

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

## HEA Title II

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

Office of Postsecondary Education  
U.S. Department of Education

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

#### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a currently valid OMB control number. The valid OMB control number for this collection is 1840-0744. Public reporting burden for this collection of information is estimated to average 242 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit (Public Law 110-305, section 205, Higher Education Act of 1965, as amended in 2008 by the Higher ED) and the Consolidated and Further Continuing Appropriations Act, 2015 (PL 113-235)). If you have comments or concerns regarding the status of your individual submission of this form, please contact the U.S. Department of Education, Freddie Cross, 400 Maryland Ave., SW, Washington, DC 20202, [Freddie.cross@ed.gov](mailto:Freddie.cross@ed.gov) or (202) 453-7224.

Note: Key terms and phrases in this questionnaire are defined in the glossary of key terms on p. 16-18.

#### Contact Information

Key Terms:      academic year

State: \_\_\_\_\_ Agency Name: \_\_\_\_\_

Contact person: \_\_\_\_\_ Title: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Telephone no.: (     ) \_\_\_\_\_ - \_\_\_\_\_ Fax no.: (     ) \_\_\_\_\_ - \_\_\_\_\_

Website: \_\_\_\_\_

Academic year: \_\_\_\_\_

#### Introduction (optional)

Instructions:      Please use this space to provide any additional information that provides context for the data included in this report card. You may also attach information to this report card.

## Section I: Program Information

### List of Programs

Instructions: List each teacher preparation provider and program for an initial teaching credential offered in your state below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. Indicate any at-risk or low-performing programs. (§205(b)(1)(H)), (§207(a))

Key Terms: teacher preparation provider, teacher preparation program

Note: This section is preloaded from Institution and Program Report Card (IPRC) data. States will update the at-risk and low-performing indicators as applicable.

Teacher Preparation Provider Name and Type: \_\_\_\_\_ IPEDs ID, if applicable \_\_\_\_\_

Teacher preparation program*	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such.
<i>ex. Early Childhood Education</i>	<i>PG</i>	<i>At risk ____ Low performing ____ If applicable, date designated _____</i>
<i>ex. Elementary Education</i>	<i>Both</i>	<i>At risk ____ Low performing ____ If applicable, date designated _____</i>
<i>ex. Teacher Education - English/Language Arts</i>	<i>UG</i>	<i>At risk ____ Low performing ____ If applicable, date designated _____</i>

\*Teacher preparation program categories include: Special Education; Early Childhood Education; Elementary Education; Teacher Education – Agriculture; Teacher Education – Art; Teacher Education – Business; Teacher Education – English/Language Arts; Teacher Education – Foreign Language; Teacher Education – Health; Teacher Education – Family and Consumer Sciences/Home Economics; Teacher Education – Technology/Industrial Arts, Trade and Industrial; Teacher Education – Mathematics; Teacher Education – Music; Teacher Education – Physical Education and Coaching; Teacher Education – Reading; Teacher Education –General Science; Teacher Education – Biology; Teacher Education – Chemistry; Teacher Education – Physics; Teacher Education – Earth Science; Teacher Education – Social Studies and Social Sciences; Teacher Education – Computer Science; Teacher Education – Drama and Dance; Teacher Education – History; Teacher Education – Speech; Teacher Education – English as a Second Language; Junior High/Intermediate/Middle School Education and Teaching, General Education (alternative programs/programs providing pedagogy only); and Other.

State Totals (automatically calculated in the reporting system)

	Total # of Providers	Total # of Programs
Traditional		
Alternative, based within an IHE		
Alternative, based outside an IHE		





## Teachers Prepared by Area of Credential

Instructions: Provide the number of program completers by area of credential for each teacher preparation provider. (§205(b)(1)(H)(i))

Note: States enter the data in this section of the report each year. States have the option to submit a template to upload the data in the system or enter the data manually in the system.

