

**Reference and Reporting Guide
For Preparing State and Institutional Reports
On the Quality of Teacher Preparation**

**Title II, Higher Education Act
April 19, 2000**

U.S. Department of Education

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This Reference and Reporting Guide is intended to assist institutions of higher education and states in meeting new reporting requirements on teacher preparation, certification, and licensing mandated by Title II of the Higher Education Act. The National Center for Education Statistics prepared the guide in consultation with the Office of Postsecondary Education and other offices in the Department. The Office of Postsecondary Education is responsible for assisting institutions and states in fulfilling the requirements and for issuing the annual report to Congress.

Further information is available at: <http://www.ed.gov/offices/OPE/News/teacherprep.html>

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Overview

Good teaching is key to student achievement. As the public demands improved schools and increased student achievement, teachers' knowledge and skills are more important than ever before. More than half of the 2.2 million teachers that America's schools will need to hire over the next 10 years will be first-time teachers, and they will need to be well-prepared for the challenges of today's classrooms. For these reasons, the nation's attention has increasingly focused on the role that institutions of higher education and states play in ensuring that new teachers have the content knowledge and teaching skills they need to teach all students to high standards.

In October 1998, Congress voiced its concern for the quality of teacher preparation by enacting Title II of the Higher Education Act (HEA). Title II authorizes new federal grant programs that support the efforts of states, institutions of higher education, and their school district partners to improve the recruitment, preparation, and support of new teachers. Title II also includes new accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing.

The need for this reporting is clear. Everyone agrees that new teachers must be better prepared to teach all students to high standards. Yet, there are no comprehensive data available on how well institutions prepare teachers, what states require of individuals before they are allowed to teach, and how institutions and states are raising their standards for the teaching profession. The data that will be provided annually by institutions and states represent one way we can begin to measure the success of teacher education programs and state efforts to improve teacher quality. It is the hope of the U.S. Department of Education, and the desire of Congress, that institutions and states use the reports in meaningful ways to improve teacher education in America.

Section 207 of Title II requires the annual preparation and submission of three reports on teacher preparation and licensing: one from institutions to states, a second from states to the U.S. Secretary of Education, and a third from the Secretary to Congress and the public. The U.S. Department of Education's National Center for Education Statistics has prepared this Reference and Reporting Guide for all institutional, state, and testing organization personnel who will participate in this public reporting of information.

In this three-stage reporting process, institutions will first report to their states on several items related to their teacher preparation programs. (Institutions must also report this information to the public through publications such as school catalogs and promotional materials that the institution sends to prospective students, secondary school guidance counselors, and prospective employers of their graduates.) States will then compile a more comprehensive report that covers all teacher preparation programs in their states and other information on state assessments and requirements for certification and licensure. Finally, the Department will compile all state reports into a national report.

By law, these reports must be submitted annually. For the first reporting cycle, institutions of higher education must submit their annual reports to their states no later than April 7, 2001. States (certification and licensure offices, state departments of education, and other offices designated as responsible for Title II reporting) must submit their annual reports to the U.S. Department of Education by October 7, 2001. In order to help ensure that states have established adequate procedures for meeting these requirements and are en route to fulfilling their

obligations under section 207 of the HEA, each state also must provide to the Department, no later than October 7, 2000, a report on the implementing procedures and processes it has established. As soon thereafter as possible, the Department will summarize these state reports on procedures in a report to the Congress.

This Reference and Reporting Guide is designed to assist states and institutions in the reporting process. The guide contains standard definitions of key terms and questionnaires for use by institutions and states in submitting their reports. States and institutions will find that most of the reporting requirements are fairly straightforward and will present few difficulties. For example, using the definitions in this guide, institutions should easily be able to provide data on the size and composition of their teacher preparation programs. Similarly, states should be able to provide data on their requirements for initial licensure or certification.

However, two reporting areas—submission of the required institutional and state pass rates and information on waivers—are much more complicated. Much of the guide focuses on these areas and their definitions and reporting requirements. While the guide is written for people in states and institutions who will be preparing the reports, it also addresses the role that testing companies may play in the reporting process.

The guide makes two key assumptions about its audience. First, state approaches to preparing teachers vary, and this variation will probably affect the way annual reports are prepared and provided to the Secretary of Education. Second, the users of the guide are well informed about the structure of teacher preparation in their own states. Therefore, the guide does not strive to describe all of the variations found across teacher preparation programs and states. Instead, it focuses on the process of preparing the required accountability reports.

The law and this guide prescribe the timeframe for reporting, calculation methods, and the data that institutions and states must report. States, in collaboration with institutions of higher education, have the responsibility for developing procedures and processes to implement these requirements. In doing so, states need to ensure that all institutions of higher education with teacher preparation programs—those entities most directly affected by these procedures and processes—have the opportunity to participate in their development. The guide offers several approaches as examples of what a state's overall approach might ultimately look like and describes the actions that would have to be taken at key steps along the way. The Department hopes that these examples will be helpful to individuals who will be preparing the required reports.

This guide is organized as follows:

- Questions and answers that describe the reporting process and the guide to institutions, states, and testing companies;
- Suggested processes for assembling the data, verifying their accuracy, and reporting them; and
- Appendices containing:
 - the provisions of sections 207 and 208 of the HEA;
 - a glossary;
 - institutional and state questionnaires with instructions for completion and submission;
 - a table showing the assessment categories for reporting pass-rate data; and
 - rules for reporting rankings of institutions.

In establishing the guide's key definitions and uniform reporting methods that section 207 requires, the Secretary does not intend that they be implemented in ways that alter the historic relations between states and institutions of higher education, in general, and independent colleges and universities, in particular. Rather, the purpose of these definitions and reporting procedures is solely to help institutions and states provide the information that section 207 requires in timely, uniform, and accurate reports.

The implementing procedures that states adopt must be in accordance with state laws and, to the extent possible, reflect existing relationships between institutions and states. Moreover, the Secretary does not intend that any reporting procedures used to implement this guide be used for purposes other than completing the required institutional and state reports.

Information on Institutional and State Reporting

General Questions and Answers

Which states and institutions must prepare reports?

The reports mandated in Title II, section 207, of the HEA are required of two groups:

- (1) Institutions of higher education (IHE) that conduct teacher preparation programs enrolling students who receive federal assistance under the Title IV of the HEA. A *teacher preparation program* is a state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary or secondary schools. (See appendix B, Glossary.) The law requires institutions to submit timely and accurate reports or risk imposition of a fine of up to \$25,000.
- (2) States that receive HEA funds. The term "state" includes the 50 states, the District of Columbia, Puerto Rico, and the insular areas. (See appendix B, Glossary.) States must submit the reports as a condition of receiving HEA funding. NOTE: The guide uses the terms "state" and "state agency" interchangeably to refer to the part of the state government with responsibility for establishing procedures to implement the Title II HEA reporting requirements.

What are the reporting requirements?

Section 207(f) requires each institution to report annually on:

- How well individuals who complete its teacher preparation program perform on initial state licensing and certification assessments in their areas of specialization;
- Basic aspects of its program, such as number of students, amount of required supervised practice teaching, and the student-faculty ratio in supervised practice teaching; and
- Whether it is classified by the state as "low-performing."

Section 207(b) requires each state to report annually on:

- Its licensing and certification requirements (including cut scores on required examinations);
- Descriptions of alternative routes by which individuals may become teachers;
- The percentage of teaching candidates who passed certification or licensure assessments—statewide, for each institution, and for each alternative route to certification;
- Information on the use of waivers of certification or licensure requirements, and the proportion of teachers with these waivers distributed across high- and low-poverty school districts and across subject areas;
- State criteria for assessing the performance of institutions' teacher preparation programs; and
- Other areas that bear on the overall quality of new teachers.

(See appendix A for the text of the law.)

What key definitions do states and institutions need to know?

- ***Teacher Preparation Program:*** A state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary or secondary schools. A teacher preparation program may be either a regular program or an alternative route to certification, as defined by the state. Also, it may be within or outside an institution of higher education.

In applying this definition, states and institutions may *not* determine that a teacher preparation program concludes after an individual has passed all examinations the state uses for initial certification or licensure, unless the state or institution requires that an individual pass these examinations before it will confer a degree, institutional certificate, program credential, transcript, or other proof of having met the program's requirements.

For purposes of reporting under the Act, if an institution operates more than one state-defined regular teacher preparation program, the institution's multiple programs must be regarded as a single program.

- ***Program Completer:*** A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may *not* be used as a criterion for determining who is a program completer.
- ***Alternative Route to Certification or Licensure:*** As defined by the state.
- ***Regular Teacher Preparation Program:*** Any teacher preparation program that is not an alternative route to initial certification or licensure.
- ***Waiver:*** Any temporary or emergency permit, license, or other authorization that permits an individual to teach in a public school classroom without having received an initial certificate or license from that state or any other state.

What processes will states and institutions use to prepare the annual reports?

States, in collaboration with institutions and in consultation with testing companies, will need to develop effective reporting processes, and this guide offers several examples of procedures that they might adopt. In order to help them to meet the reporting requirements with confidence in their data and with a minimum of burden, the Department has developed, for both institutions and states, standard questionnaires and instructions for their completion. The questionnaires call for descriptive information, pass rates, and waiver data. (See appendices C and D.)

In collecting data from each state, the Department plans to use a web-based data collection system. It plans to pre-fill much of the information on the standard web-based form. The state will need to review and approve this information and then to complete those items on the

questionnaire that the Department has not already supplied. The Department will provide administrative and technical support for this web-based submission.

States and institutions should assess the information they now have regarding the characteristics and outcomes of teacher preparation programs and certification and licensure requirements, and procedures they use to permit unlicensed or uncertified individuals to teach. This assessment will allow them to determine where current and reliable data exist and how they may be used to prepare the items on the questionnaires.

States and institutions must report on all of the items on the questionnaires, using the definitions and methods for calculating pass rates and other statistics developed by the Department. States may choose to collect information from institutions using either the standard questionnaire or another reporting format—as long as the institutions and states include, at a minimum, the information requested on the standard questionnaire. If states choose to design their own reporting formats, they are encouraged to do so through collaboration with their institutions and through the use of standardized spreadsheets or reports that minimize the burden on institutions.

Given the central coordinating role that they have in the Title II system of institutional and state reporting, states must also be responsible for promoting public confidence in the information that institutions and they report. Therefore, the implementing procedures that states develop in collaboration with institutions of higher education must include reasonable measures that the state will use to ensure that the data institutions and states provide in their reports are complete and accurate and conform to the definitions in the guide.

Questions and Answers About Pass Rates

What pass rates must states and institutions of higher education annually report?

Institutions of higher education must annually report to their states pass rates for completers of regular teacher preparation programs within their institutions (i.e., programs that are not designated by the state as alternative routes). States must ensure that institutions do not include in their regular program pass rates the assessment results of any students who have completed alternative route programs.

States must annually report:

- Institutional pass rates for regular teacher preparation programs within institutions of higher education;
- Statewide pass rates for regular teacher preparation programs within institutions of higher education;
- Pass rates for regular programs, if any, outside of institutions of higher education; and
- Pass rates for alternative routes, if any, as defined by the state.

How will institutions get the information they need to report pass-rate data?

This guide provides the definitions and methods that institutions and states must use to calculate pass rates. States must develop implementing procedures that ensure that institutions obtain the test scores and pass-rate information that they need in order to verify and report pass-rate calculations by April 7 of each year, beginning in 2001.

While circumstances in each state vary, the information that institutions need for reporting pass rates on state assessments are held generally by three different sources:

- Institutions, which know who completed their teacher preparation programs for specific areas of specialization, but which may not maintain files of the test results of these individuals;
- Testing companies (or in some cases state agencies) which have test results and can calculate pass rates; and
- State certification and licensure and other agencies, which know the required assessments for teacher licensure and certification and may also have files with individual test results, but may lack information regarding an individual's teacher preparation program and/or area of specialization.

In collaboration with the testing companies and all public and private institutions in their states, states will need to specify how each institution can, in a timely manner: (1) receive pass rates and related verification data for their program completers from the testing company (or state); (2) verify the pass rates; and (3) resolve any apparent discrepancies. By October 7, 2000, states also will need to submit to the Department public reports of the procedures and processes they have established for doing so.

Challenges no doubt will emerge, particularly in the initial years of reporting, as state agencies work with institutions and testing companies to develop and implement workable procedures. In this regard, the Department is prepared to help in various ways to answer questions about state and institutional reporting responsibilities and to help facilitate discussions, if they are needed, among these three stakeholder groups.

How will states get the information they need to report pass-rate data?

States will receive reports containing pass-rate information from all institutions. States also will identify alternative route programs and regular teacher preparation programs outside of institutions of higher education (if any), and will develop procedures for the receipt of pass-rate data for completers of each of these programs.

States will determine who will calculate the data they need to report on statewide pass rates. For example, some states may have files of data that will allow them to generate pass rates. Other states will work with testing companies to determine when, and in what form, data will be received that will allow the states to generate pass rates.

Can institutions and states report supplemental information that gives a more complete picture of their teacher preparation efforts?

Yes. In the Title II accountability system, institutional pass rates are a key measure of the performance of teacher preparation programs. However, the Department recognizes that pass rates of those who complete a teacher preparation program are just one measure of program quality. No single annual statistic can reflect the complexity of an institution's efforts to recruit and prepare qualified teachers.

Moreover, while section 207 requires each institution to report pass rates of its program completers on examinations the state uses for initial certification or licensure, it is important that

these pass rates be considered in the context of a particular teacher preparation program and the students it serves. Reported variations in institutional pass rates may be attributable to the important diversity—and unique missions—of land-grant institutions, historically black colleges and universities, independent colleges, urban and research institutions, and other institutions that comprise the American system of higher education. Supplemental information that describes and explains these varying circumstances may be very useful to the public, prospective applicants, and state policymakers as they examine the Title II reports to learn about teacher preparation programs in each state and state policies that govern who may teach in its classrooms.

Further, in a number of states the pass-rate information that section 207 and this guide require to be reported may not provide a useful measure of a program's true performance. For example, some states do not permit an institution to determine that enrollees have completed a teacher preparation program unless the institution first confirms that they have passed all of the pertinent state certification or licensure tests. As reflected in this guide, the Department's reporting system would have the institutions report 100 percent pass rates for their program completers on these examinations, even though these data—while consistent with the requirements in section 207—plainly say little about the relative performance or quality of the teacher preparation programs in that state.

So that the public will understand when a reported 100 percent pass rate reflects institutional requirements such as these, the guide requires states to report those cases in which institutions require some or all of the assessments used for teacher certification or licensure to be taken either (a) prior to admission to the program, or (b) as a condition of completion of or graduation from the institution's teacher preparation program. Where these situations exist, institutions or states may want to provide supplementary descriptive information and measures that can give the public a better understanding of the performance of their teacher preparation programs.

Thus, the Department encourages all institutions and states to work to make their data systems for assessing program quality more comprehensive and to go beyond the reporting requirements so that their reports provide a richer picture of their efforts to provide high quality teacher education.

Many types of supplemental information could be provided. For example, institutions might report on

- The philosophical underpinnings of their programs;
- The demographics of their students and completers;
- The pass rates of those who complete programs they offer that are alternative routes to initial certification and licensure, as well as pass rates that reflect the combined scores of all of the institution's program completers—both of regular teacher preparation programs and of alternative route programs;
- The number of completers hired in their fields in the first year of eligibility;
- The retention rate of their program completers;
- The performance of their completers who take assessments to teach in other states but do not take any assessments used by the home state; and
- The percent of their program completers who have been certified by the National Board for Professional Teaching Standards.

While the standard formats for the state and institutional questionnaires offer a designated section for supplemental information, this information may be reported in any format that institutions and states desire—provided that the report clearly shows which information is required by this guide and which is supplemental. Each state, in consultation with institutions of higher education, will determine the content and format of all supplemental information that the state will report to the Secretary. The Department will develop appropriate ways to include supplemental information in its report to Congress.

