



Title II

Tips on Submitting Title II Data for Institutions and States

Tips

Releasing Results

Institutions are required to submit their Title II data to the appropriate state office or agency no later than April 9, 2001. In addition, institutions must publish this information in catalogs and other promotional material that is sent to potential applicants, guidance counselors, and employers of the institution's graduates. The state will submit its Title II report by October 8, 2001. Undoubtedly, the reports will generate a great deal of public discussion from members of your community.

These tips are designed to help you think about how to release your results. They provide an overview of preparing for the release and contain questions likely to come from the public on Title II issues. We've also included several definitions and other clarifying points used in the federal reporting system. The intended audience for this document is the entire Title II community including college and university officials (presidents, deans, department heads, Title II coordinators) and state officials (Title II coordinators and their superiors).

Additional information can be found on the Title II website — www.title2.org. Also, if you have questions, do not hesitate to call the toll-free Title II hotline at **877•684•8532** or email us at title2@westat.com.

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TIPS FOR INSTITUTIONS



TIPS FOR STATES

Getting Ready

Over the past few months, states and institutions have focused their energies on the pass rate calculation process. Now that the lists of program completers have been submitted, it's time to shift gears and think about releasing your results to the public. Here are some activities you may want to work on over the next few months.

Accuracy is Key

Title II is a high stakes accountability system. Individuals may make important decisions about your institution based on the data that you release to the public. Also, errors reported by one institution might affect the results systemwide. Therefore, it is critical that your data be as accurate as possible. Carefully review your data well before the release date. If you find an error, immediately bring it to the attention of the appropriate contact person. Leave a paper trail so you can document your changes. Pay close attention to institutional and state deadlines regarding data revisions.

Set Up a Communications Team

Your institutional communications team might include the following individuals:

- Institutional Title II coordinator
- Education Dean or Chair
- Arts and Sciences Dean
- President or designee
- Public relations/information officer
- Admissions officer



Similarly, the state Title II communications team should represent the diversity of key stakeholders and might include the following individuals:

- The Title II coordinator(s)
- Institutional representatives (public and private)
- Public relations/information officer
- Chief State School Officer (or designee)
- State Higher Education Officer (or designee)
- Data or information management staff



Bring these people together earlier rather than later in the process. Assign responsibilities to each team member. For example, the Title II coordinator may prepare background statements while the public relations officer is assigned to act as the key spokesperson for the group. All members of the team need to have early access to the Title II data and understand what they mean.

Consider the Message You Want to Convey

The Title II reporting requirements are complex and may be difficult for the public to understand. You may want to convey your institution's unique story using the required elements and supplemental information. Remember, you'll need to publish this information in catalogs and other promotional materials. The communications team should think about how this information should be presented in both content and format. Think about what the data mean and what you want to emphasize. Tell your story simply, accurately, and without using a lot of educational jargon.

Questions from the Public

Shaping your Title II materials for publication on April 9th is just one part of releasing data to the public. Most likely, you'll need to answer questions from the public about your data. Try to anticipate public questions well before the April 9th release date. What are the ones you hope they never ask (because they will)? Write out your answers so you feel comfortable with them and practice them with members of your communications team. We've identified some questions based on experiences of other states and institutions that have released similar accountability reports.

General Questions on the Institutional Title II Report

- Why did Congress and the U.S. Department of Education require the report?
- How should potential applicants, alumni, program graduates, local school people, or the public interpret and use this report?

Assessment of the Teacher Preparation Program

- What do you feel are the strengths of (your institution's) teacher preparation program?
- What areas are you working to improve?



