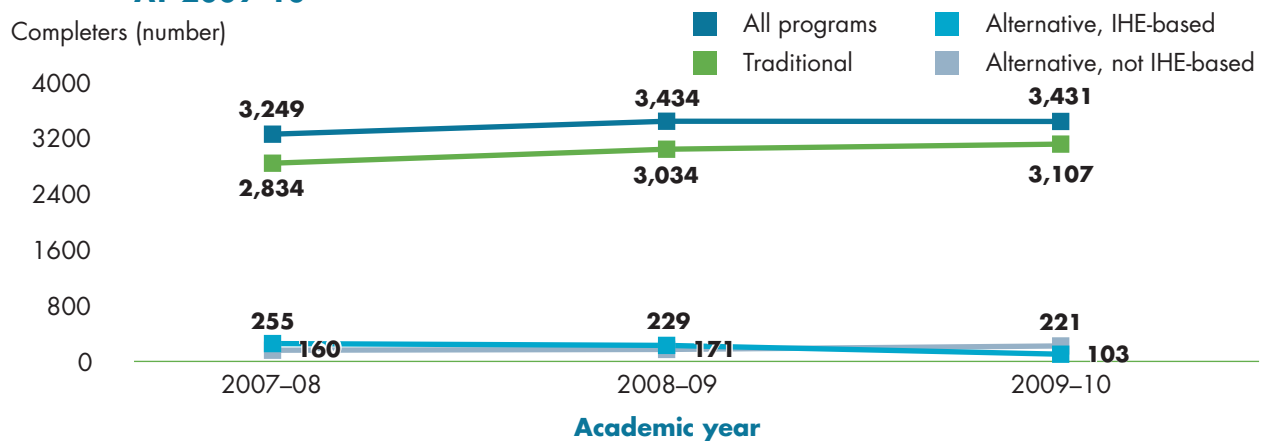
37	Traditional
4	Alternative, IHE-based
2	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

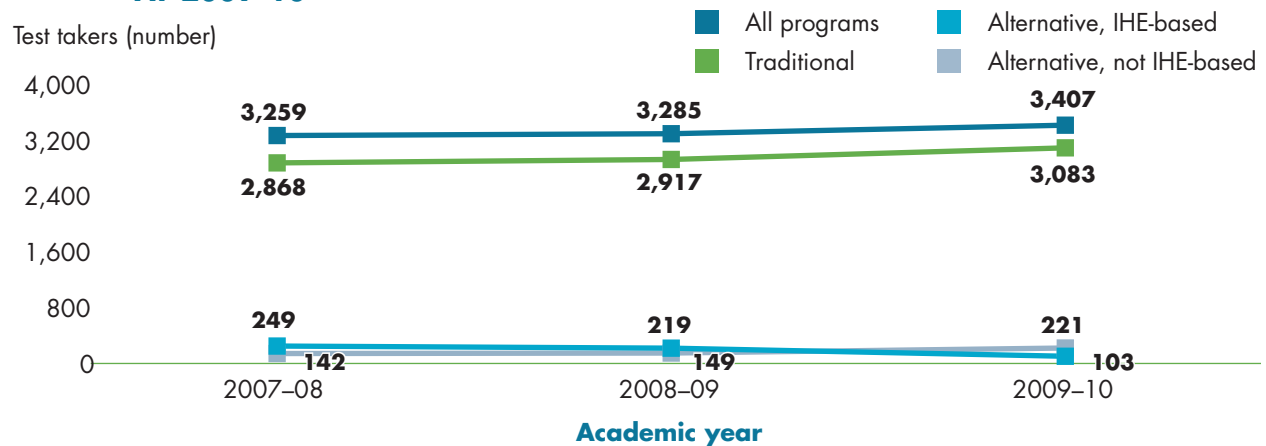


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

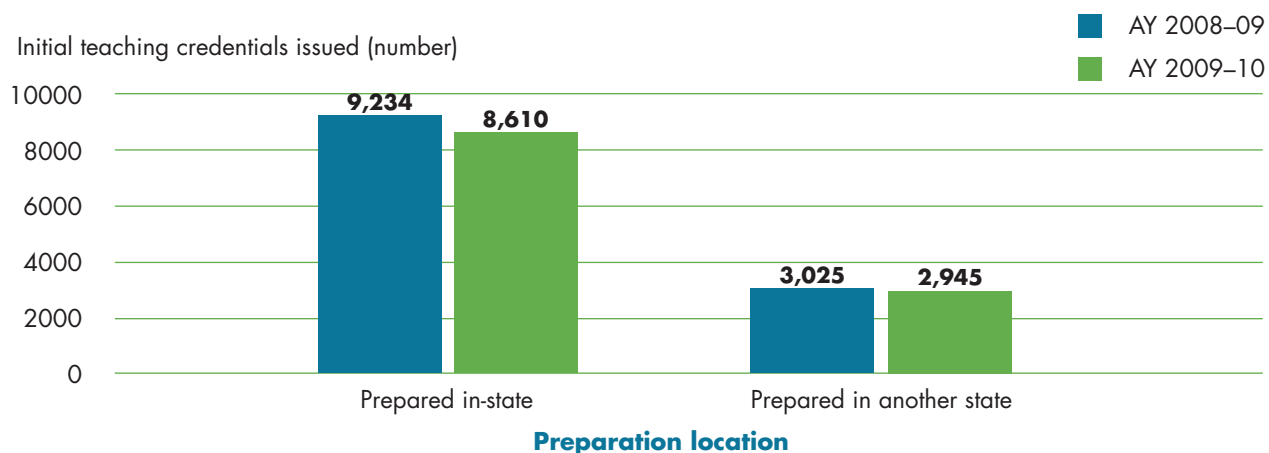
**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
VCLA	3,024	100.0	544	470
VRA - Elementary/Special Ed. Teachers	1,692	100.0	258	235
Elementary Education: Content Knowledge	1,351	100.0	172	143
<i>Alternative, IHE-based programs</i>				
VCLA	91	100.0	545	470
Middle School Mathematics	22	100.0	174	163
<i>Alternative, not IHE-based programs</i>				
VCLA	221	100.0	554	470
English Language: Literature and Composition	43	100.0	187	172
Middle School Mathematics	31	100.0	180	163

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education PreK-6	1,181
History and Social Sciences	220
English	187
<i>Alternative, IHE-based programs</i>	
History and Social Sciences	6
Family and Consumer Sciences	4
Business and Information Technology	3
<i>Alternative, not IHE-based programs</i>	
English as a Second Lang. PreK-12	49
English	41
Middle Ed. 6-8: Mathematics	39

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•		•	•	•		•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Averett University	T	45				●	
Bluefield College	T	25					
Bridgewater College	T	109				●	
Christopher Newport University	T	258				●	
College of William and Mary	T	72					
Eastern Mennonite University	T	98				●	
Emory & Henry College	T	59				●	
Ferrum College	T	8				●	
George Mason University	TA	1,451					
Hampton University	T	86	●			●	
Hollins University	T	83					
James Madison University	T	1,027					
Liberty University	T	2,313				●	
Longwood University	T	1,317				●	
Lynchburg College	T	85				●	
Mary Baldwin College	T	681				●	
Marymount University	T	150					
Norfolk State University	T	1,257	●			●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Old Dominion University	TA	1,907				•	•
Radford University	T	317				•	
Randolph College	T	31				•	
Randolph-Macon College	T	19				•	
Regent University	TA	252				•	
Roanoke College	T	178				•	
Saint Paul's College	T	2	•				
Shenandoah University	TA	256					
Sweet Briar College	T	30				•	
University of Mary Washington–Stafford	T	586					
University of Richmond	T	213				•	
University of Virginia	T	168				•	
University of Virginia at Wise	T	123					
Virginia Commonwealth University	T	476				•	•
Virginia Community College System	AN	220					
Virginia Intermont College	T	91					
Virginia State University	T	49	•			•	
Virginia Tech	T	115				•	
Virginia Union University	T	1	•				
Virginia Wesleyan College	T	27				•	
Western Virginia Public Education Consortium	AN	15					

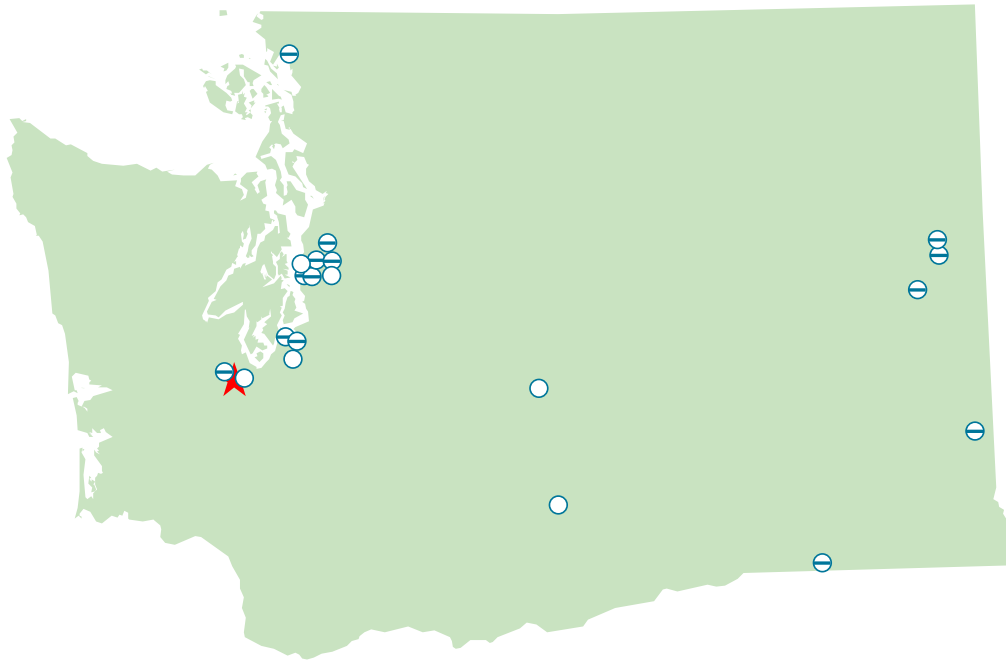
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Washington

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

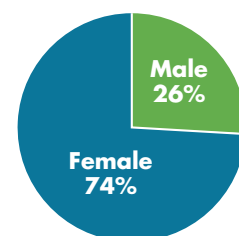
- Traditional and Alternative
- Alternative, IHE-based
- ⊖ Alternative, not IHE-based
- ⊖ Traditional
- ★ Olympia

