

Quick Start Guide
to the
State Report Card (SRC)
Reporting System

August 2016

Table of Contents

Part I: SRC System and Reporting Tips.....	4
Logging In to the SRC	4
Changing Your Password and Setting Security Questions	4
Unlocking your Account.....	6
Invalid Username	6
Deactivated Accounts	7
Navigating the SRC	8
Upload Supporting Files and Add Links to Related Web Sites.....	8
Additional Features of the SRC	9
Title II Contacts	12
Westat’s Title II Service Center.....	12
Testing Agency Contacts	13
Preloaded Data in the SRC	13
Source of Preloaded Data in the SRC.....	13
Non-IPRC States.....	14
Part II: State Report Card Sections	16
Section I.a: Program Information	16
Sections I.b and I.c: Admissions Requirements.....	16
Section I.d: Enrollment	17
Section I.e: Supervised Clinical Experience.....	17
Section I.f: Teachers Prepared	19
Teachers Prepared by Area of Certification.....	19
Teachers Prepared by Subject Area	19
Teachers Prepared by Academic Major	20
Using Westat’s template to complete the Teachers Prepared by Area of Credential table	20
Section I.g: Program Completers and Credentials Issued.....	21
Program Completers	21
Teachers Credentialed.....	21
Section II: Assurances.....	22
Section III: Credential Requirements.....	22
Section IV: Standards and Criteria	22

Section V: Pass Rates.....	23
Section V Assessment Information.....	23
Section V Traditional Assessment Pass Rates	23
Section V Traditional Summary Pass Rates	23
Section V Alternative, IHE-based Assessment Pass Rates.....	23
Section V Alternative, IHE-based Summary Pass Rates	23
Section V Alternative, not IHE-based Assessment Pass Rates.....	24
Section V Alternative, not IHE-based Summary Pass Rates	24
Section VI: Alternative Routes	24
Section VII: Program Performance.....	24
Section VIII: Low Performing	25
Section IX: HQT Shortages	25
Section X: Technology	26
Section XI: Improvement Efforts.....	26
Section XII: Report Card Certification.....	27
Data Edit Checks.....	27
Comparison with Last Year	27

Part I: SRC System and Reporting Tips

Logging In to the SRC

To log in to the Title II State Report Card reporting system (SRC), go to: <http://title2.ed.gov/Public/Login.aspx>. Type in your username and password, check the box next to *I have read and accept the terms and conditions of using this system*, and click the Continue button.

title II
highereducationact

VIEW TITLE II REPORTS SUBMIT REPORTS

Login Technical Assistance

Login

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

REPORTING SCHEDULE

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

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

ADDITIONAL INFORMATION

[About Title II](#)
[Technical Assistance](#)
[Privacy Policy](#)
[Contacts](#)

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

Username:

Password:

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

[Forgot your username or password?](#)

Changing Your Password and Setting Security Questions

The first time you log into the SRC, you will be prompted to change your password. Your new password must meet the following requirements:

- Must be 8-12 characters in length;
- Cannot be one of your last 6 SRC passwords;
- Must contain at least one letter;
- Must contain at least one number;
- Must contain at least one symbol.

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

After you have successfully changed your password and set up your security questions and answers, click **Save** to proceed.

Contact Name:

Title:

Agency:

Address:

City, State, Zip

Phone:

Fax:

Email:

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

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

Confirm password:

Security Question 1:
Questions: Answer 1:

Question 2:
Answer 2:

Question 3:
Answer 3:

Unlocking your Account

During subsequent logins, if you enter an incorrect username and/or password, you will see a message stating, “The username/password supplied is incorrect. Please check it before trying again.” If you enter an incorrect username and/or password three times during a twelve hour span, your account will be locked.

You can unlock your account by answering the three security questions that you provided at your initial login. To begin this process, enter your username in the box provided and click **Continue**. You must ensure that you provide the correct username associated with your account. If you provide anything different from what is on file, the SRC system will not be able to identify you, and you will need to contact Westat to unlock your account.

The screenshot shows the top navigation bar with the logo for 'title II highereducationact' on the left. To the right are buttons for 'VIEW TITLE II REPORTS' and 'SUBMIT REPORTS'. Below these are links for 'Login' and 'Technical Assistance'. A large blue banner reads 'Get Login Information'. Below the banner, a message says 'Please enter your e-mail address and your login information will be sent to you.' There is a text input field for 'E-mail address:' and a 'Submit' button. To the right, under 'REPORTING SCHEDULE', there are two entries: 'April 30, 2016' with details about teacher preparation programs, and 'October 31, 2016' with details about teacher certification. Below that, under 'ADDITIONAL INFORMATION', there are links for 'About Title II', 'Technical Assistance', 'Privacy Policy', and 'Contacts'.