Will the Department compare pass rates among states?

No. The Department will not use the pass-rate data collected in these annual reports for the purpose of making comparisons among states, and it will strongly advise the public not to do so. The Department recognizes that the many differences among state approaches to teacher preparation, such as the use of different tests, different cut scores on examinations, and different admissions standards for teacher preparation programs, make these kinds of comparisons inappropriate and invalid.

For states and institutions, what pass-rate information is required, and what additional pass-rate information may they choose to report?

Institutions and states will report pass rates on teacher assessments for all teacher preparation program completers in an academic year.

Required reporting for institutions of higher education

- *Institutions must report pass rates on teacher assessments for all program completers of their regular teacher preparation programs.* Program completers of an institution of higher education include all graduates who have met the requirements of its teacher preparation program and all others who are documented as having met those requirements. Whether an institution recommends or does not recommend an individual to the state for initial certification or licensure is *not* a factor in determining whether the individual is a program completer.

Since the focus of the annual reports is on the preparation of teachers, the definition of a program completer does not extend to individuals enrolled in schools, colleges, or departments of education who, for example, are studying to be guidance counselors or preparing to become any of the other non-teaching professionals. Therefore, the test scores of these individuals should not be included in an institution's pass rates.

- *Institutions must report comparisons between their pass rates and the statewide institutional pass rates.* States will provide institutions with these statewide pass rates.

Optional supplemental reporting for institutions of higher education

- *Institutions may provide additional pass rates as supplemental information.* For example, institutions may provide, if applicable, (a) pass rates of their completers of alternative route programs; and (b) combined pass rates of all their completers (of both regular and alternative routes).

Required reporting for states

- *States must report institutional pass rates, by institution.*
- *States must report the pass rates for alternative route programs and for regular teacher preparation programs, if any, outside of institutions of higher education.* In determining pass rates of alternative routes to certification and licensure, the guide's general definition of program completer must be applied as closely as possible.

A state's report must include: (a) descriptions of each of the state-established alternative routes to initial certification or licensure; and (b) separate pass rates on assessments the state uses for initial certification or licensure, for completers of *each* of these alternative routes. State reporting of this information responds to the public's need for information about the growing diversity of options for receiving a teaching certificate or license.

- *States must report statewide pass rates.* States must report, for each test, the statewide pass rate for all completers of regular programs at institutions of higher education. The statewide pass rates will be computed based on the test results of all regular program completers at a state's institutions of higher education. (The statewide pass rates will *not* include completers of alternative route programs and programs outside of institutions of higher education.)

Optional supplemental reporting for states

- *States may provide additional pass rates as supplemental information.* For example, they may report pass rates for alternative route programs by institution of higher education. In addition, in cases where states permit more than one institution of higher education to conduct a single alternative route program, states may include as supplemental information the pass rates, by institution, for completers of this alternative route.

How will pass rates of institutions and states be calculated?

Institutional and state pass rates will be calculated using the following procedures.

- *Pass rates will be reported annually.* The first annual institutional and state reports, due on April 7, 2001 and October 7, 2001, respectively, will contain pass-rate data for the academic year 1999-2000 cohort of program completers.
- *Institutions and states will eventually report annually on two cohorts.* In their first annual reports, due April 7, 2001, institutions will be reporting to states—and states will later report to the Secretary—on the 1999-2000 cohort of program completers. In April 2002 and April 2003, respectively, institutions will report on the next two cohorts of program completers. However, in April of 2004, institutions not only will need to report on those who completed their programs in 2002-2003; they also will need to update the initial pass-rate data on the 1999-2000 cohort.

Thereafter, every institutional report (and the portion of every state report containing institutional pass rates) will include both pass rates on the most recent cohort of completers and updated pass rates on the cohort that finished the program 3 years earlier. This same

sequence applies to the state’s reporting on pass rates of cohorts of program completers of alternative routes to certification and licensure and regular programs outside of institutions of higher education. Table 1 illustrates this pattern:

Table 1: Sequence of Pass-Rate Reporting

Report Year	Cohort of 1999-2000	Cohort of 2000-2001	Cohort of 2001-2002	Cohort of 2002-2003
2001	<i>Pass rates</i>			
2002		<i>Pass rates</i>		
2003			<i>Pass rates</i>	
2004	<i>Updates</i>			<i>Pass rates</i>
2005		<i>Updates</i>		
2006			<i>Updates</i>	
2007				<i>Updates</i>

This form of updating pass-rate data conforms to requirements of section 207 of Title II, and is needed so that a cohort’s pass rates can include the scores of its program completers on certification or licensure examinations taken after the initial testing period’s test closure date.

- *Pass rates must be calculated for all tests that are used by the state for initial teacher certification or licensure.* Therefore, testing companies (or states) will need to collect certain information to be able to calculate and report pass rates for cohorts of regular and alternative route program completers. This information includes: a comprehensive list of all certificates or licenses (for areas of specialization approved by the state) for the cohort year; the requirements and cut scores for certificates or licenses; and the teacher preparation programs and the certificates or licenses for which they are approved.
- *The tests and cut scores used to determine pass rates must be valid for the initial certification of each individual program completer as of the test closure date.* States change their test requirements from time to time, and individuals within a particular cohort may have taken the same tests under different cut-score requirements. Some states “grandfather in” (and so count as a “pass” when they calculate the cohort pass rate) completers who previously passed a test with a score below the current cut score or who passed a different test. Other states do not. It is up to the state to determine the tests and cut scores that it considers valid for an individual at the time of the test closure date for his or her cohort. Pass rates must be based on these valid tests and cut scores.
- *Pass rates will likely be calculated either by testing companies or by states that have test files.* The rates will be reported for each academic year’s cohort of program completers for tests related to the completer’s area of specialization. These tests must have been taken not more than 5 years before program completion (or up to 3 years afterwards) and must be valid for the individual completer as of the test closure date. In cases where a completer has taken the same test more than once, the result of the test on which the completer attained the highest score is to be used.
- *Pass rates will be computed using the “rule of 10.”* In order for data on an assessment to be reported, there must be at least 10 program completers taking that assessment in an academic year. For aggregate or summary data, there must also be at least 10 program completers (though not necessarily taking the same assessment) for the data to be reported.

- *Institutions and states will report three kinds of pass rates.*
1. A single assessment pass rate is defined as the proportion of program completers who passed the assessment, among all who took the assessment.
 2. Aggregate pass rates are defined as the proportion of program completers who passed all the tests they took in each of the six following skill or knowledge areas, among all program completers who took one or more tests in each area.
 - Basic skills;
 - Professional knowledge and pedagogy;
 - Academic content areas (e.g., mathematics, social studies, science, the arts);
 - Teaching special populations (e.g., special education, English as a Second Language);
 - Other content areas (e.g., agriculture, marketing, computer science); and
 - Performance assessments.

(See appendix E for information about which tests fall into each of the above categories.)

3. Summary pass rates are defined as the proportion of program completers who passed all tests they took for their areas 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.

If a state requires portfolios or other performance assessments on which candidates receive a pass-fail designation, pass rates must be reported in the “Performance Assessments” category of the report. In addition, in some states, a single score is given across two or more tests. In those instances, the single score for the set of multiple tests should be used in calculating a pass rate for that set. If a state does not require any tests for initial certification, neither institutions nor the state need to report pass-rate data.

A sample table is provided below to illustrate aggregate and summary pass rates. In this example, the reader can see what happens if a candidate begins a series of assessments required in a particular skill or knowledge area. If a candidate begins the series—that is, takes one or more assessments within a category—and passes all the assessments taken, he or she is counted for purposes of institutional pass rates as a *pass*. If a candidate begins a series of assessments and fails one or more before the test closure date, he or she is counted for purposes of institutional pass rates as a *fail*.

Table 2: Calculating Aggregate and Summary Institutional Pass Rates

An Institutional Profile of Assessment Results of Program Completers

Student	Aggregate Categories						Student Pass Status
	Basic Skills (3 tests)	Professional Knowledge and Pedagogy (1 test)	Academic Content Area (1 or 2 tests)	Other Content Areas	Teaching Special Populations	Performance Assessments	
1	P (P,P,P)	P	P (P,P)	--	--	--	P
2	P (P,P,P)	P	--	--	--	--	P
3	P (P,P,P)	P	F (P,F)	--	--	--	F
4	F (P,P,F)	--	--	--	--	--	F
5	P (P,P,P)	--	--	P (P,P)	--	--	P
6	P (P,P,P)	F	P (P)	--	--	--	F
7	P (P,P,P)	F	P (P,P)	--	--	--	F
8	P (P,P, --)	P	P (P, --)	P (P)			P
Pass rate = % passing	88%	67%	80%	100%			Summary Pass Rate = 50 percent

(P = Pass; F = Fail; -- = not taken)

How will states rank institutions based on their pass rates?

The annual state reports must include quartile rankings for each reporting institution in the state, based on (1) its pass rate in each aggregate category of assessment (i.e., basic skills, professional knowledge and pedagogy), and (2) its summary pass rate. When providing these aggregate-category and summary rankings, states must also report—for each quartile—the mean pass rate and the range. These data will show the average test performance and the low and high scores for each quartile. More detailed rules for reporting these rankings are included in appendix F.

What information must states report regarding individuals who completed teacher preparation programs in another state?

States are not required to report the pass rates of individuals who completed teacher preparation programs in another state. However, states do need to report the total number of individuals for each reporting period who receive their initial teaching certification or licensure and the number of these individuals who completed teacher preparation programs in another state.

What process will institutions, states, and testing companies use to calculate pass rates?

Following the procedures established in each state, each institution will (1) identify its regular program completers by social security number or other identifying information, together with their areas of specialization, and (2) provide this information to the testing company (or state). The testing company (or state) will then compute the pass rates (on assessments in the certification and licensure areas that correspond to these areas of specialization) of the institution’s regular program completers, and return the pass rates to the institution. The testing company (or state) also will provide the institution other information that the institution may use to verify the pass rates.

States will develop comparable procedures to calculate pass rates for completers of regular programs not administered by institutions of higher education and completers of alternative route programs. To assist institutions, states, and testing companies, pages 21, 22, and 28 of the guide offer detailed flowcharts describing examples of two processes that institutions and states may wish to use, and descriptions of what the steps in these processes might entail.

How can institutions verify their pass rates?

Since institutions will be held accountable for the pass rates of their regular program completers, they need to have confidence in the pass rates that they report. For this reason, institutions must be able to receive timely data from testing companies or state agencies with which to verify the accuracy of pass-rate calculations and, if necessary, resolve any disagreements about what these pass rates should be. Working in collaboration with public and private institutions and testing companies, state agencies will need to ensure that their procedures for implementing the section 207 reporting requirements permit institutions to do this.

Data Institutions Will Receive. At a minimum, these verification procedures must permit each institution to receive all of the examination scores that the testing company or state agency used to compute its pass rates, together with information that identifies all program completers who took each examination. Moreover, each institution must receive this information in sufficient time to enable it to verify the pass rates that the state or testing company has calculated, resolve any discrepancies, and submit the required institutional report by the due date.

In some states, state laws and procedures will permit institutions to receive information (e.g., social security numbers) that links the test scores to each individual completer. While a reasonable system of verification may not require institutions to receive these “linked data,” the Department recognizes that, for institutions, they are the best and most desirable information available. In this regard, the procedures discussed in this guide for providing institutions with these linked test-score data are consistent with federal law, including the Family Educational Rights and Privacy Act (FERPA).

However, the Department also recognizes that in some states the test scores and completer names might need to be disassociated because of state law or compelling state policy. For example, it is possible that the laws of some states preclude institutions from securing the test scores of individual program completers without their consent. It also is possible that the laws of certain states may impede state agencies from being the conduit through which testing companies can provide individual test scores to the respective institutions, out of fear that test scores maintained by the state agency would thereby become records that are publicly available without consent. (Notwithstanding these state laws, under FERPA, test scores linked to the names of program completers would not be publicly available so long as the state agency and institutions in the state agree that, in maintaining these records, the state agency is acting on behalf of the institutions so that they can verify their pass rates.) While the state agency could still adopt procedures for having linked test scores flow directly between the testing company and the institutions, it is possible that the costs and burden of such a system would be prohibitive.

It is vital that states seek ways to overcome these kinds of problems so that, to the maximum extent possible, institutions are able to verify pass-rate calculations using linked test-score data. In this regard, the Department is prepared to work with states and others to help them find ways to achieve this objective.

Unless teaching candidates have agreed to release their test scores to an institution, the institution has no legitimate interest in retaining a particular candidate's scores received through these reporting procedures once the institution has verified (or corrected) the testing company's pass-rate calculations. The Department urges the state and institutions to agree to procedures under which the institutions will destroy these linked scores once they are no longer needed for institutional reports.

Dispute Resolution Procedures. In most cases, an institution should be able without difficulty to receive from the testing company or state the test-score and test-taker data that state procedures permit, and to confirm the accuracy of pass-rate calculations. However, it is possible that in a small number of cases an institution either will not receive these data, or will not be able to satisfactorily resolve disagreements about how their pass rates should be calculated. To accommodate these situations, the state's implementing procedures must contain the following elements.

1. If an institution cannot secure data in a timely manner, the institution must promptly (a) inform in writing its state and the Department of the problem, and (b) propose a schedule for reporting to the state the required pass rates, based on the testing company's (or state's) estimate of when the institution will receive the data it needs to report. The state either will accept the schedule or will work to resolve the problem.
2. If an institution cannot resolve a disagreement with the testing company or state about how to calculate its pass rate(s), the state will employ an impartial process for receipt and resolution of disputes in time to permit the institution to prepare its report. This process must include procedures for the institution to send a written explanation of the dispute to the state within 10 days of reaching an impasse with the testing company. In the event the institution reaches an impasse with the state, the process also must include procedures for the state and institution to send written explanations of the dispute to the Department within 10 days. (The Department will provide its resolution of the dispute as quickly as possible on the basis of these written explanations in order that the institution can report on schedule.)

Questions and Answers About Waivers

How does the guide define "waivers" of state certification or licensure requirements?

Parents expect that their children's teachers meet the state's minimum professional standards. Title II requires that states report on the numbers of teachers who are working in the public schools without having met the requirements for initial licensure or certification that the state has established.

States use many different terms to describe the waivers they provide to permit individuals who have not met all of the state certification or licensure requirements to be classroom teachers. Some states do not even use the term "waiver." Given the Department's responsibility for developing key definitions and uniform reporting methods to govern state and institutional reports, this guide adopts a standard definition for the term. As used in this guide, the term "waiver" means any temporary or emergency permit, license, or other authorization that permits an individual to teach in a public school classroom in a state without having received an initial teaching certification or license from that state *or any other state*.

Therefore, the number of waivers that a state reports in the four categories described immediately below *must exclude* individuals who have received an initial teacher certification or license in another state, but are not licensed or certified to teach in the reporting state. In addition, in states that grant only provisional licenses initially, states must exclude from the number of waivers they report those individuals who receive an initial credential (often called “provisional”) but are required by the state to teach for a specified period (or to meet other additional requirements) before being fully certified or licensed.

What types of waiver information must states provide?

States need annually to provide four types of waiver information on public school teachers for the previous school year:

1. *Total waivers.* Each state must report the number of teachers for whom the state has granted waivers because they do not possess an initial certificate or license from that state or any other state. This number also includes waivers for teachers who are pursuing state licensure or certification as part of an alternative route but who have not yet received their credential.
2. *Waivers, disaggregated by identified subject area and specialty.* Each state must report the number of waivers granted for individuals teaching in subject areas and specialties such as elementary education, the arts, bilingual education/ESL, special education, and career/technical education; and, at the middle, junior high, and high school levels, English/language arts, foreign languages, mathematics, science, and social studies.
3. *Waivers in identified subject areas granted to middle, junior high, and high school teachers who have sufficient content knowledge, but have not met pedagogy requirements.* States must disaggregate, from the total number of waivers granted for middle, junior high, and high school teachers of specified subject areas, the number of these individuals who are not certified, but have sufficient content knowledge. States will collect and report this information using their own definitions of the grade levels in middle, junior high, and high school. This guide requires this information because it is important to differentiate between waivers granted for teachers who have adequate subject matter knowledge and waivers granted for those who do not.

