

The Secretary's Sixth Annual Report On Teacher Quality



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**A Highly Qualified Teacher
In Every Classroom**

**U.S. Department of Education
Office of Postsecondary Education
2009**

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U.S. Department of Education

Arne Duncan

Secretary

Office of Postsecondary Education

Daniel T. Madzellan

Delegated the Authority to Perform the Functions and Duties of the Assistant Secretary for Postsecondary Education

November 2009

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Executive Summary

While multiple factors contribute to student success in primary and secondary school, student access to qualified, competent and motivated teachers is critical. Preparing a highly qualified teaching workforce is a major national challenge, but the nation is making significant strides. The 2001 amendments to the *Elementary and Secondary Education Act of 1965 (ESEA)* provided the blueprint for progress by establishing national requirements for highly qualified teachers, and by setting clear goals for improved student achievement.

This sixth report on national indicators of the quality of America’s teacher preparation programs and states¹ assessments of novice teachers’ knowledge, skills and abilities presents data from all 50 states, the District of Columbia, Puerto Rico and outlying areas.

The 2006 data are of four accountability measures:

- The number of students who successfully complete their teacher preparation program;
- The identification of teacher preparation programs that are low-performing or at-risk of being identified as low-performing by states;
- The performance of teacher program completers on state assessments required for certification or licensure; and

- The number of waivers² to full teacher certification or licensure issued by states.

The national figures in this report are based on aggregated data from state reports.

Teacher Preparation Programs

- There were 224,015 teacher preparation program completers nationwide in academic year (AY)³ 2004–05. This maintained the record high achieved in the previous year and was 17 percent higher than five years previous.
- Eighty-five percent of new teachers in the United States completed traditional college and university teacher preparation programs in AY 2004–05.
- Alternative route program completers decreased by 19.8 percent, to 32,804 in AY 2004–05 (down from 40,925 in AY 2003–04).
- Seventy percent of the nation’s teachers who completed alternative route programs in AY 2004–05 attended programs in five states—Texas, New York, California, New Jersey and Georgia.
- The number of teacher preparation programs considered to be “at-risk” and “low-performing” increased by 82.4 percent to

¹ For purposes of this report, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and the outlying areas, which include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Mariana Islands, Palau and the Virgin Islands.

² Section 207(a) of Title II of the *Higher Education Act*, as amended, directs the Department to develop key definitions for terms used in reports. The Department’s *Higher Education Act, Title II: Reporting Reference and User Manual* defines a “waiver” as any temporary, provisional 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 unless the teacher is a short- or long-term substitute or is participating in an alternate route program and meets the *ESEA* criteria for being highly qualified.

³ The Department’s *Higher Education Act, Title II: Reporting Reference and User Manual* defines “academic year” as any period of 12 consecutive months, as defined by the state. Where academic years appear in this report, the abbreviation AY is used. Single years used in this report refer to the calendar year.

Executive Summary *continued*

31 in 2006, as compared to 17 the previous year (see chapter 1, page 16 for definition of “at-risk” and “low-performing” teacher preparation programs). This change is likely due to the cyclical nature of institutional program reviews. Most states have a three- to seven-year review cycle.

- In 2006, for the first time, five additional Pacific Region entities provided information, bringing the total number of reporting entities to 59. However, the Pacific Region data are very limited.

State Assessments for Teacher Certification

- Of the 47 states and Puerto Rico with alternative routes, the vast majority (43 states and Puerto Rico) require the same assessments for their alternative route program completers as their traditional route program completers in order to obtain full state certification.
- Nationally, 96 percent of program completers passed all of their required tests, with no significant difference between alternative and traditional route program completer passing rates.

State Certification Trends

- Over 300,000 teachers received their initial certification in AY 2004–05.
- A higher proportion of teachers are fully certified or licensed than ever before. The percentage of teachers on waivers to full certification decreased nationwide by over one-fourth, going from 2.4 percent of all

teachers in AY 2004–05 to 1.7 percent in AY 2005–06. America is closing the gap between the percentage of teachers on waivers in high-poverty districts and the percentage in all other districts. Nationally, 2.3 percent of teachers in high-poverty districts were working on waivers during AY 2005–06, compared to 1.4 percent in all other districts.

- Forty-seven states, American Samoa, the District of Columbia, the Federated States of Micronesia, the Marshall Islands, Puerto Rico and the Virgin Islands have developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure, an increase from 45 states, the District of Columbia and Puerto Rico in 2002.
- The Department required states to collect data on teachers’ certification or licensure requirements in charter schools that are classified as independent local education agencies (LEAs), for the first time in 2006. The total number of teachers counted increased by about 15,500 (0.5 percent), for a variety of reasons; other indicators’ trends were unchanged.

The national data indicate that states made progress again this year toward placing certified and licensed teachers in every classroom in the nation, but many teachers are not certified in every subject they teach. America must continue to make progress toward the goal of preparing, assessing and credentialing highly qualified teachers for all classes in all subject matter areas.

CHAPTER 1

PREPARING AMERICA'S TEACHERS

- ✓ Nationally, the total number of teacher preparation program completers was 224,015 in academic year (AY) 2004–05. This maintained the record high achieved in the previous year and was 17 percent higher than five years ago.
- ✓ Eighty-five percent of new teachers in the United States completed traditional college and university teacher preparation programs in AY 2004–05.
- ✓ Seventy percent of the nation's teachers who completed alternative route programs in AY 2004–05 attended programs in five states—Texas, New York, California, New Jersey and Georgia.

This chapter provides highlights and summary information about the quality of teacher preparation programs. It begins with a brief discussion of the characteristics of traditional and alternative route programs, reports on the success rates of students enrolled in these

programs and ends with state assessments of the quality of the programs that produce America's newest teachers. As the data are presented throughout this report, shaded boxes provide information needed to understand the meaning of the data collection terminology and alert the reader to some of the limitations of the data for comparing states and teacher preparation programs. State variations in determining whether a teacher preparation program is reported as traditional or alternative and in establishing teacher program standards and criteria for measuring performance significantly affect the data contained in this chapter.

Preparing teachers who have the skills and knowledge to help America's students achieve their full potential is a national effort that requires a strong partnership among institutions of higher education; elementary and secondary schools; governments at the state, local and federal levels and private industry. Every day, approximately 3.3 million teachers go to work in our nation's classrooms.⁴ The United States spent in the 2003–04 school year over \$400 billion (from federal, state and local sources combined) on public elementary and secondary education—with 66 percent of this amount for instruction.⁵

⁴ U.S. Department of Education, National Center for Education Statistics. (2007). *The Condition of Education 2007* (NCES 2007-064). Washington, D.C.

⁵ Johnson, F. (2006). *Current expenditures for public elementary and secondary education: School year 2003–04* (NCES 2006-352). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics. Accessed January 16, 2007, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006352>.

In academic year (AY)⁶ 2004–05, America prepared a record number of new teachers: 224,015 (figure 1.1). This was a 17 percent increase from just five years ago. Our nation was able to reach this record number through the combined results of two major types of teacher preparation programs: traditional and alternative route. One way of looking at the differences among these programs is in terms of the number (and proportion) of students who successfully complete the programs' requirements. Specific information about the proportion of successful program completers for every teacher preparation program in the United States is available to prospective students and the public at the U.S. Department of Education's *Higher Education Act (HEA) Title II* Web site: <https://title2.ed.gov>.

Another basic aspect of teacher preparation programs worth examination is whether they meet state standards of performance. Each state⁷ develops criteria that programs must meet in order to be approved by the state. Institutions that do not meet these standards are identified as “low-performing” or “at-risk” (see page 16 for the definition of “at-risk” and “low-performing” teacher preparation programs). Schools identified by their states as low-performing or at-risk are reported to the Department, and a low-performing designation must be included in the institution's catalogs and promotional materials. Information about these institutions is also available on the *HEA Title II* Web site.

⁶ The Department's *Higher Education Act, Title II: Reporting Reference and User Manual* defines “academic year” as any period of 12 consecutive months, as defined by the state. Where academic years appear in this report, the abbreviation AY is used. Single years used in this report refer to the calendar year.

⁷ For purposes of this report, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and the outlying areas, which include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Mariana Islands, Palau and the Virgin Islands.

HEA Title II Definition of Teacher Preparation Program

A state-approved course of study, the completion of which signifies that an enrollee has met all the state's education requirements, or training requirements, or both, 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.

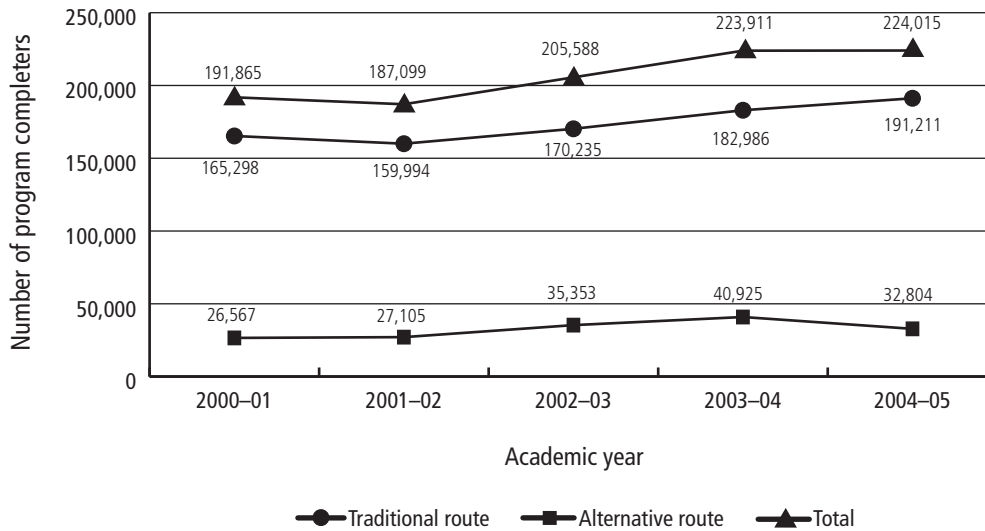
Definitions for this report can be found in the glossary of the *Higher Education Act, Title II: Reporting Reference and User Manual*.