Invalid Username

If you receive a message saying “Your username is invalid,” this indicates that you have entered your username incorrectly, or you are trying to log into a website other than the SRC. Be sure you are using your SRC username and password. Additionally, be sure that you are using this website to log into the SRC: <http://title2.ed.gov/Public/Login.aspx>.

Deactivated Accounts

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

Navigating the SRC

Once you log in to the SRC, you can access all sections of the report by clicking the links on the left side of the page. You can also access other information, such as the instructions and your account information.

Arkansas

2015

Title II Reports

Welcome

AY 2013-14

- Site Management
 - Programs
 - Data Collection Status Report
 - User Login Report
 - Export Users
 - Program Data Collection
 - State Guidance
 - Choose Report Card
 - State Data Collection
 - Welcome
 - Instructions
 - Contact Information
 - Introduction
 - Section 1.a Program Information
 - Section 1.b - Traditional Route Undergraduate Entry/Exit Requirements
 - Section 1.b - Traditional Route Undergraduate GPA Requirements
 - Section 1.b - Traditional Route Postgraduate Entry/Exit Requirements
 - Section 1.b - Traditional Route Postgraduate GPA Requirements
 - Section 1.c - Alternative Route Undergraduate Entry/Exit Requirements
 - Section 1.c - Alternative Route Undergraduate GPA Requirements
 - Section 1.c - Alternative Route Postgraduate Entry/Exit Requirements
 - Section 1.c - Alternative Route Postgraduate GPA Requirements

Welcome to the Title II State Reporting System.

Title II state report cards are due on October 31, 2015. As you complete your report card, check *Section XII* for unanswered questions and edit check information.

You can print your entire report card using the *Print Report* menu item on the left side of the screen. If you want to print a single report section, use the *Printer-friendly view* link at the top or bottom of the section.

States that choose to use Westat's Institutional and Program Report Card (IPRC) online reporting system to collect the Title II data from the IHEs and non-IHE-based alternative routes will have their data preloaded into the appropriate sections of the state report card each year, including pass rates. (Pass rates have not yet been loaded. They will be loaded soon.) Please review these data to ensure that the correct information was placed in the correct section of the state report card. Please note that while states have the ability to make changes to the data preloaded into the state report card, changes made in the STRC are not reflected in the IPRC. Also note that only data from certified reports were preloaded. States must ensure that the data reported by the IHEs and non-IHE-based alternative routes are complete and accurate during the spring reporting period.

States that do not use the IPRC still must collect the required data from the IHEs and non-IHE-based alternative routes during the spring reporting period. The data must be included in the state report card. States that do not use the IPRC will work with Westat to load the IHE and non-IHE-based alternative route data into the state report card.

Upload Supporting Files and Add Links to Related Web Sites

Several sections of the report card allow you to upload supporting documents. To upload a supporting document, click on the appropriate section of the report on the lefthand menu. Then, under the Supporting Files subsection of that page, click the Browse button to navigate your computer and select a document. Once you have selected your document, click open. Click the Upload button to finish the upload process. Please note you can only upload Microsoft Word, Microsoft Excel or Adobe PDF documents. In the Link Text box, provide a brief title or description of the document. The files you upload will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Several sections of the report card allow you to include links to related web sites. To add a link, click on the appropriate section of the report on the lefthand menu. Then, under the Links to Related Web Sites subsection, provide a brief title or description of the website in the Link text box, and enter the full URL into the URL box. Be sure to include the entire URL, beginning with the 'http://' or 'https://'. Add links in the order that you'd like them to appear.

Supporting Files

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

You may not upload any file larger than 4 MB. Please put any large files on your program's web server and provide links to them in *Links to Related Web Sites* below.

Link text:

File: No file chosen

Links to Related Web Sites

You may add links to related web sites to be included with your report card. Be sure to include the entire URL, beginning with the 'http://' or 'https://'. Add links in the order that you'd like them to appear.

Link text:

URL:

Additional Features of the SRC

The following features can be found throughout the SRC:

- Radio buttons
- Text boxes
- Check boxes
- Printer-friendly View
- Check Spelling
- Buttons to **Save** and **Reset**

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

Text boxes. Single-line text boxes are usually limited to the size of the displayed box. Multi-line text boxes do not have a character limit; however, we encourage you to be brief, concise and to the point when entering text.

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?

Radio Button

- Yes
 No

If yes, provide the implementation date (mm/dd/yyyy).

2. Has the state implemented criteria for assessing the performance of alternative routes to teacher certification or licensure?

- Yes
 No

If yes, provide the implementation date (mm/dd/yyyy).

3. List the entities involved in implementation:

Text Box



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?