- How will your institution use the information in your report (or in the state's report) to improve the program or to better meet the staffing needs of local schools?
- Are your teacher preparation program's pass rates a fair assessment of the success of the program? What do you think would constitute a fair assessment?
- Aside from pass rates, the report only includes information on the size of the program, faculty-student ratio, and the amount of time students spend in supervised practice teaching. What other measures does the institution use to examine the overall quality of the teacher preparation program?
- Do you collect data on how graduates of (your institution's) teacher preparation program do in the job market? Are they competitive with College B down the road?
- Do you have followup surveys of your graduates or otherwise track them after they complete your program? What do these surveys tell you about their performance, and what do you hear from them or about them as far as how well they perform and how well the institution prepared them?
- We notice that your graduates seldom/frequently teach in local schools. To what do you attribute this?

Pass Rates

- In your institutional report, your graduates have a pass rate of x in [content area or specialty]. The statewide average pass rate is y. Why are your graduates below (above) average?
- Your graduates do well in some areas, but not in others. Why?
- Why is your program ranked among the highest/lowest in the state in [content area or specialty]?
- Does your institution have comparable pass rates for previous years? If so, are the current pass rates similar to rates for previous years? If not, do you have any data on pass rates for previous years that you can make available?
- For institutions and states in which passing the test is a prerequisite to program completion: We understand why your teacher preparation program will always show 100 percent pass rates on the tests. What percentage of teacher candidates who began in this year's cohort have not yet completed the program and are not included in this count? What percentage is only waiting to finish passing the tests?



General Questions on the Title II State Report

- How should the public interpret and use this report?
- What implications does it have for state policies and for policymakers in your state?
- What is your agency doing in response to the report?

Ranking Teacher Preparation Programs on the State Report

- How should the public view institutions ranked in the bottom quartile?
- What do rankings tell us?
- Why does the ranking system use quartiles, with so many ties? Why not a straightforward ranking from first to last?
- Why aren't the quartiles exact (why are there more/less than 25 percent in a quartile)?
- How does the state plan to use the report to address issues or to reward teacher preparation programs with high performance?
- Does the state collect any other data that indicate how institutions in the State compare with each other in terms of the quality of those who complete the teacher preparation programs?

Alternative Routes to Certification

- How do you account for the difference in statewide pass rates between alternative and regular certification routes? Do you think this reflects a difference in the quality of program completers of the different routes?

Waivers

- Why are so many waivers being issued?
- Why are there so many more waivers issued to high-poverty districts or in certain curriculum areas or educational specialties?
- With so many other challenges facing them [funding levels, poverty, and so forth], are the less well-off schools in your state carrying a disproportionate or unfair burden when they also have to deal with large numbers of teachers on waivers?
- What impact does having so many teachers on waivers have on students in the classroom?
- Do you expect the percentage of teachers on waivers to decrease over the next few years? Why?



Low-performing Institutions

- How does the state know that institutions that are not low-performing are doing a good job in preparing teachers?
- Are the state's criteria for identifying low-performing teacher preparation programs sufficiently rigorous?

Organizations find that it often is best to have one key person speak to the public. Your public information/relations office can be a valuable resource for releasing the Title II data. When talking to the public, use the “five F’s”—be Fast, Factual, Frank, Fair, and Friendly. These reports may be in the public domain and fall under your state’s “open records” laws, not federal law. While Title II requires IHEs to publicize the Title II data in school catalogs or other promotional material, neither Title II nor other federal law speaks to what states must do with the IHE reports they receive.

Basic Information about the Title II Reporting Process

This section provides basic information about the Title II reporting process including key definitions and background information. Feel free to use these items in your own materials if you find them helpful.

Purpose of Title II, Higher Education Act: Grants plus Accountability

In October 1998, the U.S. Congress enacted amendments to the Higher Education Act (HEA). As amended, Title II of the HEA addressed the issue of the quality of teacher preparation by doing two things:

- It authorized new federal grant programs to support states, institutions of higher education, and their school district partners, in improving the recruitment, preparation, and support of new teachers.
- Title II also included new accountability measures: reporting requirements for institutions and states on teacher preparation and licensing.

Basic Annual Reporting Requirements and Calendar

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.