Source: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act, Title II: Reporting Reference and User Manual*. Washington, D.C.

Traditional and Alternative Teacher Preparation Programs

Teachers in the United States historically have received their preparation for entering the profession by completing an undergraduate college program focused on teaching, and the

Figure 1.1 Trend in total number of program completers, by traditional and alternative routes: AY 2000–01 through AY 2004–05



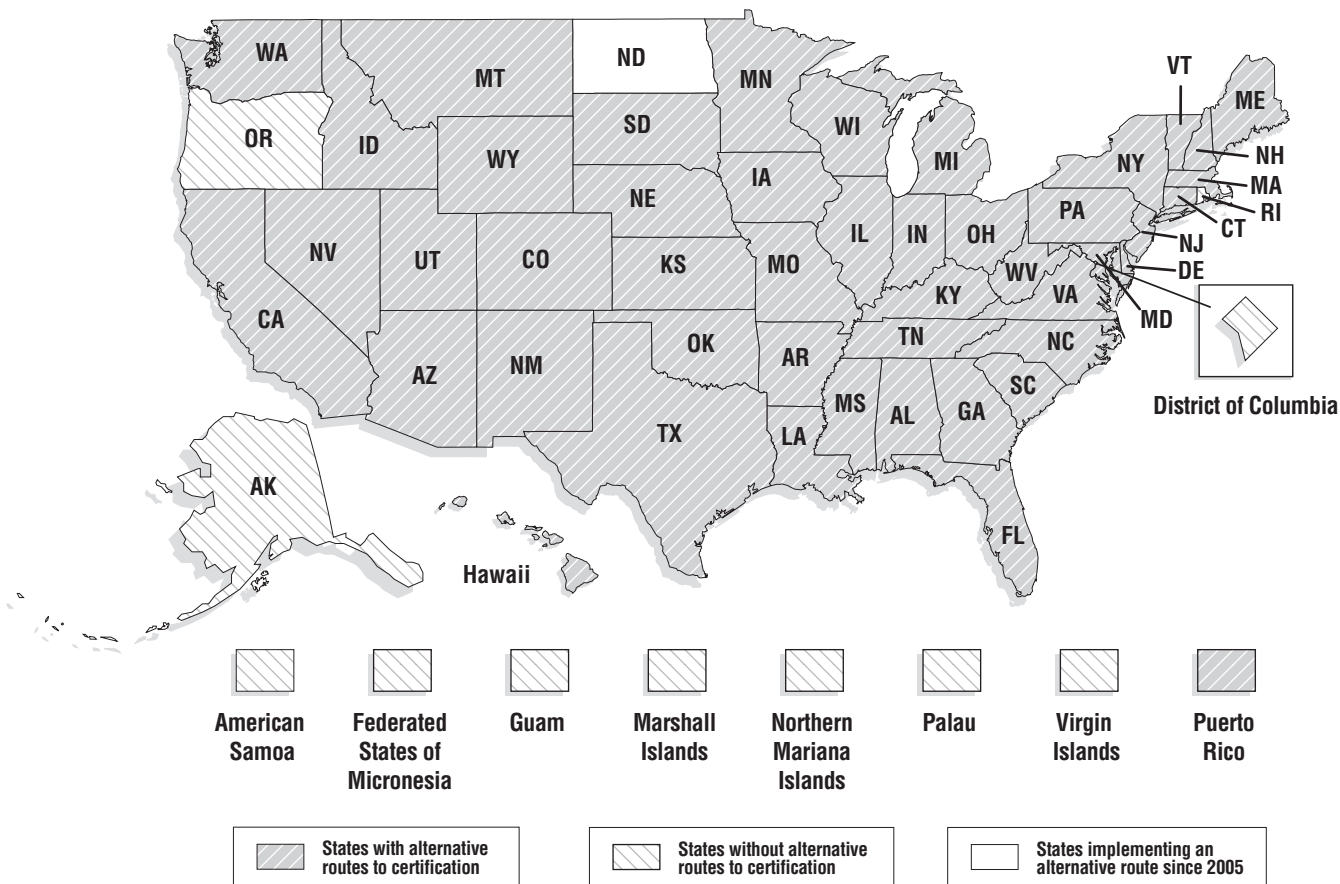
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

majority of new teachers still prepare this way. These programs, termed “traditional route programs,” tend to be four-year undergraduate programs. Students in the programs may major in either education with a content-area specialty (such as mathematics or language) or in a content area with a focus on education. Traditional programs include courses on how to teach (pedagogy), as well as academic content, and may include courses on working with special populations (such as special education students or English language learners). Field experience, often called “student teaching,” is an important part of traditional programs and helps students gain on-the-job experience by working in a classroom with an experienced teacher. Traditional programs often require candidates to pass assessments of their basic skills in reading, writing and mathematics to be accepted into the program.

Meeting the growing and changing needs of America’s students has led to innovation in

teacher preparation. In the mid-1980s, led by New Jersey’s creation of its Provisional Teacher Program, states realized that traditional teacher preparation programs were not providing them with all of the high-quality teachers that they needed. In addition, schools needed more teachers in specific subjects, and there were too few new minority and male teachers. To meet these immediate needs, states focused on developing a way to bring individuals who already held a bachelor’s degree and had expertise in a subject area into the classroom. States also developed preparation programs that focused on training these experts in how students learn and effective teaching methods. These new alternatives to the traditional teacher preparation became known as “alternative routes” to teacher certification. Alternative route program components vary, but program participants almost always have a bachelor’s degree and have demonstrated their subject expertise through passing a subject-matter assessment or having a degree in a subject area. Alternative route

Figure 1.2 States with alternative routes to certification: 2006



NOTE: Alternative routes are as defined by the state. For purposes of this figure, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. The state education agency of the District of Columbia has not yet implemented any specific alternative route programs, but there are alternative route programs at the local education agency (district) level.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

programs adhere to the same state standards as traditional programs, and, in almost all cases, their successful completers receive the same full state certification as candidates completing a traditional teacher preparation program.

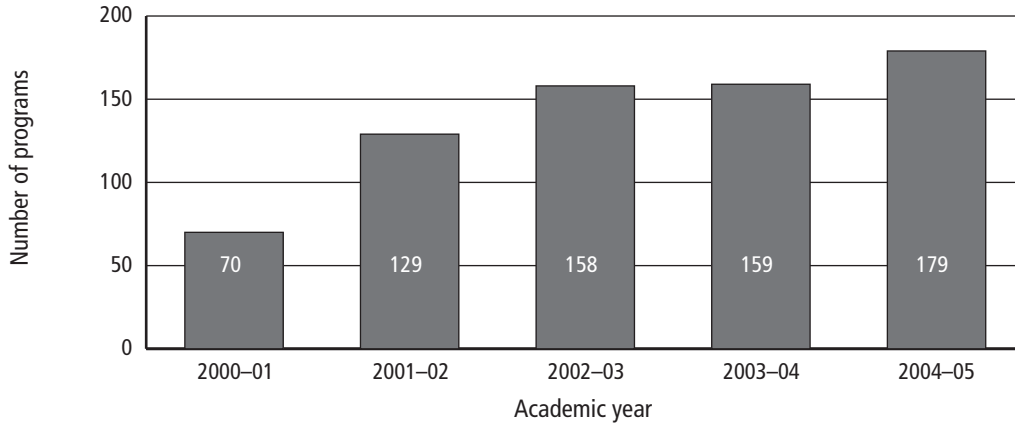
Since the inception of the *HEA* Title II data collection system, alternative routes have increased in number and in scope. The number of states that have approved and implemented alternative routes grew from 43 states and Puerto Rico in 2002 to 47 states and Puerto Rico in 2006 (figure 1.2). The

number of alternative route programs has increased steadily since AY 2000–01 to reach 179 programs in AY 2004–05 (figure 1.3).

Characteristics of Alternative Route Programs

Estimates of both the number of alternative route programs and of the individuals completing these programs vary among data sources primarily due to how organizations define what constitutes an alternative route. For the purposes of the *HEA* Title II data collection, there is no single definition of an

Figure 1.3 Number of alternative route programs: AY 2000–01 through AY 2004–05



SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

alternative route. Rather, each state establishes its own definition of an alternative route. As a result, programs reported vary considerably from state to state. For example, some states include recruiting mechanisms, such as Troops-to-Teachers,⁸ as alternative routes to teacher certification, while other states do not. In addition, some states report umbrella programs that are individually implemented at postsecondary institutions or school districts and are likely to differ somewhat from one another, such as California’s District Intern Program and Texas’ Alternative Certification Program. Some states have programs whose titles or other characteristics appear to be similar to other states’ alternative route programs (such as New York’s Alternative

Teacher Preparation Program, which includes the New York City Teaching Fellows), though the states may not define these programs as alternative route programs for *HEA* Title II reporting purposes. Though it is important to remember these distinctions, overall, the data show that, since 2002, alternative routes have increased in both number of programs and number of completers.

Alternative routes expand the pathways to teacher certification while maintaining the state’s standards.⁹ For example, in 2006:

- Ninety-two percent of alternative route programs reported requiring their completers to take the same assessments used for traditional route certification.