- Yes
 No
 Not applicable

Check boxes. You may choose more than one check box in a single response (see Figure 7). To select a check box, click your mouse in the box (or using the Tab key, tab to the box and press the space bar). To deselect a box, click your mouse in the box (or press the space bar) again.

27. 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:

Alliant International University (584)

Alliant International University - Alt (584)

Antioch University Los Angeles (494)

Antioch University Santa Barbara (496)

Antioch University Santa Barbara - Alt (496)

Argosy University (497)

Azusa Pacific University (500)

Azusa Pacific University - Alt (500)

Check Box →

Printer-Friendly View. To print a section of the report, click on the Printer-Friendly View link at the top or bottom of the page. A new window will open with the report section formatted for printing. To print the section, use your browser print function. Be sure you have saved any newly entered information before clicking Printer-Friendly View, as it will only display the saved data.

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

Buttons. At the bottom of most pages are **Save** and **Reset** buttons. A description of each is below.

Save: Selecting this button saves data in the section and keeps you in that section. If you will be working on the same section for a long time, we recommend that you save your data at least every 15 minutes.

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



Title II Contacts

Completing your Title II State Report Card requires collaboration between the institutions and programs in your state, individuals in your state agency, testing companies, and Westat’s Title II Support Center staff. With so many organizations and individuals involved in the reporting process, it is important for you to know who to contact when questions or problems arise.

- Contact Westat’s Title II Support Center if you have questions or problems related to the Title II State Report Card reporting system, the content of the State Report Card, or the reporting timeline and due dates.
- Contact your testing agency if you have questions or problems related to the timeline or process of reporting and verifying pass rates.

Westat’s Title II Support Center

✉ Title2@westat.com ☎ (877) 684-8532

In order to provide personalized support, each state is assigned to an individual Title II Support Center representative. The Title II Support Center representative assignments are:

Ari Hirschhorn ✉ AriHirschhorn@westat.com ☎ (301) 610-5546	Richard Adrien ✉ RichardAdrien@westat.com ☎ (301) 610-5127	Kelly Choong ✉ KellyChoong@westat.com ☎ (301)738-3572	Luis Romero ✉ LuisRomero@westat.com ☎ (301) 610-4912
Alabama	Kentucky	North Dakota	American Samoa
Alaska	Louisiana	Ohio	Federated States of Micronesia
Arizona	Maine	Oklahoma	Guam
Arkansas	Maryland	Oregon	Marshall Islands
California	Michigan	Pennsylvania	Northern Mariana Islands
Colorado	Minnesota	Rhode Island	Palau
Connecticut	Mississippi	South Carolina	Puerto Rico
Delaware	Missouri	South Dakota	Virgin Islands
District of Columbia	Montana	Tennessee	
Georgia	Nebraska	Texas	
Hawaii	Nevada	Utah	Kelly Choong
Idaho	New Hampshire	Vermont	✉ KellyChoong@westat.com ☎ (301)738-3572
Illinois	New Jersey	Virginia	
Indiana	New Mexico	Washington	Florida
Iowa	New York	West Virginia	Massachusetts
Kansas	North Carolina	Wisconsin	
		Wyoming	

Testing Agency Contacts

ETS: Sharen Virgin, Title II Administrator ✉ Title2@ETS.ORG ☎ 609-683-2733	Pearson: Pam Eisermann, Senior Project Director ✉ pamela.eisermann@pearson.com ☎ (413) 256-0444
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Preloaded Data in the SRC

Many sections of the SRC are preloaded with data from your previous year's SRC report, or from the Institution and Program Report Cards (IPRC) that were certified in April. The table below identifies each section of the State Report Card and indicates where the data for that section are loaded from.

Source of Preloaded Data in the SRC

Section of the State Report Card	Source of Data
Introduction	Text from previous SRC report.*
Section I.a Program Information	IPRC**
Section I.b Traditional Program Admission Requirements	IPRC**
Section I.c Alternative Program Admission Requirements	IPRC**
Section I.d Enrollment	IPRC**
Section I.e Supervised Clinical Experience	IPRC**
Section I.f. Teachers Prepared	Academic majors: IPRC** Subject areas: IPRC** Areas of credential: States enter data
Section I.g Program Completers and Credentials Issued	Program completers: IPRC** Credentials issued: States enter data
Section II Assurances	IPRC**
Section III Credential Requirements	Previous SRC report
Section IV Standards and Criteria	Previous SRC report
Section V Pass Rates	IPRC**
Section VI Alternative Routes	Question 4: States enter data All other questions: Previous SRC report
Section VII Program Performance	Previous SRC report
Section VIII Low Performing	Information is populated from the previous SRC report ONLY if the programs were designated as low-performing or at-risk.
Section IX HQT Shortages	Text from previous SRC report.*
Section X Use of Technology	Text from previous SRC report.*
Section XI Improvement Efforts	Text from previous SRC report.*
Supplemental	Text from previous SRC report.*

* Links and uploads from the previous SRC report do not carry over. Please be sure to re-attach any links or supporting documents.