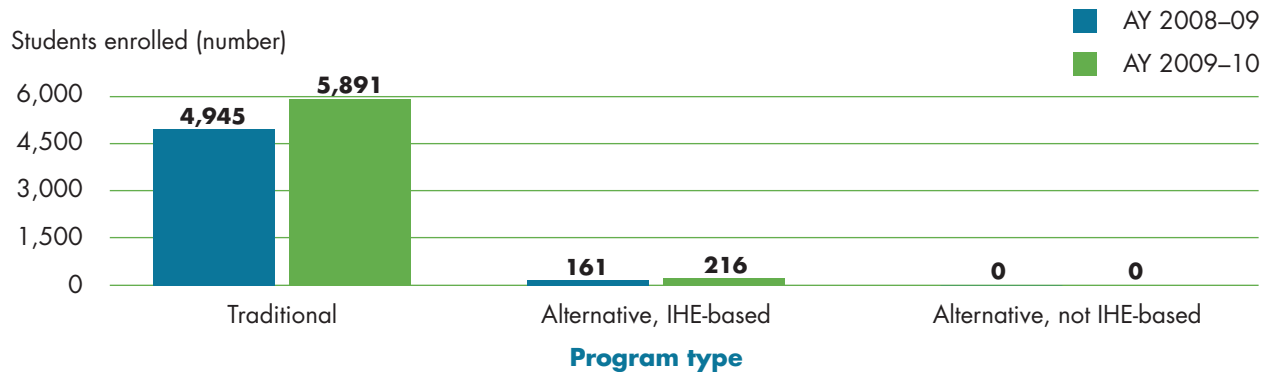
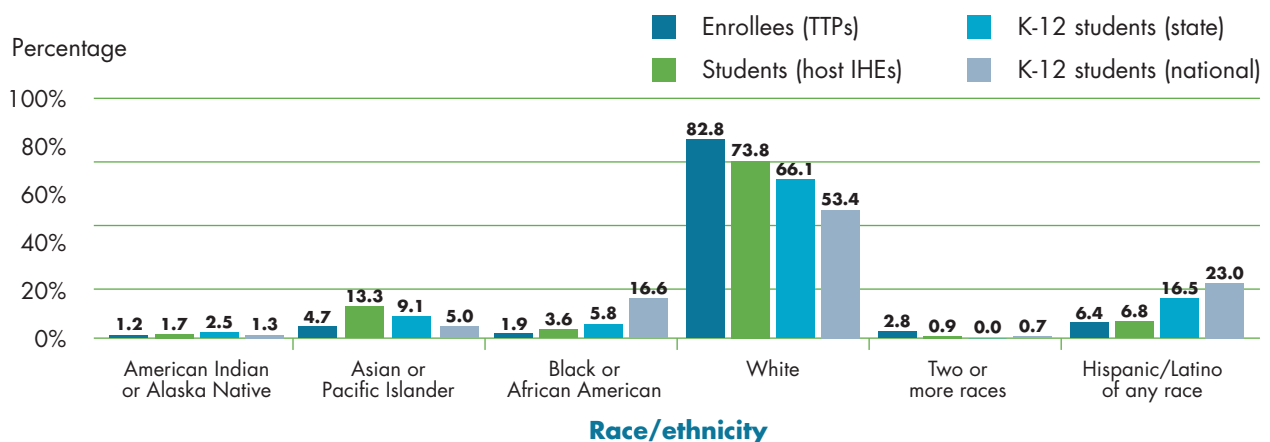
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

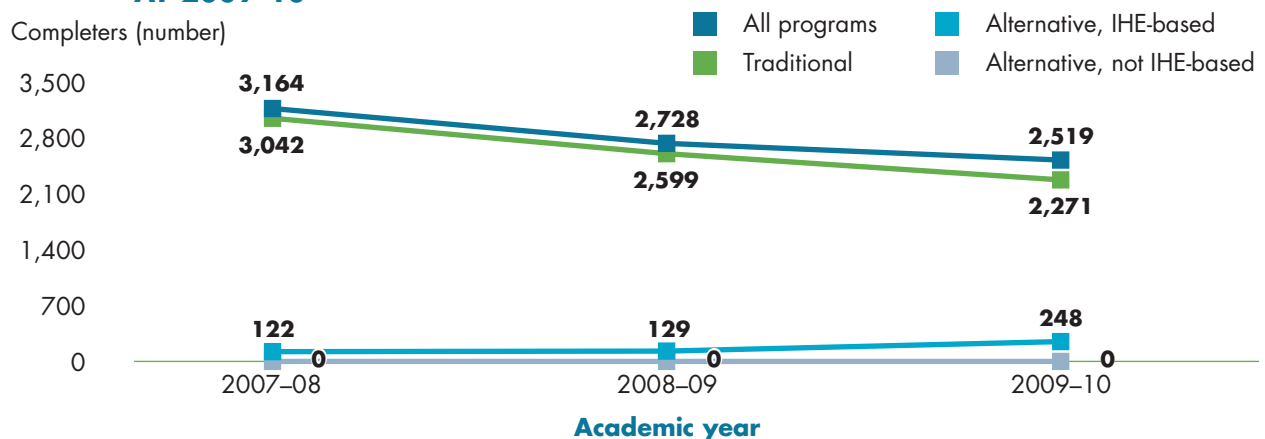
21	Traditional
6	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

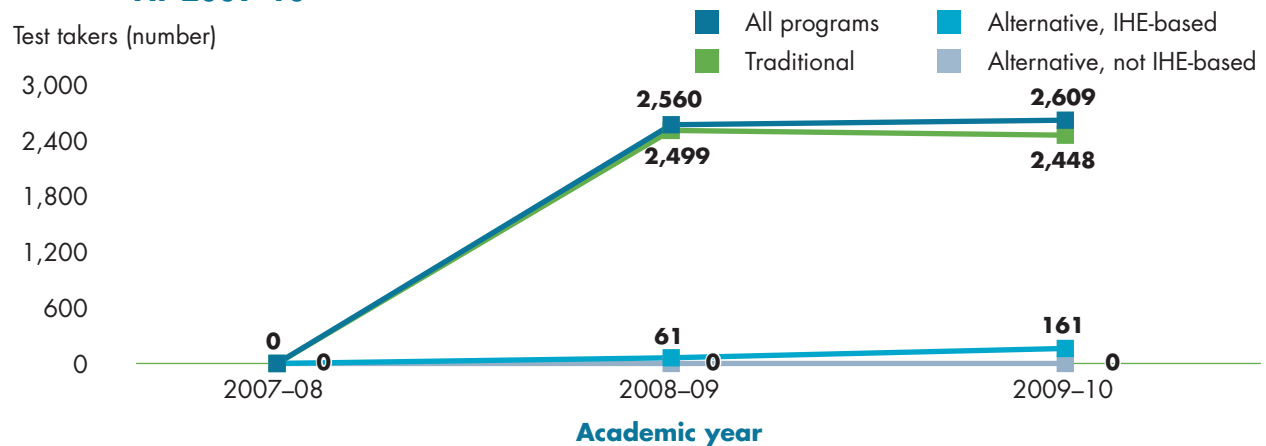


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

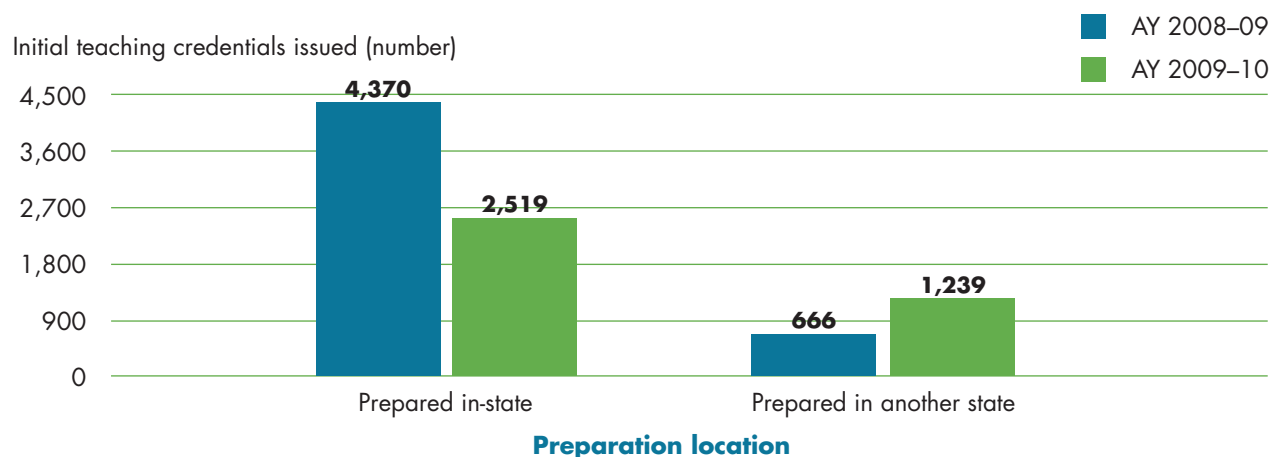
Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Elementary Education Subtest 2	1,393	99.7	260	240
Elementary Education Subtest 1	1,393	99.3	259	240
Special Education	130	100.0	264	240
<i>Alternative, IHE-based programs</i>				
Special Education	36	100.0	263	240
Elementary Education Subtest 1	32	100.0	259	240
Elementary Education Subtest 2	32	100.0	263	240

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	1,552
Special Education	256
English Language Arts	223
<i>Alternative, IHE-based programs</i>	
Elementary Education, Special Education	67
Mathematics	16
Elementary Education, English Language Learner	13
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
		•	•			•		

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/lsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Antioch University	T	134					
Central Washington University	TA	654				•	
City University of Seattle	TA	443				•	
Eastern Washington University	T	919					
Gonzaga University	T	144				•	
Heritage University	TA	305		•		•	
Lesley University	T	40					
Northwest University	T	79				•	
Pacific Lutheran University	TA	246				•	
Seattle Pacific University	TA	329				•	
Seattle University	T	151				•	
St. Martin's University	TA	196				•	
The Evergreen State College	T	83				•	
University of Puget Sound	T	75				•	
University of Washington-Bothell	T	128					
University of Washington-Seattle	T	247				•	
University of Washington-Tacoma	T	69					
Walla Walla University	T	42					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Washington State University	T	684				•	
Western Washington University	T	898				•	
Whitworth University	T	241				•	

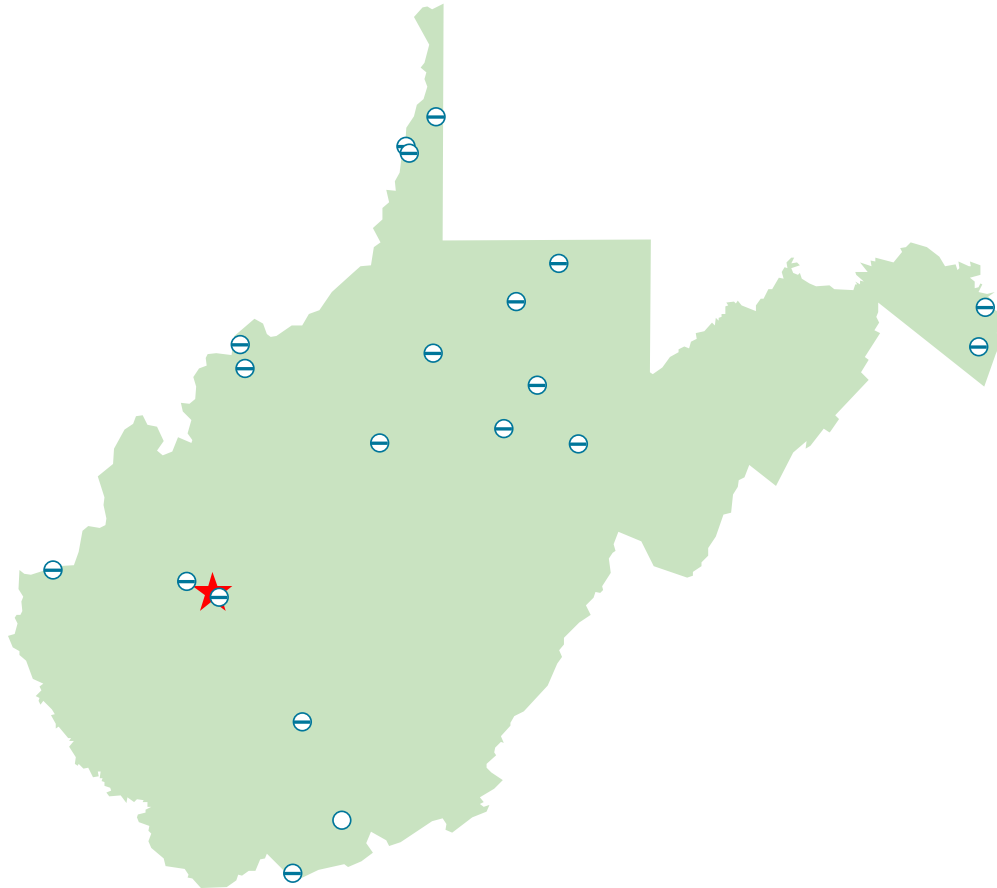
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