Teacher Preparation Provider Name: \_\_\_\_\_ Program Type: \_\_\_\_\_

Area of credential	Number of individuals certified

## Teachers Prepared by Subject Area

Instructions: Provide the number of program completers by subject area for each teacher preparation provider. "Subject area" refers to the subject area category in which the program completer is prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H)(iii))

Key Terms: academic major

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

Teacher Preparation Provider Name: \_\_\_\_\_ Program Type: \_\_\_\_\_

Subject Area	Number of program completers
Special Education	
Early Childhood Education	
Elementary Education	
Junior High/Intermediate/Middle School Education and Teaching	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology/Industrial Arts, Trade and Industrial	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education – General Science	
Teacher Education – Biology	
Teacher Education – Chemistry	
Teacher Education – Physics	
Teacher Education – Earth Science	
Teacher Education - Social Studies and Social Sciences	
Teacher Education - Computer Science	
Teacher Education - Drama and Dance	
Teacher Education - History	
Teacher Education - Speech	
Teacher Education - English as a Second Language	
Other (specify: _____)	

**Teachers Prepared by Academic Major**

Instructions: Provide the number of program completers by academic major. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H)(ii))

Key Terms: academic major

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

Teacher Preparation Provider Name: \_\_\_\_\_ Program Type: \_\_\_\_\_

Academic Major (education majors)	Number of program completers
Special Education	
Early Childhood Education	
Elementary Education	
Junior High/Intermediate/Middle School Education and Teaching	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology/Industrial Arts, Trade and Industrial	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education – General Science	
Teacher Education – Biology	
Teacher Education – Chemistry	
Teacher Education – Physics	
Teacher Education – Earth Science	
Teacher Education - Social Studies and Social Sciences	
Teacher Education - Computer Science	
Teacher Education - Drama and Dance	
Teacher Education - History	
Teacher Education - Speech	
Teacher Education - English as a Second Language	
Other (specify: _____)	
Academic Major (non-education majors)	Number of program completers
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Natural Resources and Conservation	
Area, Ethnic, Cultural, and Gender Studies	
Personal and Culinary Services	
Technology Education/Industrial Arts	
Legal Professions and Studies	
Visual and Performing Arts	
History	



## Section II: Assessing Program Performance

Instructions: Each state must conduct an assessment to identify low-performing teacher preparation programs, and must provide an annual list of low-performing programs and those at risk of being low performing (these programs are to be identified in Section I. List of Programs). States are also required to describe the assessment to identify low-performing programs. In this section, describe the state criteria for assessing the performance of teacher preparation programs in the state. Include indicators of academic content knowledge and teaching skills of prospective teachers enrolled in such program. (§205(b)(1)(F), §207(a))

Note: This section is preloaded from the state's prior year State Report Card.

1. Check each criterion your state uses to assess the performance of teacher preparation programs:

- Accreditation or State Review Rating
- Pass rates on state assessments required for a teaching credential
- Other indicators of program participants' academic content knowledge
- Indicators of program participants' teaching skills (such as clinical practice evaluations)
- Increasing professional development opportunities for teachers
- Improving K-12 student academic achievement
- Raising the standards for entry into the teaching profession
- Other criteria. (If yes, describe \_\_\_\_\_)

2. Check each criterion your state uses to identify at-risk or low-performing teacher preparation programs, and provide applicable benchmarks or measures.

- Accreditation or State Review Rating<sup>1</sup>  
Provide the rating that results in an "at risk" designation: ex. Accreditation with Stipulations  
Provide the rating that results in a "low-performing" designation: ex. Probation
- Pass rates on state assessments required for a teaching credential  
Provide the pass rate benchmark that results in an "at risk" designation: ex. Below 80%  
Provide the pass rate benchmark that results in a "low-performing" designation: ex. Below 70%
- Other indicators of program participants' academic content knowledge  
Provide the measures used: ex. GPA in content area coursework Benchmark/data ex. Average GPA of 3.0
- Indicators of program participants' teaching skills (such as clinical practice evaluations)  
Provide the measure used: ex. Student teaching evaluation scores. Benchmark/data ex. Average score of 3/5
- Increasing professional development opportunities for teachers  
Provide the measure used: ex. Number of PD courses offered. Benchmark/data ex. 5 courses
- Improving K-12 student academic achievement  
Provide the measure used: ex. Student growth on assessments Benchmark/data ex. Average gain of 30 points
- Raising the standards for entry into the teaching profession  
Provide the measures used: ex. Required minimum GPA Benchmark/data ex. Minimum GPA of 3.0
- Other criteria? If yes, describe: \_\_\_\_\_

<sup>1</sup> If the state uses accreditation or state review ratings as a criterion, the state should *only* select other criteria if the state uses those criteria *in addition to* the accreditation or state review rating, and not to indicate those criteria are used within the accreditation or state review process.