For a subject-area teacher, having “sufficient content knowledge” means that the teacher holds at least a bachelor’s degree and demonstrates a high level of competency in all subject areas in which he or she teaches through—

- Completing an academic major in each of the subject areas in which he or she provides instruction, or
 - Passing the state’s assessments of subject-area knowledge (however a state chooses to define “passing” for this purpose).
4. *Waivers, disaggregated by poverty level of school districts.* Of the total number of waivers granted each year, states must report the number granted statewide for teachers in high-poverty school districts and the number granted statewide to teachers in all other districts. High-poverty school districts are defined as those districts eligible for Title I concentration grants under the Elementary and Secondary Education Act. Low-poverty school districts are defined as all other districts in the state.

In order to provide a context for the waiver data that states will provide, states must also report:

- The total number of public school teachers in the state;
- The total number of public school teachers in the state distributed across high-poverty districts and all other districts in the state; and
- The total number of public school teachers in the state distributed across the subject areas and grade levels for which the state questionnaire requires data on individuals teaching with waivers.

As of what date will states collect data on waivers?

States must count the number of individuals teaching with waivers and the total number of teachers on October 1 of each year. They will provide these data (aggregated and disaggregated) in the following year's annual report. October 1, 2000, therefore, will be the first data collection date, and the data will be reported in the state report that is due in October 2001.

How might a state collect the required waiver data?

The state must report the numbers, proportions, and distribution of individuals with waivers, *as the term "waiver" is defined in this guide*. In order to ensure that it can receive this information from school districts throughout the state with as little burden as possible, the state may want (1) to discuss the requirements with the state educational agency and school districts across the state, and (2) to collaborate with them on ways to reasonably collect these data, such as modifying the applications for waivers that school districts must submit to the state in order to hire individuals who have not received initial certification or licensure to teach.

Does the guide's definition of waivers have any effect on the reporting of pass rates?

No. Individuals who are teaching on the basis of a waiver, but who have yet to complete a teacher preparation program, are not program completers. Regardless of how long they are in the classroom, the scores of these individuals on licensing and certification exams would not be included in institutional pass rates until they have completed requirements of a teacher preparation program (i.e., they become program completers). Those who receive waivers and who are part of an institution's cohort of program completers have their scores included in the institutions' pass rates like any other completer in the cohort. (The same is true for individuals teaching on waivers who have yet to complete an alternative route to certification or licensure, or who are completers of programs not operated at institutions of higher education. The scores of these individuals are not included in pass rates that states report on alternative routes or on regular programs outside of institutions of higher education—or supplemental information that institutions choose to report on these individuals—because they, too, are not program completers.)

Annual Reports

Appendices C and D contain the standard questionnaires to be used for the collection of data from institutions and from states, respectively.

States, in collaboration with institutions and in consultation with testing companies, will need to work out the most efficient state-level process for completing institutional and state reports, one that is compatible with state and institutional relationships and the availability of data. The Reference and Reporting Guide offers two approaches to preparing the institutional pass rates for program completers. The guide also offers an approach to preparing the annual state report. These approaches have benefited from reviews by institutions, states, and testing companies; however, they are simply suggestions. The Department understands that the unique conditions and requirements for teacher certification and licensure in each state may require the implementation of processes that vary from state to state.

Preliminary State Report on Procedures

Given its responsibility for implementing section 207 of the HEA, the Department needs to be able to confirm, well before the first institutional reports are due on April 7, 2001, that each state has established adequate procedures for implementing the requirements in this guide. Doing so will allow the Department to ensure that institutions and states can provide the required information in their first reports in a timely manner. Therefore, no later than October 7, 2000, each state must submit to the Department a report on the procedures that it has established or is establishing to implement the reporting requirements in this guide. At a minimum, this report must—

1. Identify the state agency that is responsible for submitting the state report.
2. Describe the process the state has used to establish implementing procedures in collaboration with public and private institutions in the state and, as applicable, the testing company. Among other things, the state must include any necessary state-specific interpretations of the guide and describe the steps it has taken to provide all public and private institutions that have teacher training programs with the opportunity to participate in the development of these procedures.
3. Describe the procedures that ensure that
 - The state and each institution that reports to it will use the definitions of “teacher preparation program,” “program completer,” “pass rates,” “waivers,” and other terms that the guide establishes, and
 - The information to be reported by the state and institutions, including pass rates, is complete and accurate
4. Describe the major steps for aggregating the information needed to calculate, verify, and report the pass rates. For example, a state might report that the testing company will match an institution’s completers with test files and calculate the pass rates for them. The state does not need to provide detail about exactly how the matching and calculation will be accomplished.

5. Confirm that the state has established
 - The list of subject areas in which program completers may receive teacher certification or licensure, the relevant certification or licensure test(s) for each area of specialization, and cut scores applicable to members of that cohort; and
 - A common format with which (1) institutions will send the identities of their program completers and their areas of specialization to the state or the testing company, as appropriate, and (2) the state agency or the testing company, as appropriate, will send test scores of these program completers back to the institutions.

6. Identify
 - The academic year and test closure date for each cohort of program completers;
 - The date by which institutions must submit to the state or testing company, as applicable, their lists of regular program completers and their areas of specialization;
 - The date that institutions will receive pass rates and verification data for these completers on certification and licensure examinations they have taken in their areas of specialization, and the process by which they will receive this information from the state or the testing company, as applicable;
 - What information institutions will receive to enable them to verify pass-rate data, including explanations for any limitations in the data provided; and
 - The components of the resolution process that will be available to institutions should they disagree with state or testing company designations of program completers or the calculation of pass rates.

7. Describe, only if the state has developed them, the state's procedures for (1) identifying low-performing teacher preparation programs within institutions of higher education and institutions at risk of being considered low-performing; and (2) providing technical assistance to low-performing institutions (see section 208 of Title II). NOTE: All states will be required to have in place procedures for identifying low-performing and at-risk teacher preparation programs so that they will be able to describe these procedures and identify the programs, if any, in their annual reports beginning October 7, 2001.

In addition, states are free to include in their reports any other information they believe would help the Department and the public understand the procedures that they, and institutions, will use to prepare their annual reports.

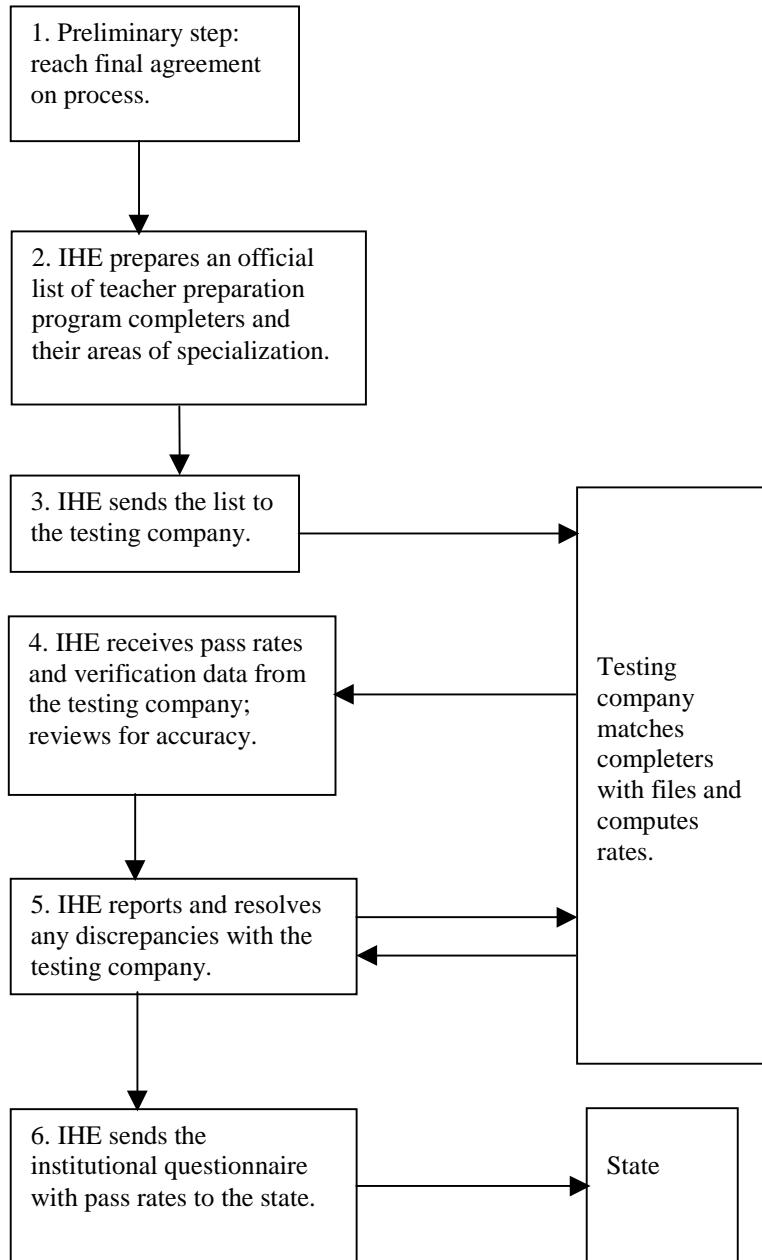
Annual Institutional Reports: Process Flowcharts

The following flowcharts describe the processes that institutions can use to collect, verify, and transmit their report information to the state certification and licensure authorities.

States will need to make final decisions on this process, in collaboration with their institutions of higher education and, if relevant, the testing companies that provide tests in each state. The flowcharts suggest two possible approaches. States and institutions may decide instead to create some other process or a hybrid of these suggested approaches. The interest of the federal government is solely in ensuring that institutions submit uniform and accurate information on time.

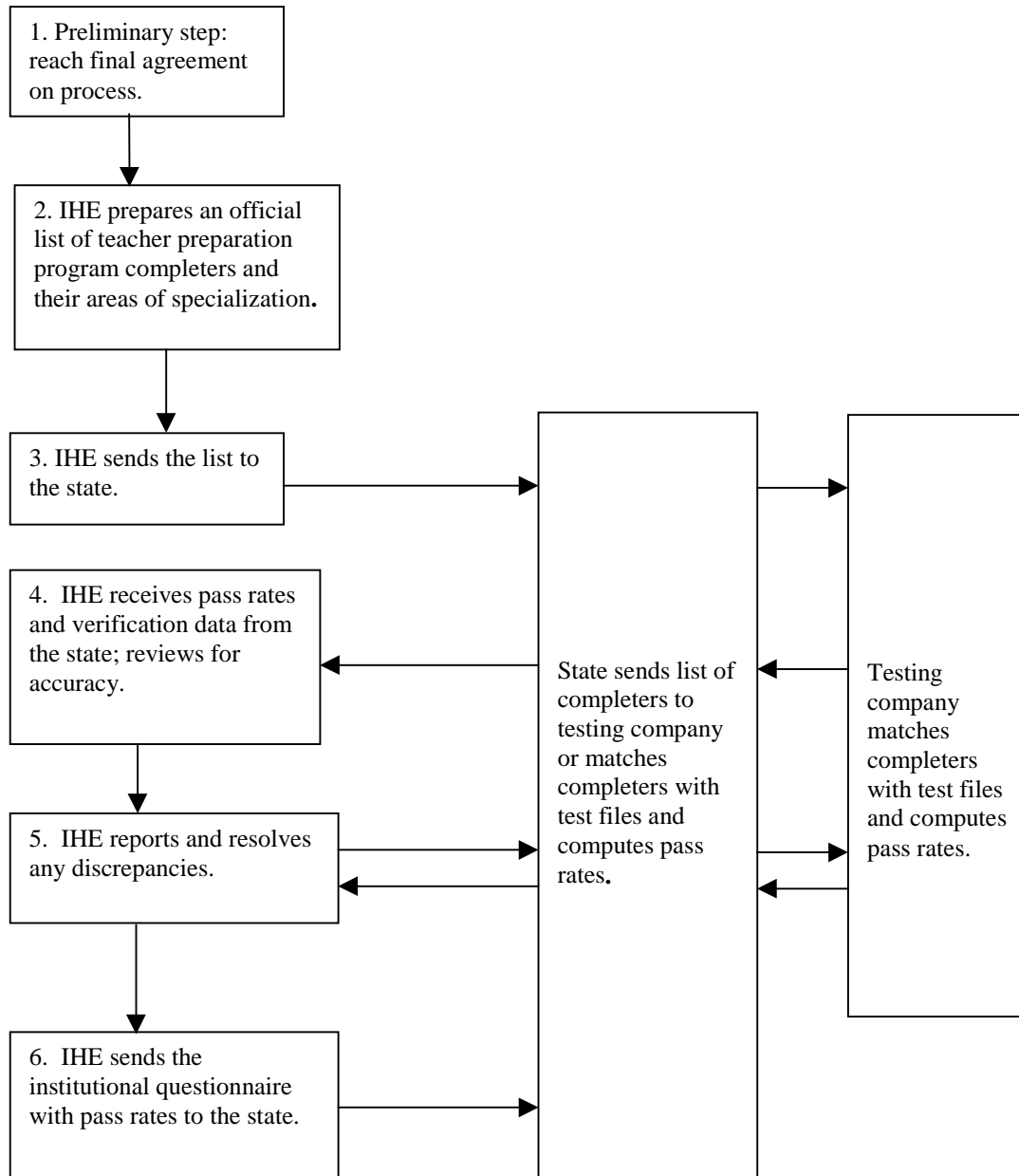
Flowchart 1: Annual Institutional Report to the State

In this first possible approach, each institution of higher education would undertake the following numbered steps (more detail on each step is offered later), communicating directly with the testing company:



Flowchart 1A: Annual Institutional Report to the State

In this second possible approach, each institute of higher education would undertake the following numbered steps, this time communicating directly with the state which would then communicate with the testing company.



Annual Institutional Reports: Process Description

1. What agreements have to be reached between a state, its institutions, and the testing company?
 - Confirm the academic year and test closure date for a cohort of program completers;
 - Establish for teacher preparation programs in the state and for their program completers the list of subject areas of specialization for certification or licensure;
 - Check and confirm relevant test(s) for each area of specialization, and passing (cut) scores applicable to members of that cohort;
 - Determine submission dates for completer lists and dates for return of results from the state (or, in the alternative approach, from the testing company);
 - Establish a process for making sure that institutions get the data they need (subject to state privacy laws) to be able to verify pass-rate calculations;
 - Establish a process for ensuring that institutions receive the statewide pass rates that they need to include in their reports;
 - Establish a resolution process for disagreements about completer identification or pass-rate computation; and
 - Determine the final form and submission date for institutional reports.

2. What will an institution need to include in its official list of regular program completers?

For each person on the list, specify:

- Name;
 - Unique identifier (usually a date of birth or a social security number); and
 - Area of specialization or certification area (from state-determined list of certification or licensure fields).
3. Where will an institution send its list of program completers for calculation of pass rates?
 - In most cases, the institution will send the list either directly to the testing company or to the state, which may forward it to the testing company. However, the agreements reached between a state, its institutions, and the testing company may establish some other arrangement.
 4. What entity will produce the pass rates and verification data?
 - Typically the testing company or the state will produce these data. The decision rests with the state, in consultation with institutions and the testing company, and depends heavily on where the computerized test files are located.
 5. How will an institution conduct a review of the pass-rate analyses?
 - Confirm the names and unique identifiers of the identified test-takers;
 - Check proportions of test-takers passing each assessment, as calculated by the testing company or state; and

- Check proportions of test-takers passing each aggregate assessment category, as calculated by the testing company or state.
6. How might discrepancies in the list of completers or problems with the pass-rate results be reported and resolved?
- An institution should check the testing company's (or state's) list of recent program completers for whom no test scores have been found, and then report to the testing company (or state) any completers that the institution believes have been tested. If such cases are then located by the testing company (or state), it will return a revised set of assessment results.
 - An institution should check pass rates returned by testing company (or state) and notify the company and the state authority that the pass rates are accurate.
7. What information will the institution send to the state in the completed institutional report?
- Institutional pass rates on assessments, as received from the testing company (or state) and verified by the institution;
 - Information on the number of students in the teacher preparation program;
 - Information on supervised student teaching requirements and faculty/student ratio;
 - Information on program approval or accreditation by the state;
 - Whether the program is considered "low-performing" by the state; and
 - Any supplementary contextual information it wishes.