West Virginia

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

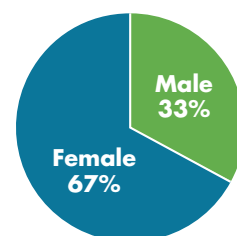
- Traditional and Alternative
- Alternative, IHE-based
- ⊖ Traditional
- ★ Charleston
- ⊖ Alternative, not IHE-based

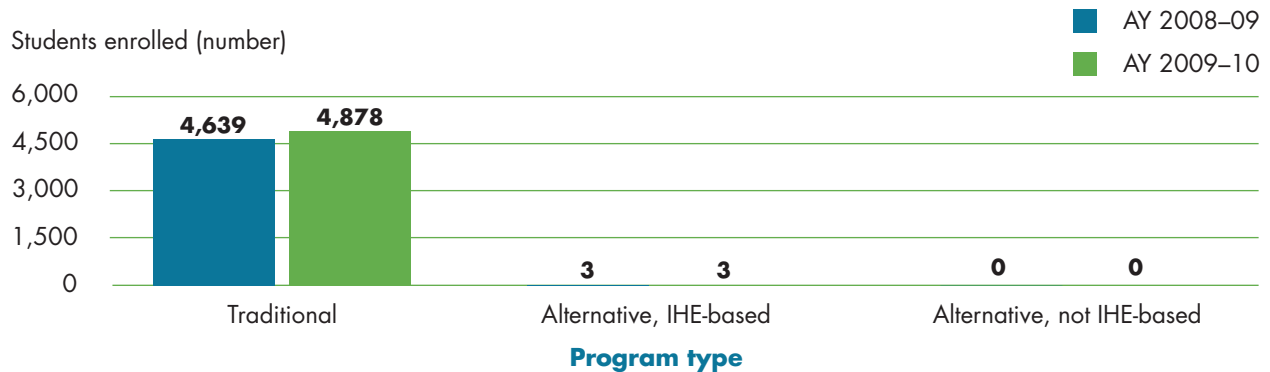
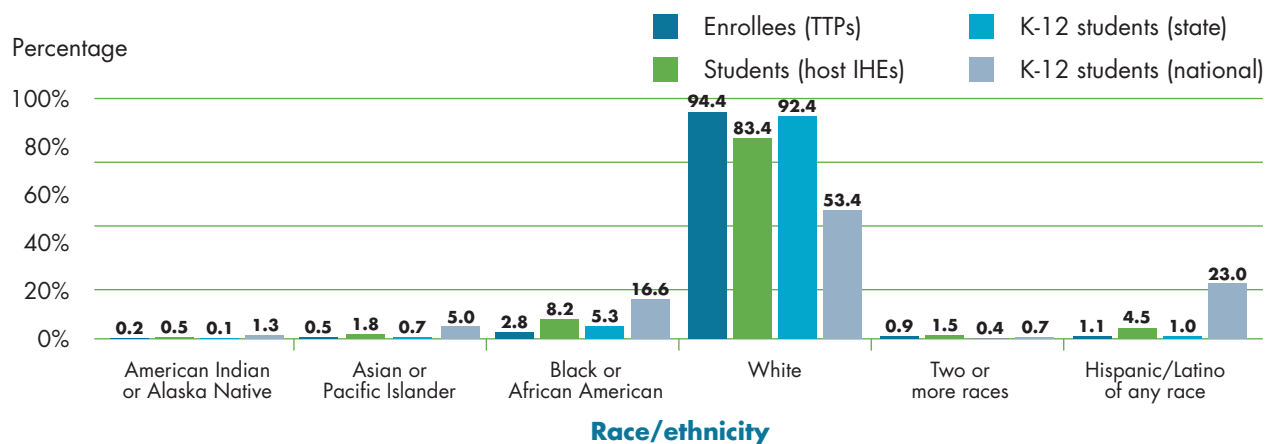
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

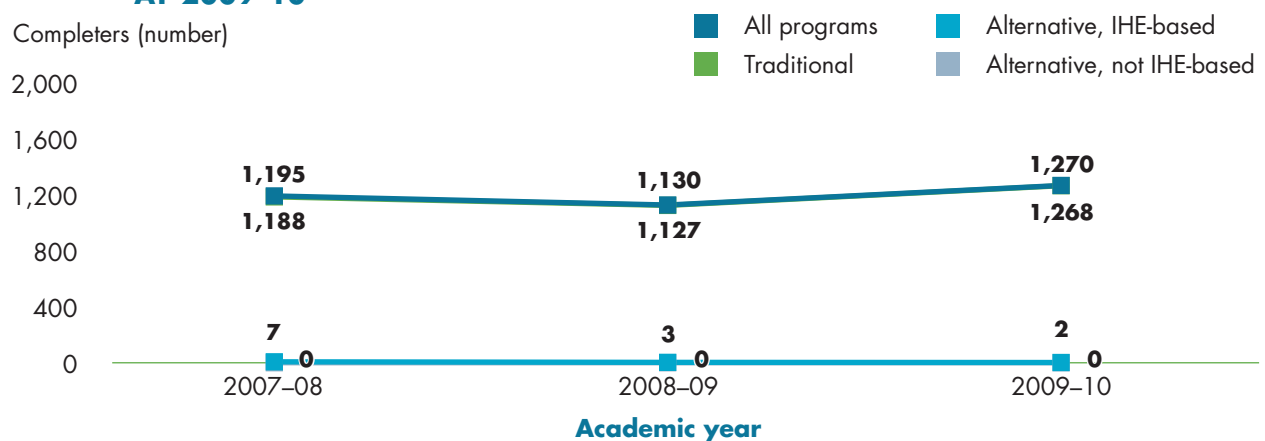
20	Traditional
1	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

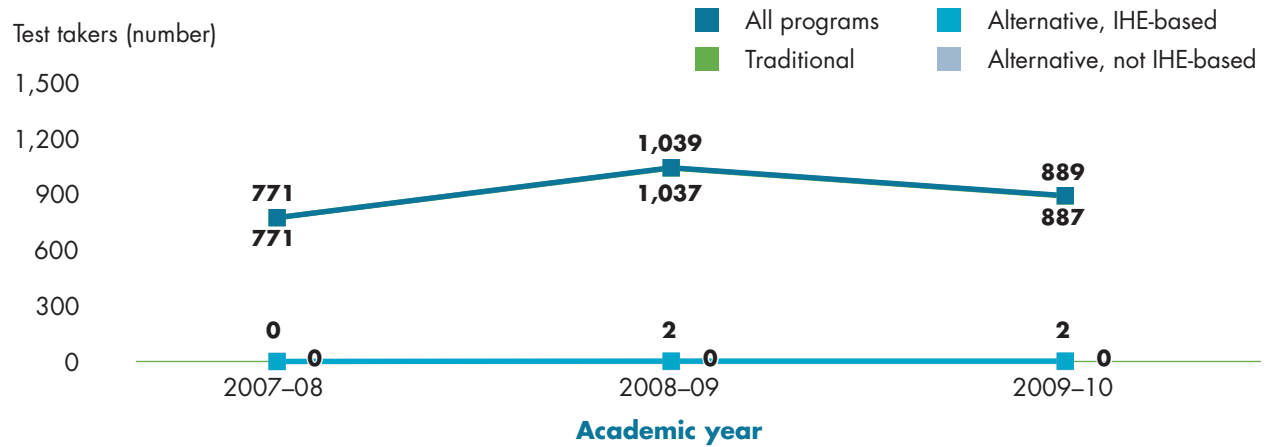


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Praxis I Reading	635	98.9	179	174
Praxis I Writing	634	99.5	176	172
Praxis I Mathematics	631	99.4	179	172

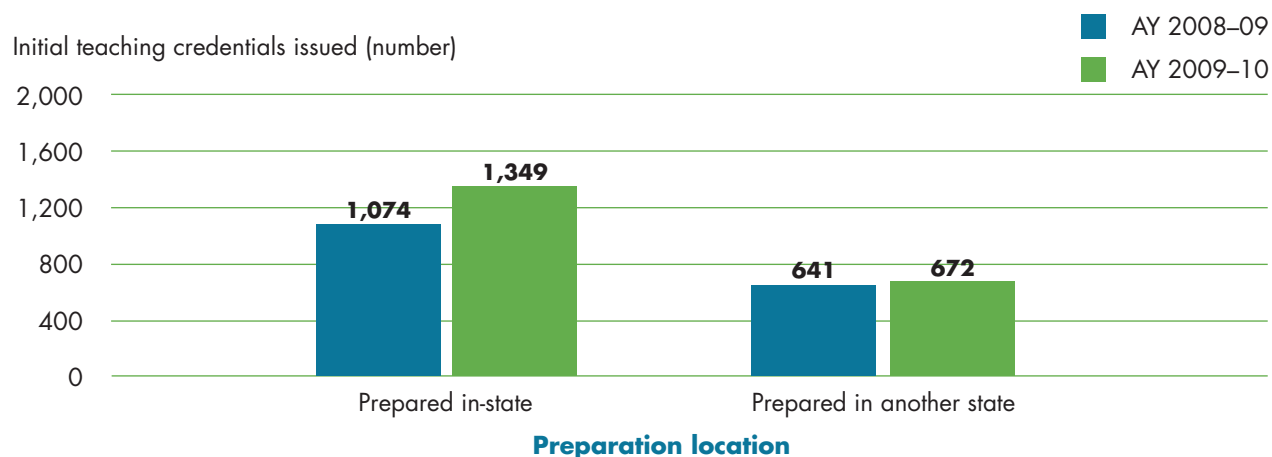
*Alternative, IHE-based programs***

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

** The state did not report data for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	459
Multi-Categorical (LD, BD, MI)	122
Social Studies	118
<i>Alternative, IHE-based programs**</i>	
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
•	•	•	•	•	•	•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

* The state does not have any programs for this program type

** The state did not report data for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Alderson Broaddus	T	81				●	
American Public University System	T	67				●	
Appalachian Bible College	T	20					
Bethany College	T	106					
Bluefield State College	T	71	●				
Concord University	TA	295					
Davis & Elkins College	T	6					
Fairmont State University	T	311					
Glenville State College	T	248				●	
Marshall University	T	1,424				●	
Ohio Valley University	T	15				●	
Salem International University	T	13				●	
Shepherd University	T	89				●	
University of Charleston	T	106				●	
West Liberty University	T	591				●	
West Virginia State University	T	146	●			●	
West Virginia University	T	978				●	
West Virginia University-Parkersburg	T	89					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
West Virginia Wesleyan College	T	88					
Wheeling Jesuit University	T	137				•	