## Section III: Teaching Credentials

### Teachers Credentialed

Instructions: Provide the total number of persons receiving an initial teaching credential in the state, and the subset of those who completed their teacher preparation programs in another state. (§205(b)(1)(H))

Note: States enter the data in this section of the report each year.

Total number of persons receiving an initial teaching credential in the state	
Subset of persons receiving an initial teaching credential in the state who completed their teacher preparation program in another state	

### Credential Requirements

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

1. Credential name:
2. Is this an initial credential?
3. Is this an emergency, temporary or provisional credential?
4. Is this credential given only to alternative routes to teacher certification participants or completers?
5. Is this credential given only to career/technical education teachers?
6. Is this a permanent credential?
7. Duration of credential (in years):
8. Is this credential renewable? If yes:
  - a. How many times?
  - b. Renewal duration (in years)
  - c. Renewal requirements: \_\_\_\_\_
9. Is a bachelor's degree required?
10. Is a master's degree or higher required?
11. Is a bachelor's degree in education required?
12. Is this certificate granted at the elementary level? If yes:
  - a. What is the grade span covered by this credential?
  - b. Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?
13. Is this credential granted at the middle school level? If yes:
  - a. What is the grade span covered by this credential?
  - b. Is a bachelor's degree in a subject area or academic content area required?
14. Is this credential granted at the secondary level? If yes:
  - a. What is the grade span covered by this credential?
  - b. Is a bachelor's degree in a subject area or academic content area required?
15. Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?
16. Is completion of a state-approved teacher education program required?
17. Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?
18. Is there a grade point average (GPA) requirement for general and/or professional education coursework?
19. Are tests or assessments required?

20. Are performance assessment (such as portfolios) required?
21. Is there a recency of credit requirement?
22. Are passing state prescribed coursework and/or written assignments required?
23. Is professional employment as a teacher required?
24. Is passing National Board of Professional Teaching Standards required?
25. Is completion of a supervised clinical experience required?
26. Is participation in a mentoring program required?
27. Of fingerprinting, background check or police record examination, which are required?
28. Are there any other requirements?

### Section IV: Standards and Criteria

Instructions: Complete the following questions regarding teacher standards and criteria for an initial teaching credential in your state. (§205(b)(1)(A), §205(b)(1)(B), §205(b)(1)(C))

Note: This section is preloaded from the state’s prior year State Report Card.

1. Has the state developed standards that prospective teachers must meet in order to attain an initial teacher credential?
2. Is there a unique, overarching set of teacher standards that currently applies to all teaching fields and grade levels?
3. Are there distinct state teacher standards for early childhood education (birth through age 6)?
4. Are there distinct state teacher standards for early elementary education (grades K-3)?
5. Are there distinct state teacher standards for upper elementary education (grades 4-6)?
6. Are there distinct state teacher standards for middle grades education?
7. Are there distinct state teacher standards for secondary education?
8. Were the standards of any national organizations used, modified or referenced in the development of the state teacher standards? Check all that apply.  
 INTASC \_\_\_\_\_ NCATE \_\_\_\_\_ CAEP \_\_\_\_\_ NNPTS \_\_\_\_\_  
 Specialized Professional Associations (SPAs) \_\_\_\_\_ Other \_\_\_\_\_ (describe \_\_\_\_\_)
9. Specify where there are state teacher standards for the following specific teaching fields and grade levels:

Teaching field	Grade level					
	All levels	Early childhood	Grades K-3	Grades 4-6	Middle grades	Secondary grades
Arts						
Bilingual education, ESL						
English/language arts						
Foreign languages						
Mathematics						
Science						
History						
Geography						
Civics/government						
Economics						
Social studies						
Special education						
Technology in teaching						
Vocational/technical education						
Other (specify: _____)						

10. Provide a description of the reliability and validity of the teacher certification and licensure assessments, and any other state certification and licensure requirements.