⁸ The Troops-to-Teachers program was established by the Department of Defense in 1994 to help improve public school education by providing funds to recruit, prepare and support former members of the military services as teachers in high-poverty schools. The program is currently authorized under Title II, Part C (sections 2301–2307), of the *Elementary and Secondary Education Act (ESEA)*, and is funded through the Department’s annual appropriation.

⁹ Title I of *ESEA* regulations (34 *CFR* 200.56(a)(2) and (b)) provide that, to be considered “highly qualified,” teachers in alternative route programs (1) must meet the same bachelor’s degree and subject-matter knowledge requirements as any other teachers in the state and (2) may teach for up to three years as “fully certified” so long as the alternative route program in which they are participating meets certain basic requirements, including professional development support before beginning to teach and while they are teaching. See also: Constantine, J., Player, D., Silva, T., Hallgren, K., Grider, M. and Deke, J. (2009). *An Evaluation of Teachers Trained Through Different Routes to Certification, Final Report* (NCEE 2009-4043). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

- Thirty-one percent of alternative route programs required other or additional assessments.
- Sixty-six percent of alternative route programs reported requiring candidates to complete practice teaching. However, it should be noted that some alternative route programs include on-the-job teaching in lieu of traditional practice teaching, which may not be captured in this data field.
- Alternative routes to certification have been developed through state and local initiatives, private entities and within schools, colleges and departments of education in public and private higher education institutions. Though most alternative route programs are administered by states, some programs are administered by local school districts, or institutions of higher education, and overseen by the state. Eleven percent of programs are supported by a private organization.

Please see table A1 in the Appendix for more information about the characteristics of alternative route teacher preparation programs.

National Teacher Preparation Program Completion Rates

Regardless of the route a prospective teacher uses to complete a program of study and earn state certification or licensure, when candidates meet all the requirements of a state-approved teacher preparation program, they are reported in the *HEA* Title II annual data collection system as “program completers.” *HEA* Title II data are reported by individual program for all programs in the United States and the outlying areas and are grouped into traditional and alternative route categories.

The record-high number of program completers in AY 2004–05 totaled 224,015 and showed a

17 percent increase above the AY 2000–01 total (figure 1.1). With the exception of a 3 percent drop between AY 2000–01 and AY 2001–02, the total number of program completers has increased annually over the past five years. However, the increase over last year’s (AY 2003–04) total was small at less than 1 percent (figure 1.1).

As in past years, a handful of states prepared a disproportionate percentage of the nation’s teachers. Texas, California and New York accounted for nearly a third of all program completers (figure 1.4).

Also maintaining a consistent five-year trend, the majority of the new teachers completed traditional preparation programs. The AY 2004–05 data show that 85 percent of new teachers completed traditional teacher preparation programs, and 15 percent completed alternative route programs (figure 1.5). This is similar to the proportion first reported in AY 2000–01. Over the past five years, however, there has been some fluctuation in the proportion of traditional and alternative route completers. In AY 2003–04, for example, traditional route completers made up 82 percent of total completers, while alternative route completers accounted for 18 percent of the total number reported (figure 1.5). Still, the bulk of program completers prepared through traditional teacher preparation programs.

Traditional Route Program Completers

Nearly 200,000 program completers completed traditional teacher preparation programs in AY 2004–05, a 4 percent increase over the previous year and a 16 percent increase since AY 2000–01 (see table A2 in the Appendix). Among the 45 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands that provided data on the number of traditional route program completers in both AY 2003–04 and AY 2004–05, about half (23 states, Guam and Puerto Rico) experienced growth in traditional

HEA Title II Definition of Program Completer

The *Higher Education Act* requires institutions of higher education to report the pass rate of their graduates on state teacher tests. The term “graduate” was changed to “program completer” because many graduates of teacher preparation programs do not receive a degree but rather a certificate or other evidence of program completion. A program completer is 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. For *HEA* Title II purposes, program completers cannot be identified on the basis of passing a state teacher test unless passing the test is a state or program condition for graduation or program completion.

Definitions for this report can be found in the glossary of the *Higher Education Act, Title II: Reporting Reference and User Manual*.

Source: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act, Title II: Reporting Reference and User Manual*. Washington, D.C.

route program completers, while the remaining 22 states, the District of Columbia and the Virgin Islands experienced decreases, though some of the changes are very small and round to a zero percent change (figure 1.6). In addition, the data show that Guam, Hawaii, Utah and Wyoming reported increases in traditional route program completers of 25 percent or more over the previous year.

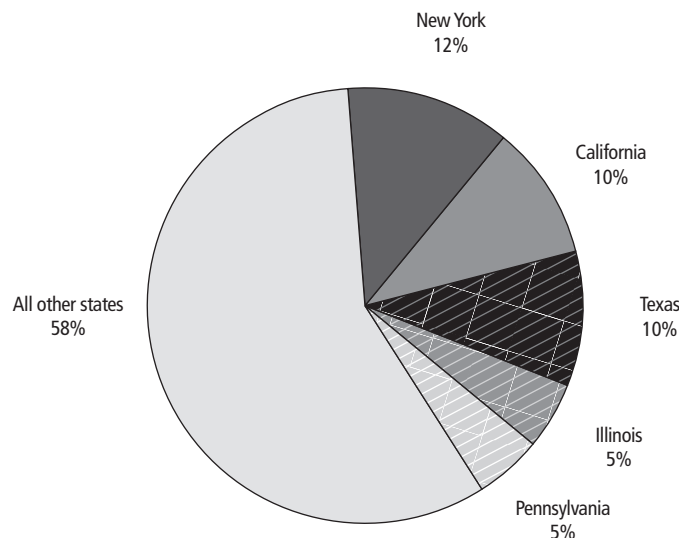
The five states with the largest number of traditional program completers were New York (20,839) and California (18,044), which prepared over 20 percent of traditional route program completers, followed by Texas (14,112), Pennsylvania (10,876) and Illinois (10,726). These were the top five states last year, as well. Together, they prepared almost 40 percent of the traditional route program completers (figure 1.7).

Alternative Route Program Completers

The number of alternative route completers increased more than 20 percent in the past five years, growing from 26,567 in AY 2000–01 to 32,804 in AY 2004–05. However, the total number of alternative route completers reported decreased for the first time between AY 2003–04 and AY 2004–05, down by 20 percent (figure 1.1). This decline resulted in the first net decrease in the national proportion of alternative route program completers as compared to completers from traditional programs. Previously, the proportion of alternative route program completers had remained steady or had grown. The decline could have been associated with changes in state certification or licensure requirements, as well as by changes in state categorizations of programs as traditional or alternative routes for purposes of *HEA* Title II reporting. The case of New York illustrates these changes.

New York alone accounted for more than a third of the reduction reported between AY 2003–04 and AY 2004–05. The state implemented new state certification requirements and announced in 2002 that, effective in February 2004, it would no longer issue provisional certificates (waivers). As a result, New York classroom teachers using waivers knew they had to qualify for regular certificates by 2004. To meet the new

Figure 1.4 Top five teacher-producing states by percentage of national teacher population: AY 2004–05



NOTE: For purposes of this figure, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

requirements, the teachers on waivers needed to enroll in an alternative (or traditional) route preparation program leading to full licensure. In AY 2003–04, New York’s alternative route programs experienced substantial enrollment growth, increasing by 19 percent over the previous year. Many of the teachers in these alternative route programs completed their programs by the February 2004 deadline and met the licensing requirements. Subsequently New York’s alternative route program completer numbers dropped in AY 2004–05. This shows one of the reasons alternative route programs have been an important approach for improving the quality of classroom teachers in recent years and how they have helped states meet one important requirement of the amended *ESEA*: ensuring that all classes are taught by highly qualified teachers.

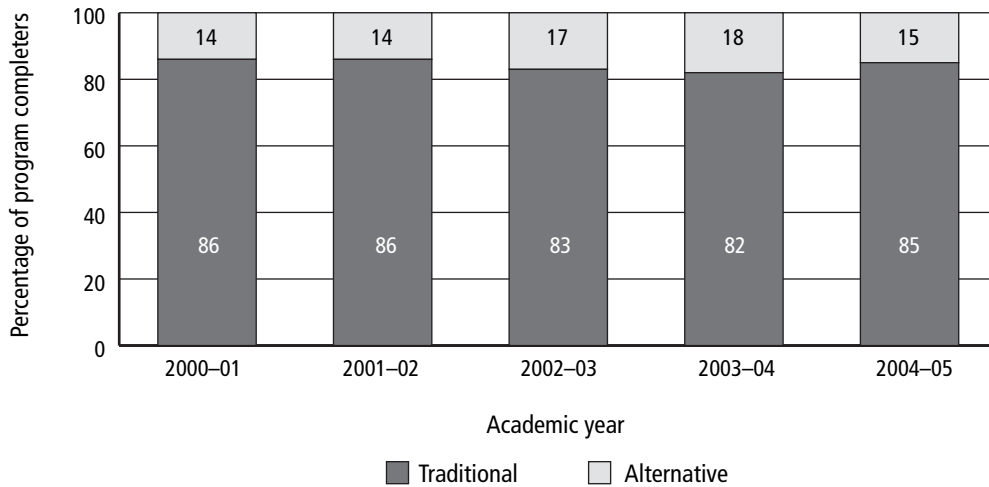
Alternative Route Program Completers

The *HEA* Title II data collection survey does not specifically ask for the total number of alternative route completers by program or by state, thus the total number of alternative route completers reported in the pass rate section is used as a proxy (see chapter 2). Because not all states require assessments and because some states incorrectly report some alternative route program pass rates among their traditional route program pass rates, this is not a perfect measure. However, states are encouraged to report alternative route completers even if they do not require assessments of their alternative route candidates.