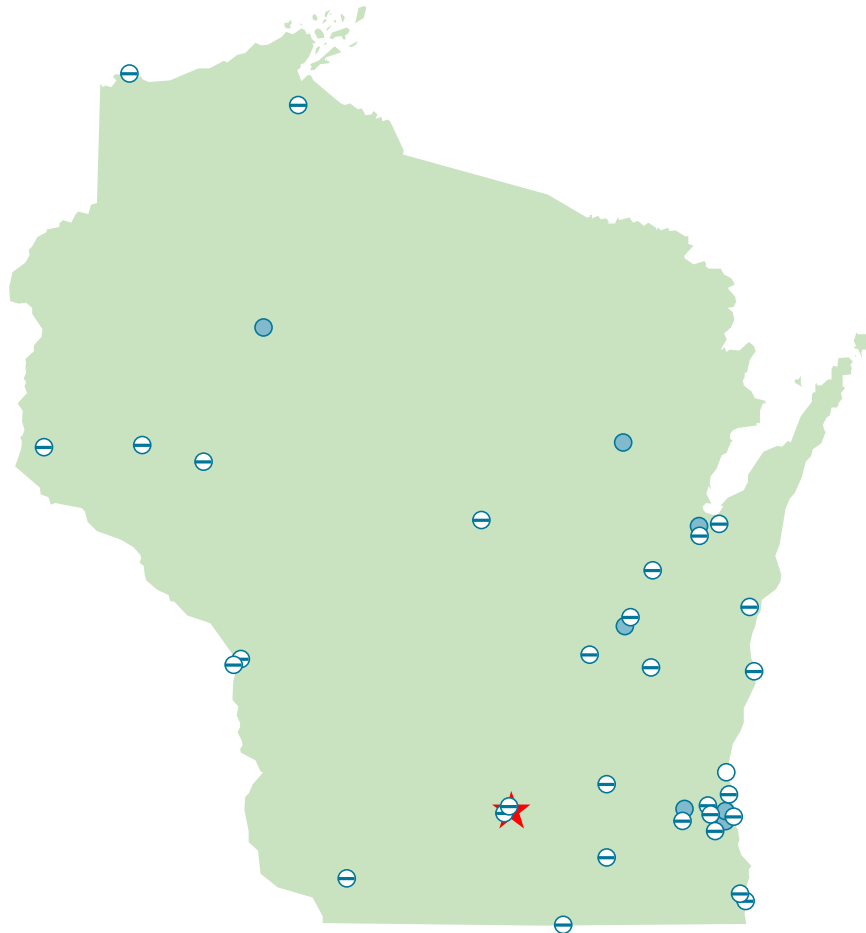
Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Wisconsin

AY 2009-10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

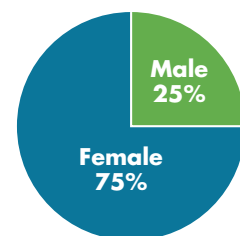
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ **Madison**

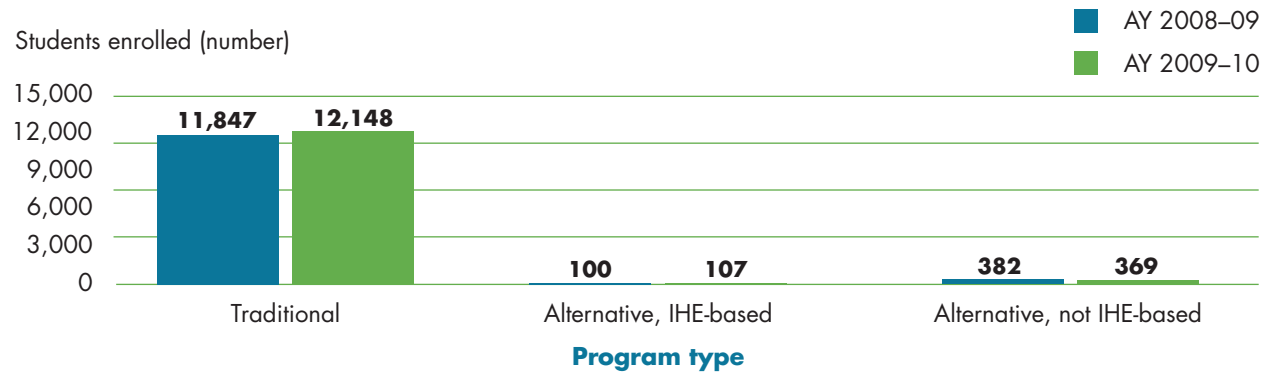
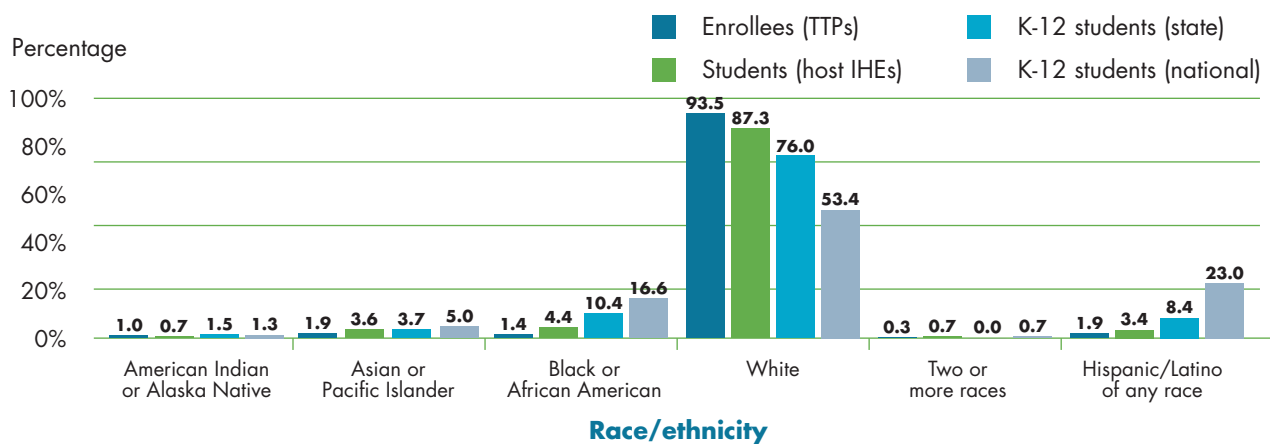
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009-10

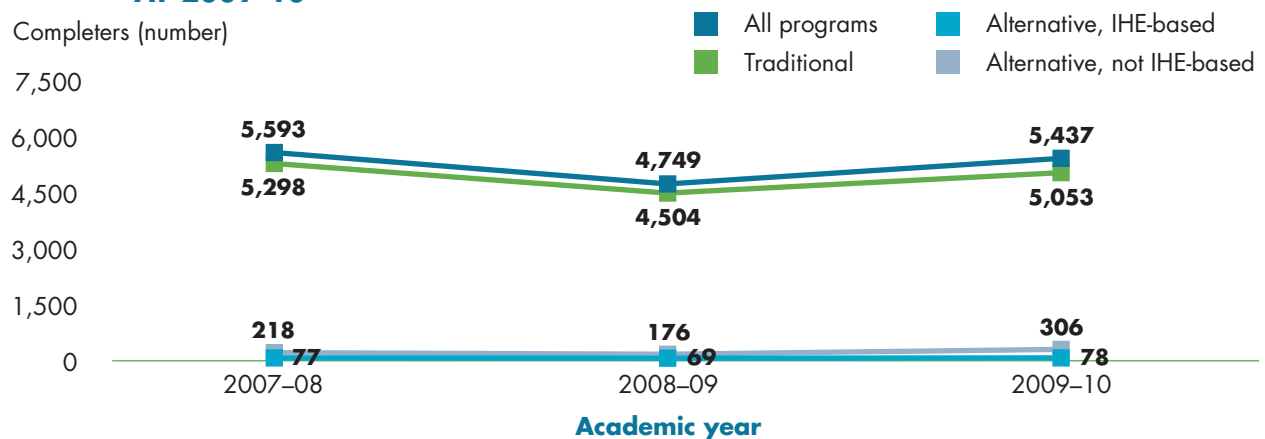
32	Traditional
1	Alternative, IHE-based
8	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009-10

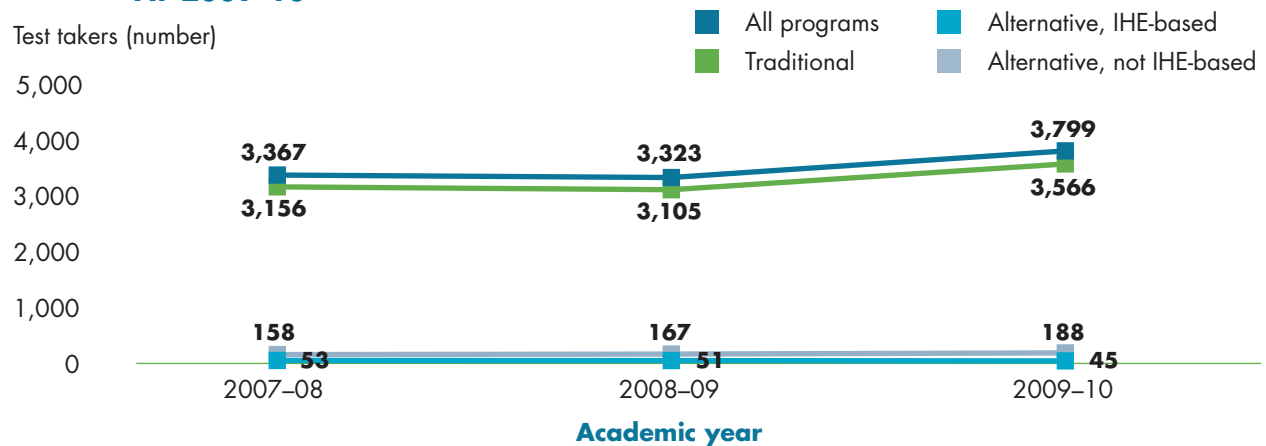


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008-09 and AY 2009-10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10**

B. COMPLETERS

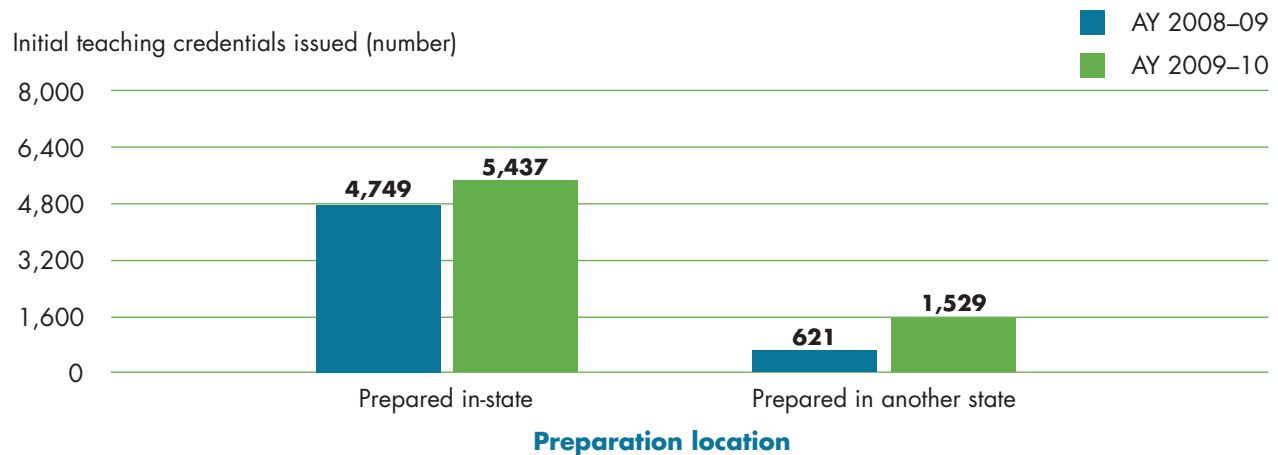
**Figure 4. Program completers, by program type: AY 2007-08, AY 2008-09 and
AY 2009-10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Middle School Subjects: Ck	1,325	99.8	165	146
Elementary Ed Content Knowledge	682	100.0	167	147
Social Studies: Content Knowledge	164	100.0	170	153
<i>Alternative, IHE-based programs</i>				
Eng Lang Lit Comp Content Knowledge	12	100.0	183	160
Social Studies: Content Knowledge	11	100.0	181	153
Business Education	10	100.0	700	580
<i>Alternative, not IHE-based programs</i>				
Middle School Subjects: Ck	95	100.0	164	146
Elementary Ed Content Knowledge	12	100.0	168	147
General Sci Content Knowledge	11	100.0	173	154