** States that do not use the IPRC will use a template to submit data in these sections.

Non-IPRC States

If your state does not use the IPRC, you will need to complete a template with Institution and Program Information in order to load your Institutions and Programs into the State Report Card. Additionally, you can use the template to complete several sections of the report and have Westat load that data into your State Report Card, rather than manually entering data into the system.

The template is an Excel file with six tabs: Fields, Report, PrepPrograms, EntryExit-UG, EntryExit-PG, TeachersPrepared, and Shortage.

Fields

The Fields tab is a guide for completing the template. For each field in the Report and TeachersPrepared tabs, the Field tab identifies the corresponding section in the Institution and Program Report Card, the type of response allowed (numerical, text, etc), the maximum length of response allowed, and valid values (for example, yes/no responses must use “1” for yes and “0” for no).

Report

The Report tab is the template used to load Institution Information (columns A-U), Sections I.b and I.c Admissions (columns V-AJ), I.d Enrollment (columns AK-AT), I.e Supervised Clinical Experience (columns AU-BA), I.g Program Completers (columns BB-BD), and II Assurances (columns BE-BL).

PrepPrograms

The PrepPrograms tab is the template used to load Section I.a Program Information. For each Institution, list each teacher preparation program included in the institution and indicate whether the program is a Teacher Quality Partnership grant member. For the purposes of this section, “teacher preparation program” includes individual programs within the institution. For example, an institution may offer a Special Education teacher preparation program, an Elementary Education teacher preparation program, and a Secondary English Education teacher preparation program; each program should be listed separately in this section. For a traditional report, list all traditional teacher preparation programs within the institution. For an alternative report, list all alternative programs within the institution.

EntryExit-UG

The EntryExit-UG tab is the template used to load Section I.b and I.c Undergraduate Requirements. For each Institution, the entry/exit elements are listed. Please indicate whether or not each element is required for entry into the program(s) at the undergraduate level, and whether the element is required for exit from the program(s) at the undergraduate level. Leave blank if there is not a teacher preparation program for the undergraduate level (i.e., if an alternative, IHE-based report only is reporting programs at the postgraduate level, this section should remain blank).

EntryExit-PG

The EntryExit-PG tab is the template used to load Section I.b and I.c Postgraduate Requirements. For each Institution, the entry/exit elements are listed. Please indicate whether or not each element is required for entry into the program(s) at the postgraduate level, and whether the element is required for exit from the program(s) at the post graduate level. Leave blank if there is not a teacher preparation program for the postgraduate level (i.e., if a traditional report only is reporting programs at the undergraduate level, this section should remain blank).

TeachersPrepared

The TeachersPrepared tab is the template used to load the Section I.f Teachers Prepared by Academic Major and Teachers Prepared by Subject Area tables. The Teachers Prepared by Academic Major and Teachers Prepared by Subject Area tables have preloaded majors and subject areas; for each, please enter the number of program completers in those academic majors and subject areas for each Institution.

Part II: State Report Card Sections

Section I.a: Program Information

Section I.a requires states to report on the individual teacher preparation sub-programs within each institution or organization. For the purposes of this section, “teacher preparation sub-programs” includes individual programs within the institution. For example, an institution may offer a Special Education teacher preparation program, an Elementary Education teacher preparation program, and a Secondary Education teacher preparation program; each program should be listed separately in this section. For a traditional report, list all traditional teacher preparation sub-programs within the institution. For an alternative report, list all alternative sub-programs within the institution.

States that choose to use the IPRC will have the IPRC data preloaded into the state report each year. States that do not use the IPRC will work with Westat to load the IHE and non-IHE-based alternative route data into the state Title II report. All states will need to review these data to ensure accuracy.

Sections I.b and I.c: Admissions Requirements

Sections I.b and I.c require states to report on the elements required for admission into any initial teacher certification program(s) at either the undergraduate (UG) or postgraduate level (PG). States report admission requirements for traditional programs in section I.b, and alternative programs in section I.c. For each program, admission requirements are listed along with radio buttons to select Yes, No or NA. Yes indicates the element is required for admission into the teacher preparation program, while No indicates the element is not required for admission into the teacher preparation program. A response of NA indicates there is not a teacher preparation program at that level or the program did not respond during the spring data collection period.

For purposes of reporting, the admissions requirements sections refer to elements required for admission into the teacher preparation program, *not* admission into the institution of higher education (IHE).