Definitions for this report can be found in the glossary of the *Higher Education Act, Title II: Reporting Reference and User Manual*.

Source: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act, Title II: Reporting Reference and User Manual*. Washington, D.C.

Figure 1.5 Trend in percentage of program completers attending traditional and alternative route programs: AY 2000–01 through AY 2004–05



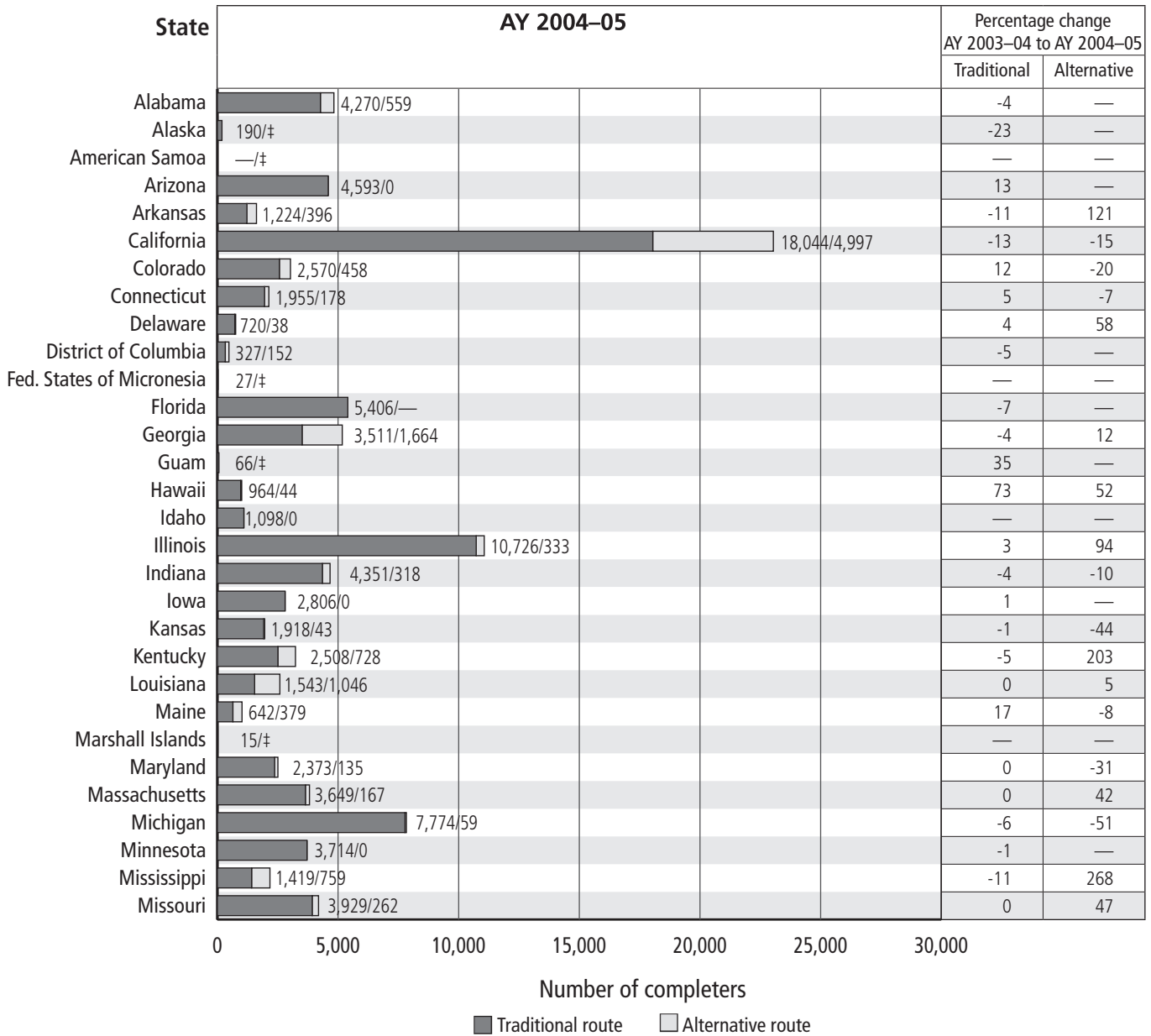
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

New York was not alone in reporting a decrease in alternative route completers. Ten additional states reported decreases from AY 2003–04 to AY 2004–05; seven of these states reported decreases of 10 percent or greater. As with New York, the decreases in these states appear to result from state-specific issues. In contrast to the 11 states reporting decreases in alternative route completers, 21 states and Puerto Rico reported increases in the number of alternative route completers. Of these states, 18 states and Puerto Rico reported an increase of over 10 percent (see table A3 in the Appendix). Based on analyses of the data at the individual state level, there appears to be no clear national trend in the proportion of completers in alternative route programs as compared to traditional programs. For example, in California, both traditional route and alternative route completers declined in numbers in the past year, after years of fairly steady increases, but Texas experienced increases in both traditional and alternative

route completers. In New Jersey, the number of alternative route completers decreased, while the number of traditional program completers increased. In contrast, in Georgia, the number of traditional route program completers decreased, while the number of alternative route completers increased.

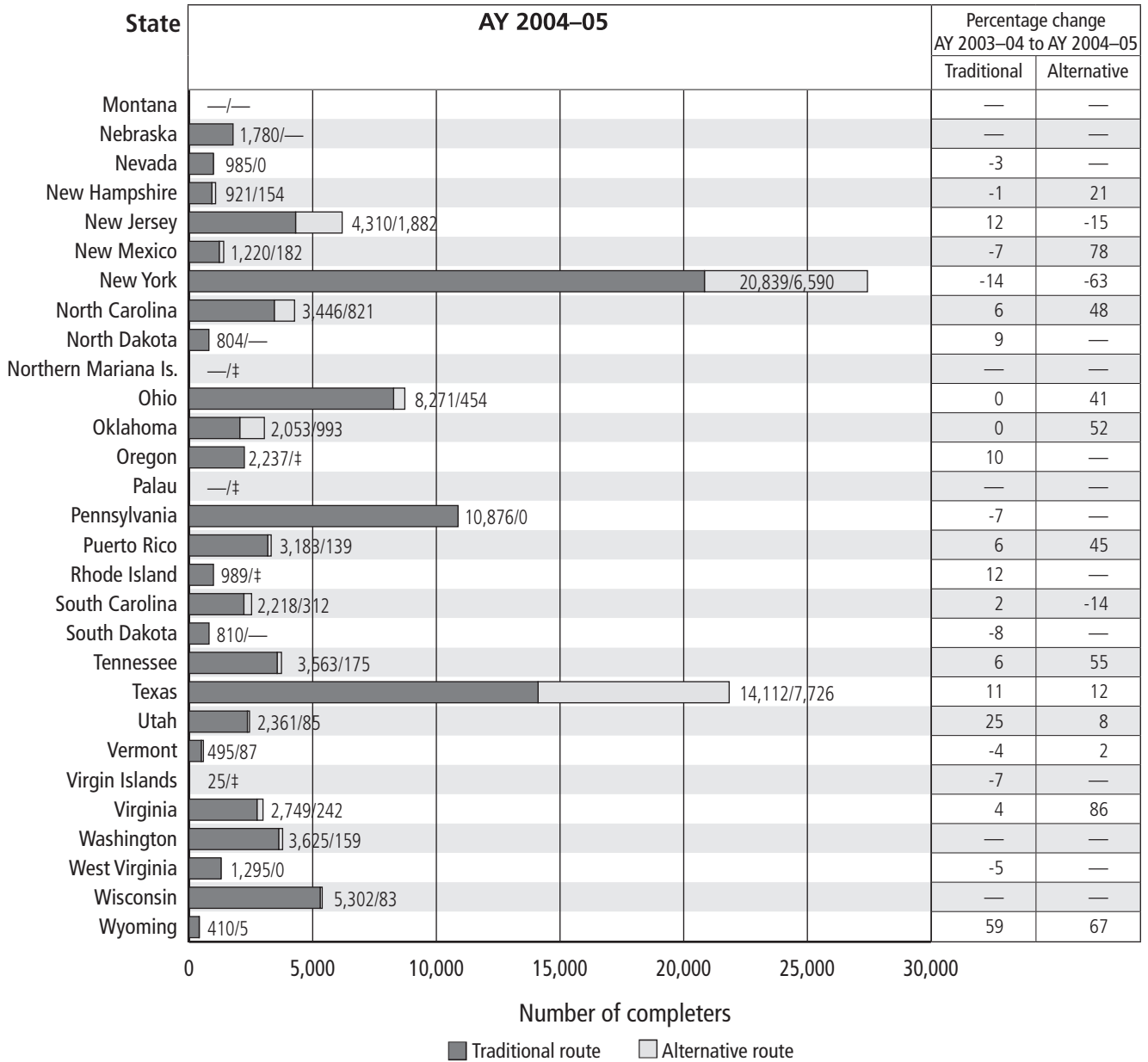
Five states accounted for 70 percent of all alternative route completers nationwide in AY 2004–05 (figure 1.8). Texas reported the largest number of alternative route completers (7,726), followed by New York (6,590), California (4,997), New Jersey (1,882) and Georgia (1,664). While the list of the five top completer states has remained the same since AY 2002–03, the rank ordering has changed slightly. In AY 2003–04, for example, New York reported the largest number of alternative route completers. Please see table A3 in the Appendix for individual state trends throughout the five-year history of *HEA* Title II reporting.

