

Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act (HEA)

## HEA Title II

### State Report Card on the Quality of Teacher Preparation and State Initial Teacher Assessment and Credentialing SRC

Office of Postsecondary Education  
U.S. Department of Education

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#### Contact Information

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Academic year: 2014-15 \_\_\_\_\_

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

#### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 250 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory (205)(b)(1). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1840-0744.

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual* on pages 1 through 7. Terms and phrases in this questionnaire are defined in the glossary on page 67 of the manual.

**Introduction (optional)**

**Section I. Program information**

(A) Enter the total number of traditional teacher preparation programs, IHE-based alternative route teacher preparation programs, and non-IHE-based alternative route teacher preparation programs below, and list each traditional teacher preparation program; each IHE-based alternative route teacher preparation program; and each non-IHE-based alternative route teacher preparation program.

Total number of traditional teacher preparation programs	
Total number of alternative route teacher preparation programs within an IHE	
Total number of alternative route teacher preparation programs outside an IHE	

Program name	Program Type	Name of teacher preparation program
<i>ex. University of Maryland</i>	<i>ex. Traditional</i>	<i>ex. Early Childhood Special Education</i>
<i>ex. Towson University</i>	<i>ex. Traditional</i>	<i>ex. Secondary Education</i>
<i>ex. Towson University</i>	<i>ex. Alternative, IHE based</i>	<i>ex. Instructional Technology</i>

(B) For each element listed below, check those required for admission (entry) into and exit from each traditional teacher preparation program at institutions of higher education in the state at either the undergraduate (UG) or postgraduate (PG) level. (§205(b)(1)(G)(i))

TPP name	Transcript				Fingerprint check				Background check				Minimum number of courses/credits/semester hours completed							
	UG		PG		UG		PG		UG		PG		UG		PG					
	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit				

TPP name	Minimum GPA				Median GPA				Minimum GPA in content area coursework				Minimum GPA in professional education coursework							
	UG		PG		UG		PG		UG		PG		UG		PG					
	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit				

TPP name	Recommendation(s)				Essay or personal statement				Interview				Minimum ACT score							
	UG		PG		UG		PG		UG		PG		UG		PG					
	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit				

TPP name	Minimum SAT score				Minimum basic skills test score				Subject area/academic content test or other subject matter verification				Other (specify: _____)							
	UG		PG		UG		PG		UG		PG		UG		PG					
	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit				



(D) Provide the number of students in each teacher preparation program in the state in 2014-15 in the following categories. Include both traditional and alternative routes (both within IHEs and independent of IHEs). Note that you must report on the number of students by ethnicity and race separately. 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

Teacher preparation program name	Number of students enrolled by ethnicity	Number of students enrolled by race					
	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races

(E) For each initial teacher preparation program in the state, provide the following information about supervised clinical experience in 2014-15. Include traditional programs and alternative routes (within IHEs and independent 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	Average number of clock hours required for mentoring/induction support	Number of full-time equivalent faculty supervising clinical experience during this academic year	Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during this academic year

(F) For each teacher preparation program in the state, provide the number of teachers prepared, by area of certification or licensure, academic major and subject area prepared to teach in 2014-15. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and independent 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
Total				

Teacher preparation program name	Teacher preparation program type	Teacher preparation program sponsored by IHE?	Academic major	Number prepared
Total				

Teacher preparation program name	Teacher preparation program type	Teacher preparation program sponsored by IHE?	Subject area	Number prepared
Total				



### Section III. Initial Teacher Credential requirements

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

1. Credential name:
2. Is this an initial credential?
3. Is this an emergency, temporary or provisional credential?
4. Is this credential given only to alternative routes to teacher certification participants or completers?
5. Is this credential given only to career/technical education teachers?
6. Is this a permanent credential?
7. Duration of credential (in years):
8. Is this certificate renewable?
  - a. How many times?
  - b. Renewal duration (in years)
  - c. Renewal requirements
9. Is a bachelor's degree required?
10. Is a master's degree or higher required?
11. Is a bachelor's degree in education required?
12. Is this certificate granted at the elementary level?
  - a. What is the grade span covered by this credential?
  - b. Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?
13. Is this credential granted at the middle school level?
  - a. What is the grade span covered?
  - b. Is a bachelor's degree in a subject area or academic content area required?
14. Is this credential granted at the secondary level?
  - a. What is the grade span covered?
  - b. Is a bachelor's degree in a subject area or academic content area required?
15. Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?
16. Is a state-approved teacher education program required?
17. Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?
18. Is there a grade point average (GPA) requirement for general and/or professional education coursework?
19. Are tests or assessments required?
20. Are performance assessment (such as portfolios) required?
21. Is there a recency of credit requirement?
22. Are passing state prescribed coursework and/or written assignments required?
23. Is professional employment as a teacher required?
24. Is passing National Board of Professional Teaching Standards required?
25. Is completion of a supervised clinical experience required?
26. Is participation in a mentoring program required?
27. Of fingerprinting, background check or police record examination, which are required?
28. Are there any other requirements?