Example: An IHE requires a minimum high school GPA for admission into the IHE at the undergraduate level. The traditional teacher preparation program, which is an undergraduate program within that IHE, does not specifically require a minimum high school GPA. It does require a minimum GPA in content area coursework. The correct way to report on these elements is “No” for “Minimum high school GPA” since it is not a specific admissions requirement of the teacher preparation program, and “Yes” for “Minimum GPA in content area coursework.”

States that choose to use the IPRC will have the IPRC data preloaded into the state report each year. States that do not use the IPRC will work with Westat to load the IHE and non-IHE-based alternative route data into the state Title II report. All states will need to review these data to ensure accuracy.

Section I.d: Enrollment

Section I.d requires states to report the number of students enrolled in each teacher preparation program by total enrollment, gender and race/ethnicity. For purposes of this data collection, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not yet completed the program. States will submit enrollment data for each academic year, which is defined as September 1 through August 31 of each year.

While IHEs and states are required to report enrollment information, it is important to note that gender and race/ethnicity are often voluntarily self-reported data, and some individuals may choose to withhold their gender or race/ethnicity. When reporting this data, states may find that the sum of their gender and race/ethnicity categories may not add up 100 percent of their total enrollment. The U.S. Department of Education recognizes that demographic data reported in this section is obtained through self-identification of enrollees and is not mandatory for individuals to provide. States should provide the data they have even if it is not complete. For guidance from the USDOE on the collection and reporting of racial and ethnic data, please see <http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf>.

For purposes of reporting, the enrollment section refers to the number of teacher candidates enrolled in the teacher preparation program, *not* the total number enrolled in the IHE.

Examples:

An enrolled student self-identifies as a white female, therefore this student should be reported under “Total Enrollment”, “female” in the gender section and “White” under the race/ethnicity categories.

An enrolled student does not provide information regarding gender or race/ethnicity. The correct way to report this student is to include him in the “Total Enrollment” count, but not include him in any gender or race/ethnicity categories.

A student that was enrolled in the program at the beginning of the fall semester completes the program during the spring semester. The correct way to report would be to count this student as a program completer, not an enrolled student.

States that choose to use the IPRC will have the IPRC data preloaded into the state report each year. States that do not use the IPRC will work with Westat to load the IHE and non-IHE-based alternative route data into the state Title II report. All states will need to review these data to ensure accuracy.

Section I.e: Supervised Clinical Experience

Section I.e Supervised Clinical Experience requires states to report data on the supervised clinical experience in each teacher preparation program. Data on the following elements of supervised clinical experience will be reported:

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

Supervised Clinical Experience

Supervised clinical experience is defined as a series of supervised field experiences (including student teaching) with PreK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Section 202 (d)(2) of the *Higher Education Act*, as amended in 2008, describes features of clinical experience. Courses in the curriculum that include the activities described in Section 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework as nonclinical or clinical. Alternative route programs can work with their state to determine what courses are supervised clinical experiences if the alternative route program's courses do not meet the definitions above.

Clock hours

“Average number of clock hours required” refers to hours per teacher preparation program participant. To the extent possible, responses are to separate pre-student teaching clinical experience from student teaching. The intent is not to aggregate across teacher preparation program participants, but rather to assess per-person clock hours. “Clock hours” does not refer to semester or credit hours, but actual time spent on these activities. In the term “supervised clinical experience,” it’s the overall experience that is supervised, not every moment of the experience. No faculty to student ratio is required, nor expected.

Mentoring/induction support

Mentoring/induction support is not formally defined in Title II, but it is essentially the coaching and instruction that a candidate receives while serving as the teacher of record in a classroom. For traditional programs, there likely will not be any required mentoring/induction support, since the candidates in traditional programs are typically NOT considered the teacher of record in a classroom and traditional programs tend to instead require student teaching and other forms of clinical experience. However, for alternative programs which offer pedagogy instruction and courses while the candidate is actually the teacher of record in a classroom, there might be a significant amount of mentoring/induction support as part of their preparation program.

Supervising faculty and calculating FTE

Supervising faculty are defined as all persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program. When reporting on the number of faculty in supervised clinical experience, do not weight the number of faculty based on the number of teacher preparation program

participants they are supervising or the number of credit hours their supervision represents. A full-time faculty member is counted as 1 FTE. A half-time faculty member is counted as 0.5 FTE.

Adjunct faculty and Pre-K—12 staff

IHE and PreK-12 staff (whether teachers or other educational leaders) who are engaged significantly with the teacher-candidates during their supervised clinical experience – in terms of spending significant amounts of time working with them – should be counted in the adjunct faculty count. When calculating the number of adjunct faculty, please count the actual number of individuals, rather than an FTE calculation. In other words, please count each individual as 1, regardless of the full-time or part-time status, or the amount of time supervising teacher-candidates. We suggest three criteria, any one of which would imply inclusion in the count:

- If they spend a number of hours each week observing, supervising or discussing the clinical experience with the teacher-candidates or other teacher preparation program faculty;
- If they receive a stipend from the teacher preparation program for their participation;
- If they are considered part of the teacher preparation program, in terms of recognition in brochures or other program descriptions provided to the state or the general public.