**Figure 1.6 Number of traditional and alternative program completers, by state:
AY 2004–05 and percentage change between AY 2003–04 and AY 2004–05**



Continued

**Figure 1.6 Number of traditional and alternative program completers, by state:
AY 2004–05 and percentage change between AY 2003–04 and AY 2004–05**
continued



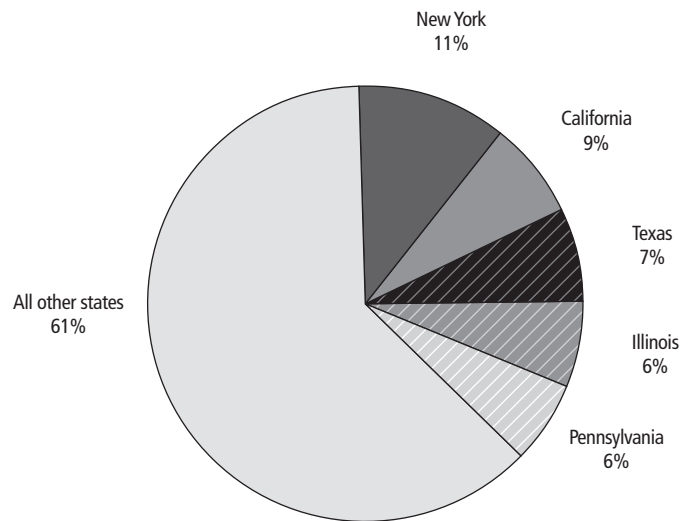
— Data not available.

‡ State does not have an approved alternative route in place.

NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Figure 1.7 Top five teacher-producing states, traditional routes: AY 2004–05



NOTE: For purposes of this figure, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Program completion rates at teacher preparation programs are one important accountability measure of institutional performance in preparing a high-quality teaching workforce. In addition to reporting on program completion rates, states are required by *HEA* Title II accountability provisions to implement program evaluation criteria to assess the quality of teacher preparation programs. In the final section of this chapter, the data on institutional performance measured against state standards and criteria are summarized.

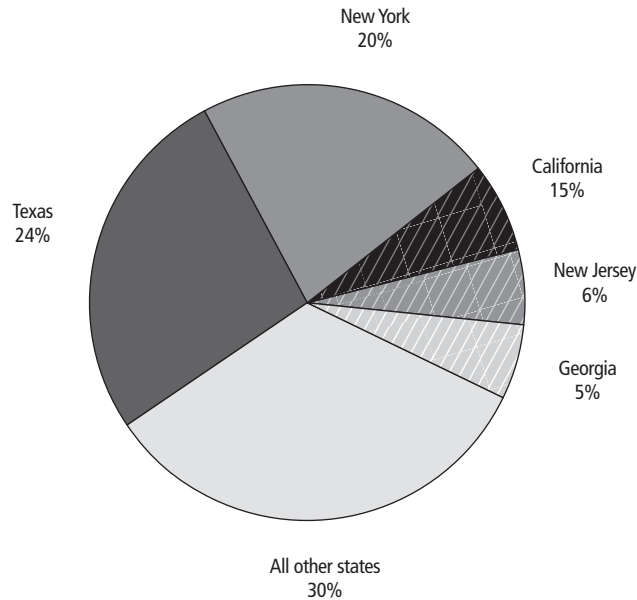
Assessing the Quality of Teacher Preparation Programs

To enable all students to reach their full potential, America’s new teachers must be prepared in world-class traditional and alternative teacher preparation programs. Helping to ensure the quality of these programs is a critical function

performed by state governments. The *HEA* Title II accountability system provides a national database of each state’s criteria for assessing teacher preparation programs. As of 2006, 50 states and the District of Columbia have implemented criteria for assessing teacher preparation programs, and three other reporting entities (Guam, Puerto Rico and Virgin Islands) are currently in the process of finalizing and implementing their criteria. The five outlying areas that are new to *HEA* Title II reporting (American Samoa, Federated States of Micronesia, Marshall Islands, Northern Mariana Islands and Palau) have not yet begun the process of developing criteria for assessing their teacher preparation programs.

In addition to establishing criteria for evaluating the performance of teacher preparation programs, states are required to have established a procedure to identify “low-performing”

Figure 1.8 Top five teacher-producing states, alternative routes: AY 2004–05



NOTE: For purposes of this figure, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

teacher preparation programs and to provide technical assistance to these programs to help them improve.¹⁰ The criteria for evaluating the performance of teacher preparation programs and the definitions of low-performing programs vary from state to state. The annual listing of programs identified by each state as not meeting performance standards for quality teacher preparation are published in this report and are available to students and the public at the *HEA* Title II Web site: <https://title2.ed.gov>.

State Criteria for Assessing Teacher Preparation Program Performance

Each state independently sets policies and standards for teacher preparation program development and approval. States also establish

the criteria they will use to evaluate the performance of these programs on a regular basis. In 2006, 50 states and the District of Columbia indicated that they had implemented criteria for assessing teacher preparation program performance. This was an increase from the 47 states and the District of Columbia that had implemented such criteria by 2002. The 2006 data also show that Guam, Puerto Rico and the Virgin Islands have proposed, but not yet implemented, the criteria for assessing teacher program performance.

Many states adopt or integrate criteria developed by national accrediting organizations into their requirements. At least 43 states, the District of Columbia and the Virgin Islands have adopted or integrated criteria developed by national

¹⁰ As provided under *HEA* Title II, Section 208, states determine the definitions and criteria for at-risk and low-performing teacher preparation programs.

professional accrediting agencies. In 2006, 34 states and the District of Columbia reported that they used the National Council for Accreditation of Teacher Education (NCATE) standards to assess teacher preparation programs. These standards address candidate knowledge skills; field experiences and clinical practice; faculty qualifications, performance and development; unit governance and resources, among other areas. Further, some of these states have entered into partnership with NCATE to conduct joint teacher preparation program reviews. Sixteen states and the Virgin Islands reported using the core knowledge, disposition and performance standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC).

Some states have determined that more than one accrediting association's standards meet their state criteria. Six states reported allowing the use of either the Teacher Education Accreditation Council's (TEAC) standards for teacher preparation program evaluation or the NCATE standards. For example, in New York, the NCATE and TEAC standards have been determined by the state to be equivalent to the state's program standards.

In addition to using the standards of national accreditation associations, some states develop unique teacher preparation program assessment criteria to meet the state's individual needs by combining state standards with the standards of accreditation organizations. For instance, all teacher education programs in South Carolina must meet the NCATE standards, must address the national content area standards associated with NCATE accreditation and must meet state standards (e.g., teacher performance standards, curriculum standards, diversity standards).

States also develop teacher preparation program criteria by combining state standards with the standards of other organizations. States

have established criteria based on resources from state boards or departments of education, professional teaching standards boards, state legislators, institutions of higher education, local school districts (including teachers), education union representatives, professional education organizations and other community members, such as parents and business leaders.

Teacher preparation criteria usually include multiple measures of performance. Figure 1.9 shows the number of states with selected common criteria for assessing the performance of teacher preparation programs from 2002 to 2006. While each state sets its individual criteria, states reported using some common elements:

- Fifty states, the District of Columbia, Guam and Puerto Rico included indicators of teachers' knowledge and skills, such as grade point averages or portfolios, in teacher preparation program performance criteria, an increase from 46 states in 2002.
- The criteria in 32 states, Guam, Puerto Rico and the Virgin Islands contained a determination of passing rates on state certification or licensure assessments, a substantial increase from 23 states, Guam and Puerto Rico in 2002.
- Twenty-nine states have incorporated other criteria, such as the qualifications of the program's faculty, the quality of student teaching experiences, teacher rehire and retention rates, employer satisfaction surveys and the diversity of program completers (such as ethnic and certification area diversity).

Many states also have been taking steps to improve their teacher preparation program performance criteria. A few examples of continuing state efforts are included here:

- California has adopted new program standards aligned with state academic content standards for students.

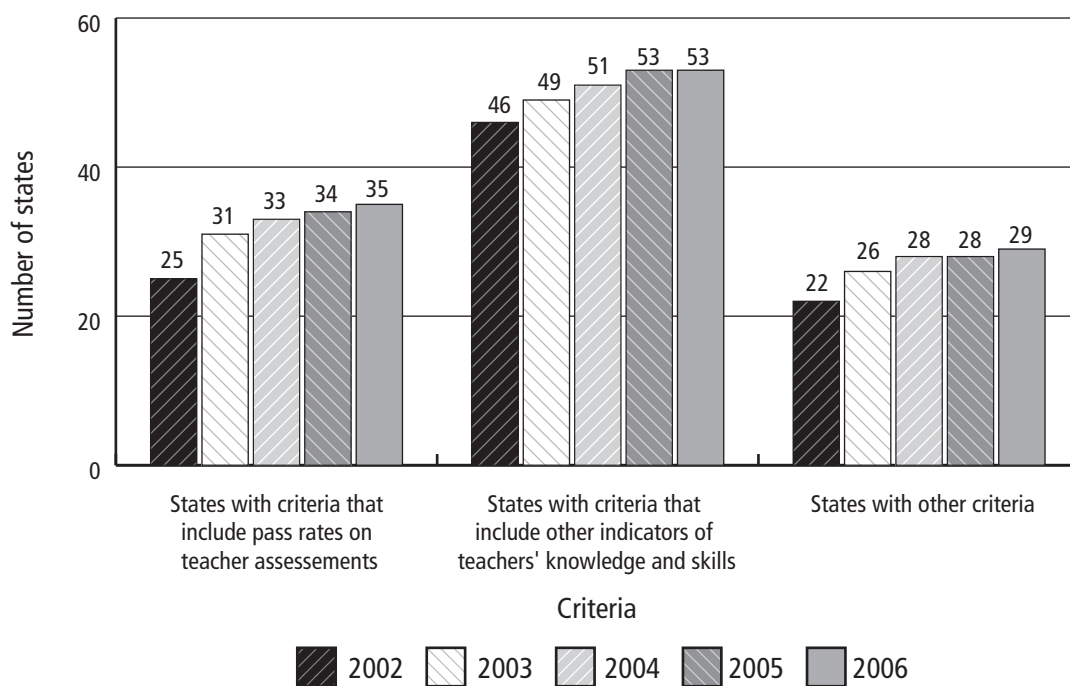
- All teacher preparation programs in Vermont and West Virginia must be aligned with teacher certification and content standards. Vermont’s full-state review (every six years) of teacher preparation programs includes samples of successful portfolios produced by teachers in each content area. All state-approved teacher preparation programs in West Virginia are being reviewed by the state and must demonstrate their alignment to state certification and content standards.
- All teacher preparation programs in Florida, Massachusetts and Missouri must meet requirements based on performance in the classroom, including the effect their teacher candidates and novice teachers (program completers) have on student learning in

classrooms from prekindergarten to grade 12 during field experiences or their first year of teaching. Missouri’s teacher preparation programs also must provide evidence of their impact on prekindergarten to grade 12 education in the state.