The sample institutional questionnaire and pass-rate tables are provided in appendix C.

Annual Institutional Reports: Sample Work Sheets and Reporting Rules

Below are samples (tables 3, 4, 5, and 6) that might be used to respond to the data-reporting requirement on pass rates. Again, these are sample worksheets. Other forms and electronic tools may be used to make the process of collecting, reporting, and verifying as straightforward as possible.

Table 3: Sample List: Cohort of Completers of Regular Teacher Preparation Program for Academic Year 1999-2000, to be sent to the Testing Company or the State
SAMPLE

[Institution Name]

Number	Program Completer Name	SSN number other Identifiers	Area of specialization		
			Elementary	Secondary	Other
1	Javier Vasquez	123-45-7890	Art Education		Special Education
2	Helen Brown	032-98-7654		English	
3	Alan Elmore	127-34-5689	Music		
4	Lee Qijang	059-12-3467		French	
...					

Table 4: Sample Information Return from Testing Company or State
SAMPLE

[Institution Name]

Part A. Summary of identified test-takers, from teacher preparation program list

Number	Test taker*	Area of Specialization	S.S. No.*	Single-Assessment Pass Status			Aggregate-Assessment Pass Status		Summary Pass Status
				Code No. & Name	Score	Pass/Fail	Academic Content Areas	Pass/Fail	
1	J. Vasquez	Art Education	123-45- 7890	0133 Art:Content Knowledge	193	P		P	P
2	J. Vasquez	Special Education	123-45- 7890	0265 Special Education	189	P			P
3	H. Brown	English, secondary	032-98- 7654	041 English Lang, Lit & Comp: Content Knowledge	154	P		P	P
...									

* Indicates data that may be returned to the institution, as determined by the state.

Part B. Program completers not found in database of test-takers

Number	Program Completer Name	SSN number*	Area of specialization		
			Elementary	Secondary	Other
1	Alan Elmore	127-34-5689	Music		
2	Lee Qijang	059-12-3467		French	
...					

*Indicates data that may be returned to the institution, as determined by the state.

Table 5: Sample Institutional Single-Assessment Pass-rate Data, Regular Teacher Preparation Program

Institution Name:					
Academic year: 1999-2000					
Number of program completers: 215					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Basic Skills</i>					
Assessment 1	101	112	87	78%	82%
Assessment 2	102	108	86	80%	76%
Assessment 3	103	115	86	75%	75%
... ..					
<i>Professional Knowledge</i>					
Assessment 1	213	103	84	82%	82%
Assessment 2	223	107	72	67%	77%
Assessment 3	233	99	69	70%	84%
... ..					
<i>Academic Content Areas (math, English, biology etc.)</i>					
Assessment 1	321	33	22	66%	78%
Assessment 2	325	25	19	74%	76%
Assessment 3	353	10	8	81%	75%
... ..					
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Assessment 1	511	55	36	66%	77%
Assessment 2	647	17	13	74%	90%
Assessment 3	791	10	8	81%	83%
... ..					
<i>Teaching Special Populations (special education, ESL,...)</i>					
Assessment 1	430	31	26	84%	95%
Assessment 2	445	27	24	89%	90%
Assessment 3	469	22	20	91%	88%
... ..					
<i>Performance Assessments</i>					
... ..					

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table 6: Sample Institutional Aggregate and Summary Pass-rate Data, Regular Teacher Preparation Program

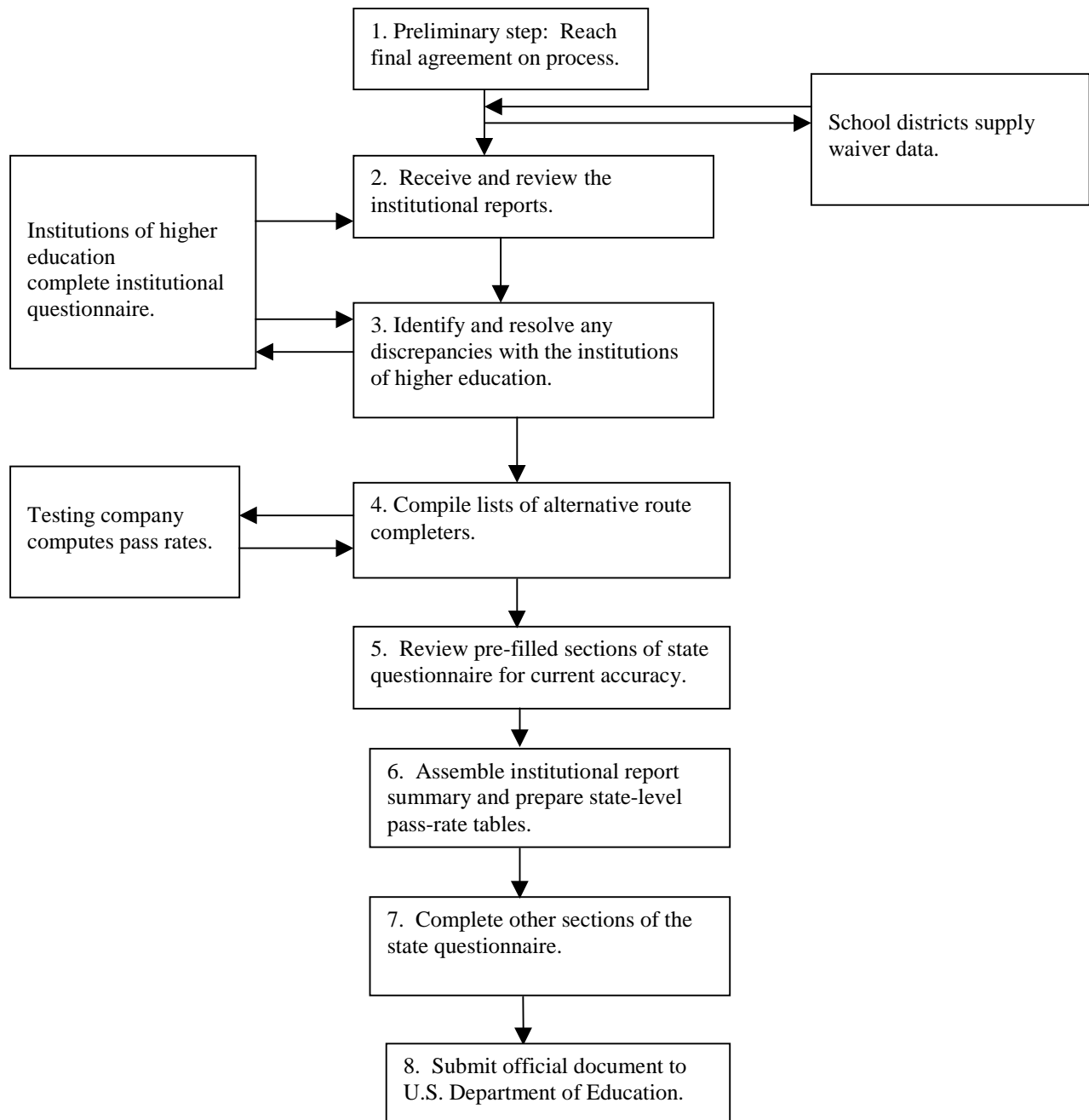
Institution Name:				
Academic year: 1999-2000				
Number of program completers: 215				
Type of Assessment †	# taking one or more assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Aggregate -- Basic Skills *</i>	119	92	78%	78%
<i>Aggregate -- Professional Knowledge*</i>	111	81	73%	81%
<i>Aggregate -- Academic Content Areas (math, English, biology etc.)*</i>	67	49	74%	76%
<i>Aggregate -- Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>	69	51	74%	83%
<i>Aggregate -- Teaching Special Populations (special education, ESL,...)*</i>	37	33	88%	91%
<i>Performance Assessments*</i>				
Summary Totals and Pass Rates**	143	110	77%	80%
<p>* Aggregate pass rate -- Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more tests in a category (and within their area of specialization).</p> <p>** Summary pass rate -- Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization)</p>				

† See appendix E for a list of teacher assessments by skill and knowledge categories

Annual State Reports: Process Flowchart

Flowchart 2: Annual State Reports

This flowchart summarizes the steps that states might take in the preparation of their reports. It assumes that a state will be working directly with its institutions to gather pass-rate data for program completers and other required descriptive data on programs. States will be able to submit some of the required information simply by reviewing and updating information that the Department has pre-filled for them, some of which they previously provided to the Department as part of their “initial report” on teacher quality prepared under section 207(c) of Title II. As with the institutional reports, the interest of the federal government is solely in ensuring that states submit uniform and accurate information on time.



Annual State Reports: Process Description

1. What agreements have to be reached between a state and the testing company?
 - Confirm the academic year for a cohort of program completers;
 - Establish for teacher preparation programs in the state and for their program completers the list of subject areas of specialization for certification or licensure;
 - Check and confirm relevant tests for each area of specialization, and passing (cut) scores for members of that cohort;
 - Determine a test closure date after which test results for a cohort will not be included in pass rates for that cohort (for example, the test closure date for the cohort that completed its programs in a July 1-June 30 academic year might be September 1);
 - Establish a resolution process for disagreements about completer identification or pass-rate computation; and
 - Determine the final form and dates of submission of institutional reports.

2. Where will a state get pass rates?
 - The state will get pass rates for completers of *regular programs within institutions of higher education* from the annual institutional reports.
 - The state will compile a list of completers of *regular programs outside institutions of higher education* (if any); then, the testing company or the state will generate pass rates for these completers.
 - The state or the institutions will compile lists of completers of *alternative routes to certification* (if any); then, the testing company or the state will generate pass rates for these completers.

3. What agreements and decisions have to be reached regarding the reporting of waivers?

A state should, in collaboration with its local educational agencies (LEAs), establish procedures for the collection of the following data from each LEA:

- waiver data, including:
 - the total number of waivers;
 - the number of waivers, disaggregated by subject area and specialty;
 - the number of waivers granted in subject areas for individuals who have sufficient content knowledge; and
 - the number of waivers, disaggregated by poverty level of the school district; and
 - equivalent information on total numbers of teachers.
4. How will a state provide the data, other than pass rates, that are required?

The state will review pre-filled sections of the state questionnaire for accuracy, and complete other sections that have not been pre-filled. The data elements include:

- Licensure and certification requirements, including degree and program requirements, assessment requirements for all areas of basic skills, professional knowledge, and subject matter knowledge in the areas for which teachers and prospective teachers are providing (or will be providing) instruction, and special across-the-board requirements;
- State standards for teachers and for students, and the extent to which they are aligned;

- State criteria for assessing the performance of teacher preparation programs, as well as criteria for identifying and assisting low-performing teacher preparation programs (see HEA Title II, section 208 (a));
- List of low-performing teacher preparation programs in the state, if any;
- Numbers of successful applicants for state certification or licensure, in- and out-of-state;
- Description of provisions for allowing persons to teach without full certification or licensure;
- The numbers and percentages of teachers with waivers of state requirements for certification or licensure, by subject area and summarized for high- and low-poverty districts (lists of high-poverty districts will be provided by the Department);
- The numbers and percentages of alternative route completers and completers of regular programs outside of institutions of higher education (if any) passing state assessments; and
- Information on state efforts to improve the quality of teaching.

States will complete the questionnaire, including the pass rates required, and submit the official state report to the U.S. Department of Education. Appendix D contains the state questionnaire to be used in the formulation of this report.

Table 7: Sample State Report – Single-Assessment Pass-rate Data on Regular Teacher Preparation Programs in Institutions of Higher Education

Academic year: 1999-2000										
Number of individuals licensed: 6598										
Number of individuals licensed completing programs out-of-state: 4496										
Number of in-state program completers: 2102										
		Institution 1 No. of completers: 123			Institution 2 No. of completers: 30			Statewide		
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut pass rate	# taking assess.	# passing assess.	Institut pass rate	# taking assess.	# passing assess.	Statewide pass rate
<i>Basic Skills</i>										
Assessment 1	101	112	87	78%	22	20	93%	1053	863	82%
Assessment 2	102	108	86	80%	19	17	88%	1102	838	76%
Assessment 3	103	115	86	75%	26	25	95%	997	748	75%
... ..										
<i>Professional Knowledge</i>										
Assessment 1	213	103	84	82%	24	23	97%	1020	836	82%
Assessment 2	223	107	72	67%	21	19	90%	1131	871	77%
Assessment 3	233	99	69	70%	28	26	94%	1001	841	84%
... ..										
<i>Academic Content Areas (math, English, biology etc.)</i>										
Assessment 1	321	33	22	66%	11	10	93%	118	92	78%
Assessment 2	325	25	19	74%				96	73	76%
Assessment 3	353	10	8	81%	12	11	95%	72	54	75%
... ..										
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>										
Assessment 1	511	55	36	66%	13	12	93%	606	467	77%
Assessment 2	647	17	13	74%				52	47	90%
Assessment 3	791	10	8	81%				44	37	83%
... ..										

Academic year: 1999-2000										
Number of individuals licensed: 6598										
Number of individuals licensed completing programs out-of-state: 4496										
Number of in-state program completers: 2102										
		Institution 1 No. of completers: 123			Institution 2 No. of completers: 30			Statewide		
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut pass rate	# taking assess.	# passing assess.	Institut pass rate	# taking assess.	# passing assess.	Statewide pass rate
<i>Teaching Special Populations (special education, ESL,...)</i>										
Assessment 1		31	26	84%				67	64	95%
Assessment 2		27	24	89%				55	50	90%
Assessment 3		22	20	91%				58	51	88%
... ..										
<i>Performance Assessments</i>										

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table 8: Sample State Report – Aggregate and Summary Pass-rate Data on Regular Teacher Preparation Programs in Institutions of Higher Education

Academic year: 1999-2000											
Number of individuals licensed: 6598											
Number of individuals licensed completing programs out-of-state: 4496											
Number of in-state program completers: 2102											
	Institution 1 No. of completers: 123				Institution 2 No. of completers: 30				Statewide		
Type of Assessment †	# taking assess.	# passing assess.	Institut pass rate	Institut rank	# taking assess.	# passing assess.	Institut pass rate	Institut rank	# taking assess.	# passing assess.	Statewide pass rate
<i>Basic Skills*</i>	119	92	78%	III	29	27	92%	I	1289	1001	78%
<i>Professional Knowledge*</i>	111	81	73%	III	26	24	94%	I	1250	1013	81%
<i>Academic Content Areas (math, English, biology etc.)*</i>	67	49	74%	III	15	14	94%	I	612	467	76%
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>	69	51	74%	III	13	12	93%	I	654	545	83%
<i>Teaching Special Populations (special education, ESL,...)*</i>	37	33	88%	II					103	94	91%
<i>Performance Assessments*</i>											
<i>Summary**</i>	143	110	77%	III	33	31	93%	I	1440	1157	80%
* Aggregate pass rate -- Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more tests in a category (and within their area of specialization).											
** Summary pass rate -- Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization)											

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table 9: Sample State Report – Single Assessment Pass-rate Data for Alternative Routes to Certification or Licensure