States that choose to use the IPRC will have the IPRC data preloaded into the state report each year. States that do not use the IPRC will work with Westat to load the IHE and non-IHE-based alternative route data into the state Title II report. All states will need to review these data to ensure accuracy.

Section I.f: Teachers Prepared

Section I.f requires states to report the number of teachers prepared by Area of Certification, Subject Area, and Academic Major.

Teachers Prepared by Area of Certification

In this table, for each teacher preparation program, states report the number of teachers receiving an initial teaching certificate, by the area of certification. Areas of certification vary by state, so there is not a pre-set list or dropdown box from which to choose. Instead, for each teacher preparation program, states should enter the areas of certification offered in their state and indicate how many teachers received an initial certificate in those areas.

States may enter data manually into the system, or may submit an Excel spreadsheet using Westat's template to have the data uploaded into Section I.f Teachers Prepared by Area of Credential.

Teachers Prepared by Subject Area

In this table, for each teacher preparation program, states report the number of program completers by subject area. Subject area refers to the area in which individuals are prepared to teach.

States that use IPRC will have this table preloaded into the state report each year. In the IPRC, for each subject area listed, IHEs provided the number of program completers prepared to teach that subject, choosing the subject area that best fit the area in which the individual was prepared. Individuals may have been counted more than once. For example, if an individual was prepared to teach Elementary Education and Mathematics, that individual would have been counted in both subject areas. Calls may be blank if no individuals were prepared in a particular subject area.

States that do not use the IPRC will work with Westat to load the data into the state report.

Teachers Prepared by Academic Major

In this table, for each teacher preparation program, states report the number of program completers by academic major. Academic major refers to the actual major granted to an individual.

States that use IPRC reporting system will have this table preloaded into the state report each year. In the IPRC, for each academic major listed, IHEs provided the number of program completers in that major, choosing the academic major that best fit the major offered by their institution. For example, an individual that majored in Geology would have been counted in the “Geological and Earth Sciences/Geosciences” academic major. The list of majors includes several “Teacher Education” majors, as well as several non-education majors. If an individual majored in Chemistry, that individual would have been counted in the “Chemistry” academic major category rather than the “Teacher Education–Chemistry” category. Individuals may have been counted more than once. If an individual majored in Secondary Math Education, that individual would have been counted in the “Teacher Education-Secondary Education” academic major category, as well as the “Teacher Education–Mathematics” category. Cells may be blank if no individuals were prepared in a particular academic major.

States that do not use the IPRC will work with Westat to load the data into the state report.

Using Westat’s template to complete the Teachers Prepared by Area of Credential table

The template is an Excel file with two tabs: Fields and TeachersPrepared.

Fields

The Fields tab is a guide for completing the template. For each field in the TeachersPrepared tabs, the Field tab identifies the corresponding section in the State Report Card, the type of response allowed (numerical, text, etc), the maximum length of response allowed, and valid values.

TeachersPrepared

The TeachersPrepared tab is the template used to load the Section I.f Teachers Prepared by Area of Credential tables. Please note that there are no pre-loaded categories for the area of credential. For each Institution or Program, you will need to add rows listing the areas of credential based

on the areas offered in your state, and enter the number of teachers receiving an initial credential in those areas.

The first three columns are InstCode, Institution, and ProgramType. Please enter the institution code, institution name, and program type (Traditional; Alternative, IHE-based; or Alternative, not IHE-based).

In the Record Type column, enter Area. This ensures the system loads the data into the Teachers Prepared by Area of Credential table, as opposed to the Subject Area or Academic Major tables, which are already preloaded with data from the IPRC.

In the AreaDesc column, enter the areas of certification offered in your state. Each area of certification should be listed on a different row, and each Institution/Program should have multiple rows of data (one row for each area of credential). You may find it easiest to add all of the areas of credential for one Institution/Program first, and then copy and paste for the rest of the Institutions/Programs.

In the Prepared column, enter the number of individuals earning an initial teaching credential in the area of credential listed for that row.

Section I.g: Program Completers and Credentials Issued

Section I.g requires states to report the total number of initial teaching credentials issued in the state, and the total number of program completers for each teacher preparation program.

Program Completers

In this table, states will report the number of program completers by teacher preparation program for the current academic year being reported and previous two academic years

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

States that choose to use the IPRC will have the IPRC data preloaded into the state report each year. States that do not use the IPRC will work with Westat to load the IHE and non-IHE-based alternative route data into the state Title II report. All states will need to review these data to ensure accuracy.