DATES	WHO REPORTS	REPORT CONTENTS
April 9 (2001, and annually thereafter)	Institutions of higher education report to state and general public	<ul style="list-style-type: none"> • Program completion pass rates. • Basic features of the teacher preparation program. • Whether the teacher preparation program has been classified as “low performing.” • Supplemental information the institution (or State) believes is important to providing necessary context.
October 8 (2001, and annually thereafter)	States report to U.S. Department of Education and general public	<ul style="list-style-type: none"> • State licensing and certification requirements. • Alternative routes to certification. • Pass rates for teacher certification candidates: statewide, for each institution of higher education, and for each alternative route. • Rankings of institutions by pass rates. • Information on the use of waivers of regular certification or licensure requirements, and the percentages of teachers with such waivers. • State criteria for assessing teacher preparation programs' performance. • Other areas bearing on the overall quality of new teachers: standards. • Supplemental information the State believes is important to providing necessary context.
April 8 (2002, and annually thereafter)	The Department of Education reports to Congress and the public	<ul style="list-style-type: none"> • Overview tables: licensing and certification requirements, types of certificates, alternative routes, waivers. • State and jurisdiction profiles. • Summary of efforts to improve teacher preparation and teacher quality.

Key Features of the Institutional Reports

Pass Rates



A principal feature of institutional reports is **pass rates for program completers**. As of the 1998-1999 school year, all but ten states or jurisdictions required assessments as part of initial teacher certification or licensure. The tests measure basic skills, professional knowledge and pedagogy, content in the teacher's area of specialization, or assessment of teacher performance. Generally, assessments establish minimum competency levels (through passing scores set by the state) rather than predicting how well someone will teach.

There are three kinds of pass rates:

- **Single assessment pass rates:** the percentage of program completers who pass an assessment in their area(s) of specialization, among all who take it.
- **Aggregate pass rate:** the percentage of program completers who pass all the tests they take in their area(s) of specialization, grouped into six skill or knowledge areas (see sidebar for list), among all program completers who take one or more tests in each area.
- **Summary pass rate:** the percentage of program completers who pass all tests they take for their area(s) of specialization, among those who take one or more tests in their specialization area; this includes all assessments an individual may need for initial certification or licensure.

Pass Rate Rankings

The HEA legislation mandates that all institutions of higher education within the state must be ranked on their pass rates. Institutions will be ranked by quartiles on each aggregate and summary pass rate; every institution in a given quartile will have the same ranking. Only institutions with ten or more program completers in a given assessment, aggregate, or summary category need to report and will be ranked.

There will be many ties and many institutions left out of rankings. Furthermore, these rankings only speak to the percentages of program completers who demonstrate minimum subject-matter competency by passing a required assessment. Therefore, institutional ranks should be viewed as only one aspect of the relative quality of teacher preparation programs. Teacher preparation programs can differ from one another in many ways, including admission requirements, program features, educational mission and population served; any of these features can make a difference in program outcomes.

Institutional pass rates cannot be compared among states. Pass rates reported in one state are simply not comparable to pass rates reported in another: certification requirements differ between states, as do assessment measures and cut scores. For these reasons, the U.S. Department of Education's report to Congress will emphasize the lack of validity of any such interstate comparisons.

With some frequency, individuals apply for initial licensing or certification simultaneously in more than one educational specialty or content area. For purposes of HEA Title II reporting, program completers will be counted only once for summary pass rates, but will be counted for each aggregate pass rate for which they are tested. Please see the discussion at the FAQ ("frequently asked questions") section of the Title II Web site (www.title2.org/faq.htm) for a discussion of the Department of Education's reasoning in this matter.

Other Teacher Preparation Program Characteristics

- Institutions will also be required to provide information on basic features of their teacher preparation program, including the number of students, the amount of required supervised practice teaching, and the student-faculty ratio in supervised practice teaching.
- The Department also has encouraged institutions to consider providing supplemental information about the teacher preparation program: e.g., the philosophical foundation of the program; demographic data for the program's students and/or completers; post-program performance, including hiring and retention rates, advanced and National Board for Professional Teaching Standards certification, etc.

