



## *Tips for State Title II Coordinators*

# Getting Started

Each state will need to develop a Title II reporting process tailored to its own needs. Developing this process should involve collaboration between state agencies and institutions. However, the day-to-day responsibility for developing and implementing the process most likely will fall to one person – the state Title II coordinator. In the early stages of Title II planning, the coordinator will need to communicate with the teacher preparation programs in the state to inform them about the reporting requirements.

These tips outline some of the steps states will need to follow in early stages of Title II planning and implementation.



**Identify a Title II Coordinator**—If your state hasn't done so already, it will need to identify a state official who will be responsible for Title II reporting. The agency responsible for preparing the reports often is the state teacher certification and/or licensing authority, either an office within the State Educational Agency (SEA) or an independent board or commission. The Title II Coordinator should be knowledgeable about the state's teacher licensing and certification practices. Because teacher preparation bridges K-12 and higher education, a person with an understanding of both sectors would be ideal for the position.

While each state will determine the responsibilities of the Title II coordinator, some of the duties may include:

- Convening meetings of Title II representatives from institutions of higher education;
- Communicating with institutions on an on-going basis about Title II;
- Serving as a liaison between institutions and state offices, and between the state and the U.S. Department of Education;
- Working with other offices in the state to obtain data for the required reports;
- Drafting the initial state plan for reporting to the U.S. Department of Education (due October 7, 2000);
- Helping institutions get prepared to submit their reports to the state (first annual report is due on April 7, 2001); and
- Overseeing and preparing the state report to the U.S. Department of Education (first annual report is due on October 7, 2001).



**Identify a Title II Representative in Each Institution**—In order for the system to work, the Title II process requires collaboration between the state and the institutions of higher education that have teacher preparation programs. The

state Title II coordinator will want to identify a representative in each institution. In general, the institutional Title II representative should be an individual who is knowledgeable about teacher training and certification policies and has the authority to speak for the institution. Likely duties of the institutional Title II representative include:

- Serving as a liaison between the institution and the state;
- Attending regional or statewide Title II meetings;
- Contributing to the development of a Title II reporting plan;
- Reviewing and commenting on the state Title II plan;
- Working with the testing company and/or state to obtain pass rate information;
- Obtaining the necessary data for the annual institutional report; and
- Overseeing or preparing the final report to the state.

If institutions in your state have not informed you of who will serve as their institutional representative, you may want to contact the Dean of Education and President of each institution to let them know about the Title II requirements and ask that they designate a person to serve as the representative. Collect as much contact information as possible up front, including the name, address, telephone number, fax number, and email address of each representative. Once representatives have been identified, send them a copy of the Title II guide or point them to the pdf file on the Title II website ([www.title2.org](http://www.title2.org)).



**Read and Understand the Guide**—The U.S. Department of Education has released the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation* to assist the Title II community in meeting the Title II reporting requirements. The guide identifies the information you will need to prepare and complete the forms, including definitions, reporting methods, and the rules that govern reporting. Please make sure you are using a copy of the guide dated April 19, 2000, or later.

Electronic versions of the guide are available on the Title II website at [www.title2.org](http://www.title2.org). If you need a hard copy of the report, please request one through the Title II Technical Assistance Support Center (see contact information below).

There are several key terms with unique definitions that you will need to understand and apply to your state's teacher preparation system in order to prepare the Title II reports successfully. They are:

- Teacher preparation program
- Program completer
- Alternative route to certification or licensure
- Regular teacher program
- Waivers

Definitions to these terms are provided on page 5 of the guide and in the glossary in Appendix B (pages 40-42).



**Become Familiar with the Pass Rate Requirements**—The Title II legislation requires that states and institutions report pass rates for program completers on teacher assessments. Detailed information on pass rates is provided on pages 6-13 of the guide. In summary, institutions are required to report:

- A pass rate for each assessment taken;
- Aggregate pass rates for assessments in the following six areas (Appendix E describes how to put each assessment into one of the following categories):
  - Basic skills
  - Professional knowledge and pedagogy
  - Academic content (e.g., mathematics, social studies, science, the arts)
  - Teacher special populations (e.g., special education, English as a second language)
  - Other content areas
  - Performance assessments;
- A summary pass rate for all assessments taken.

States, in turn, will report the pass rates for each institution along with statewide pass rates in their reports to the U.S. Department of Education. Furthermore, states must rank the institutions on their aggregate and summary pass rates by quartiles. In addition to the institutional pass rates, states must report pass rates for program completers who have pursued alternative routes to teacher certification or licensure.



**Review the Questionnaires**—You will need to become familiar with the state and institutional questionnaires. Appendix C (pages 43-47) contains a suggested format for preparing the congressionally mandated institutional reports. States may develop their own reporting forms for institutions as long as they identify the mandated items in Sections I and II.