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Regular Education	1,733
Cross-Categorical Special Education	277
Broad Field Social Studies	233
<i>Alternative, IHE-based programs</i>	
Business Education	10
History	10
English	10
<i>Alternative, not IHE-based programs</i>	
Cross-Categorical Special Education	73
Regular Education	38
Broad Field Science	20

D. TEACHERS CREDENTIALIAED *continued***Table 3. Teacher shortage areas, by subject area: AY 2009–10**

English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
	•	•	•	•	•	•		•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
Alternative Careers in Teaching (act!)	AN	14					
Alverno College	T	143				•	
Beloit College	T	64					
Cardinal Stritch University	T	458				•	
Carroll University	T	221				•	
Carthage College	T	109				•	
CESA 1: Proficiency-Based Licensure	AN	27					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

F. LIST OF TEACHER PREPARATION PROGRAMS *(continued)***Table 5. Teacher preparation programs and enrollment
by program type: AY 2009–10** *(continued)*

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
CESA 6: Residency in Teacher Education	AN	12					
CESA 7: Teacher Development Center	AN	11					
College of Menominee Nation	AN	82					
Concordia University Wisconsin	TA	402				•	
Edgewood College	T	346				•	
Lakeland College	T	60					
Lawrence University	T	33					
Maranatha Baptist Bible College	T	108					
Marian University	T	170				•	
Marquette University	T	198					
Mount Mary College	T	36				•	
MTEC: Milwaukee Teacher Education Center	AN	72					
NORDA, Inc.	AN	123					
Northland College	T	35					
Ripon College	T	53					
Silver Lake College	T	40					
St. Norbert College	T	353				•	
University of Wisconsin-Eau Claire	T	586				•	
University of Wisconsin-Green Bay	T	326				•	
University of Wisconsin-La Crosse	T	792				•	
University of Wisconsin-Madison	T	672				•	
University of Wisconsin-Milwaukee	T	175				•	
University of Wisconsin-Oshkosh	T	1,593				•	
University of Wisconsin-Parkside	T	170				•	
University of Wisconsin-Platteville	T	387				•	
University of Wisconsin-River Falls	T	581				•	
University of Wisconsin-Stevens Point	T	903				•	
University of Wisconsin-Stout	T	807				•	
University of Wisconsin-Superior	T	212					
University of Wisconsin-Whitewater	T	1,919				•	
Urban Education Fellows Program	AN	28					
Viterbo University	T	234				•	
Wisconsin Lutheran College	T	69					

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

Wyoming

AY 2009–10

State Snapshot

TEACHER PREPARATION PROGRAMS



Programs by Type

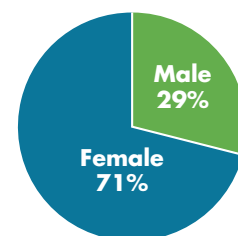
- Traditional and Alternative
- Alternative, IHE-based
- Alternative, not IHE-based
- ⊖ Traditional
- ★ Cheyenne

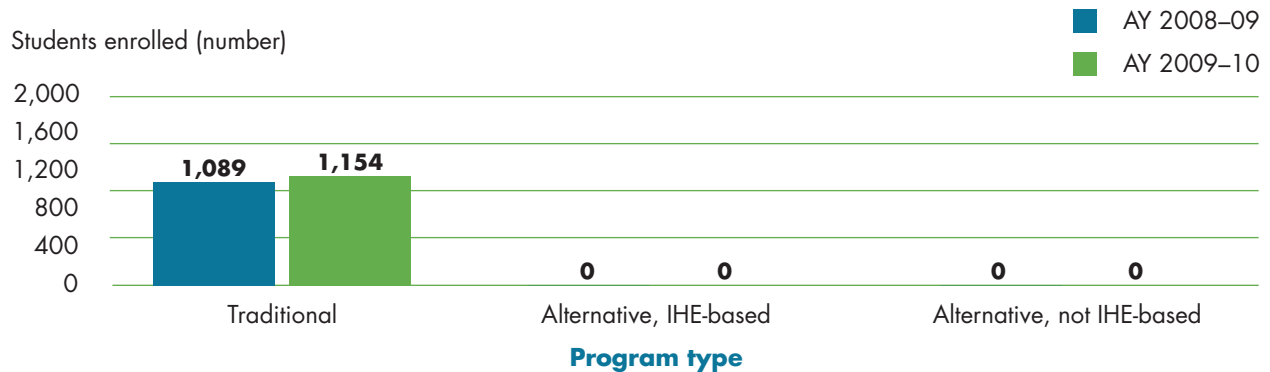
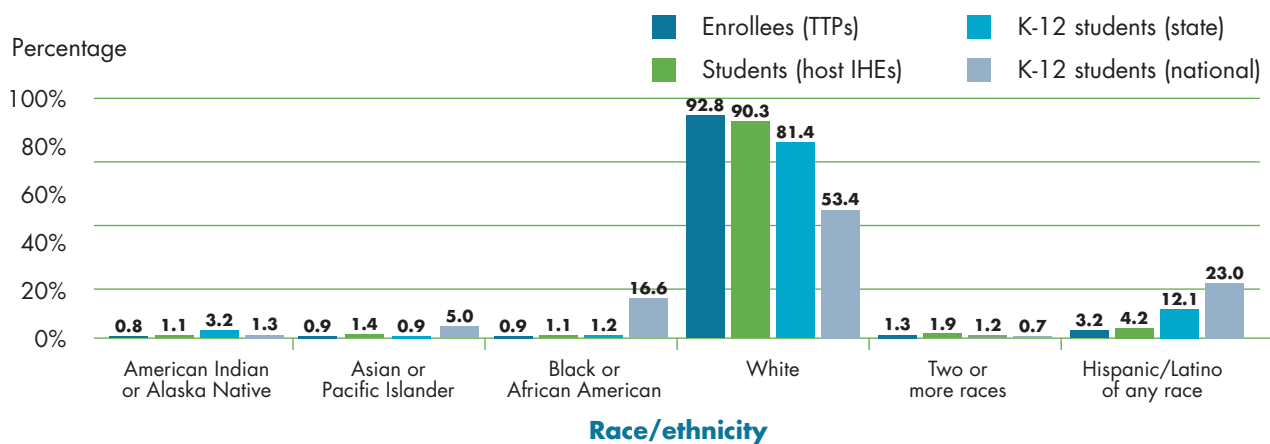
A. ENROLLMENT

Teacher preparation programs, by program type: AY 2009–10

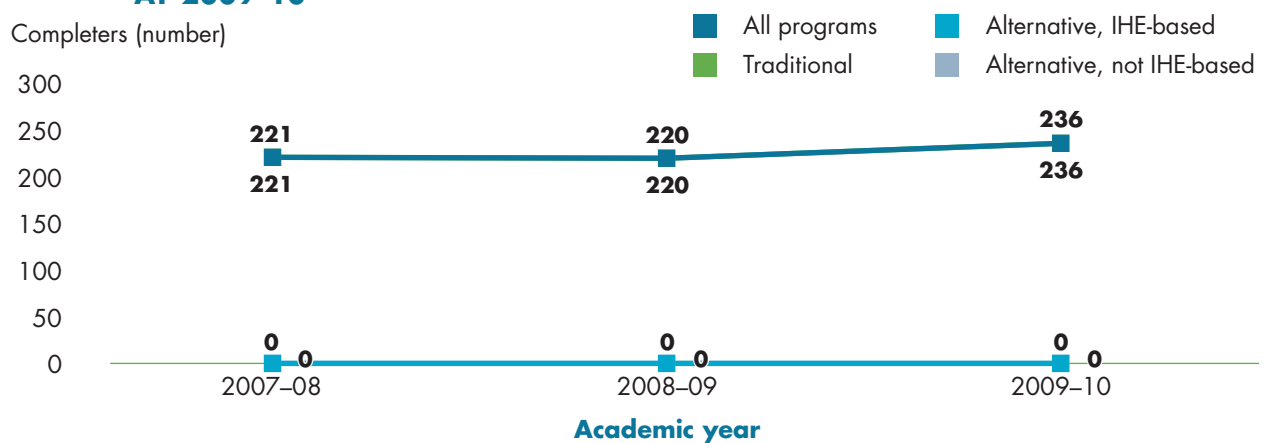
1	Traditional
0	Alternative, IHE-based
0	Alternative, not IHE-based

Figure 1.
Enrollment in
teacher preparation
programs,
by gender:
AY 2009–10

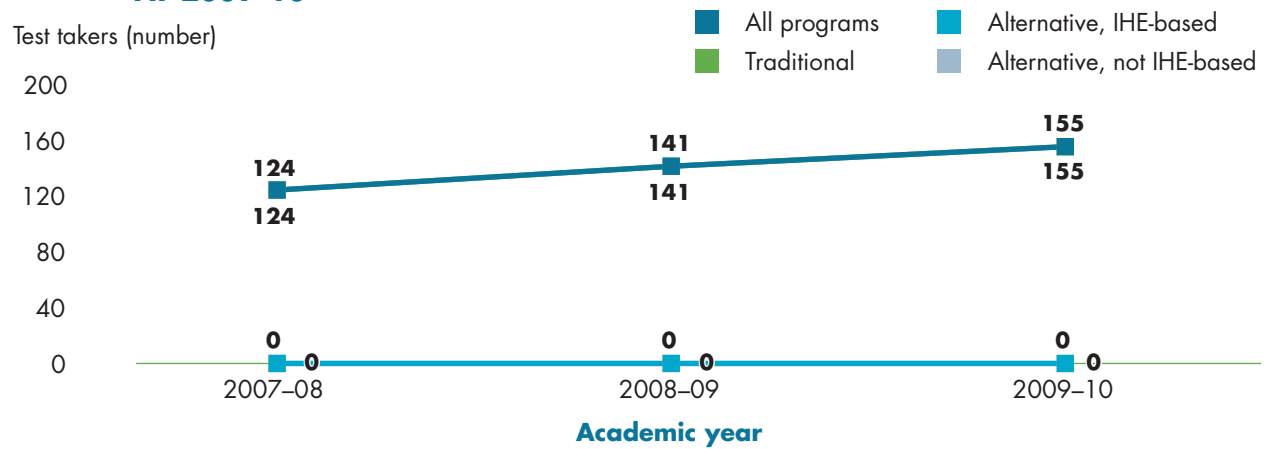


A. ENROLLMENT *continued***Figure 2. Enrollment in teacher preparation programs, by program type:
AY 2008–09 and AY 2009–10****Figure 3. Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K–12 students in the state and nation: AY 2009–10**

B. COMPLETERS

**Figure 4. Program completers, by program type: AY 2007–08, AY 2008–09 and
AY 2009–10**

C. PASS RATES

Figure 5. Number of test takers, by program type: AY 2007-08, AY 2008-09 and AY 2009-10**Table 1. Number of test takers, average pass rate, state average scaled score and state cut score on three most common assessments, by program type: AY 2009-10**