**SUMMARY PASS RATES (complete this table for each program type)**

Teacher Preparation Provider	Group	Number taking one or more required tests	Number passing all tests taken	Pass rate (%)	State Average pass rate (%)
	All program completers (current year)				
	All program completers (prior year)				
	All program completers (second prior year)				
Statewide average					

**Section VI: Alternative Routes**

**Instructions:** For all state-approved alternative routes to a teaching credential, including any such routes operated by entities that are not IHEs, list each alternative route and answer the questions about each route. (§205(b)(1)(E))

**Key Terms:** alternative route to a teaching credential

**Note:** This section is preloaded from the state’s prior year State Report Card.

1. Alternative route name:
2. Is this alternative route limited to teaching certain subject areas or grade levels? If yes, please specify.
3. Is this alternative route designed to address critical shortage areas? If yes, please specify.
4. Maximum number of years allowed to complete alternative route program:
5. Is a teaching license issued to an individual participating in this route? If yes, please specify.
6. Is a bachelor’s degree required?
  - Yes, a bachelor’s degree is required for *entry into the alternative route*.
  - Yes, a bachelor’s degree is required for *alternative route completion*.
  - No bachelor’s degree is required for the alternative route.
    - a. If yes, is a bachelor’s degree in a subject area required?
7. Are pedagogy or professional knowledge classes required?
8. Is there a credit hour requirement for general and/or professional education coursework?
9. Is there a grade point average (GPA) requirement for general and/or professional education coursework?
10. Are tests or assessments required?
11. Is professional employment as a teacher required during completion of the alternative route?
12. Is completion of a supervised clinical experience required? If yes, please describe.
13. Is professional development or continuing education experience required?
14. Is participation in a mentoring program required?
15. Is there a service requirement upon completion of this alternative route? If yes, please specify:
  - a. Teaching in a high-needs school? How many years: \_\_\_\_\_
  - b. Teaching in a critical shortage area? How many years: \_\_\_\_\_
16. Who administers the alternative route:

<input type="checkbox"/>	state	<input type="checkbox"/>	institution of higher education	<input type="checkbox"/>	district
<input type="checkbox"/>	non-profit or private organization	<input type="checkbox"/>	other (specify: _____)		

- a) If the alternative route is administered by institutions of higher education, which institutions offer this alternative route?
17. Are there any other requirements? Please specify.
18. Website: \_\_\_\_\_

## Section VII: Teacher Shortages and Teacher Preparation

Instructions: Answer the following questions regarding how teacher preparation programs in your state are addressing shortages and preparation of teachers. (§205(b)(1)(I), §205(b)(1)(J), §205(b)(1)(L)).

Note: This section is preloaded from the state's prior year State Report Card.

Provide a description of the extent to which teacher preparation programs are addressing shortages of teachers who meet the applicable state certification and licensure requirements, by area of credential, subject, and specialty, in the state's public schools.

Provide a description of the extent to which teacher preparation programs in the state prepare teachers, including general and special education teachers, to teach students with disabilities effectively, including training related to participation as a member of individualized education program team.

Provide a description of the extent to which teacher preparation programs in the state prepare teachers, including general and special education teachers, to effectively teach students who are limited English proficient.

## Section VIII: Technology

Instructions: Answer the following questions regarding how teacher preparation programs in your state use technology. (§205(b)(1)(K))

Key Terms: universal design for learning

Note: This section is preloaded from the state's prior year State Report Card.

Provide a description of the activities that prepare teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.



**Section IX: Improvement Efforts**

Instructions: List and describe any steps taken by the state during the past year to improve the quality of the current and future teaching force. (§205(d)(2)(A))

Note: This section is preloaded from the state’s prior year State Report Card.

Check the activities and initiatives in which the state is engaging to improve the quality of the current and future teaching force. Check all that apply.

Implementing or strengthening educator standards	<input type="checkbox"/>
Implementing or strengthening educator preparation program review and/or continuous improvement processes	<input type="checkbox"/>
Implementing or strengthening career ladders for educators	<input type="checkbox"/>
Implementing or strengthening educator recruitment efforts	<input type="checkbox"/>
Implementing or strengthening professional development opportunities and/or requirements	<input type="checkbox"/>
Providing technical assistance to educator preparation programs	<input type="checkbox"/>
Creating collaborative networks for educators	<input type="checkbox"/>
Streamlining educator certification processes	<input type="checkbox"/>
Strengthening educator evaluation processes	<input type="checkbox"/>
Offering grant programs related to improving the teaching force	<input type="checkbox"/>
Other	<input type="checkbox"/>

For any box checked above, describe the steps taken by the state during the past year to improve the quality of the current and future teaching force.