EXPLAINING INSTITUTIONAL REPORTS

Who must report: Any institution of higher education conducting teacher preparation programs and enrolling students receiving federal assistance under Title IV of the HEA.

Teacher preparation program: A state-approved course of study, completion of which implies meeting all the state's education or training requirements for initial certification or licensure.

Program completer: Person who has met all the requirements of a state-approved teacher preparation program; includes all persons who are documented as meeting such requirements.

Skill/knowledge areas for aggregate pass rates:

- Basic skills
- Professional knowledge and pedagogy
- Academic content
- Other content
- Teaching special populations
- Performance assessments

Key Features of the State Reports



Pass Rates

State reports will include institutional pass rates and rankings. The reports will also provide statewide pass rates for single tests as well as aggregate and summary pass rates. Finally, the state reports will provide statewide pass rates for completers of each state-approved alternative route, and also for regular teacher preparation programs not housed at institutions of higher education.

In a number of states and institutions, passing required assessments has been made a condition of teacher preparation program completion. As a result, every program completer in these settings will have passed all required assessments by definition, and the institution (or state) will have 100 percent pass rates. Mandated 100 percent pass rates for some institutions and not others, of course, make comparisons between institutions on pass rates impossible; they also make the definition of program completer much less useful, since in effect this definition is not uniform for all institutions or states.

Certification and Licensure Requirements

State reports will describe the regular routes to initial certification or licensure, and will list the required elements. The reports will also list each state-approved alternative route, and its requirements for certification or licensure as they may differ from the requirements for regular programs. State reports must also list the required assessments and minimum passing scores.

States are also asked to provide information about teaching standards, or about any ongoing standards development process.

Assessment of Teacher Preparation Program Quality

Title II of the HEA requires that states have in place a set of criteria by which teacher preparation program quality may be assessed. In addition, the state must establish criteria for identifying programs as low-performing and provide technical assistance to help those institutions, and must report any teacher preparation programs that it finds to be either low-performing, or at risk of being found to be low-performing.

Waivers of Initial Certification or Licensure

State reports must also summarize certain information about the waivers that are granted of initial certification or licensure requirements. Many states provide some exceptions to initial certification and licensure; these exceptions permit individuals who have not met all of the state certification or licensure requirements to be classroom teachers. States use many different terms to describe waivers, and the ways in which waivers are managed also vary widely from one state to another.

The Title II reporting definition of waivers focuses on individuals who are teaching but who lack a license or certificate from any state. The definition does not include:

- Persons who have an initial license or certificate to teach in a state other than the one in which they are teaching (since such persons by definition are not candidates for **initial** certification or licensure); and
- Persons with an initial license or certificate but who are teaching a subject for which they are not licensed.

The definition of waiver does, however, include those persons teaching while pursuing an alternative route to certification, but who have not yet completed the alternative route program.

Finally, there are a number of states in which the regular initial license or certificate is held to be “provisional” or interim, with the state requiring the individual to teach for a certain amount of time before a full license is granted. Such initial licenses or certificates are **not** to be considered waivers.

State reports must include the following information on waivers:

- The total number of waivers issued during an academic year, and as a percentage of the total number of teachers.
- Waivers disaggregated by school district poverty level.
- Waivers disaggregated by identified subject area and specialty.
- Waivers in identified subject areas to teachers who have sufficient content knowledge but have not met pedagogy requirements. This information is required because it is important to differentiate waivers granted to teachers who have adequate content knowledge from waivers granted to teachers without adequate content knowledge.

Other information

As with the institutions, states are encouraged to provide supplementary information not contemplated in the legislation or the Department of Education’s guidelines.

The U.S. Department of Education will make the reports public by displaying them on the Title II website.