Academic year: 1999-2000							
Total number of program completers: 78							
		Alternative Route 1 No. of completers: 49			Alternative Route 2 No. of completers: 29		
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Pass rate	# taking assess.	# passing assess.	Pass rate
<i>Basic Skills</i>							
Assessment 1	101	20	18	90%	10	7	70%
Assessment 2	102	28	22	79%	19	15	79%
Assessment 3	103	21	16	76%	28	20	71%
... ..							
<i>Professional Knowledge</i>							
Assessment 1	213	22	20	91%	12	9	75%
Assessment 2	223	17	13	76%			
Assessment 3	233	23	18	78%	10	8	84%
... ..							
<i>Academic Content Areas (math, English, biology etc.)</i>							
Assessment 1	321	11	8	73%			
Assessment 2	325						
Assessment 3	353	21	12	57%			
... ..							
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>							
Assessment 1	511						
Assessment 2	647				22	21	95%
Assessment 3	791				25	22	88%
... ..							
<i>Teaching Special Populations (special education, ESL,...)</i>							
Assessment 1	430						
Assessment 2	445						
Assessment 3	469						
... ..							
<i>Performance Assessments</i>							

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table 10: Sample State Report – Aggregate and Summary Pass-rate Data for Alternative Routes to Certification or Licensure

Academic year: 1999-2000						
Number of program completers: 78						
	Alternative Route 1 No. of completers: 49			Alternative Route 2 No. of completers: 29		
Type of Assessment †	# taking assess.	# passing assess.	Pass rate	# taking assess.	# passing assess.	Pass rate
<i>Basic Skills*</i>	34	28	82%	31	23	73%
<i>Professional Knowledge*</i>	25	20	82%	14	11	80%
<i>Academic Content Areas (math, English, biology etc.)*</i>	32	21	65%			
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				38	35	92%
<i>Teaching Special Populations (special education, ESL,...)*</i>						
<i>Performance Assessments*</i>						
Summary**	51	32	76%	58	47	82%
<p>* Aggregate pass rate -- Numerator: Number who passed all the tests they took in a category (and within their area of specialization)...Denominator: Number of completers who took one or more tests in a category (and within their area of specialization).</p> <p>** Summary pass rate -- Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization)</p>						

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table 11: Sample State Report – Single-Assessment Pass-rate Data for Regular Teacher Preparation Programs Outside of Institutions of Higher Education

Academic year: 1999-2000							
Total number of program completers: 68							
		Program 1 No. of completers: 44			Program 2 No. of completers: 24		
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Pass rate	# taking assess.	# passing assess.	Pass rate
<i>Basic Skills</i>							
Assessment 1	101	21	16	77%	12	11	93%
Assessment 2	102	17	14	83%	11	10	88%
Assessment 3	103	20	17	87%	14	14	97%
... ..							
<i>Professional Knowledge</i>							
Assessment 1	213	16	13	80%	13	13	97%
Assessment 2	223	15	11	70%	14	13	90%
Assessment 3	233	17	13	75%	16	14	89%
... ..							
<i>Academic Content Areas (math, English, biology etc.)</i>							
Assessment 1	321	18	15	83%			
Assessment 2	325						
Assessment 3	353	15	12	77%			
... ..							
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>							
Assessment 1	511				11	10	93%
Assessment 2	647				13	12	94%
Assessment 3	791				12	11	95%
... ..							
<i>Teaching Special Populations (special education, ESL,...)</i>							
Assessment 1							
Assessment 2							
...							
<i>Performance Assessments</i>							

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table 12: Sample State Report – Aggregate and Summary Pass-rate Data for Regular Teacher Preparation Programs Outside of Institutions of Higher Education

Academic year: 1999-2000						
Total number of completers: 68						
	Program 1 No. of completers: 44			Program 2 No. of completers: 24		
Type of Assessment †	# taking assess.	# passing assess.	Pass rate	# taking assess.	# passing assess.	Pass rate
<i>Basic Skills*</i>	23	19	82%	17	16	93%
<i>Professional Knowledge*</i>	20	15	75%	19	17	92%
<i>Academic Content Areas (math, English, biology etc.)*</i>	21	17	80%			
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				15	14	94%
<i>Teaching Special Populations (special education, ESL,...)*</i>						
<i>Performance Assessments*</i>						
<i>Summary**</i>	27	21	79%	33	31	93%
* Aggregate pass rate -- Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more tests in a category (and within their area of specialization).						
** Summary pass rate -- Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization)						

† See appendix E for a list of teacher assessments by skill and knowledge categories

APPENDIX A
Statutory Provisions
Title II, Sections 207 and 208 of the Higher Education Act

SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE TEACHERS.

(a) DEVELOPMENT OF DEFINITIONS AND REPORTING METHODS- Within 9 months of the date of enactment of the Higher Education Amendments of 1998, the Commissioner of the National Center for Education Statistics, in consultation with States and institutions of higher education, shall develop key definitions for terms, and uniform reporting methods (including the key definitions for the consistent reporting of pass rates), related to the performance of elementary school and secondary school teacher preparation programs.

(b) STATE REPORT CARD ON THE QUALITY OF TEACHER PREPARATION- Each State that receives funds under this Act shall provide to the Secretary, within 2 years of the date of enactment of the Higher Education Amendments of 1998, and annually thereafter, in a uniform and comprehensible manner that conforms with the definitions and methods established in subsection (a), a State report card on the quality of teacher preparation in the State, which shall include at least the following:

(1) A description of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the State.

(2) The standards and criteria that prospective teachers must meet in order to attain initial teacher certification or licensure and to be certified or licensed to teach particular subjects or in particular grades within the State.

(3) A description of the extent to which the assessments and requirements described in paragraph (1) are aligned with the State's standards and assessments for students.

(4) The percentage of teaching candidates who passed each of the assessments used by the State for teacher certification and licensure, and the passing score on each assessment that determines whether a candidate has passed that assessment.

(5) The percentage of teaching candidates who passed each of the assessments used by the State for teacher certification and licensure, disaggregated and ranked, by the teacher preparation program in that State from which the teacher candidate received the candidate's most recent degree, which shall be made available widely and publicly.

(6) Information on the extent to which teachers in the State are given waivers of State certification or licensure requirements, including the proportion of such teachers distributed across high- and low-poverty school districts and across subject areas.

(7) A description of each State's alternative routes to teacher certification, if any, and the percentage of teachers certified through alternative certification routes who pass State teacher certification or licensure assessments.

(8) For each State, a description of proposed criteria for assessing the performance of teacher preparation programs within institutions of higher education in the State, including indicators of teacher candidate knowledge and skills.

(9) Information on the extent to which teachers or prospective teachers in each State are required to take examinations or other assessments of their subject matter knowledge in the area or areas in which the teachers provide instruction, the standards established for passing any such assessments, and the extent to which teachers or prospective teachers are required to receive a passing score on such assessments in order to teach in specific subject areas or grade levels.

(c) INITIAL REPORT-

(1) IN GENERAL- Each State that receives funds under this Act, not later than 6 months of the date of enactment of the Higher Education Amendments of 1998 and in a uniform and comprehensible manner, shall submit to the Secretary the information described in paragraphs (1), (5), and (6) of subsection (b). Such information shall be compiled by the Secretary and submitted to the Committee on Labor and Human Resources of the Senate and the Committee on Education and the Workforce of the House of Representatives not later than 9 months after the date of enactment of the Higher Education Amendments of 1998.

(2) CONSTRUCTION- Nothing in this subsection shall be construed to require a State to gather information that is not in the possession of the State or the teacher preparation programs in the State, or readily available to the State or teacher preparation programs.

(d) REPORT OF THE SECRETARY ON THE QUALITY OF TEACHER PREPARATION-

(1) REPORT CARD- The Secretary shall provide to Congress, and publish and make widely available, a report card on teacher qualifications and preparation in the United States, including all the information reported in paragraphs (1) through (9) of subsection (b). Such report shall identify States for which eligible States and eligible partnerships received a grant under this title. Such report shall be so provided, published and made available not later than 2 years 6 months after the date of enactment of the Higher Education Amendments of 1998 and annually thereafter.

APPENDIX B

Glossary

Academic year: Any period of 12 consecutive months, as defined by the state.

Aggregate pass rate: See definition of “*pass rate*.”

Alternative route to certification or licensure: As defined by the state.

Cohort of program completers: Individuals who met all requirements of a state-approved teacher preparation program in a given *academic year*. (See definition of “*program completer*.”)

Cut score: The minimum score required by the state to pass a teacher certification or licensure assessment.

Elementary school: [A] day or residential school which provides elementary education, as determined under State law. (See section 14101(14) of the Elementary and Secondary Education Act.)

High and Low Poverty Districts: High poverty districts are defined as those districts eligible for Title I concentration grants under the Elementary and Secondary Education Act. Low poverty districts are defined as all other districts in the state.

Initial certification: As specified in State Questionnaire Ic. – as defined by the state.

Institution of Higher Education: Section 101(a) of the Higher Education Act provides a general definition of “institution of higher education,” as follows:

“For purposes of this Act, other than Title IV [Student Financial Assistance], the term ‘institution of higher education’ means an educational institution in any State that —

- 1.) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;
- 2.) is legally authorized within such State to provide a program of education beyond secondary education;
- 3.) provides an educational program for which the institution awards a bachelor’s degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree;
- 4.) is a public or other nonprofit institution; and
- 5.) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is a satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.”

Section 101(b) defines additional institutions that are included:

“For purposes of this Act, other than Title IV, the term ‘institution of higher education’ also includes —

- 1.) any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and
- 2.) a public or nonprofit private educational institution in any State that, in lieu of the requirement in subsection (a)(1), admits as regular students persons who are beyond the age of compulsory school attendance in the State in which the institution is located.”

Pass rate: The percentage of program completers who passed assessment(s) taken for initial certification or licensure in the field of preparation.

Single assessment pass rate: The proportion of program completers who passed the assessment among all who took the assessment.

Aggregate pass rate: The proportion of program completers who passed all the tests they took in each of six skill or knowledge areas, among all program completers who took one or more tests in each area.

Summary pass rate: The proportion of program completers who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas.

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

Reporting to the general public: Making the information in institutional and state reports available widely and publicly to members of the public interested in the performance of the institution's teacher preparation program. For institutions, this includes providing the required information in publications such as "school catalogues and promotional materials sent to potential applicants, secondary guidance counselors, and prospective employers of the institution's graduates." (See section 207(f)(2) of Title II.)

Reporting to the Secretary: Submitting annual state reports to the Office of Postsecondary Education in the U.S. Department of Education.

Reporting to the state: Submitting annual institutional reports to the state agency, commission, or board, in the state in which the institution is located, that is responsible for preparing the state report under section 207.

Secondary school: "A] day or residential school which provides secondary education, as determined under State law, except that it does not include any education provided beyond grade 12." (See section 14101(25) of the Elementary and Secondary Education Act.)

Single assessment pass rate: See definition of "pass rate."

State: Any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States 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).

Student: An individual enrolled in a teacher preparation program leading to an initial state teaching certificate or license.

Sufficient content knowledge: For a subject-area teacher, having "sufficient content knowledge" means that the teacher holds at least a bachelor's degree and demonstrates a high level of competency in all subject areas in which he or she teaches through—

- Completing an academic major in each of the subject areas in which he or she provides instruction, or
- Passing the state's assessments of subject-area knowledge (however a state chooses to define "passing" for this purpose).

Summary pass rate: See definition of "pass rate."

Supervised practice teaching: Practice teaching or internship in elementary or secondary schools required either by the state or the entity offering the program as a condition for completion of a teacher preparation program or for being considered for initial state licensure or certification and supervised by faculty as defined below.

Supervising Faculty: All persons who 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.

Teacher certification/licensure assessment: A test or other structured method that measures the qualifications of prospective teachers, has a pass-fail outcome, and is used by the state for teacher certification or licensure.

Teacher preparation program: A state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary or secondary schools. A teacher preparation program may be either a regular program or an alternative route to certification, as defined by the state. Also, it may be within or outside an institution of higher education.

In applying this definition, states and institutions may *not* determine that a teacher preparation program concludes after an individual has passed all examinations the state uses for initial certification or licensure, unless the state or institution requires that an individual pass these examinations before it will confer a degree, institutional certificate, program credential, transcript, or other proof of having met the program's requirements.

In addition, for the purpose of reporting, the guide considers all regular teacher preparation programs at a single institution of higher education to be a single program.

Teaching candidate: A completer of a teacher preparation program who has taken one or more assessments used by the state in which the program is located for initial teacher certification or licensure.

Test closure date: The date, specified by the state, after which test results will not be included in pass rates for an academic year cohort.

Waiver: Any temporary or emergency permit, license, or other authorization that permits an individual to teach in a public school classroom without having received an initial certificate or license from that state or any other state. See pages 15-17 for a detailed explanation of the waiver reporting requirement.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name:					
Academic year:					
Number of program completers:					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Basic Skills</i>					
Assessment 1					
Assessment 2					
Assessment 3					
... ..					
<i>Professional Knowledge</i>					
Assessment 1					
Assessment 2					
Assessment 3					
... ..					
<i>Academic Content Areas (math, English, biology etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
... ..					
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
... ..					
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Assessment 1					
Assessment 2					
... ..					
<i>Performance Assessments</i>					

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name:				
Academic year:				
Total number of program completers:				
Type of Assessment †	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
<i>Aggregate: Basic Skills*</i>				
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>				
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>				
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>				
<p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p>				

† See appendix E for a list of teacher assessments by skill and knowledge categories

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: _____

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? _____

3. Please provide the numbers of supervising faculty who were:

_____ Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

_____ Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

_____ Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: _____

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): _____

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: _____ hours. The total number of weeks of supervised student teaching required is _____. The total number of hours required is _____ hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

_____ Yes _____ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes _____ No

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

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

Section IV. 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 *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

_____ Name of responsible institutional representative
for teacher preparation program

_____ Title

Certification of review of submission:

_____ (Signature)

_____ Name of President/Chief Executive (or designee)

_____ Title

APPENDIX D
State Questionnaire
For Use in Preparing the State Report

Office of Postsecondary Education
U.S. Department of Education

Annual State Questionnaire on Teacher Preparation: Academic year: 1999-2000

State:

Respondent name and title:

Respondent phone number:

Fax:

Electronic mail address:

Address:

City:

State:

Zip code:

Section 207 of Title II of the Higher Education 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 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, 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: 4/30/2003). The time required for institutions to complete this information collection is estimated to average 66 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 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

I. Description of state teacher certification or licensure assessments and other requirements.

General assessment, coursework, and supervised teaching requirements:

I.a. Requirements to obtain a Level I (first) certificate or license.

Level I certificate means a certificate issued upon completion of an approved program to an applicant who has met requirements of the issuing state relating to citizenship and moral, ethical, physical, or mental fitness, but has not completed ancillary requirements which must be met before issuance of a Level II certificate. [From the National Association of State Directors of Teacher Education Certification (NASDTEC) Interstate Contract, May 1999:]

[Mark each statement that applies, and provide a specific Web address or document reference for each as needed.]

Level I certificate

Requirements

All Levels

Elementary

Middle-Level

Secondary

A Bachelor's degree in **education** from an accredited *postsecondary institution*, and completion of a state-approved *teacher preparation program*; OR

A Bachelor's degree in a **subject area** from an accredited *postsecondary institution*, and completion of a state-approved *teacher preparation program*; OR

A Bachelor's degree in **education** from an accredited *postsecondary institution*, with specific **credit-hour and/or grade-point average (GPA) requirements** for general and professional education coursework; OR

A Bachelor's degree in a **subject area** from an accredited *postsecondary institution*, with specific **credit-hour and/or GPA** requirements for general and professional education coursework; OR

A degree from a non-U.S. *postsecondary institution* equivalent to a Bachelor's degree, including general and professional education requirements, as determined by the state through review and **transcript analysis**; OR

A **post-baccalaureate** program or coursework in professional education, and completion of a state-approved *teacher preparation program*; OR

A valid teaching certificate from a state with which your state has a reciprocity agreement (If yes, name/title of reciprocity agreement.).