State Teacher Preparation Program Review Processes

The mechanisms states use to assess whether individual teacher preparation programs are meeting the established performance criteria are state or accreditor reviews. These processes bring together a number of important participants in the teacher education community to evaluate the teacher preparation program. States often

Figure 1.9 Number of states with criteria for assessing the performance of teacher preparation programs: 2002 through 2006



NOTE: States may respond to questions regarding criteria for assessing teacher preparation programs based on proposed, not implemented, criteria. “Other criteria” may include employer satisfaction, teacher rehire or retention rates, teacher portfolios, teacher surveys, or quality of field experiences. For purposes of this figure, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

have teams comprised of these representatives who are responsible for the review and approval of state teacher preparation programs. For example, higher education faculty, administrators and public school personnel (e.g., teachers, administrators) in Illinois are trained to serve as members of state review teams that visit teacher preparation programs to ensure compliance with state statutes and rules and to assess program performance.

Teacher preparation program evaluations are cyclical in nature and are repeated regularly—usually every three to seven years—depending on the state. The evaluations are data driven and often consist of layers of review. The reviews may include program self-evaluations designed to show evidence of meeting state standards and identifying areas for improvement; on-site visits conducted by either state staff or independent organizations, or both; and other data collections, such as surveys of program graduates and their employers. In most states, program evaluations are performance-based, and teacher preparation programs must meet criteria that are aligned with state teacher certification requirements and content standards.

State Identification of Low-performing Teacher Preparation Programs

Teacher preparation programs that do not meet the established criteria may be classified by the state as “at-risk of low-performing” or “low-performing.” *HEA* Title II accountability provisions require states to provide technical assistance to programs identified as being low-performing, or at-risk of being so identified. The purpose of state technical assistance is to help these programs address deficiencies and improve performance within a specified time period. The

***HEA* Title II Does Not Define At-risk or Low-performing Programs**

States determine the definitions and criteria for “at-risk” and “low-performing” teacher preparation programs, as well as the evaluation criteria, processes for assessing and frequency of the reviews the state uses to monitor the quality of teacher preparation programs.

Definitions for this report can be found in the glossary of the *Higher Education Act, Title II: Reporting Reference and User Manual*.

Source: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act, Title II: Reporting Reference and User Manual*. Washington, D.C.

technical assistance is usually tailored to the individual program’s weaknesses, and the state monitors the progress of the program. State technical assistance may be provided in a wide variety of ways, including on-site visits, funding for program improvements, identifying outside resources or consultants, assigning a mentor institution to model a successful program or assisting with the development of test-taking skills or practice testing programs.

Programs that are unable to demonstrate that corrective actions have been successful within the required timeline are identified as low-performing by the state. Low-performing programs may lose state or federal financial support or have their state accreditation withdrawn.

In 2006, 31 teacher preparation programs in 14 states were identified as at-risk or low-performing (table 1.1 and table 1.2).¹¹ The number of programs reported annually is

¹¹ This number can be compared to the total of some 1,600 teacher preparation programs for which the *HEA* Title II data collection system receives information each year.

significantly affected by the cyclical nature of program evaluation. Most states evaluate their teacher preparation programs every three to seven years, with an average review cycle of five years. This means that the number of programs being reviewed in a given year can vary dramatically. While the number of teacher preparation programs identified as at-risk or low-performing in 2006 is nearly double the 17 programs reported in 2005, it is the same number as reported in 2002. Thus, the increase in the number of programs identified as at-risk or low-performing in 2006 may reflect the onset of a new program review cycle in some states.

Another aspect of the cyclical nature of the state review that affects the number of programs identified annually is the time period between the determination of a program

as at-risk or low-performing and when it is reevaluated by the state to determine if sufficient improvements have been made to remove it from the list. Of the 17 programs reported in 2005, as of 2006 nine were no longer identified as being at-risk or low-performing.

Monitoring of teacher preparation program performance by states, and publication of results of this monitoring by institutions, states and the federal government benefits the teaching profession directly, and benefits students and the general public as well. Prospective students enrolling in teacher preparation programs benefit from access to information about the performance and quality of the programs they are considering.

Two States' Approaches to Ensuring Teacher Preparation Program Quality

Most states have had program assessment criteria in place for years. North Carolina is one of these states, and it has identified programs as at-risk or low-performing each year since 2002 (see table 1.2). North Carolina's evaluation process is conducted more often than that of most states and requires institutions with approved teacher education programs to submit annual reports to the state. The report contains both quantitative and qualitative data in three broad categories: service to and involvement with public schools, the performance of program completers on licensing examinations and the satisfaction of program completers and their employers. Institutions not meeting two criteria in a single year, the same criteria twice in three years, or one criterion a year for three years are designated as low-performing. Institutions identified as low-performing must submit an improvement plan within 30 days of being so identified. If an institution is designated as low-performing for two consecutive years, an on-site review of the teacher education program is conducted. The state also provides technical assistance. While North Carolina has identified low-performing programs each year since 2002, only two programs have been so identified for more than one year.

The Oklahoma state regents annually monitor teacher education programs. In addition, the Oklahoma Commission for Teacher Preparation monitors programs every three to five years in conjunction with program approval and accreditation schedules. This process was put into place in the interest of early intervention, to provide technical assistance and prevent teacher preparation programs from becoming low-performing. Oklahoma has not yet identified a teacher preparation program as at-risk or low-performing.

Table 1.1 At-risk and low-performing institutions, by state: 2006

State	Institution name	Program name	Program type	Date designated
Florida	St. Thomas University	Elementary Education (grades K-6)	Low-performing	3/19/06
Georgia	Fort Valley State University	All preparation programs	At-risk	1/1/04
	Georgia Southwestern State University	All preparation programs	At-risk	9/5/06
Illinois	Blackburn College	Educational Unit	At-risk	6/17/03
	University of Chicago	Educational Unit	At-risk	6/17/03
Iowa	Ashford University	Master of Arts in Teaching	Low-performing	7/26/06
Kansas	Bethany College	Department of Education	Low-performing	3/14/06
	Haskell Indian Nations University	School of Education	Low-performing	7/8/04
	Tabor College	Department of Education	At-risk	6/13/06
	Washburn University	Department of Education	At-risk	3/8/05
Kentucky	Union College	Entire Program	At-risk	9/12/05
	Kentucky Wesleyan College	Entire Program	At-risk	9/25/06
Maine	University of Maine	Teacher preparation	At-risk	8/1/06
	University of Maine at Fort Kent	Teacher preparation	At-risk	4/1/05
Maryland	University of Maryland, College Park	Education Unit	At-risk	12/14/05
Missouri	Central Methodist University	Educator Certification Programs	At-risk	10/10/06
New York	Canisius College	Adolescence Education: Social Studies	Low-performing	9/11/06
	City University of New York-New York City College of Technology-Main Campus	Occupational Teacher Education and Technology Teacher Education	Low-performing	9/11/06
	City University of New York-Queens College	Adolescence Education: English	Low-performing	9/11/06
	Five Towns College	Childhood Education (General Education and Special Education)	Low-performing	9/11/06
	Mercy College (Bronx Campus)	Childhood Education (General Education and Special Education)	Low-performing	9/11/06
	SUC Fredonia	Adolescence Education: Social Studies	Low-performing	9/11/06
	Touro College	Teaching Students with Disabilities	Low-performing	9/11/06
	Wagner College	Teaching Students with Disabilities	Low-performing	9/11/06
North Carolina	Chowan University	Teacher Education	Low-performing	9/1/05
	Southeastern College at Wake Forest	Teacher Education	Low-performing	9/7/06
Ohio	Notre Dame College	Education Department	At-risk	10/28/05
South Carolina	Coastal Carolina University	College of Education	At-risk	10/5/05
Texas	Brookhaven College	Brookhaven College	Low-performing	5/6/06
	Prairie View A&M University	Prairie View A&M University	Low-performing	5/5/06
	Steps to Teaching - ACP	Steps to Teaching - ACP	Low-performing	5/5/06

NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table 1.2 States that have identified at-risk or low-performing teacher preparation programs: 2002 through 2006