**Supplemental information (optional)**

Instructions: Please use this space to provide any supplemental information to support your State Report Card.

Note: This section is preloaded from the state’s prior year State Report Card.

**Certification**

I certify that, to the best of my knowledge, the information in this report, including information about low performing teacher preparation programs and programs at risk of being low performing, is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

\_\_\_\_\_ Signature

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

\_\_\_\_\_ Title

Certification of review of submission:

\_\_\_\_\_ Signature

\_\_\_\_\_ Name of reviewer

\_\_\_\_\_ Title

**Glossary of Key Terms:**

- Academic major:** The actual major(s) declared by the program completer. Post-baccalaureate programs should report on the undergraduate major or the academic major of the most recent degree earned by the prospective teacher.
- Academic year:** A period of 12 consecutive months, starting September 1 and ending August 31.
- Adjunct Faculty Supervising Clinical Experience:** Teacher preparation provider staff (whether teachers or other educational leaders) who are engaged with the teacher-candidates during their supervised clinical experience, in terms of spending time observing or supervising candidates or discussing the clinical experience with candidates or other teacher preparation program faculty.
- Alternative route to a teaching credential:** A teacher preparation pathway that primarily serves candidates that are the teacher of record in a classroom while participating in the route. Alternative routes to a teaching credential are defined as such by the state.
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience:** PreK-12 staff who teach in the classrooms in which candidates are placed for clinical experiences, who are engaged with teacher-candidates during their supervised clinical experience, in terms of observing or supervising candidates or discussing the clinical experience with candidates or other teacher preparation program faculty.
- Enrolled student:** An individual who has been admitted, enrolled, and registered in a teacher preparation program and participated in the program during the academic year. Participation may include taking a course, participating in clinical experience, or participating in other program activities. Individuals who were enrolled and completed the program during the academic year are counted in the total count of enrolled students as well as in the subset of program completers (see “program completer”).
- Faculty supervising clinical experience:** All persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program.
- Full-time equivalent faculty:** Each faculty member who is employed full-time by the IHE counts as 1. Each faculty member who is employed part-time by the IHE is counted in proportion with the amount of time the individual is employed (for example, a faculty member who is employed half-time is counted as .5).
- Individualized education program team:** The term ‘individualized education program team’ or ‘IEP Team’ means a group of individuals composed of the parents of a child with a disability; not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment); not less than one special education teacher, or where appropriate, not less than one special education provider of such child; a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the local educational agency; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; at the discretion of the parent or the agency, other

individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, the child with a disability.

Nonclinical coursework:	Any course in the teacher preparation program curriculum that focuses on content, such as academic subject matter, and does not require students to participate in the activities of supervised clinical experience as described in the glossary definition may be counted as nonclinical coursework. The curriculum policies of each state and its institutions will identify coursework that is nonclinical or clinical. See supervised clinical experience.
Pass rate:	The percentage of students who passed assessment(s) taken for an initial teaching credential in the field of preparation. <ul style="list-style-type: none"> <li>• Single assessment pass rate: The percentage of students who passed the assessment among all who took the assessment.</li> <li>• Summary pass rate: The percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas.</li> </ul>
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 an initial teaching credential may not be used as a criterion for determining who is a program completer.
Scaled score:	A scaled score is a conversion of a student's raw score on a test or a version of the test to a common scale that allows for a numerical comparison between students. Because most major testing programs use multiple versions of a test, the scale is used to control slight variations from one version of a test to the next. Scaled scores are particularly useful for comparing test scores over time, such as measuring semester-to-semester and year-to-year growth of individual students or groups of students in a content area. However, within the same test, different content areas are typically on different scales, so a scaled score of 24 in Mathematics may not mean the same as a scaled score of 24 in Reading.
Supervised clinical experience:	A series of supervised field experiences (including student teaching) with PK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Please note that Title II, Section 202(d)(2) describes features of clinical experience. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework that is clinical and nonclinical.
Teacher credential 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 credentialing.
Teacher preparation program:	A program, whether traditional or alternative, offered by a teacher preparation provider that leads to a specific state teacher credential in a specific field.
Teacher preparation provider:	An IHE or other organization that is authorized by the state to prepare teachers.

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