

Glossary

Academic year: A period of 12 consecutive months, starting September 1 and ending August 31.

Adjunct faculty: IHE and preK-12 staff (whether teachers or other educational leaders) who are engaged significantly with the teacher-candidates during their supervised clinical experience, in terms of spending significant amounts of time working with them. Any of the following three criteria would imply inclusion in the count of adjunct faculty:

- If they spend a number of hours each week observing, supervising or discussing the clinical experience with the teacher-candidates or other teacher preparation program faculty;
- If they receive a stipend from the teacher preparation program for their participation;
- If they are considered part of the teacher preparation program, in terms of recognition in brochures or other program descriptions provided to the state or the general public.

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.

Challenging academic content standards: Standards that specify what children are expected to know and be able to do; contain coherent and rigorous content; and encourage the teaching of advanced skills.

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*.”)

Critical shortage area: See *Teacher shortage area*.

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

Early childhood education program: A Head Start program or an Early Head Start program carried out under the Head Start Act (42 U.S.C. 9831 et seq.), including a migrant or seasonal Head Start program, an Indian Head Start program, or a Head Start program or an Early Head Start program that also receives State funding; a State licensed or regulated child care program; or a program that serves children from birth through age six that addresses the children's cognitive (including language, early literacy, and early mathematics), social, emotional, and physical development; and is a State prekindergarten program; a program authorized under section 619 or part C of the Individuals with Disabilities Education Act; or a program operated by a local educational agency.

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*.)

Enrolled student: A student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Highly qualified teacher: A teacher that has a bachelor's degree, full state certification and has demonstrated competency in all subjects in which he or she teaches. A highly qualified teacher has not had any credential requirements waived on an emergency, temporary or provisional basis.

Highly qualified teachers in alternative routes: A teacher in an alternative route to a teaching credential may be considered highly qualified if the teacher holds at least a bachelor's degree, has already demonstrated subject-matter competency in the core academic subject(s) the teacher will be teaching, and is participating in an alternative route to certification program in which the teacher: (1) receives, before and while teaching, high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction; (2) participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or in a teacher mentoring program; (3) assumes functions as a teacher for a period not to exceed three years; and (4) demonstrates satisfactory progress toward full certification as prescribed by the state. The state must ensure, through its certification and licensure process, that these provisions are met. If the teacher does not complete the alternative certification program within the three-year period, the teacher is no longer considered to be highly qualified.

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

Initial credential: The first teaching credential issued to an individual. The specific credentials classified as initial credentials in each state are defined by the state. States are to provide information on degree, coursework, assessment, supervised clinical experiences and other requirements.

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, or persons who meet the requirements of section 484(d)(3);
- 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, or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;
- 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 requirements in subsection (a)(1), admits as regular students individuals—
 - (A) who are beyond the age of compulsory school attendance in the State in which the institution is located; or
 - (B) who will be dually or concurrently enrolled in the institution and a secondary school."

Limited English proficient student: A student who is aged 3 through 21; who is enrolled or preparing to enroll in an elementary school or secondary school; who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on state assessments described in section 1111(b)(3) of the *Elementary and Secondary Education Act*; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Mentoring/induction support: The coaching and instruction that a candidate receives as part of the teacher preparation program while serving as the teacher of record in a classroom. This type of clinical

experience is most often found in alternative route programs in which candidates are the teacher of record in a classroom while participating in the program.

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 initial certification or licensure in the field of preparation.

Single assessment pass rate: The percentage of students who passed the assessment among all who took the assessment.

Summary pass rate: The percentage of students who passed all appropriate tests (e.g. content, content pedagogy, pedagogy, etc.), they took for their area(s) 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.

Reliability: Reliability is the consistency of your measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of your measurement. A measure is considered reliable if a person's score on the same test given twice is similar. It is important to remember that reliability is not measured, it is estimated. There are two ways that reliability is usually estimated: test/retest and internal consistency.

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 can include 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.

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 205.

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.

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 credential.

Sub-Program: The individual programs offered within an institution’s traditional or alternative teacher preparation program. For example, an institution may offer an Elementary Education program, a Special Education program, and a Secondary English program within the traditional teacher preparation program. Each is considered to be a sub-program for the purposes of Title II reporting. Also may be referred to as “individual teacher preparation programs within the institution.”

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

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 as follows. 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.

“(2) CLINICAL EXPERIENCE AND INTERACTION.—Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators, involved in the program. Such program shall do the following:

“(A) Incorporate year-long opportunities for enrichment, including—

“(i) clinical learning in classrooms in high-need schools served by the high-need local educational agency in the eligible partnership, and identified by the eligible partnership; and

“(ii) closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at early childhood education programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction.

“(B) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas.

“(C) Provide high-quality teacher mentoring.

“(D) Be offered over the course of a program of teacher preparation.

“(E) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program).

“(F) Where feasible, allow prospective teachers to learn to teach in the same local educational agency in which the teachers will work, learning the instructional initiatives and curriculum of that local educational agency.

“(G) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.

“(H) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph or paragraph (1) or (3), and for individuals who serve as mentors for such teachers, based on each individual’s experience. Such support may include—

“(i) with respect to a prospective teacher or a mentor, release time for such individual’s participation;

“(ii) with respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership’s activities; and

“(iii) with respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor’s extra skills and responsibilities.

Supervising Faculty: 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.

Teacher: For the purpose of reporting, a teacher is a classroom teacher, including special education and early childhood education teachers. A teacher is not a principal, vice principal, school administrator, guidance counselor, school social worker, speech/language pathologist or other school support personnel.

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 credentialing.

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, middle or secondary schools. A teacher preparation program may be either a traditional program or an alternative route to a teaching credential, as defined by the state. Also, it may be within or outside an institution of higher education. For the purpose of reporting, all traditional teacher preparation programs at a single IHE are considered to be a single program.

Teacher shortage area: As designated by the Secretary or by the State educational agency, including mathematics, science, special education, and instruction of limited English proficiency students (see Section 206(a)).

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 an initial teaching credential.

Teaching skills: Skills that enable a teacher to increase student learning, achievement, and the ability to apply knowledge; effectively convey and explain academic subject matter; effectively teach higher-order analytical, evaluation, problem-solving, and communication skills; employ strategies grounded in the disciplines of teaching and learning that are based on empirically-based practice and scientifically valid

research, where applicable, related to teaching and learning; are specific to academic subject matter; and focus on the identification of students' specific learning needs, particularly students with disabilities, students who are limited English proficient, students who are gifted and talented, and students with low literacy levels, and the tailoring of academic instruction to such needs.

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.

Traditional teacher preparation program: A teacher preparation program that primarily serves undergraduate students without prior teaching or work experience and leads at least to a bachelor's degree.¹

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.

Validity: Validity is the strength of our conclusions, inferences or propositions. Experts define it as the "best available approximation to the truth or falsity of a given inference, proposition or conclusion." In short, were we right? Let's look at a simple example. Say we are studying the effect of strict attendance policies on class participation. In our case, we saw that class participation did increase after the policy was established. Each type of validity would highlight a different aspect of the relationship between our treatment (strict attendance policy) and our observed outcome (increased class participation).

¹ Some traditional teacher preparation programs may lead to a teaching credential but not a degree. A traditional teacher preparation program in the outlying areas may lead to an associate's degree.