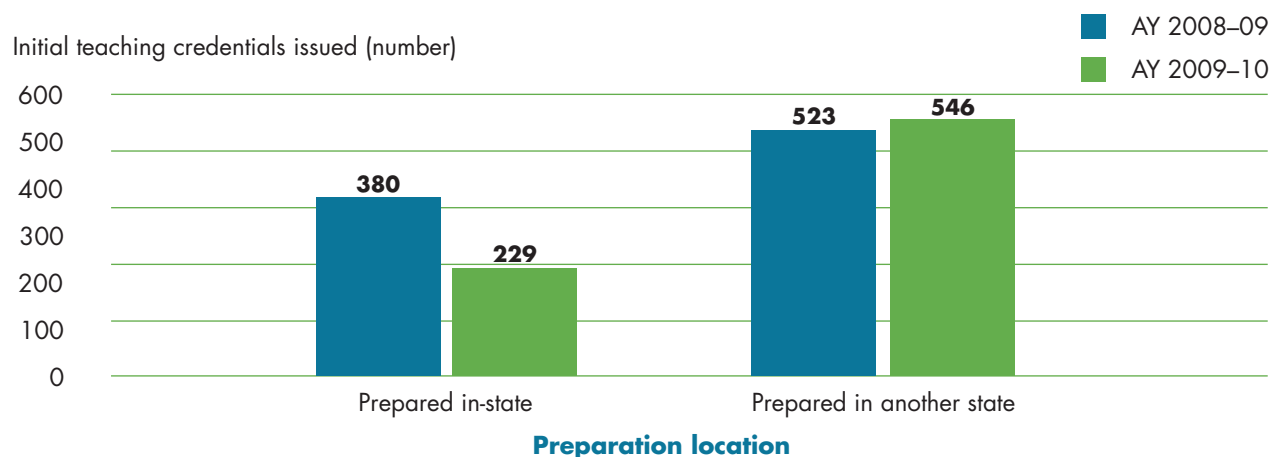
Assessment	Number of test takers	Average pass rate	State average scaled score	State cut score
<i>Traditional programs</i>				
Elem Ed Curr Instruc Assessment	128	90.0	175	160
Social Studies: Content Knowledge	27	81.0	169	158

*Alternative, IHE-based programs**

*Alternative, not IHE-based programs**

* The state does not have any programs for this program type

D. TEACHERS CREDENTIALIED

Figure 6. Number of initial teaching credentials issued to individuals prepared in state or in another state, by academic year: AY 2008–09 and AY 2009–10**Table 2. Three most common credential areas, by program type: AY 2009–10**

Area of Credential	Number of Teachers Credentialed
<i>Traditional programs</i>	
Elementary Education	115
Secondary Social Studies	23
Mathematics	22
<i>Alternative, IHE-based programs*</i>	
<i>Alternative, not IHE-based programs*</i>	

Table 3. Teacher shortage areas, by subject area: AY 2009–10

	English	Reading or Language Arts	Math	Science	Foreign Languages	Arts	Special Education	Social Studies or Social Sciences	Bilingual or ESL
	•	•	•	•	•		•	•	•

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher Shortage Area Nationwide Listing. For more information, go to: <http://www2.ed.gov/about/offices/list/oep/pol/lsa.html>

* The state does not have any programs for this program type

E. LOW-PERFORMING AND AT-RISK PROGRAMS

Table 4. IHEs and programs identified as low-performing or at-risk, by program type: AY 2009–10

IHE/Program name	Risk Status
<i>Traditional programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A
<i>Alternative, not IHE-based programs</i>	
None identified as low-performing or at-risk.	N/A

F. LIST OF TEACHER PREPARATION PROGRAMS

Table 5. Teacher preparation programs and enrollment by program type, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), TEACH* grant program-eligible (TG), or Teacher Quality Partnership (TQP) program grant recipients: AY 2009–10.**

IHE/Program name	Program type	Enroll.	HBCU	HSI	AANAPISI	TG	TQP
University of Wyoming	T	1,154				●	

Program types: T – Traditional, AI – Alternative, IHE-based, AN – Alternative, not IHE-based, TA – Traditional and Alternative

*** Teacher Education Assistance for College and Higher Education. For more information on the TEACH grant program, go to: <http://studentaid.ed.gov/types/grants-scholarships/teach>

APPENDIXES

APPENDIX 1

HIGHER EDUCATION ACT OF 1965, AS AMENDED IN 2008 (HEA), SECTIONS 205–208

SEC. 205. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE TEACHERS

(a) INSTITUTIONAL AND PROGRAM REPORT CARDS ON THE QUALITY OF TEACHER PREPARATION

(1) **REPORT CARD**—Each institution of higher education that conducts a traditional teacher preparation program or alternative routes to State credentialing program and that enrolls students receiving Federal assistance under this Act shall report annually to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, the following:

(A) GOALS AND ASSURANCES—

- (i) For the most recent year for which the information is available for the institution—
 - (I) whether the goals set under section 206 have been met; and
 - (II) a description of the activities the institution implemented to achieve such goals.
- (ii) A description of the steps the institution is taking to improve its performance in meeting the annual goals set under section 206.
- (iii) A description of the activities the institution has implemented to meet the assurances provided under section 206.

(B) **PASS RATES AND SCALED SCORES**—For the most recent year for which the information is available for those students who took the assessments used for teacher credentialing by the State in which the program is located and are enrolled in the traditional teacher preparation program or alternative routes to State credentialing program, and for those who have taken such assessments and have completed the traditional teacher preparation program or alternative routes to State credentialing program during the two-year period preceding such year, for each of such assessments—

- (i) the percentage of students who have completed 100 percent of the nonclinical coursework and taken the assessment who pass such assessment;
- (ii) the percentage of all students who passed such assessment;
- (iii) the percentage of students who have taken such assessment who enrolled in and completed the traditional teacher preparation program or alternative routes to State credentialing program, as applicable;
- (iv) the average scaled score for all students who took such assessment;
- (v) a comparison of the program's pass rates with the average pass rates for programs in the State; and
- (vi) a comparison of the program's average scaled scores with the average scaled scores for programs in the State.

(C) **PROGRAM INFORMATION**—A description of—

- (i) the criteria for admission into the program;
- (ii) the number of students in the program (disaggregated by race, ethnicity, and gender);
- (iii) the average number of hours of supervised clinical experience required for those in the program;

- (iv) the number of full-time equivalent faculty and students in the supervised clinical experience; and
 - (v) the total number of students who have been certified or licensed as teachers, disaggregated by subject and area of credentialing.
 - (D) STATEMENT—In States that require approval or accreditation of teacher preparation programs, a statement of whether the institution's program is so approved or accredited, and by whom.
 - (E) DESIGNATION AS LOW-PERFORMING—Whether the program has been designated as low-performing by the State under section 207(a).
 - (F) USE OF TECHNOLOGY—A description of the activities, including activities consistent with the principles of universal design for learning, that prepare 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.
 - (G) TEACHER TRAINING—A description of the activities that prepare general education and 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.
- (2) REPORT—Each eligible partnership receiving a grant under section 202 shall report annually on the progress of the eligible partnership toward meeting the purposes of this part and the objectives and measures described in section 204(a).
 - (3) FINES—The Secretary may impose a fine not to exceed \$27,500 on an institution of higher education for failure to provide the information described in this subsection in a timely or accurate manner.
 - (4) SPECIAL RULE—In the case of an institution of higher education that conducts a traditional teacher preparation program or alternative routes to State credentialing program and has fewer than 10 scores reported on any single initial teacher credentialing assessment during an academic year, the institution shall collect and publish information, as required under paragraph (1)(B), with respect to an average pass rate and scaled score on each State credentialing assessment taken over a three-year period.
- (b) STATE REPORT CARD ON THE QUALITY OF TEACHER PREPARATION—
- (1) IN GENERAL—Each State that receives funds under this Act shall provide to the Secretary, and make widely available to the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, an annual State report card on the quality of teacher preparation in the State, both for traditional teacher preparation programs and for alternative routes to State credentialing programs, which shall include not less than the following:
 - (A) A description of the reliability and validity of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the State.
 - (B) The standards and criteria that prospective teachers must meet to attain initial teacher credentialing and to be certified or licensed to teach particular academic subjects, areas, or grades within the State.

- (C) A description of how the assessments and requirements described in subparagraph (A) are aligned with the State's challenging academic content standards required under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and, as applicable, State early learning standards for early childhood education programs.
- (D) For each of the assessments used by the State for teacher credentialing—
 - (i) for each institution of higher education located in the State and each entity located in the State, including those that offer an alternative route for teacher credentialing, the percentage of students at such institution or entity who have completed 100 percent of the nonclinical coursework and taken the assessment who pass such assessment;
 - (ii) the percentage of all such students at all such institutions and entities who have taken the assessment who pass such assessment;
 - (iii) the percentage of students who have taken the assessment who enrolled in and completed a teacher preparation program; and
 - (iv) the average scaled score of individuals participating in such a program, or who have completed such a program during the two-year period preceding the first year for which the annual State report card is provided, who took each such assessment.
- (E) A description of alternative routes to teacher credentialing in the State (including any such routes operated by entities that are not institutions of higher education), if any, including, for each of the assessments used by the State for teacher credentialing—
 - (i) the percentage of individuals participating in such routes, or who have completed such routes during the two-year period preceding the date for which the determination is made, who passed each such assessment; and
 - (ii) the average scaled score of individuals participating in such routes, or who have completed such routes during the two-year period preceding the first year for which the annual State report card is provided, who took each such assessment.
- (F) A description of the State's criteria for assessing the performance of teacher preparation programs within institutions of higher education in the State. Such criteria shall include indicators of the academic content knowledge and teaching skills of students enrolled in such programs.
- (G) For each teacher preparation program in the State—
 - (i) the criteria for admission into the program;
 - (ii) the number of students in the program, disaggregated by race, ethnicity, and gender (except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student);
 - (iii) the average number of hours of supervised clinical experience required for those in the program; and
 - (iv) the number of full-time equivalent faculty, adjunct faculty, and students in supervised clinical experience.

- (H) For the State as a whole, and for each teacher preparation program in the State, the number of teachers prepared, in the aggregate and reported separately by—
 - (i) area of credentialing;
 - (ii) academic major; and
 - (iii) subject area for which the teacher has been prepared to teach.
 - (I) A description of the extent to which teacher preparation programs are addressing shortages of highly qualified teachers, by area of credentialing, subject, and specialty, in the State's public schools.
 - (J) The extent to which teacher preparation programs prepare teachers, including general education and 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.
 - (K) A description of the activities that prepare teachers to—
 - (i) integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and
 - (ii) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.
 - (L) The extent to which teacher preparation programs prepare teachers, including general education and special education teachers, to effectively teach students who are limited English proficient.
- (2) PROHIBITION AGAINST CREATING A NATIONAL LIST— The Secretary shall not create a national list or ranking of States, institutions, or schools using the scaled scores provided under this subsection.
- (c) DATA QUALITY—The Secretary shall prescribe regulations to ensure the reliability, validity, integrity, and accuracy of the data submitted pursuant to this section.
- (d) REPORT OF THE SECRETARY ON THE QUALITY OF TEACHER PREPARATION—
- (1) REPORT CARD—The Secretary shall annually provide to the authorizing committees, and publish and make widely available, a report card on teacher qualifications and preparation in the United States, including all the information reported in subparagraphs (A) through (L) of subsection (b)(1). Such report shall identify States for which eligible partnerships received a grant under this part.
 - (2) REPORT TO CONGRESS—The Secretary shall prepare and submit a report to the authorizing committees that contains the following:
 - (A) A comparison of States' efforts to improve the quality of the current and future teaching force.
 - (B) A comparison of eligible partnerships' efforts to improve the quality of the current and future teaching force.
 - (C) The national mean and median scaled scores and pass rate on any standardized test that is used in more than one State for teacher credentialing.