(Please attach list of states with reciprocity agreements with your state.) AND

Passing one or more state-prescribed teacher certification or licensure written assessments; OR

Passing state-prescribed coursework (If yes, please provide a description of coursework and/or GPA requirements.); OR

Successful completion of performance assessments, such as portfolios, or assessment center activities (If yes, please provide descriptions of all performance assessments.); OR

Passing **either** state-prescribed coursework **or** written assessments (If yes, please provide descriptions of coursework and/or GPA requirements and written assessments.); OR

Successful completion of an individual, supervised professional development program, including coursework, mentoring, and clinical supervision of preservice teaching (If yes, please provide descriptions of coursework and/or GPA requirements and of mentoring and supervised teaching activities.); OR

Successful completion of a specified period of preservice teaching under clinical supervision. (If yes, please provide a description of program requirements and duration.)
Preservice supervised teaching program duration, defined as:
Number of classroom hours per week: _____ (hours), times
number of weeks: _____ (weeks);
AND

U.S. citizenship status;

A fingerprint check or police record examination;

Other requirements (please list below):

Description of the state Level I certificate or license.

Name given to the certificate or license: _____

Duration of the certificate or license: _____ (years)

Is this certificate or license provisional or probationary? _____ No

_____ Yes, probationary _____ Yes, provisional

Is this certificate or license renewable? _____ Yes _____ No

(If yes:) How many times can it be renewed? _____

For what length of time is each renewal? _____ (years)

(If renewals after the first are for different lengths of time, please describe:)

Other requirements (please specify): _____

I.b. Requirements to obtain a Level II (second) certificate.

Level II certificate means a certificate issued (1) after completion of an approved program and all ancillary requirements established by the state, or (2) after completing an alternative program, all post-secondary degree and ancillary requirements established by the state, and successfully completing not less than 27 months of professional employment in the function covered by the certificate. [From the NASDTEC Interstate Contract, May 1999:]

[Mark each statement that applies, and provide a specific Web address or document reference for each as needed.]

Level II certificate

Requirements

All Levels

Elementary

Middle-level

Secondary

Completion of all requirements for a Level I certificate; AND

Professional employment as a teacher for no less than 27 months; [Required period: _____ months] AND

A **post-baccalaureate** program or coursework in professional education, and completion of a state-approved *teacher preparation program*; OR

An approved alternative route, involving coursework and inservice teaching under clinical supervision (alternative routes will be described in section VII); OR

An approved **individual development** program, involving coursework and inservice teaching under clinical supervision (If yes, please describe.); OR

Passing one or more state-prescribed teacher certification or licensure written assessments; OR

Passing state-prescribed coursework (If yes, please provide a description of coursework and/or GPA requirements.); OR

Successful completion of performance assessments, such as portfolios, or assessment center activities (If yes, please provide descriptions of all performance assessments.); OR

Passing **either** state-prescribed coursework **or** written assessments (If yes, please provide descriptions of coursework and/or GPA requirements and written assessments.); OR

Completion of a specified period of inservice teaching under clinical supervision. (If yes, please provide a description of program requirements and duration.)
Inservice supervised teaching program duration, defined as:

Number of classroom hours per week: _____ (hours), times number of weeks: _____ (weeks);
OR

Other requirements (please list below):

Description of the state Level II certificate or license.

Name given to the certificate or license: _____

Duration of the certificate or license: _____ (years)

Is this certificate or license renewable? _____ Yes _____ No

(If yes:) How many times can it be renewed? _____

For what length of time? _____ (years)

(If renewals after the first are for different lengths of time, please describe:)

Other requirements (please specify): _____

If continuing education or professional development experiences are required for renewal of the Level II certificate or license, please detail requirements or provide a reference.

Number of courses required for renewal: _____

Over what period of time? _____ (years)

Number of credit hours or clock hours required for renewal: _____

Please indicate if these are: _____ (Semester hours) _____ (Quarter hours) or _____ (Clock hours).

Over what period of time? _____ (years)

Number of workshops or continuing education units (CEUs) required for renewal:

_____ (workshops) or _____ (CEUs).

Over what period of time? _____ (years).

I.c. Of the two types of certificates (Level I and Level II) described earlier, which is the certificate or license routinely issued in your state to teacher preparation program completers who have not taught (full- or part-time) before?

_____ (Level I certificate or license)

_____ (Level II certificate or license)

I.d. Requirements to obtain a Level III (advanced) certificate.

Level III certificate means a certificate issued after completion of all Level II certificate requirements and any advanced requirements established by the state. [From the NASDTEC Interstate Contract, May 1999:]

[Mark each statement that applies, and provide a specific Web address or document reference for each as needed.]

Level III certificate

Requirements

All Levels

Elementary

Middle-level

Secondary

Completion of all requirements for a Level II certificate; AND

Professional employment as a teacher for a required period; [Required period: _____ months] OR

A **post-baccalaureate** program or coursework in professional education, and completion of a state-approved teacher preparation program; OR

Passing National Board of Professional Teaching Standards (NBPTS) requirements; OR

Other requirements (please list below):

Description of the state Level III certificate or license.

Name given to the certificate or license: _____

Duration of the certificate or license: _____ (years)

Is this certificate or license renewable? _____ Yes _____ No

(If yes:) How many times can it be renewed? _____

For what length of time? _____ (years)

(If renewals after the first are for different lengths of time, please describe:)

If continuing education or professional development experiences are required for renewal of the Level III certificate or license, please detail requirements or provide a reference.

Number of courses required for renewal: _____

Over what period of time? _____ (years)

Number of credit hours or clock hours required for renewal: _____

Please indicate if these are: _____ (Semester hours) _____ (Quarter hours) or _____ (Clock hours).

Over what period of time? _____ (years)

Number of workshops or continuing education units (CEUs) required for renewal: _____ (workshops) or _____ (CEUs).

Over what period of time? _____ (years).

Other requirements (e.g., professional development plan) (please specify):

I.e. Specific assessment requirements.

For initial teacher certification or licensure, the state uses the following written tests or performance assessments, with passing scores as noted:

Basic Skills

Test name:

State cut score:

State score range:

(See appendix E for list of assessments in this category.)

_____ Please check here if passing one or more assessments in Basic Skills is required for entry into some or all of the state's teacher preparation programs.

(If yes:) Please identify the assessment(s), and the corresponding institution(s) that require passing it, in the space below:

_____ Please check here if passing one or more assessments in Basic Skills is required for completion of some or all of the state's teacher preparation programs.

(If yes:) Please identify the assessment(s), and the corresponding institution(s) that require passing it, in the space below:

Professional knowledge and pedagogy

Test name: State cut score: State score range:

(See appendix E for a list of assessments in this category.)

Academic content areas

Test name: State cut score: State score range:

(See appendix E for a list of assessments in this category.)

Other content areas

Test name: State cut score: State score range:

(See appendix E for a list of assessments in this category.)

Teaching special populations

Test name: State cut score: State score range:

(See appendix E for a list of assessments in this category.)

Performance assessments

Test name: State cut score: State score range:

(See appendix E for a list of assessments in this category.)

_____ Please check here if passing one or more assessments in Professional Knowledge and Pedagogy, Academic or Other Content Areas, Special Populations, or Performance Assessments is required prior to entry into some or all of the state's teacher preparation programs.

(If yes:) Please identify the assessment(s), and the corresponding institution(s) that require passing it, in the space below:

_____ Please check here if passing one or more assessments in Professional Knowledge and Pedagogy, Academic or Other Content Areas, Special Populations, or Performance Assessments is required prior to completion of some or all of the state's teacher preparation programs.

(If yes:) Please identify the assessment(s), and the corresponding institution(s) that require passing it, in the space below:

I.f. Provisions for persons teaching without full certification or licensure.

1. Please provide descriptions of the different categories or terms your state uses for temporary waivers of state certification or licensure requirements. States use different terms to denote a waiver of certification or licensure requirements, such as emergency permit, emergency certificate, or waiver.

Category name:	Duration:	Times renewable:	Description, including requirements:
----------------	-----------	------------------	--------------------------------------

(Please include references to applicable regulations or manuals.)

2. Please provide information about the extent to which local education authorities are involved in deciding whether an individual shall receive a waiver of certification or licensure requirements. In some states, for instance, schools or school districts must request that an individual be given a waiver before the state authority will consider granting it.

(Please include references to applicable regulations or manuals.)

II. Description of state teacher standards, and the alignment between state teacher certification or licensure requirements and assessments and state student standards and assessments.

II.a. State teacher standards and criteria for certification or licensure:

Teacher standards define the expectations that state authorities have for what a teacher should know and be able to do, or sometimes for the kind of person that a teacher is expected to be. They differ from teacher certification and licensure requirements in that they cannot be mandated directly, nor can compliance be explicitly checked. Rather, standards inform and direct the processes of establishing and evaluating requirements.

An example of part of a standard for teachers follows, taken from the Draft Standards proposed by the Interstate New Teacher Assessment and Support Consortium (INTASC) group of the Council of Chief State School Officers (CCSSO). The full draft document can be found here.

NOTE: On the version of the guide to be published on the Department's web site, the Internet address and a link to the INTASC standards will be provided.

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

[Mark each statement that applies, and provide a specific
Web address or document reference for each.]

Mark box for each
statement that applies.

The state has developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure.
[If yes, please detail or provide reference.]

A unique, overarching, set of teacher standards currently applies to all teaching fields and grade levels.

[If yes, please detail or provide reference.]

(If yes:) What terms best describe what type of standards these are? (some examples are: content standards, performance standards, assessment standards.)

Terms: _____

There are distinct state teacher standards for elementary education.

[If yes, please detail or provide reference.] Specify grade span: _____

(If yes:) What terms best describe what type of standards these are? (some examples are: content standards, performance standards, assessment standards.)

Terms: _____

There are distinct state teacher standards for early elementary education (e.g., grades K-3).

[If yes, please detail or provide reference.] Specify grade span: _____

(If yes:) What terms best describe what type of standards these are? (some examples are: content standards, performance standards, assessment standards.)

Terms: _____

There are distinct state teacher standards for upper elementary education (e.g., grades 4-6).

[If yes, please detail or provide reference.] Specify grade span: _____

(If yes:) What terms best describe what type of standards these are? (some examples are: content standards, performance standards, assessment standards.)

Terms: _____

There are distinct state teacher standards for middle grades education.

[If yes, please detail or provide reference.] Specify grade span: _____

(If yes:) What terms best describe what type of standards these are? (some examples are: content standards, performance standards, assessment standards.)

Terms: _____

There are distinct state teacher standards for secondary education.

[If yes, please detail or provide reference.] Specify grade span: _____

(If yes:) What terms best describe what type of standards these are? (some examples are: content standards, performance standards, assessment standards.)

Terms: _____

There are state teacher standards for the following specific fields. (Please provide documentation or references for any new areas indicated.):

All levels: Grades K-3: Grades 4-6: Middle Grades: Sec.:

Arts:

Bilingual
Education,
ESL:

Early
Childhood
Education:

English/
Language
Arts:

Languages
Other Than
English:

Mathematics:

Science:

Social Studies:

Special
Education:

Technology
in Teaching:

Vocational/
Technical
Education:

Other areas
(please specify):

II.b. Current policy processes and status.

[Mark each statement that applies, and provide a specific
Web address or document reference for each.]

Mark box for
each statement
that applies.

The state has established content standards for K-12 students.

The state has developed standards that prospective teachers must meet in
order to attain initial teacher certification or licensure.

Plans are currently being formulated to link, align, or coordinate teacher certification or licensure standards with state content standards for students. (If yes, please provide descriptive information or reference.)

One or more linkage, alignment, or coordination committees or working groups have met, but have not yet produced a report or a set of recommendations. (If yes, please provide descriptive information or reference.)

A report or set of recommendations has been developed to address linkage, alignment, or coordination between teacher certification or licensure requirements and state content standards for students. (If yes, please provide information or reference.)

The state has established a policy that links, aligns, or coordinates teacher certification or licensure standards with state content standards for students. (If yes, please provide a Web address or document reference.)

A date has been set by which the recommendations will be implemented. (If yes:) Implementation date: _____

An implementation group has been established. (If yes, please provide information or reference.)

Other steps taken to develop or implement standards and align teacher preparation, certification or licensure standards with content standards (please specify):

III. Statewide and institutional pass rates.

III.a. The program completers for whom information should be provided in this section are those completing a regular teacher preparation program in academic year 1999-2000.

Please provide the information called for in III.b and in State Report Tables D1 – D4.

The institutional information requested concerns the performance of completers of teacher preparation programs in your state on assessments used by your state for teacher certification or licensure. Institution-level information includes numbers of completers taking each assessment, number passing each assessment, and the proportion passing each one. Subtotals by category and totals are also requested. Note that, for purposes of reporting, all regular teacher preparation programs at an institution of higher education must be considered to be a single program.

The assessments to be included are those taken by program completers up to 5 years before program completion or up to 3 years afterward, and that are valid for the certification or licensure of the examinee as of the test closure date. In cases where a completer has taken a given assessment more than once, the highest score on that test must be used.

In situations where one or more assessments are used as entrance or exit requirements for a teacher preparation program, pass rates for these assessments would by definition equal 100%. In such cases respondents may omit pass rate information for the assessment in question, if they have identified the assessments as entrance or exit requirements in item I.e.

The procedures for developing the information required for these tables are explained in the National Center for Education Statistics manual entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

III.b. Please provide the following statewide total numbers:

_____ Total number of persons receiving initial certification or licensure in the state during this academic year.

_____ Total number of persons receiving initial certification or licensure in the state who completed their teacher preparation program in another state.

Table D1: State-Level Single-Assessment Pass-Rate Data for Regular Teacher Preparation Programs Within Institutions of Higher Education, by Institution

State Name										
Academic year:										
Total number of program completers:										
		Institution 1 No. of completers:			Institution 2 No. of completers:			Statewide		
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	# taking assess.	# passing assess.	Institut. pass rate	# taking assess.	# passing assess.	Statewide pass rate
<i>Basic Skills</i>										
	Assessment 1									
	Assessment 2									
	Assessment 3									
									
<i>Professional Knowledge</i>										
	Assessment 1									
	Assessment 2									
	Assessment 3									
									
<i>Academic Content Areas (math, English, biology etc.)</i>										
	Assessment 1									
	Assessment 2									
	Assessment 3									
									
<i>Other Content Areas (elementary</i>										

<i>education, career/technical education, health education, etc.)</i>										
Assessment 1										
Assessment 2										
Assessment 3										
... ..										
<i>Teaching Special Populations (special education, ESL,...)</i>										
Assessment 1										
Assessment 2										
Assessment 3										
... ..										
<i>Performance Assessments</i>										

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table D2: State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs Within Institutions of Higher Education, by Institution

State Name:											
Academic year:											
Number of program completers:											
	Institution 1 No. of completers:				Institution 2 No. of completers:				Statewide		
Type of Assessment †	# taking assess.	# passing assess.	Institut pass rate	Institut rank	# taking assess.	# passing assess.	Institut pass rate	Institut rank	# taking assess.	# passing assess.	Statewide pass rate
<i>Basic Skills*</i>											
<i>Professional Knowledge*</i>											
<i>Academic Content Areas (math, English, biology etc.)*</i>											
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>											
<i>Teaching Special Populations (special education, ESL,...)*</i>											
<i>Performance Assessments*</i>											
<i>Summary**</i>											
<p>* Aggregate pass rate -- Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more tests in a category (and within their area of specialization).</p> <p>** Summary pass rate -- Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization)</p>											

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table D3: State-Level Single-Assessment Pass-Rate Data for Regular Teacher Preparation Programs Outside of Institutions of Higher Education, by Program

State Name:							
Academic year:							
Total number of program completers:							
		Program 1 No. of completers:			Program 2 No. of completers:		
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Pass rate	# taking assess.	# passing assess.	Pass rate
<i>Basic Skills</i>							
Assessment 1							
Assessment 2							
... ..							
<i>Professional Knowledge</i>							
Assessment 1							
Assessment 2							
... ..							
<i>Academic Content Areas (math, English, biology etc.)</i>							
Assessment 1							
Assessment 2							
... ..							
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>							
Assessment 1							
Assessment 2							
... ..							
<i>Teaching Special Populations (special education, ESL,...)*</i>							
Assessment 1							
... ..							
<i>Performance Assessments*</i>							

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table D4: State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs Outside of Institutions of Higher Education, by Program

State Name						
Academic year:						
Total number of program completers:						
	Program 1 No. of completers:			Program 2 No. of completers:		
Type of Assessment †	# taking assess.	# passing assess.	Pass rate	# taking assess.	# passing assess.	Pass rate
<i>Basic Skills*</i>						
<i>Professional Knowledge*</i>						
<i>Academic Content Areas (math, English, biology etc.)*</i>						
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>						
<i>Teaching Special Populations (special education, ESL,...)*</i>						
<i>Performance Assessments*</i>						
<i>Summary**</i>						
<p>* Aggregate pass rate -- Numerator: Number who passed all the tests they took in a category (and within their area of specialization)...Denominator: Number of completers who took one or more tests in a category (and within their area of specialization).</p> <p>** Summary pass rate -- Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</p>						

† See appendix E for a list of teacher assessments by skill and knowledge categories

IV. Description of criteria for assessing the performance of teacher preparation programs within institutions in the State.