**Section IV. State teacher standards and criteria for certification or licensure (§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 certification or licensure?
2. Is there a unique, overarching set of teacher standards that currently applies to all teaching fields and grade levels?
3. Are there distinct state teacher standards for early childhood education (birth through age 6)?
4. Are there distinct state teacher standards for early elementary education (grades K-3)?
5. Are there distinct state teacher standards for upper elementary education (grades 4-6)?
6. Are there distinct state teacher standards for middle grades education?
7. Are there distinct state teacher standards for secondary education?
8. Were the standards of any national organizations used, modified or referenced in the development of the state teacher standards? 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						
Vocational/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?
11. Has the state established early learning standards for early childhood education programs?
12. Has the state established a policy that links, aligns or coordinates teacher certification or licensure standards with the assessments required for teacher certification or licensure?
13. Has the state established a policy that links, aligns or coordinates teacher certification or licensure standards with the challenging academic content standards for K-12 students?
14. Has the state established a policy that links, aligns or coordinates teacher certification or licensure standards with early learning standards for early childhood education programs?
15. Has the state established a policy that links, aligns or coordinates teacher certification or licensure assessments with the challenging academic content standards for K-12 students?
16. Has the state established a policy that links, aligns or coordinates teacher certification or licensure assessments with early learning standards for early childhood education programs?
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?

**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 certification or licensure within institutions of higher education and alternative routes to teacher certification or licensure operated by entities that are not institutions of higher education. In cases where a student has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 students in each category taking the same assessment in an academic year for data on that assessment to be reported; for summary data, there must also be at least 10 students (although not necessarily taking the same assessment) for data to be reported. In cases where there are less than 10 students taking the same assessment and the assessment pass rate is not reported, those students must be included in the summary data. Enrolled students are those students admitted to the teacher preparation program who have not yet completed the program.

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

TPP code	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, 2014-15				
					All program completers, 2013-14				
					All program completers, 2012-13				
	Statewide average								

**SUMMARY PASS RATES**

TPP code	TPP name	Group	Number taking one or more required tests	Number passing all tests taken	Pass rate (%)
		All program completers, 2014-15			
		All program completers, 2013-14			
		All program completers, 2012-13			
	Statewide average				

**CUT SCORE TABLE**

For each assessment required for initial certification or licensure 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 certification or licensure (§205(b)(1)(E))**

For all state-approved alternative routes, 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 2014-15 academic year:
5. Is this alternative route limited to teaching certain subject areas or grade levels? If yes, please specify.
6. Is this alternative route designed to address critical shortage areas? If yes, please specify.
7. Maximum number of years allowed to complete alternative route program:
8. Is a teaching license issued to an individual participating in this route? If yes, please specify.
9. Is a bachelor’s degree required?
  - a. Is a bachelor’s degree in a subject area required?
10. Are pedagogy or professional knowledge classes required?
11. Is there a credit hour requirement for general and/or professional education coursework?
12. Is there a grade point average (GPA) requirement for general and/or professional education coursework?
13. Are tests or assessments required?
14. Is professional employment as a teacher required?
15. Is completion of a supervised clinical experience required? If yes, please describe.
16. Is professional development or continuing education experience required?
17. Is participation in a mentoring program required?
18. Is a person participating in this route considered a highly qualified teacher under ESEA, as amended?
19. Is there a service requirement upon completion of this alternative route? If yes, please specify:
  - a. Teaching in a high-needs school? How many years: \_\_\_\_\_
  - b. Teaching in a critical shortage area (<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>)? How many years: \_\_\_\_\_
20. 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:

21. Are there any other requirements? Please specify.
22. Website: \_\_\_\_\_

**Section VII. Criteria for assessing the performance of teacher preparation programs in the state (§205(b)(1)(F), §207(a))**

In this section, please indicate the level and provide an approximation of program implementation. Note: On request, be prepared to document your responses.

1. Has the state implemented criteria for assessing the performance of traditional teacher preparation programs? If yes, provide the implementation date.
2. Has the state implemented criteria for assessing the performance of alternative routes to teacher certification or licensure? 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?
6. Do the state criteria include a determination of passing rates on state certification or licensure assessments in the academic content areas?
7. Do the state criteria include indicators of teaching skills? Describe the state criteria for assessing the performance of teacher preparation programs for:
  - 7.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.
  - 7.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.
  - 7.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.
  - 7.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 teacher preparation programs prepare teachers, including general education and special education teachers to participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*<sup>1</sup>? 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. (§205(b)(1)(J))
9. Do the state criteria include progress in increasing the percentage of highly qualified teachers in the state?
10. Do the state criteria include progress in increasing professional development opportunities?
11. Do the state criteria include progress in improving student academic achievement for elementary and secondary students?
12. Do the state criteria include progress in raising the standards for entry into the teaching profession?
13. Are there any other criteria? Please specify.

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

**Section VIII. Low performing state teacher preparation programs (§207(a))**

1. 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.”
2. Provide a list of the criteria your state has defined for classifying alternative routes to teacher certification or licensure as “low performing” or “at risk of being low performing.”
3. 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.
4. 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 certification or licensure.
5. 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:
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.
  - 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**

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

Note: On request, be prepared to document your responses.

1. Do teacher preparation programs in your state address shortages of highly qualified teachers by area of certification or licensure?  Yes  No
2. Do teacher preparation programs in your state address shortages of highly qualified teachers by subject?  Yes  No
3. Do teacher preparation programs in your state address shortages of highly qualified teachers by specialty?  Yes  No

Provide a description of the extent to which teacher preparation programs are addressing shortages of highly qualified teachers, by area of certification or licensure, 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 certification or licensure, as applicable. (§205(b)(1)(I))

**Section X. Use of Technology**

Note: On request, be prepared to document your responses.

Do teacher preparation programs in your state prepare teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning?  Yes  No

Do teacher preparation programs in your state prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement?  Yes  No

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. (§205(b)(1)(K))

**Section XI. Efforts to improve teacher quality**

Note: On request, be prepared to document your responses.

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 XII. Certification**

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

\_\_\_\_\_ Signature

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

\_\_\_\_\_ Title

Certification of review of submission:

\_\_\_\_\_ Signature

\_\_\_\_\_ Name

\_\_\_\_\_ Title

**Supplemental information (optional)**