- (3) SPECIAL RULE—In the case of a teacher preparation program with fewer than ten scores reported on any single initial teacher credentialing assessment during an academic year, the Secretary shall collect and publish, and make publicly available, information with respect to an average pass rate and scaled score on each State credentialing assessment taken over a three-year period.
- (e) COORDINATION—The Secretary, to the extent practicable, shall coordinate the information collected and published under this part among States for individuals who took State teacher credentialing assessments in a State other than the State in which the individual received the individual's most recent degree.

SEC. 206. TEACHER DEVELOPMENT

- (a) ANNUAL GOALS—Each institution of higher education that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to State credentialing 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.
- (b) ASSURANCES—Each institution described in subsection (a) shall provide assurances to the Secretary that—
 - (1) training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends;
 - (2) training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom;
 - (3) prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects;
 - (4) general education teachers receive training in providing instruction to diverse populations, including children with disabilities, limited English proficient students, and children from low-income families; and
 - (5) prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
- (c) RULE OF CONSTRUCTION—Nothing in this section shall be construed to require an institution to create a new teacher preparation area of concentration or degree program or adopt a specific curriculum in complying with this section.

SEC. 207. STATE FUNCTIONS

- (a) **STATE ASSESSMENT**—In order to receive funds under this Act, a State shall conduct an assessment to identify low-performing H. R. 4137—76 teacher preparation programs in the State and to assist such programs through the provision of technical assistance. Each such State shall provide the Secretary with an annual list of low-performing teacher preparation programs and an identification of those programs at risk of being placed on such list, as applicable. Such assessment shall be described in the report under section 205(b).

Levels of performance shall be determined solely by the State and may include criteria based on information collected pursuant to this part, including progress in meeting the goals of—

- (1) increasing the percentage of highly qualified teachers in the State, including increasing professional development opportunities;
 - (2) improving student academic achievement for elementary and secondary students; and
 - (3) raising the standards for entry into the teaching profession.
- (b) **TERMINATION OF ELIGIBILITY**—Any teacher preparation program from which the State has withdrawn the State's approval, or terminated the State's financial support, due to the low performance of the program based upon the State assessment described in subsection (a)—
- (1) shall be ineligible for any funding for professional development activities awarded by the Department;
 - (2) may not be permitted to accept or enroll any student who receives aid under title IV in the institution's teacher preparation program;
 - (3) shall provide transitional support, including remedial services if necessary, for students enrolled at the institution at the time of termination of financial support or withdrawal of approval; and
 - (4) shall be reinstated upon demonstration of improved performance, as determined by the State.
- (c) **NEGOTIATED RULEMAKING**—If the Secretary develops any regulations implementing subsection (b)(2), the Secretary shall submit such proposed regulations to a negotiated rulemaking process, which shall include representatives of States, institutions of higher education, and educational and student organizations.
- (d) **APPLICATION OF THE REQUIREMENTS**—The requirements of this section shall apply to both traditional teacher preparation programs and alternative routes to State certification and licensure programs.

SEC. 208. GENERAL PROVISIONS

- (a) **METHODS**—In complying with sections 205 and 206, the Secretary shall ensure that States and institutions of higher education use fair and equitable methods in reporting and that the reporting methods do not reveal personally identifiable information.
- (b) **SPECIAL RULE**—For each State that does not use content assessments as a means of ensuring that all teachers teaching in core academic subjects within the State are highly qualified, as required under section 1119 of the Elementary and Secondary Education Act of 1965, in accordance with the State plan submitted or revised under section 1111 of such Act, and that each person employed as a special education teacher in the State who teaches elementary school or secondary school is highly qualified by the deadline, as required under section 612(a)(14)(C) of the Individuals with Disabilities Education Act, the Secretary shall—
 - (1) to the extent practicable, collect data comparable to the data required under this part from States, local educational agencies, institutions of higher education, or other entities that administer such assessments to teachers or prospective teachers; and
 - (2) notwithstanding any other provision of this part, use such data to carry out requirements of this part related to assessments, pass rates, and scaled scores.
- (c) **RELEASE OF INFORMATION TO TEACHER PREPARATION PROGRAMS**—
 - (1) **IN GENERAL**—For the purpose of improving teacher preparation programs, a State that receives funds under this Act, or that participates as a member of a partnership, consortium, or other entity that receives such funds, shall provide to a teacher preparation program, upon the request of the teacher preparation program, any and all pertinent education related information that—
 - (A) may enable the teacher preparation program to evaluate the effectiveness of the program's graduates or the program itself; and
 - (B) is possessed, controlled, or accessible by the State.
 - (2) **CONTENT OF INFORMATION**—The information described in paragraph (1)—
 - (A) shall include an identification of specific individuals who graduated from the teacher preparation program to enable the teacher preparation program to evaluate the information provided to the program from the State with the program's own data about the specific courses taken by, and field experiences of, the individual graduates; and
 - (B) may include—
 - (i) kindergarten through grade 12 academic achievement and demographic data, without revealing personally identifiable information about an individual student, for students who have been taught by graduates of the teacher preparation program; and
 - (ii) teacher effectiveness evaluations for teachers who graduated from the teacher preparation program

APPENDIX 2

TITLE II STATE REPORT CARD ON THE QUALITY OF TEACHER PREPARATION

Office of Postsecondary Education
U.S. Department of Education

CONTACT INFORMATION

State: _____

Contact person: _____

Title: _____

Agency: _____

Address: _____

Email: _____

Telephone no.: () - Fax no.: () -

Website: _____

Academic year: **2009-10**

Section 205 of *Title II of the Higher Education Opportunity Act* mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 2011. Annual state reports to the Secretary are first due on October 30, 2010. Data from institutions with teacher preparation programs are due to states annually, beginning April 31, 2010, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 9/30/2012). The time required for states to complete this information collection is estimated to average 910 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

NOTE: The procedures for developing the information required for these tables are explained in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary.

INTRODUCTION *(optional)*

Section I Program information

- (A) For each element listed below, check those required for admission into each traditional initial teacher certification preparation program at institutions of higher education in the state at either the undergraduate (UG) or postgraduate (PG) level. (§205(b)(1)(G)(i))

[illegible]

The Secretary's Ninth Report on Teacher Quality

- (B) For each element listed below, check those required for admission into each alternative initial teacher certification preparation program in the state at either the undergraduate (UG) or postgraduate (PG) level. Include alternative routes to teacher credentialing within institutions of higher education (IHEs) and outside of IHEs. (§205(b)(1)(G)(i))

Teacher Preparation Program Name	Application		Essay or Personal Statement		Transcript		Fingerprint Check		Background Check		Experience in a Classroom or Working with Children		Minimum Number of Courses/Credits/ Semester Hours Completed		Minimum Basic Skills Test Score		Subject Area/Academic Content Test or Other Subject Matter Verification		Minimum GRE Score		Minimum Undergraduate GPA		Minimum GPA in Professional Education Coursework			
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG		
1																										
2																										

The Secretary's Ninth Report on Teacher Quality

- (C) Provide the number of students in each initial teacher certification preparation program in the state in 2009-10 in the following categories. Include both traditional programs and alternative routes to teacher credentialing (both within IHEs and outside of IHEs). Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reporting in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. (§205(b)(1)(G)(ii))

Teacher Preparation Program Name	Unduplicated Number of Males Enrolled	Unduplicated Number of Females Enrolled	Total Number of Students Enrolled	Number of Students Enrolled by Ethnicity	Number of Students Enrolled by Race					
				Hispanic/Latino of Any Race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or More Races
1										
2										

- (D) For each initial teacher certification preparation program in the state, provide the following information about supervised clinical experience in 2009-10. Include both traditional programs and alternative routes to teacher credentialing (both within IHEs and outside of IHEs). (§205(b)(1)(G)(iii), §205(b)(1)(G)(iv))

Teacher Preparation Program Name	Average Number of Clock Hours Required Prior to Student Teaching	Average Number of Clock Hours Required for Student Teaching	Number of Full-time Equivalent Faculty in Supervised Clinical Experience During this Academic Year	Number of Full-time Equivalent Adjunct Faculty in Supervised Clinical Experience During this Academic Year (IHE and PreK-12 Staff)	Number of Students in Supervised Clinical Experience During this Academic Year
1					
2					

- (E) For each initial teacher certification preparation program in the state, provide the number of teachers prepared, by area of credentialing, academic major and subject area prepared to teach in 2009-10. Include both traditional programs and alternative routes to teacher credentialing (both within IHEs and outside of IHEs). (§205(b)(1)(H))

Teacher Preparation Program Name	Teacher Preparation Program Type	Teacher Preparation Program Sponsored by IHE?	Area of Certification/Licensure	Number Prepared
1				
TOTAL				
2				
TOTAL				

- (F) Provide the following:

Total Number of Traditional Teacher Preparation Program Completers in 2007-08	
Total Number of Traditional Teacher Preparation Program Completers 2008-09	
Total Number of Traditional Teacher Preparation Program Completers 2009-10	
Total Number of Alternative Route Program Completers in 2007-08 Within IHEs	
Total Number of Alternative Route Program Completers in 2008-09 Within IHEs	
Total Number of Alternative Route Program Completers in 2009-10 Within IHEs	
Total Number of Alternative Route Program Completers in 2007-08 Outside of IHEs	
Total Number of Alternative Route Program Completers in 2008-09 Outside of IHEs	
Total Number of Alternative Route Program Completers in 2009-10 Outside of IHEs	
Total Number of Initial Teaching Licenses or Certificates Issued in 2009-10 to Individuals Trained in Your State	
Total Number of Initial Teaching Licenses or Certificates Issued in 2009-10 to Individuals Trained in Another State	

Section II Reliability and validity of teacher credentialing assessments and requirements

Provide documentation on the reliability and validity of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the state. Provide supporting files and links to websites, as applicable. (§205(b)(1)(A))

Section III Teacher credentialing requirements

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

1. Certificate name: _____
2. Is this an initial certificate? ☐ No ☐ Yes
3. Is this an emergency, temporary or provisional certificate? ☐ No ☐ Yes
4. Is this certificate given only to alternative routes to teacher certification participants or completers? ☐ No ☐ Yes
5. Is this certificate given only to career/technical education teachers? ☐ No ☐ Yes
6. Is this a permanent certificate? ☐ No ☐ Yes
7. Duration of certificate (in years): _____
8. Is this certificate renewable? ☐ No ☐ Yes
 - a. How many times? _____
 - b. Renewal duration (in years) _____
 - c. Renewal requirements _____
9. Is a bachelor's degree required? ☐ No ☐ Yes
10. Is a master's degree or higher required? ☐ No ☐ Yes
11. Is a bachelor's degree in education required? ☐ No ☐ Yes
12. Is this certificate granted at the elementary level? ☐ No ☐ Yes
 - a. What is the grade span covered by this certificate? _____
 - b. Is a bachelor's degree in a subject area or academic content area (other than elementary education) required? ☐ No ☐ Yes
13. Is this certificate granted at the middle school level? ☐ No ☐ Yes
 - a. What is the grade span covered by this certificate? _____
 - b. Is a bachelor's degree in a subject area or academic content area required? ☐ No ☐ Yes