State	At-risk (AR) or Low-performing (LP)				
	2002	2003	2004	2005	2006
Alabama					
Alaska					
American Samoa					
Arizona					
Arkansas					
California					
Colorado					
Connecticut					
Delaware					
District of Columbia					
Federated States of Micronesia					
Florida	LP		LP	LP	LP
Georgia	LP		†	†	AR
Guam					
Hawaii					
Idaho					
Illinois		AR	AR	AR	AR
Indiana			AR	AR	
Iowa					LP
Kansas	AR	AR	AR, LP	AR, LP	AR, LP
Kentucky			AR	LP	AR
Louisiana	LP		AR	AR	
Maine			AR		AR
Maryland		LP			AR
Marshall Islands					
Massachusetts					
Michigan					
Minnesota					
Mississippi	AR				
Missouri					AR

Continued

Table 1.2 States that have identified at-risk or low-performing teacher preparation programs: 2002 through 2006 *continued*

State	At-risk (AR) or Low-performing (LP)				
	2002	2003	2004	2005	2006
Montana					
Nebraska					
Nevada					
New Hampshire					
New Jersey					
New Mexico					
New York	AR	AR	AR		LP
North Carolina	LP	LP	LP	LP	LP
North Dakota					
Northern Mariana Islands					
Ohio	AR	AR			AR
Oklahoma					
Oregon					
Palau					
Pennsylvania					
Puerto Rico					
Rhode Island					
South Carolina	AR	AR, LP		AR	AR
South Dakota					
Tennessee	AR, LP	AR	AR	AR	
Texas	AR, LP	LP		LP	LP
Utah					
Vermont					
Virgin Islands					
Virginia					
Washington				AR	
West Virginia					
Wisconsin					
Wyoming					
Total number of states	11	9	11	12	14

† The state did not specify the designation of the program. The program is being restructured.

NOTE: For purposes of this table, the term "state" refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. Table entries indicate, for a given state and academic year, if one or more postsecondary institution teacher preparation programs have been designated as "low-performing" (LP) or "at-risk" (AR) of being designated low-performing, respectively. (Definitions of these categories are established by each state authority.) Blank spaces for a given state and academic year entry indicate that no teacher preparation program was so designated.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

CHAPTER 2

STATE ASSESSMENTS OF THE QUALITY OF TEACHER CANDIDATES

- ✓ The vast majority of states (43 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands) assessed teacher candidates through state testing, and as of AY 2004–05, the remaining 7 states, American Samoa, the Federated States of Micronesia, the Marshall Islands, the Northern Mariana Islands and Palau announced plans to use assessments or are in the process of implementing them.
- ✓ Of the 47 states and Puerto Rico with alternative routes, the vast majority (43 states and Puerto Rico) required the same assessments for their alternative route program completers as their traditional route program completers in order to obtain full state certification.
- ✓ Approximately 1,100 unique tests were used to measure teacher candidate knowledge and skills in the United States.
- ✓ Nationally, 96 percent of program completers passed all of their required tests, with no significant difference between alternative and traditional route program completer passing rates.

Assessing New Teacher Candidates

A measure of the quality of teacher preparation programs in the United States, and the students who successfully complete these programs, is how well the completers perform on state assessments required to qualify for initial

teaching certification or licensure. State testing helps to ensure that new teachers meet the standards set by the state where they will teach in the areas of basic skills, content knowledge and pedagogy. The *HEA* Title II accountability provisions require teacher preparation programs to report the proportion of their program completers that passed all of the tests they took (known as the “pass rate”) annually to their states. Programs also must publish this information in their institutional catalogs and other promotional materials. The U.S. Department of Education publishes the pass rate information for teacher preparation programs in the state reports at the *HEA* Title II Web site: <https://title2.ed.gov>.

In AY 2004–05, the majority of states (43 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands compared to 40 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands the previous year) assessed teacher candidates through state testing. The remaining seven states, American Samoa, the Federated States of Micronesia, the Marshall Islands, the Northern Mariana Islands and Palau have announced plans to use assessments or are deciding on the minimum scores that will be needed to pass the tests. When these plans are fully implemented, every state in the United States will test teachers before they enter the classroom.

The three states reporting pass rates for the first time are Alabama, Idaho and Wisconsin. Previously, because of a court order, Alabama’s testing program was voluntary for teaching candidates, while Wisconsin required applicants

to pass a basic skills test only as a condition of admission to a teacher preparation program. Idaho adopted a teacher testing program for the first time in 2004. In these states, the AY 2004–05 program completers were the first cohort to take teacher assessments as a requirement for teacher certification.

The increase in the number of states assessing teacher candidates through standardized testing is due in part to the standards set for teachers and required by the 2001 amendments to the *Elementary and Secondary Education Act of 1965 (ESEA)*. To be highly qualified, a teacher must possess at minimum a bachelor’s degree, have full state certification and demonstrate subject matter mastery in each core subject taught. One way teachers can demonstrate subject matter mastery is by passing state assessments.

Three major areas of assessment data reported by states are presented in this chapter. Information about the kinds and numbers of tests states require is presented first. National information on the minimum passing scores established by states is provided next. The chapter closes with the state and national data showing the numbers of teacher candidates taking these tests and how well these AY 2004–05 program completers performed on their required assessments.

Standardized Assessments

Throughout America, a wide variety and a large number of assessments are used to measure teacher skills and abilities. The 43 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands currently using assessments reported data on almost 1,700 assessments (table 2.1). However, based on detailed information provided in their state *HEA* Title II reports, the actual number of unique assessments is estimated

***HEA* Title II Definition of Teacher Assessments**

The *HEA* Title II system contains collected information on teacher assessments. These tests, or other structured methods, measure the qualifications of prospective teachers, have a pass-fail outcome and are required by states for initial teacher certification or licensure. Sometimes statewide teacher tests are used for admissions into teacher preparation programs and not for teacher certification per se. Therefore, states may not be required to report results on a particular testing battery used in their state. This is most common with basic skills assessments. According to supplemental information collected from state Web sites and publications, Nebraska, Tennessee, Washington and Wisconsin require use of basic skills tests in program admission but not for state certification. These states are not required to submit pass rate information on their basic skills assessments, although teacher candidates are required to take them as a condition of admission in teacher preparation programs in the state. Testing companies routinely include results from these tests from these states in their national statistics. Visit <https://title2.ed.gov> for additional information on state assessment policies.

Definitions for this report can be found in the glossary of the *Higher Education Act, Title II: Reporting Reference and User Manual*.

Source: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act, Title II: Reporting Reference and User Manual*. Washington, D.C.

to be closer to 1,100. There are primarily two national testing companies that provide the assessments used by the majority of states: Educational Testing Service (ETS) and National Evaluation Systems (NES). ETS develops and administers standardized assessments for many

Table 2.1 Percentage change in total number of assessments by aggregate test area: AY 2001–02 through AY 2004–05

Academic year	Total number of assessments						
	Basic skills	Professional knowledge	Academic content	Other content	Teaching special populations	Performance	Total
2001–02	159	86	888	160	146	2	1,441
2004–05	162	113	1,031	197	189	2	1,694
Percentage change	1.9%	31.4%	16.1%	23.1%	29.5%	0.0%	17.6%

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

states. While states can make some modifications to the ETS assessments administered in their states, generally, these assessments are the same across states. NES develops and administers customized assessments that address individual state standards. These assessments are different in each state. Florida, Kentucky, Missouri and Puerto Rico have created or adapted their own assessments and use them to supplement the national testing organizations' assessments.

All of the assessments nationwide are grouped into six major aggregate categories of skills or knowledge:

- Basic skills (see below);
- Professional knowledge and pedagogy (see page 26);
- Academic content areas (e.g., mathematics, social studies, science, the arts);
- Other content areas (e.g., agriculture, marketing, computer science);
- Teaching special populations (e.g., special education, English as a Second Language); and
- Performance assessments (e.g., candidate portfolios).

It should be noted that there is no standard categorization of the assessments taken nationwide. States vary in their categorization of the same assessments. One state may report an assessment in the academic content category, while another may report it in the other content category.

Basic Skills and Professional Knowledge Assessments

To gauge teacher candidates' fundamental reading, writing and mathematics skills, 27 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands reported administering basic skills assessments in AY 2004–05 (table 2.2). Eleven of these states and the District of Columbia reported administering nine basic skills assessments. However, these nine assessments include multiple methods of administering three assessments (reading, writing, mathematics). Many states offer these basic skills assessments as a paper and pencil test and as a computerized test, and test takers are able to complete the assessment using either method. Seven states, Guam, Puerto Rico and the Virgin Islands reported administering one basic skills assessment. Of the reporting states, Georgia administered the largest number of basic skills assessments (11).