[Mark each statement that applies, and provide a specific Web address or document reference for each.]

Mark box for each statement that applies

The state has proposed implementing criteria for assessing teacher preparation program performance. (If yes, please list the entities involved in the proposal or implementation, list or describe the criteria, specify national organizations (if any) whose criteria are being used or that are involved in some other way, and provide references or resource location.)

The state is implementing criteria for assessing teacher preparation program performance. (If yes, please list the entities involved in the proposal or implementation, list or describe the criteria, and provide references or resource location.)

Implementation date: _____

State criteria include a determination of passing rates on state certification and licensure assessments. (If yes, please provide description, including pass rate levels).

State criteria include indicators of teachers' knowledge and skills. (If yes, please provide description and definition of indicators.)

Other (please describe)

V. List of low-performing state teacher preparation programs.

Please provide in the space below a description of the procedure your state uses to identify and assist (through the provision of technical assistance) low-performing programs of teacher preparation. (See HEA Title II, section 208(a)).

Please provide, in the space below, a list of the criteria your state has defined for classifying teacher preparation programs as "low-performing." (See HEA, Title II, section 208(a))

Please provide a list of teacher preparation programs in your state that are currently classified as low-performing, or as being at risk of being so classified. (HEA II, section 208(a)).

Teacher Preparation Program Name and Institution	Program is classified as low performing	Date so designated	Program is classified as being at risk of low performing	Date so designated

VI. Information on waivers of State certification or licensure requirements.

School year: 2000-2001

Classroom teachers with waivers, by category (see definitions on pages 15, 16, and 17).

Please provide the numbers of teachers with waivers, for each school district and for each grade level and subject area, as of October 1, 2000. Please note that full-time, part-time and long-term substitute teachers are to be included in this count.

The list of high-poverty districts for your state can be found at this URL:

The list of all other districts for your state can be found at this URL:

NOTE: On the version of the guide to be published on the Department's web site, the Internet address and a link to the list of each state's school districts will be provided.

Reporting Categories	Total number of teachers	Number of teachers not fully certified	Number of teachers not fully certified but with content expertise (See page 16 for definition.)
State Totals			
High-Poverty Districts			
All Other Districts			
Elementary Education			
Arts -- All levels			
Bilingual Education/ESL -- All levels			
Special Education -- All levels			
Career/Technical Education -- All levels			
English/Language Arts -- Middle, Jr. High, High School			
Foreign Languages -- Middle, Jr. High, High School			
Mathematics -- Middle, Jr. High, High School			
Science -- Middle, Jr. High, High School			
Social Studies -- Middle, Jr. High, High School			

VII. Alternative routes to teacher certification or licensure, and pass rates for program completers of alternate routes.

VII.a. Alternative certification status.

[Mark each statement that applies, and provide a Web address or document reference for each.]

	Mark box for each statement that applies
The state has approved one or more alternative routes to certification. (Please provide descriptions in the following section.)	
The state has approved alternative routes to certification, but is not currently implementing them.	
The state is considering or has proposed alternative routes to certification.	

VII.b. Description of alternative routes to certification.

(Please describe each alternative route program, and provide references or source location.)

Alternative program or route name

Recruitment (what kind of person, what qualif.):

Selection process (please describe):

Program of study (please describe):

Is practice-teaching required? (If yes, please describe and specify total number of hours):

Are assessments required (other than those required for initial licensure or certification)?

Is this program supported by a private organization (such as Teach for America)?: (if yes, please specify)

Must alternative route completers take regular state assessments?

Names of institutions or entities offering this alternative route:

Who administers the program (*e.g.* the state, an institution of higher education, a district, a non-profit organization)?

VII.c. Pass Rates for program completers of alternative routes to initial certification or licensure.

Please provide the information called for in tables D5 and D6.

Alternative routes are as defined by the state. Completers are those who have successfully completed all the requirements of an alternative route, not just those who have completed the requirements and have been recommended to the state for certification or licensure. In cases where completion of alternative route requirements is unclear, short of recommendation for certification or licensure, the state is asked to specify alternative route completers in such a way that their pass rates will be as nearly comparable as possible to those of regular teacher preparation program completers.

For each alternative route, please provide the number of persons completing the program, the numbers of completers taking each assessment, the number of completers passing each assessment, and the pass rate. The completers for whom information must be provided are those completing alternative route programs in academic year 1999-2000.

The assessments to be included are the ones taken by these completers up to 5 years before completion or up to 3 years afterward. In cases where a completer has taken a given assessment more than once, the highest score on that assessment must be used.

The procedures for developing the information required for these tables are explained in the National Center for Educational Statistics manual entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

Table D5: State-Level Single-Assessment Pass-Rate Data for Alternative Route Teacher Preparation Programs, by Alternative Route

State Name:							
Academic year:							
Total number of program completers:							
		Alternative Route 1 No. of completers:			Alternative Route2 No. of completers:		
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Pass rate	# taking assess.	# passing assess.	Pass rate
<i>Basic Skills</i>							
	Assessment 1						
	Assessment 2						
						
<i>Professional Knowledge</i>							
	Assessment 1						
	Assessment 2						
						
<i>Academic Content Areas (math, English, biology etc.)</i>							
	Assessment 1						
	Assessment 2						
						
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>							
	Assessment 1						
	Assessment 2						
						
<i>Teaching Special Populations (special education, ESL,...)*</i>							
	Assessment 1						
	Assessment 2						
						
<i>Performance Assessments*</i>							

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table D6: State-Level Aggregate and Summary Pass-Rate Data for Alternative Route Teacher Preparation Programs, by Alternative Route

State Name						
Academic year:						
Total number of program completers:						
Type of Assessment †	Alternative Route 1 No. of completers:			Alternative Route 2 No. of completers:		
	# taking assess.	# passing assess.	Pass rate	# taking assess.	# passing assess.	Pass rate
<i>Basic Skills*</i>						
<i>Professional Knowledge*</i>						
<i>Academic Content Areas (math, English, biology etc.)*</i>						
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>						
<i>Teaching Special Populations (special education, ESL,...) *</i>						
<i>Performance Assessments*</i>						
<i>Summary**</i>						
<p>* Aggregate pass rate -- Numerator: Number who passed all the tests they took in a category (and within their area of specialization)...Denominator: Number of completers who took one or more tests in a category (and within their area of specialization).</p> <p>** Summary pass rate -- Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</p>						

† See appendix E for a list of teacher assessments by skill and knowledge categories

VIII. State efforts to improve teacher quality.

The legislation calling for this data collection states (Higher Education Act, section 207(d)(2)(A)): "The Secretary shall report to Congress... a comparison of States' efforts to improve teaching quality."

Please list and describe any steps taken by the state during the past year to improve teacher quality. State efforts might include: developing standards or criteria for teacher performance; changing requirements for initial teacher certification or licensure; revising required assessments for initial teacher certification or licensure; modifying policies for renewals of teacher certificates or licenses; developing new alternative routes to certification; or changing the grounds for waivers of teacher certification or licensure.

[Please provide references or documentation.]

IX. 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 *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

_____ Name

_____ Title

_____ State Agency

APPENDIX E
Distribution of ETS and NES Assessments by Aggregate Pass-Rate
Categories—Academic Year 1998-1999

ETS/Praxis Tests	NES Tests (STATE)
Basic Skills Tests	
Praxis I: Academic Assessments	ATPA: Proficiency Examination in Reading, Grammar, and Mathematics (AZ)
PPST: Mathematics	CBEST: Reading (CA)
PPST: Reading	CBEST: Writing
PPST: Writing	CBEST: Mathematics
CBT: Mathematics	Reading Instruction Competence Assessment (CA)
CBT: Reading	PLACE: Basic Skills (CO)
CBT: Writing	PLACE: Liberal Arts and Sciences
Praxis II: Core Battery	ICTS: Basic Skills Test: Math (IL)
Communication Skills	ICTS: Basic Skills Test: Grammar
General Knowledge	ICTS: Basic Skills Test: Reading
Professional Knowledge	ICTS: Basic Skills Test: Writing
	MTT: Communication and Literacy Skills Test (MA)
	MTTC: Basic Skills (MI)
	NMAT: Basic Skills (NM)
	NMAT: General Knowledge
	NYSTCE: Elementary Assessment of Teaching Skills, Written (ATS-W) (NY)
	NYSTCE: Secondary Assessment of Teaching Skills, Written (ATS-W)
	NYSTCE: Liberal Arts and Sciences
	NYSTCE: English Language Proficiency Assessment for Classroom Personnel (ELPA-C)
	TLPA : Spanish (NY)
	TLPA : Haitian Creole
	TLPA : Cantonese
	TLPA : Mandarin
	TLPA : Russian
	TLPA : Arabic
	TLPA : French
	TLPA : Korean
	TLPA : Urdu
	TLPA : Polish
	TLPA : Bengali
	TLPA : Vietnamese
	Oklahoma General Education Test

Professional Knowledge and Pedagogy	
PLT: Grades K-6	ATPA: Professional Knowledge Test (AZ)
PLT: Grades 5-9	ATPA: Elementary education subject knowledge
PLT: Grades 7-12	PLACE: Professional Knowledge: Elementary (CO)
Biology: Pedagogy	PLACE: Professional Knowledge: Secondary
Early Childhood Education	PLACE: Professional Knowledge: Middle School
Education in the Elementary School	PLACE: Elementary Education
Elem. Ed.: Content Area Exercises	ICTS: Early Childhood (IL)
Elem. Ed.: Curriculum, Instruction & Assessment	ICTS: Elementary
Elem. Ed.: Curriculum, Instruction & Assessment (K-5)	MTTC: Early Childhood Education
English Lang., Lit. & Comp.: Pedagogy	MTTC: Elementary Education
Foreign Language Pedagogy	MTT: Early Childhood Education (MA)
Mathematics: Pedagogy	MTT: Elementary Teacher
Middle School English Language	MTT: Middle School Teacher
Middle School Mathematics	NMAT Competency (NM)
	NYSTCE: Elementary Education (NY)
Middle School Science	NYSTCE: Early Childhood Education
Middle School Social Studies	OPTE: Early Childhood Education (PK-3) (OK)
Middle School: Content Knowledge	OPTE: Elementary/ Middle Level (1-9)
Pre-K Education	OPTE: Middle Level/Secondary (5-12)
Physical Science: Pedagogy	OPTE: Multi-Level (PK-12)
Spanish: Pedagogy	OSAT: Early Childhood Education (PK-3) (OK)
Social Studies: Pedagogy	OSAT: Elementary Education
	OSAT: Middle School Language Arts
	OSAT: Middle School Mathematics
	OSAT: Middle School Science
	OSAT: Middle School Social Studies
	ExCET: Secondary Professional Development (TX)
	ExCET: Elementary Professional Development
	ExCET: Elementary Comprehensive
	ExCET: Middle School Science
	ExCET: Early Childhood Education
Academic Content Areas	
Art: Content Knowledge	ATPA: Biology (AZ)
Art: Content, Traditions, Criticism & Aesthetics	ATPA: Art
Art Education	ATPA: Biology
Art Making	ATPA: Chemistry
Biology	ATPA: Dance
Biology & General Science	ATPA: Drama
Biology : Content Essays	ATPA: Economics
Biology: Content Knowledge	ATPA: English
Biology: Content Knowledge, Part2	ATPA: French
Biology: Content Knowledge (0235)	ATPA: General Science

Chemistry	ATPA: Geography
Chemistry: Content Essays	ATPA: German
Chemistry: Content Knowledge	ATPA: History
Chemistry: Content Knowledge (0245)	ATPA: Mathematics
Chemistry, Physics & General Science	ATPA: Music
Earth/Space Science	ATPA: Physical Education
Earth Science: Content Knowledge	ATPA: Physics
Economics	ATPA: Political Science
English Lang., Lit. & Comp.: Essays	ATPA: Social Studies
English Lang., Lit. & Comp.: Content Knowledge	ATPA: Spanish
English Language & Literature	SSAT: Literature and English Language (CA)
French	SSAT: Art
French: Content Knowledge	SSAT: Biology
French: Linguistic, Literary, & Cultural Analysis	SSAT: Chemistry
French: Productive Language Skills	SSAT: French
General Mathematics (WV)	SSAT: General Science
General Science	SSAT: Geoscience
General Science: Content Essays	SSAT: German
General Science: Content Knowledge 1	SSAT: Japanese
General Science: Content Knowledge 2	SSAT: Mathematics
General Science: Content Knowledge	SSAT: Music
Geography	SSAT: Physical Education
German	SSAT: Physics
German: Content Knowledge	SSAT: Russian
German: Productive Language Skills	SSAT: Social Science
Government/Political Science	SSAT: Spanish
Italian	SSAT: Vietnamese
Latin	PLACE: Mathematics (CO)
Mathematics	PLACE: Science
Mathematics: Content Knowledge	PLACE: Social Studies
Mathematics: Proofs, Models & Problems 1	PLACE: Drama
Mathematics: Proofs, Models & Problems 2	PLACE: English
Middle School Mathematics: Content Knowledge	PLACE: French
Music: Analysis	PLACE: Spanish
Music: Concepts and Processes	PLACE: German
Music: Content Knowledge	PLACE: Italian
Music Education	PLACE: Latin
Physical Education	PLACE: Russian
Physical Ed.: Content Knowledge	PLACE: Japanese
Physical Ed.: Movement Forms-Analysis	PLACE: Art
Physical Ed.: Movement Forms-Video	PLACE: Music
Physical Science: Content Knowledge	PLACE: Physical Education
Physics	ICTS: Elementary (IL)
Physics: Content Essays	ICTS: History
Physics: Content Knowledge	ICTS: Social Science
Physics: Content Knowledge (0265)	ICTS: English
Social Studies	ICTS: Spanish

Social Studies: Content Knowledge	ICTS: French
Social Studies: Analytical Essays	ICTS: German
Social Studies: Content Knowledge	ICTS: Hebrew
Social Studies: Interpretation of Materials	ICTS: Italian
Spanish	ICTS: Latin
Spanish: Content Knowledge	ICTS: Russian
Spanish: Linguistic, Literary & Cultural Anal	ICTS: Theater Arts
Spanish: Productive Language Skills	ICTS: Dance (IL)
Theatre	ICTS: Biological Science
World and U.S. History	ICTS: Mathematics
	ICTS: Chemistry
	ICTS: Computer Sciences
	ICTS: General Sciences
	ICTS: Physical Science
	ICTS: Physics
	ICTS: Art (6-12)
	ICTS: Music (6-12)
	ICTS: Physical Education (6-12)
	ICTS: Art (K-12)
	ICTS: Music (K-12)
	ICTS: Physical Education (K-12)
	MTT: Social Studies (MA)
	MTT: History
	MTT: English
	MTT: Mathematics
	MTT: General Science
	MTT: Physics
	MTT: Chemistry
	MTT: Biology
	MTT: Earth Science
	MTT: Latin & Classical Humanities
	MTT: Music
	MTT: Visual Art
	MTT: Physical Education
	MTT: French
	MTT: German
	MTT: Spanish
	MTT: Chinese
	MTT: Italian
	MTTC: Language Arts (MI)
	MTTC: Art Education
	MTTC: Dance
	MTTC: English
	MTTC: Polish
	MTTC: Social Studies
	MTTC: Economics
	MTTC: Geography