14. Is this certificate granted at the secondary level? ☐ No ☐ Yes
- a. What is the grade span covered by this certificate? _____
- b. Is a bachelor's degree in a subject area or academic content area required? ☐ No ☐ Yes
15. Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted? ☐ No ☐ Yes
16. Is a state-approved teacher education program required? ☐ No ☐ Yes
17. Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework? ☐ No ☐ Yes
18. Is there a grade point average (GPA) requirement for general and/or professional education coursework? ☐ No ☐ Yes
19. Are tests or assessments required? ☐ No ☐ Yes
20. Are performance assessment (such as portfolios) required? ☐ No ☐ Yes
21. Is there a recency of credit requirement? ☐ No ☐ Yes
22. Are passing state prescribed coursework and/or written assignments required? ☐ No ☐ Yes
23. Is professional employment as a teacher required? ☐ No ☐ Yes
24. Is passing National Board of Professional Teaching Standards required? ☐ No ☐ Yes
25. Is completion of a supervised clinical experience required? ☐ No ☐ Yes
26. Is professional development or continuing education experience required? ☐ No ☐ Yes
27. Is participation in a mentoring program required? ☐ No ☐ Yes
28. Of fingerprinting, background check or police record examination, which are required? _____
29. Is United States citizenship required? ☐ No ☐ Yes
30. Are there any other requirements? ☐ No ☐ Yes

Section IV State teacher standards and criteria for credentialing

(§205(b)(1)(B), §205(b)(1)(C))

1. Has the state developed standards that prospective teachers must meet in order to attain initial teacher credentialing? ☐ No ☐ Yes
2. Is there a unique, overarching set of teacher standards that currently applies to all teaching fields and grade levels? ☐ No ☐ Yes
3. Are there distinct state teacher standards for early childhood education (birth through age 6)? ☐ No ☐ Yes
4. Are there distinct state teacher standards for early elementary education (grades K-3)? ☐ No ☐ Yes

5. Are there distinct state teacher standards for upper elementary education (grades 4-6)? ☐ No ☐ Yes
6. Are there distinct state teacher standards for middle grades education? ☐ No ☐ Yes
7. Are there distinct state teacher standards for secondary education? ☐ No ☐ Yes
8. Were the standards of any national organizations used, modified or referenced in the development of the state teacher standards? ☐ No ☐ Yes

If yes, please specify. _____

9. Specify where there are state teacher standards for the following specific teaching fields and grade levels:

Teaching Field	Grade Level					
	All Levels	Early Childhood	Grades K-3	Grades 4-6	Middle Grades	Secondary Grades
Arts						
Bilingual Education, ESL						
English/Language Arts						
Foreign Languages						
Mathematics						
Science						
History						
Geography						
Civics/Government						
Economics						
Social Studies						
Special Education						
Technology in Teaching						
Career/Technical Education						
Other (specify:)						

10. Has the state established challenging academic content standards for K-12 students that specify what children are expected to know and be able to do; contain coherent and rigorous content; and encourage the teaching of advanced skills? ☐ No ☐ Yes
11. Has the state established early learning standards for early childhood education programs? ☐ No ☐ Yes
12. Has the state established a policy that links, aligns or coordinates teacher credentialing standards with the assessments required for teacher credentialing? ☐ No ☐ Yes

13. Has the state established a policy that links, aligns or coordinates teacher credentialing standards with the challenging academic content standards for K-12 students? ☐ No ☐ Yes
14. Has the state established a policy that links, aligns or coordinates teacher credentialing standards with early learning standards for early childhood education programs? ☐ No ☐ Yes
15. Has the state established a policy that links, aligns or coordinates teacher credentialing assessments with the challenging academic content standards for K-12 students? ☐ No ☐ Yes
16. Has the state established a policy that links, aligns or coordinates teacher credentialing assessments with early learning standards for early childhood education programs? ☐ No ☐ Yes
17. Are there other steps being taken to develop or implement teacher standards and align teacher preparation, certification, licensure or assessment standards with content standards for students? ☐ No ☐ Yes

Section V Pass rates and scaled scores

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

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

TPP Code	Teacher Preparation Program (TPP) Name	Assessment Code	Assessment Name	Test Company/Entity Code	Group	Number Taking Test	Average Scaled Score	Number Passing Test	Pass Rate (%)
					All enrolled students who have completed all nonclinical courses				
					Other enrolled students				
					All program completers, 2009-10				
					All program completers, 2008-09				
					All program completers, 2007-08				
Statewide Average									

SUMMARY PASS RATES

TPP Code	Teacher Preparation Program (TPP) Name	Group	Number Taking One or More Required Tests	Number Passing All Tests Taken	Pass Rate (%)
		All program completers, 2009-10			
		All program completers, 2008-09			
		All program completers, 2007-08			
Statewide Average					

CUT SCORE TABLE

For each assessment required for initial credentialing listed below, provide the low end (lowest possible score), high end (highest possible score) and cut score (minimum passing score).

Assessment	Low End	High End	Cut Score

Section VI Alternative routes to teacher credentialing

(§205(b)(1)(E))

1. Has the state approved any alternative routes to credentialing? ☐ No ☐ Yes
2. Is the state considering or has the state proposed alternative routes to credentialing? ☐ No ☐ Yes
3. Has the state approved alternative routes to credentialing, but no entity is currently implementing them? ☐ No ☐ Yes
4. Has the state approved and implemented one or more alternative routes to credentialing? ☐ No ☐ Yes

For all state-approved alternative routes, both implemented and not implemented, list each alternative route and answer the questions about each route.

1. Alternative route name: _____
2. Year approved by the state: _____
3. Year implemented: _____
4. Number enrolled during the 2009-10 academic year: _____
5. Is this alternative route limited to teaching certain subject areas or grade levels? ☐ No ☐ Yes
If yes, please specify. _____
6. Is this alternative route designed to address critical shortage areas? ☐ No ☐ Yes
If yes, please specify. _____
7. Maximum number of years allowed to complete alternative route program: _____
8. Is this route intended for mid-career switchers? ☐ No ☐ Yes
9. Is a teaching license issued to an individual participating in this route? ☐ No ☐ Yes
If yes, please specify. _____
10. Is a bachelor's degree required? ☐ No ☐ Yes
a. Is a bachelor's degree in a subject area required? ☐ No ☐ Yes
11. Are pedagogy or professional knowledge classes required?
12. Is there a credit hour requirement for general and/or professional education coursework? ☐ No ☐ Yes
13. Is there a grade point average (GPA) requirement for general and/or professional education coursework? ☐ No ☐ Yes
14. Are tests or assessments required? ☐ No ☐ Yes
15. Are performance assessment (such as portfolios) required? ☐ No ☐ Yes
16. Is passing state prescribed coursework and/or written assignments required? ☐ No ☐ Yes

17. Is professional employment as a teacher required? ☐ No ☐ Yes

18. Is completion of a supervised clinical experience required? ☐ No ☐ Yes

If yes, please specify. _____

19. Is professional development or continuing education experience required? ☐ No ☐ Yes

20. Is participation in a mentoring program required? ☐ No ☐ Yes

21. Is a person participating in this route considered highly qualified under the *No Child Left Behind Act*? ☐ No ☐ Yes

22. Is there a service requirement upon completion of this alternative route? ☐ No ☐ Yes

If yes, please specify. _____

a. Teaching in a high-needs school? How many years: _____

b. Teaching in a critical shortage area? How many years: _____

23. Of fingerprinting, background check or police record examination, which are required? ☐ No ☐ Yes

24. Is United States citizenship required? ☐ No ☐ Yes

25. Who administers the alternative route:

☐ State ☐ Institution of higher education ☐ District
☐ Non-profit or private organization ☐ Other (specify) _____

If the alternative route is administered by institutions of higher education, select the institutions offering this alternative route:

26. Are there any other requirements? Please specify. _____

27. Website: _____

Section VII Criteria for assessing the performance of teacher preparation programs in the state

(§205(b)(1)(F), §207(a))

1. Has the state implemented criteria for assessing the performance of traditional teacher preparation programs? ☐ No ☐ Yes

If yes, provide the implementation date. _____

2. Has the state implemented criteria for assessing the performance of alternative routes to teacher credentialing? ☐ No ☐ Yes

If yes, provide the implementation date. _____

3. List the entities involved in implementation: _____

4. Specify any national organizations whose criteria are being used or that are involved in some other way: _____

5. If the state has not implemented criteria, has the state proposed criteria for assessing teacher preparation program performance? ☐ No ☐ Yes

6. Do the state criteria include a determination of passing rates on state credentialing assessments in the academic content areas? ☐ No ☐ Yes

7. Do the state criteria include indicators of teaching skills? ☐ No ☐ Yes

Describe the state criteria for assessing the performance of teacher preparation programs for:

a. Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students who are gifted and talented, and to tailor academic instruction to such needs.

b. Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students with disabilities, and to tailor academic instruction to such needs.

c. Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students who are limited English proficient, and to tailor academic instruction to such needs.

d. Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students with low literacy levels, and to tailor academic instruction to such needs.

8. Do the state criteria include progress in increasing the percentage of highly qualified teachers in the state? ☐ No ☐ Yes

9. Do the state criteria include progress in increasing professional development opportunities? ☐ No ☐ Yes

10. Do the state criteria include progress in improving student academic achievement for elementary and secondary students? ☐ No ☐ Yes

11. Do the state criteria include progress in raising the standards for entry into the teaching profession? ☐ No ☐ Yes

12. Are there any other criteria? ☐ No ☐ Yes

If yes, please specify. _____

Section VIII Low performing state teacher preparation programs

(§207(a))

- Provide a list of the criteria your state has defined for classifying traditional teacher preparation programs as “low performing” or “at risk of being low performing.”
- Provide a list of the criteria your state has defined for classifying alternative routes to teacher credentialing as “low performing” or “at risk of being low performing.”
- Provide a description of the procedures your state uses to identify and assist (through the provisions of technical assistance) low-performing traditional teacher preparation programs.
- Provide a description of the procedures your state uses to identify and assist (through the provisions of technical assistance) low-performing alternative routes to teacher credentialing.
- Last year, your state indicated that the following traditional and alternative teacher preparation programs were classified as low performing or at risk of being classified as low performing. For each program, indicate whether the program is still classified as low performing or at risk of being so classified.
 - a. Program name
 - b. Institution name
 - c. Program type (traditional or alternative)
 - d. At risk or low performing
 - e. Date designated
- Provide a list of traditional and alternative teacher preparation programs in your state that are currently classified as low performing or at risk of being so classified.
 - a. Program name
 - b. Institution name
 - c. Program type (traditional or alternative)
 - d. At risk or low performing
 - e. Date designated

Section IX Shortages of highly qualified teachers

Provide a description of the extent to which teacher preparation programs are addressing shortages of highly qualified teachers, by area of credentialing, subject, and specialty, in your state's public schools. Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher credentialing, as applicable. (§205(b)(1)(I))

Section X Teacher Training

Provide a description of the extent to which teacher preparation programs prepare teachers, including general education and 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*.¹ Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher credentialing, as applicable. (§205(b)(1)(J))

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

Provide a description of the extent to which teacher preparation programs prepare teachers, including general education and special education teachers, to effectively teach students who are limited English proficient. Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher credentialing, as applicable. (§205(b)(1)(L))

Section XI Use of Technology

Provide a description of the activities that prepare teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement. Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher credentialing, as applicable. (§205(b)(1)(K))

Section XII Efforts to improve teacher quality

List and describe any steps taken by the state during the past year to improve the quality of the current and future teaching force. (§205(d)(2)(A))

Section XIII Certification

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

Certification of submission:

Signature

Name of responsible representative for the state

Title

Certification of review of submission:

Signature

Name of reviewer

Title

Supplemental information *(optional)*



The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

www.ed.gov