Teachers Credentialed

In this table, states will report the number of persons receiving an initial teacher credential in the state (the total number of persons, as well as the sub-set of those prepared out of state) for the current academic year being reported and the two prior years.

Section II: Assurances

Section II Assurances requires states to provide information on whether the teacher preparation programs in the state met the assurances listed.

States that choose to use the IPRC will have the IPRC data preloaded into the state report each year. States that do not use the IPRC will work with Westat to load the IHE and non-IHE-based alternative route data into the state Title II report. All states will need to review these data to ensure accuracy.

Section III: Credential Requirements

Section III Credential Requirements requires states to list each teaching credential currently issued by the state and answer the questions about each credential. States should include all teaching licenses including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any licenses given specifically to those participating in or completing alternative routes to a teaching credential. Do not include certificates/licenses for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel.

All credentials and responses from the previous year's report will be preloaded into this section. Please review the list to ensure all credentials are included, and review the responses for each to ensure the information is correct and current.

When reviewing or revising the responses to each credential, please be sure to use the Check Spelling feature prior to submitting your report. Additionally, once you have entered or revised information in this section, be sure to click the Save button.

Section IV: Standards and Criteria

Section IV Standards and Criteria requires states to respond to questions about state teacher standards.

All responses from the previous year's report will be preloaded into this section.

When responding to Question 9, please note that selecting Yes to "All levels" does not automatically preload "Yes" responses for each individual level in the chart. Instead, a Yes response to "All levels" means there is a set of state teacher standards in that subject area that spans all grade levels (rather than teacher standards broken down by specific grade levels). If there is a set of teacher standards in that subject area that spans all grade levels, but there are not teacher standards broken down by grade level in that subject area, select Yes for "All levels" and No for each grade level listed under the Grade-Specific Standards. If your state has standards for a subject area that is not listed in the chart, you may insert additional subject areas at the bottom of the chart.

When reviewing or revising any text responses in this section, please be sure to use the Check Spelling feature prior to submitting your report. Additionally, once you have entered or revised information in this section, be sure to click the Save button.

Section V: Pass Rates

States that choose to use the IPRC will have the pass rate data preloaded into the state report each year. States that do not use the IPRC will work with Westat to load the pass rate data into the state Title II report. All states will need to review these data to ensure accuracy.

Section V is broken into several different pages, described below:

Section V Assessment Information

This page shows each assessment required for initial certification or licensure in the state, along with the low score, high score, cut score, and state average scaled score for each.

Section V Traditional Assessment Pass Rates

This page shows the single assessment pass rates for all traditional programs. Single assessment pass rates are defined as the percentage of students who passed the assessment among all who took the assessment.

Section V Traditional Summary Pass Rates

This page shows the summary pass rates for all traditional programs. Summary pass rates are defined as the percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. Summary pass rates are based on all assessments that an individual needs to pass to become initially certified or licensed as a teacher in a given area of specialization in a state. Summary pass rates are not be calculated for enrolled students, only for program completers.

Section V Alternative, IHE-based Assessment Pass Rates

This page shows the single assessment pass rates for all IHE-based alternative programs. Single assessment pass rates are defined as the percentage of students who passed the assessment among all who took the assessment. If your state does not have any alternative, IHE-based teacher preparation programs, this page will display the following message “No assessment pass rates have been reported.”

Section V Alternative, IHE-based Summary Pass Rates

This page shows the summary pass rates for all IHE-based alternative programs. Summary pass rates are defined as the percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. Summary pass rates are based on all assessments that an individual needs to pass to become initially certified or licensed as a teacher in a given area of specialization in a state. Summary pass rates are not be calculated for enrolled students, only for program completers. If your state does not have any alternative, IHE-based teacher preparation programs, this page will display the following message “No summary pass rates have been reported.”

Section V Alternative, not IHE-based Assessment Pass Rates

This page shows the single assessment pass rates for all non-IHE-based alternative programs. Single assessment pass rates are defined as the percentage of students who passed the assessment among all who took the assessment. If your state does not have any alternative, non-IHE-based teacher preparation programs, this page will display the following message “No assessment pass rates have been reported.”

Section V Alternative, not IHE-based Summary Pass Rates

This page shows the summary pass rates for all non-IHE-based alternative programs. Summary pass rates are defined as the percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. Summary pass rates are based on all assessments that an individual needs to pass to become initially certified or licensed as a teacher in a given area of specialization in a state. Summary pass rates are not be calculated for enrolled students, only for program completers. If your state does not have any alternative, non-IHE-based teacher preparation programs, this page will display the following message “No summary pass rates have been reported.”