	MTTC: History
	MTTC: Political Science
	MTTC: Science
	MTTC: Biology
	MTTC: Chemistry
	MTTC: Physics
	MTTC: Geology/Earth Sciences
	MTTC: Astronomy
	MTTC: Mathematics
	MTTC: Music Education
	MTTC: French
	MTTC: German
	MTTC: Latin
	MTTC: Russian
	MTTC: Spanish
	MTTC: Italian
	MTTC: Polish
	MTTC: Physical Education
	MTTC: Fine Arts
	MTTC: Humanities
	NYSTCE: English (NY)
	NYSTCE: Mathematics
	NYSTCE: Social Studies
	NYSTCE: Biology
	NYSTCE: Chemistry
	NYSTCE: Earth Sciences
	NYSTCE: Physics
	NYSTCE: Latin
	NYSTCE: Cantonese
	NYSTCE: French
	NYSTCE: German
	NYSTCE: Greek
	NYSTCE: Hebrew
	NYSTCE: Italian
	NYSTCE: Japanese
	NYSTCE: Mandarin
	NYSTCE: Russian
	NYSTCE: Spanish
	OSAT: Algebra/Geometry (OK)
	OSAT: Analytical Mathematics
	OSAT: Art
	OSAT: Biological Sciences
	OSAT: Calculus
	OSAT: Chemistry
	OSAT: Earth/Physical Science
	OSAT: French
	OSAT: German

	OSAT: Grammar and Composition
	OSAT: History
	OSAT: Instrumental Music
	OSAT: Latin
	OSAT: Literature
	OSAT: Physical Education/Health
	OSAT: Physics
	OSAT: Social Studies
	OSAT: Spanish
	OSAT: Speech and Drama
	OSAT: Vocal Music
	ExCET: Art (TX)
	ExCET: Chemistry
	ExCET: Composite Science
	ExCET: Composite Social Studies
	ExCET: Biology
	ExCET: Dance
	ExCET: Earth Science
	ExCET: Economics
	ExCET: English
	ExCET: French
	ExCET: Geography
	ExCET: German
	ExCET: Government
	ExCET: History
	ExCET: Latin
	ExCET: Life/Earth Science
	ExCET: Mathematics
	ExCET: Music
	ExCET: Physical Education
	ExCET: Physical Science
	ExCET: Physics
	ExCET: Spanish
	ExCET: Theater Arts
	ExCET: All-Level Art
	ExCET: All-Level Music
	ExCET: All-Level Physical Education
Other Content Areas	
Accounting (PA)	ATPA: Family and Consumer Science (AZ)
Agriculture	ATPA: Agriculture
Agriculture (PA)	ATPA: Computers
Agriculture (CA)	ATPA: Family and Consumer Science
Athletic Trainer (WV)	ATPA: Health
Business Education	ATPA: Health Occupations
Computer Literacy/ Data Processing	ATPA: Industrial Technology
Cooperative Education	ATPA: Journalism
Data Processing (PA)	ATPA: Marketing

Driver Education	ATPA: Speech
Communication (PA)	SSAT: Agriculture (CA)
Ed. Leadership: Administration & Supervision	SSAT: Business
Environmental Education	SSAT: Health Science
Health & Physical Education	SSAT: Home Economics
Health Education	SSAT: Industrial and Technology Education
Health & Physical Education: Content	PLACE: Speech
Home Economics Education	PLACE: Health
	PLACE: Driver Education
Library Media Specialist	PLACE: Business Education
Marketing Education	PLACE: Distributive Education
Marketing (PA)	PLACE: Home Economics
Office Technology (PA)	PLACE: Industrial Arts
Psychology	PLACE: Agriculture
Safety/Driver Education	PLACE: School Library Media
Secretarial (PA)	PLACE: Media Specialist
Sociology	ICTS: Speech
Speech Communication	ICTS: Computer Sciences
Technology Education	ICTS: Health
Vocational General Knowledge	ICTS: Health Occupations
	ICTS: Family and Consumer Sciences
	ICTS: Industrial Technology Education
	ICTS: Agriculture
	ICTS: Business/Marketing/Management
	ICTS: Media
	MTT: Business
	MTT: Home Economics
	MTT: Health Education
	MTT: Technology Education
	MTTC: Journalism
	MTTC: Speech
	MTTC: Psychology
	MTTC: Sociology
	MTTC: Anthropology
	MTTC: Cultural Studies
	MTTC: Behavioral Studies
	MTTC: Business Education
	MTTC: Accounting
	MTTC: Business Administration
	MTTC: Secretarial Sciences
	MTTC: Marketing (Distributive Education)
	MTTC: Agricultural Education
	MTTC: Industrial Arts
	MTTC: Home Economics
	MTTC: Health, Physical Education, and Recreation
	MTTC: Health
	MTTC: Driver Education

	MTTC: Library Science
	MTTC: Environmental Studies
	MTTC: Computer Science
	MTTC: Guidance Counselor
	SSAT: Business (California)
	OSAT: Business Education
	OSAT: Business Foundations
	OSAT: Driver and Safety Education
	OSAT: Elementary Education
	OSAT: Financial Concepts and Applications
	OSAT: Health
	OSAT: Library Media Specialist
	OSAT: Oklahoma History
	OSAT: Psychology
	OSAT: Journalism (Oklahoma)
	ExCET: Basic Business
	ExCET: Business Administration
	ExCET: Business Composite
	ExCET: Computer Information Systems (Texas)
	ExCET: Health Education
	ExCET: Industrial Technology
	ExCET: Journalism
	ExCET: Marketing Education
	ExCET: Psychology
	ExCET: Secretarial Business
	ExCET: Sociology
	ExCET: Speech Communication
	ExCET: Vocational Home Economics
	ExCET: Vocational Agriculture: Horticulture
	ExCET: Vocation Agriculture: Production
	ExCET: Vocation Agriculture: Production
	ExCET: Vocation Agriculture: Production
Teaching Special Populations	
	ATPA: Cross-Categorical Special Education
	PLACE: English as a Second Language
	PLACE: Bilingual Education (CO)
	PLACE: Reading Teacher
	PLACE: Special Education: Severe Needs - Vision
	PLACE: Special Education: Severe Needs-Cognitive (Colorado)
	PLACE: Special Education: Moderate Needs
	PLACE: Special Education: Severe Needs-Cognitive
	PLACE: Special Education: Severe Needs - Affective
	PLACE: Special Education: Severe Needs- Hearing
	PLACE: Special Education: Severe Needs - Communication
	PLACE: Special Education - Profound Needs
	PLACE: Early Childhood Special Education

Audiology	ICTS: English as a Second Language (Illinois)
Education of Deaf & Hard of Hearing Students	ICTS: Educable Mentally Handicapped
Education of Students with Mental Retardation	ICTS: Trainable Mentally Handicapped
Gifted Education (WV)	ICTS: Reading
Intro to the Teaching of Reading	ICTS: Learning Disabilities
Reading Specialist	ICTS: Social/Emotional Disorders
Special Education	ICTS: Deaf and Hard of Hearing
Special Ed.: Knowledge Based Core Principles	ICTS: Speech and Language Impaired
Special Ed.: Preschool/Early Childhood	ICTS: Blind and Partially Sighted
Special Ed.: Teaching Students w/ Behavioral D.	ICTS: Physically Handicapped
Special Education: Application. . .	MTTC: Bilingual French
Special Ed.: Teaching Students w/ Learning Disabilities	MTTC: Bilingual German
Special Ed.: Teaching Students w/ Mental Retardation	MTTC: Bilingual Greek
Speech-Language Pathology	MTTC: Bilingual Latin
Teaching English as a Second Language	MTTC: Bilingual Russian
Teaching Stud. w/ Emotional Disturbance	MTTC: Bilingual Spanish
Teaching Speech to Stud. w/ Language Impairments	MTTC: Bilingual Italian
Teaching Stud. w/ Learning Disabilities	MTTC: Bilingual Polish
Teaching Students with Orthopedic Impairments	MTTC: Bilingual Hebrew
Teaching Students with Visual Impairments	MTTC: Bilingual Arabic
	MTTC: Bilingual Other
	MTTC: Bilingual Vietnamese
	MTTC: Bilingual Korean
	MTTC: Bilingual Yugoslavian
	MTTC: Bilingual Chaldean
	MTTC: Bilingual Chinese
	MTTC: Bilingual Japanese
	MTT: English as a Second Language
	MTT: Reading
	MTT: Special Needs
	MTTC: Mentally Impaired
	MTTC: Reading
	MTTC: Speech and Language Impaired
	MTTC: Physically or Otherwise Health Impaired
	MTTC: Emotionally Impaired
	MTTC: Visually Impaired
	MTTC: Hearing Impaired
	MTTC: Learning Disabled
	MTTC: Autistic
	NYSTCE: English to Speakers of Other Languages (New York)
	OSAT: Emotionally Disturbed
	OSAT: Hearing Impaired
	OSAT: Learning Disabilities
	OSAT: Mentally Handicapped
	OSAT: Physically Handicapped
	OSAT: Reading Specialist

APPENDIX F

Rules for Ranking Institutions of Higher Education on Teacher Assessment Pass Rates

Types of Pass Rates

Aggregate pass rates are computed for each of six major areas that aggregate all teacher preparation assessments: basic skills; professional knowledge and pedagogy; academic content areas; teaching special populations; other content areas; and performance assessments. These areas are defined in detail in appendix E. Aggregate pass rates are computed as the percentage of program completers who passed all the tests they took in an assessment area, among all program completers who took one or more tests in this area.

A summary pass rate is 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. The summary pass rate is computed as the percentage of program completers who passed all tests they have taken for their area (or areas) of specialization, among program completers who took one or more tests in their specialization area.

Aggregate and summary pass rates are defined on page 12 of the guide.

Rounding Pass-Rate Data

Pass-rate percentages will be reported to the nearest whole percent (i.e., 98%, not 98.2% or 98.23%). Rounding will use the third (thousandths) digit, and in some cases the next after that (fourth). As an example, 98.49% would become 98%; 98.50 would become 99%.

Note that percentages of 99.50 and above will be rounded to 100%.

Ranking Institutions and Allocation into Adjusted Quartiles

All pass-rate values rounded to a given whole percentile (for example, all values rounded to 98%) will be considered to be tied, given the same rank and placed in the same adjusted quartile.

Pass-rate ranks for each institution of higher education and assessment (or aggregate or summary measure) will be reported as adjusted quartiles (in table F1, the column labeled “Q”). The top quartile will be Q1, and the bottom will be Q4. There are likely to be a large number of tied pass rates, and it will be necessary to adjust quartile boundaries so that all tied scores fall in the same adjusted quartile. Therefore, some quartiles will be larger than 25% in size and, therefore, some will be smaller.

Another adjustment to quartile boundaries (irrespective of ties) will be caused by numbers of IHEs that do not divide by four. The following table presents adjusted quartile sizes for total numbers of IHEs between 5 and 15:

	n=5	n=6	n=7	n=9	n=10	n=11	n=13	n=14	n=15
Q1:	2	2	2	3	3	3	4	4	4
Q2:	1	2	2	2	3	3	3	4	4
Q3:	1	1	2	2	2	3	3	3	4
Q4:	1	1	1	2	2	2	3	3	3

The convention followed in this table is that each extra case be allocated to the highest available quartile—the first to Q1, the next to Q2, etc.

Computation Example

The following example details the computation of quartile values for an example assessment for a state. Note that the procedure involves sequential adjustments of the quartile boundaries to allow for ties; the algorithm works from the first quartile (Q1, with the highest pass-rate values) downward.

For this assessment there are 105 IHEs with data. Suppose they have the following distribution of pass rates, at the top values:

100%	Rank:1	IHEs: 14	Cumulative total: 14
99%	Rank: 15	IHEs: 1	Cumulative total: 15
98%	Rank: 16	IHEs: 10	Cumulative total: 25
97%	Rank: 26	IHEs: 7	Cumulative total: 32
96%	Rank: 33	IHEs: 3	Cumulative total: 35
95%	Rank: 36	IHEs: 6	Cumulative total: 41
94%	Rank: 42	IHEs: 9	Cumulative total: 50
93%	Rank: 51	IHEs: 5	Cumulative total: 55
92%	Rank: 56	IHEs: 8	Cumulative total: 63

etc.

An initial division into quartiles places 27 IHEs in the first quartile and 26 in each of the next three, for a total of 105. Therefore, Q1= 1-27; Q2=28-53; Q3=54-79; and Q4=80-105. There are 25 IHEs with 100, 99, or 98% pass rates; 7 cases are tied for 97%. All these belong in the first “quartile.” So define Q1: range 100-97%, 32 IHEs.

This leaves 73 IHEs to split between the next three quartiles. This would mean the following distribution:

Q1: 1-32
Q2: 33-57 (25 IHEs)
Q3: 58-81 (24 IHEs)
Q4: 82-105 (24 IHEs)

To establish the second adjusted quartile, consider the next set of cumulative numbers. Including IHEs down to 92%, once again there are too many. Therefore, the following situation exists at the end of two “rounds” of computation:

Q1: 32 IHEs, range (100-97%)
Q2: 31 IHEs, range (96-92%)

This leaves 105-63=42 IHEs to split between Q3 and Q4. This is even, and for the example suppose there are no ties at the boundary between quartiles. So Q3 will be ranks 64-84, and Q4 will be ranks 85-105. The final result can be summarized as follows:

Q1: 32 IHEs, range (100-97%) Mean: 98.7%
Q2: 31 IHEs, range (96-92%) Mean: 93.7%
Q3: 21 IHEs, range (91-79%) Mean: 87.6%
Q4: 21 IHEs, range (78-28%) Mean: 71.3%

Once the distribution is determined, the mean pass-rate values for each quartile can be computed (example values are provided above).

Quartile ranges and means will be reported as the bottom rows of each institutional column.

Sample Report Table

A schematic example of a summary institutional pass-rate table, with rankings, is attached as table F1.

For each institution of higher education with a teacher preparation program, the table provides the summary pass rate and aggregate pass rates. Specifically, in summary and for each aggregate assessment area with at least 10 individuals taking assessments, the table presents:

- the number of persons taking assessments (in the column labeled “T”),
- the aggregate pass rate in that assessment area (in the column labeled “%”), and
- the adjusted quartile ranking for the institution of higher education in that assessment (in the column labeled “Q”).

NOTE: If there are fewer than 10 individuals, there will be an asterisk in the “T” column and the “%” and “Q” columns will be left blank. Individual assessments are not presented in this table, since institutions of higher education will not be ranked on individual assessments.

The table also provides the range and mean value for each quartile in the summary and aggregate assessment areas.

Table F1: Sample State Summary and Aggregate Assessment Table

EXAMPLE

Proportion of Teaching Candidates Passing State-Required Assessments, by
Teacher Preparation Program
(xx institutions with programs)

* An asterisk indicates less than 10 test takers
per assessment offered.
T = Number Taking Test
% = Percent Passing
Q = Adjusted Quartile Rank

	Summary			Basic Skills			Professional Knowledge/ Pedagogy			Academic Content Area			Other Content Area			Other			Performance Assessment			
	T	%	Q	T	%	Q	T	%	Q	T	%	Q	T	%	Q	T	%	Q	T	%	Q	
Institution 1																						
Institution 2																						
Institution 3																						
Institution 4																						
Institution 5																						
Q1—Range, Mean																						
Q2—Range, Mean																						
Q3—Range, Mean																						
Q3—Range, Mean																						