The state questionnaire, which can be found in Appendix D (pages 48-68), is more detailed than the institutional questionnaire. Make sure you can identify the data source for each item and the agency/office that maintains the information. In an effort to reduce the state’s burden in reporting, the U.S. Department of Education will develop a web-based reporting system. Many of the items will be “pre-loaded” with publicly available data, and the state will need to revise only items that change from year to year. We will send you information about the system as it becomes available.



**Meet with Institutional Representatives**—Although not required, in-person meetings are a good idea for two reasons. First, institutional representatives may have little or no understanding of the Title II reporting requirements, which are complex and may not be easily adapted to all aspects of your state’s teacher preparation system. Such meetings are an excellent forum for communicating the Title II reporting requirements.

Second, there are several important areas where the state needs to work with institutions on developing and clarifying key definitions and data elements. In-person meetings can provide valuable in-depth insights into issues that cannot be gleaned from other forms of communication. In the initial planning stages, states and institutional representatives should meet to reach agreement on:

- The reporting schedule for institutions (see below);
- How to define the academic year for the cohort of completers;
- How the state will define the criteria to identify “low-performing” institutions;
- How disputes between institutions and testing agencies on pass rates will be resolved;
- Whether states will collect uniform supplemental data from institutions and if so, what information.

The Title II process should be as inclusive as possible. Therefore, you may want to invite other Title II stakeholders to the initial meeting. These stakeholders may include representatives from the testing agencies, state teacher preparation and certification policymakers, and the Title II technology coordinator.

There is no one best model for setting up your meetings with institutional representatives. Obviously, staff availability and budget will be major factors in the number and kind of meetings you will be able to convene over the Title II reporting period. Early implementation states have approached the planning process in the following ways:

- The Title II coordinator in *Kansas* convened a meeting of all institutional representatives to review the second draft of the reporting guide. After the final guide was released, she met with each institutional representative to discuss how they would develop their Title II databases and to answer any questions they had about Title II. Another meeting is planned with all representatives to discuss how the state will define the criteria for low performing institutions. Throughout the process, the coordinator has used email to inform the institutions of news and updates about Title II.
- *Pennsylvania* convened a 2-day advisory group with 12 institutional representatives (public, private, and geographically representative) to discuss the Title II reporting process and to make preliminary recommendations on how to proceed statewide. The Title II coordinator then held three regional meetings and invited all 91 institutions to attend. After the regional meetings,

the advisory group reconvened via videoconference to make final recommendations on Title II reporting. Based on the advisory group's recommendations, the Title II coordinator prepared a reporting guide targeted to the state's reporting system. The Title II coordinator has kept the institutions in the loop by sharing draft documents.

- *Tennessee* brought all of its 39 institutional representatives together to brief them on the Title II reporting requirements and to gather input on key decisions. The next day, a smaller group of institutional representatives met to brainstorm about the state's plan for reporting. The Title II coordinator will disseminate the draft to all institutions for review and comments.



**Develop the Title II Reporting Schedule for Your State**—The Title II coordinator will need to include the institutions, testing agencies and any other state or local agencies that may have Title II responsibilities in your scheduling. Keep the following factors in mind when planning the schedule for your state:

- The first institutional reports are due to the state by April 7, 2001;
- The first state report is due to the U.S. Department of Education by October 7, 2001;
- Testing need to be included in developing a schedule that allow institutions enough time to review and verify their pass rates. States and testing agencies need to work together to make sure the dates work for all involved in the Title II reporting process.
- Some states and institutions have lengthy review processes. Build in plenty of time for review and report approval.



**Communicate with the Testing Agencies Responsible for Administering the Teacher Assessments in Your State**—Pass rates on teacher assessments are a key component of Title II reporting. Some states administer their own assessments while others rely on one of the two major testing companies: the Education Testing Service (ETS) and National Evaluation Systems (NES). The Title II contacts for each company are:

- Dr. Pat Hartanowicz  
Educational Testing Service  
Princeton, New Jersey 08541  
Telephone: (609) 734-5587
- Dr. Richard Allen  
National Evaluation Systems  
30 Gatehouse Rd  
Amherst, MA 01002  
Telephone: (413) 256-0444



**Use the Title II Website and Hotline**—The U.S. Department of Education, through its contractor Westat, has established a technical assistance support center for the Title II community. If you need help at any time throughout the Title II planning and reporting process, please contact the support center by:

- Email—[title2@westat.com](mailto:title2@westat.com)
- Toll-free telephone hotline—(877) 684-8532
- Toll-free fax—(800) 805-6627

As part of the technical assistance program, we have launched a website for the Title II community. We will use the website to disseminate information and resources about reporting. For example, under the "Resources" button, you will find a copy of the reporting guide as well as PowerPoint presentations that walk you through the process. Under the "Contacts" button on the "Resources" page, you will find state Title II contacts.

More important, the site was designed to provide a forum for states and institutions to exchange ideas and to communicate with each other. By sharing information and experiences, states and institutions may serve as resources to one another. Clicking on the "Forums" button accesses the communications tools. States and institutions can post questions and participate in on-line conferences. We will be adding private areas for each state.

***Check the website regularly for news, updates, and resource to help you with Title II!***