Section VI: Alternative Routes

In this section, for each state-approved alternative route to a teaching credential, list each route and answer the questions about each route. To add an alternative route, click the Add Alt Route button.

As you enter information about each alternative route, you will receive an error message if the information entered into numerical fields is not a whole number, the name of the route is missing, or the years are not numerical values between 1970 and 2020.

Section VII: Program Performance

In this section, provide information about how the performance of your state’s teacher preparation programs is assessed.

Data from the previous year’s report will be preloaded into these sections. Please review these data to ensure that the information is correct and current.

You can use the optional supplemental information section to provide context for your responses. Please note that the text boxes does not have a character limit; however, we encourage you to be brief, concise and to the point when entering text. Please be sure to use the Check Spelling feature prior to submitting your report.

Once you have entered or revised information in this section, be sure to click the Save button.

Section VIII: Low Performing

This section contains questions about the status of your state's teacher preparation programs. Be sure to include both traditional and alternative routes to a teaching credential.

Data from the previous year's report will be preloaded into these sections. Please review these data to ensure that the information is correct and current, and be sure to add any newly designated at-risk or low-performing programs in question 6.

Question 5 asks about the current status of teacher preparation programs that were reported the year before. Any teacher preparation programs that were reported as at-risk or low-performing last year will be preloaded. To change the status of a teacher preparation program, use the drop-down menu in the Status column.

In question 6, 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. First, choose a program from the drop-down menu and type in the text box the portion of the program that is low-performing or at risk of being so classified (e.g., entire program, special education program). Click Insert, then edit the date designated and program status. Be sure to click Save when you are finished. If you need to delete a listing, click Delete in the row that you need to delete and click OK to confirm.

Once you have entered or revised information in this section, be sure to click the Save button.

Section IX: HQT Shortages

In this section, respond to the Yes/No questions and provide a description of the extent to which teacher preparation programs in your state are addressing shortages of highly qualified teachers by area of certification or licensure, subject and specialties, within your state's public schools. Include both traditional programs and alternative routes to teacher certification or licensure, as applicable.

Text from the previous year's report will be preloaded into the text box. Please review these data to ensure that the information is correct and current. The text box does not have a character limit. However, we encourage you to be brief, concise and to the point when entering text. Please be sure to use the Check Spelling feature prior to submitting your report.

Please note that links and attachments from the previous year's report will not be preloaded. You will need to re-upload any supporting documents and re-enter any links to related web sites that you would like included in your report.

Once you have entered or revised information in this section, be sure to click the Save button.

Section X: Technology

In this section, respond to the Yes/No questions and 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 certification or licensure, as applicable.

For Title II reporting purposes, universal design for learning is defined as a scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Text from the previous year's report will be preloaded into the text box. Please review these data to ensure that the information is correct and current. The text box does not have a character limit. However, we encourage you to be brief, concise and to the point when entering text. Please be sure to use the Check Spelling feature prior to submitting your report.

Please note that links and attachments from the previous year's report will not be preloaded. You will need to re-upload any supporting documents and re-enter any links to related web sites that you would like included in your report.

Once you have entered or revised information in this section, be sure to click the Save button.

Section XI: Improvement Efforts

In this section, list and describe any steps taken by the state during the past year to improve the quality of the current and future teaching force.

Text from the previous year's report will be preloaded into the text box. Please review these data to ensure that the information is correct and current. The text box does not have a character limit. However, we encourage you to be brief, concise and to the point when entering text. Please be sure to use the Check Spelling feature prior to submitting your report.

Please note that links and attachments from the previous year's report will not be preloaded. You will need to re-upload any supporting documents and re-enter any links to related web sites that you would like included in your report.

Once you have entered or revised information in this section, be sure to click the Save button.

Section XII: Report Card Certification

Title II State Report Cards are due annually on October 31. Neither the U.S. Department of Education nor Westat has the authority to grant extensions to the deadline.

When all sections of the report are complete, follow these steps to certify and submit your report:

- Select the check box under “Certification of submission.”
- Enter your name and title.
- Select the check box under “Certification of review of submission.”
- Enter the name and title of the reviewer.
- Finally, click the “Certify and Submit Report Card” button. *Do not click this button until you are ready to submit your completed report. Once you certify and submit your report, it becomes read-only and you will no longer be able to make changes.*

Data Edit Checks

Throughout the data collection, the system continuously runs Data Edit Checks to ensure the report is complete. If the report is not complete, or if there are any data errors within the report, the system will present a list of errors or questions that have been left unanswered. You must complete all questions and resolve any errors before you are able to certify and submit your report.

Comparison with Last Year

For your reference and review, the system displays a comparison of data reported this year with data reported last year, as well as a percent change from last year to this year. Please use this feature to review any significant changes in your data as a way to double-check for accuracy.