Table 2.2 Number of types of tests given for teacher certification, by state and aggregate area: AY 2003–04 and AY 2004–05

State	Basic skills		Professional knowledge		Academic content		Other content areas		Teaching special populations		Performance assessments		Total		Change in total number of tests
	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	
Alabama	†	3	†	†	†	†	†	†	†	†	†	†	†	3	3
Alaska	9	9	†	†	5	†	†	†	†	†	†	†	14	9	-5
Arizona	†	†	2	2	5	15	3	2	9	8	†	†	29	27	-2
Arkansas	9	9	8	9	24	25	4	4	3	3	†	†	48	50	2
California	1	1	1	1	47	61	11	17	†	†	†	†	60	80	20
Colorado	†	†	1	1	15	15	5	6	9	8	†	†	30	30	0
Connecticut	9	9	†	†	26	26	3	3	1	2	†	†	39	40	1
Delaware	9	9	†	†	†	†	†	†	†	†	†	†	9	9	0
District of Columbia	9	9	6	6	13	17	†	†	2	1	†	†	30	33	3
Florida	1	1	1	1	64	47	6	4	21	15	†	†	93	68	-25
Georgia	11	11	†	†	36	38	7	6	9	9	†	†	63	64	1
Guam	1	1	†	†	†	†	†	†	†	†	†	†	1	1	0
Hawaii	9	9	3	3	23	27	2	2	4	3	†	†	41	44	3
Idaho	†	†	†	2	†	33	†	†	†	5	†	†	†	40	40
Illinois	1	1	4	4	25	47	6	13	11	12	†	†	47	77	30
Indiana	11	9	1	1	27	28	5	5	6	6	†	†	50	49	-1
Kansas	†	†	4	4	17	18	6	7	2	2	†	†	29	31	2
Kentucky	†	†	3	3	29	29	5	7	5	7	†	†	42	46	4
Louisiana	11	9	4	7	26	25	†	†	†	†	†	†	41	41	0
Maine	9	9	†	†	†	†	†	†	†	†	†	†	9	9	0
Maryland	6	6	10	9	24	24	†	2	3	3	†	†	43	44	1
Massachusetts	2	2	2	2	29	30	3	5	2	2	†	†	38	41	3
Michigan	3	3	†	†	39	38	14	13	9	12	†	†	65	66	1
Minnesota	9	9	3	3	14	20	5	5	2	2	†	†	33	39	6
Mississippi	†	†	3	3	14	14	4	3	1	1	†	†	22	21	-1
Missouri	†	†	2	2	22	22	6	7	5	6	†	†	35	37	2
Nevada	9	9	6	6	23	20	2	2	1	1	†	†	41	38	-3
New Hampshire	†	†	†	†	17	15	†	†	†	†	†	†	17	15	-2

Continued

Table 2.2 Number of types of tests given for teacher certification, by state and aggregate area: AY 2003–04 and AY 2004–05 *continued*

State	Basic skills		Professional knowledge		Academic content		Other content areas		Teaching special populations		Performance assessments		Total		Change in total number of tests
	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	
New Jersey	†	†	†	†	20	24	3	3	1	1	†	†	24	28	4
New Mexico	1	1	2	3	†	12	†	†	†	†	†	†	3	16	13
New York	†	†	1	1	20	21	9	9	8	7	†	†	38	38	0
North Carolina	9	†	†	†	13	16	2	6	5	10	†	†	29	32	3
North Dakota	3	3	†	†	†	†	†	†	†	†	†	†	3	3	0
Ohio	†	†	3	4	25	32	4	4	4	5	†	†	36	45	9
Oklahoma	†	1	1	2	2	18	28	2	2	2	†	†	33	25	-8
Oregon	1	1	1	1	50	45	12	11	7	8	†	†	71	66	-5
Pennsylvania	9	7	†	†	25	30	8	8	6	5	†	†	48	50	2
Puerto Rico	1	1	2	2	5	5	†	†	†	†	†	†	8	8	0
Rhode Island	†	†	4	4	†	†	†	†	†	†	†	†	4	4	0
South Carolina	3	3	10	7	31	31	7	15	12	9	†	†	63	65	2
Tennessee	†	†	12	12	36	36	10	10	9	9	†	†	67	67	0
Texas	1	1	7	7	53	52	2	4	20	21	†	†	83	85	2
Vermont	6	6	†	†	10	18	1	1	†	†	2	2	19	27	8
Virgin Islands	1	1	†	†	†	†	†	†	†	†	†	†	1	1	0
Virginia	9	9	†	†	19	20	4	4	†	†	†	†	32	33	1
West Virginia	†	†	1	1	19	17	8	7	8	4	†	†	36	29	-7
Wisconsin	†	†	†	†	†	20	†	†	†	†	†	†	†	20	20
Total	173	162	108	113	902	1,031	195	197	187	189	2	2	1,567	1,694	127
Percentage of total	11%	10%	7%	7%	58%	61%	12%	12%	12%	11%	0%	0%			

† Test not required for certification or licensure or only required for program admission.

NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. States that do not require tests for teacher licensure or certification are not included in this table. For each test type, states report the number of tests for certification or licensure given with at least one test taker. States may offer other tests, but they are not included in this table if no one took them.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

In states where basic skills assessments are required for admission into a teacher preparation program, pass rates on these assessments are not required to be reported and the number of tests in each of these states is not available. For example, North Carolina is no longer reporting pass rates on basic skills assessments because these tests are used only as a teacher preparation program entry requirement.

Twenty-eight states, the District of Columbia and Puerto Rico required teaching candidates to pass a professional knowledge (or pedagogy) assessment as a condition for certification or licensure. This type of assessment is designed to measure a teacher candidate's knowledge in such areas as educational psychology, classroom management, lesson planning and evaluation and assessment. Twelve states and Puerto Rico reported administering one to two professional knowledge assessments, nine states administered three to four assessments and seven states and the District of Columbia administered six or more professional knowledge assessments. Of the reporting states, Tennessee administered the largest number of professional knowledge assessments (12). These assessments cover professional knowledge and pedagogy at various grade levels and in different subjects, such as English, mathematics and biology. Most states reported no change in the number of professional knowledge tests they required between AY 2003–04 and AY 2004–05.

Academic Content and Other Content Assessments

Of the six aggregate categories of assessments, content-related tests made up the largest share, with more than 72 percent of the 1,694 assessments reported to be in use (up slightly from 70 percent in AY 2003–04). This category is split into academic and other content areas. Academic content assessments in subjects

such as mathematics and science were 61 percent of all the tests administered (compared to 58 percent in AY 2003–04), while other content area assessments constituted 12 percent of the tests taken nationwide. A total of 37 states, the District of Columbia and Puerto Rico required at least one academic content assessment for new teachers. Fourteen states and the District of Columbia reported between 10 and 20 academic content assessments, 12 states reported between 21 and 30 assessments, and 11 states reported 31 or more. California used the largest number of academic content assessments, with a total of 61 reported. Texas had the second highest at 52. In contrast, in New Hampshire, two fewer tests were taken in AY 2004–05 compared to AY 2003–04, reducing their total to 15. Puerto Rico reported the least number of content tests taken by teaching candidates (five).

Thirty-two states reported assessments in other content areas, such as physical education, business education, health and family and consumer science. Seventeen of these states reported between one and five assessments, 10 states reported between six and 10 assessments and five states reported 11 or more. As with the academic content assessments, California reported the largest number of other content assessments (17). Even though the number of these assessments administered nationally increased by only two from the previous year, a few states reported dramatic changes. The number of tests taken in Oklahoma dropped from 28 to two, while the number of tests taken in Illinois increased from six to 13.

Teaching Special Populations Assessments

Thirty states and the District of Columbia required special populations teacher candidates to pass one or more assessments. Fifteen of these states and the District of Columbia reported between one and five assessments, 11 states

reported between six and 10 assessments, and four states reported 11 or more. Florida and Texas reported the largest number of assessments in this area, with 15 or more offerings in each state. The number of tests reported in the area of teaching special populations grew by about 30 percent, from 146 to 189, between AY 2001–02 and AY 2004–05, but the number increased by only two between AY 2003–04 and AY 2004–05.

Performance Assessments

Only one state, Vermont, required new teachers to pass a performance assessment to receive certification or licensure. The Vermont performance assessment measures teaching skills as they are applied within the context of classroom instructional activity. As part of Vermont’s teacher education program requirement, all teacher candidates develop a portfolio of their student teaching that requires them to analyze and reflect on their teaching and its impact on student learning. Teacher preparation programs in Vermont vary in when they require portfolio development, either during or after student teaching. However, the state is developing a new statewide timeline for portfolio development for use across all programs.

Table 2.2 provides a state-by-state breakdown of the numbers of assessments administered by aggregate area. The number of assessments taken by teacher candidates varies widely by teaching endorsement area, teacher preparation program, institution of higher education and state. States primarily set the assessment requirements for teacher certification or licensure, but the number of assessments taken could vary depending on the grade level and subject area a candidate wishes to teach. For example, in Tennessee, to be admitted to a teacher preparation program, a candidate must pass the basic skills assessment and meet other

general requirements (such as a minimum grade point average). To become a teacher, the candidate must be recommended for licensure by the preparing institution, and the candidate must pass a professional knowledge assessment and the assessments in the subject areas in which the candidate is seeking licensure. Some endorsement areas require as many as four licensure assessments. The state’s teacher preparation institutions have flexibility in designing programs to meet the knowledge and skills requirements for their state-approved endorsement areas.

In addition to data on the number and types of assessments states administer, the *HEA* Title II accountability provisions also require states to report the minimum score that a teacher candidate may receive to successfully pass each test. The minimum scores states establish provide one measure of the strength of new teachers.

Minimum Passing Scores

Each state has the authority to determine the minimum passing score (also called the “cut score”) on all assessments required for certification or licensure. These assessments are an objective measure of a teacher’s content knowledge and pedagogical skills and provide a basis for evaluating teacher candidates regardless of where they were prepared. In effect, states use the minimum passing scores to set the bar for teacher candidates. States provide annual updates on the scores required for individual tests. The most current information reported by states for each minimum test score is available to the public on the *HEA* Title II Web site: <https://title2.ed.gov>.

Generally, the minimum passing scores are set by states at or below the national median score established for the test. A median score means

that half of all persons taking the test scored above that number and half scored below it. Overall, the minimum passing scores have changed very little since AY 2000–01. Even though there is little national change, two states, Minnesota and North Carolina, raised the minimum scores on certain tests between AY 2003–04 and AY 2004–05. Minnesota raised the cut score on 12 assessments. However, the District of Columbia, Maryland, Nevada, Puerto Rico and South Carolina lowered the minimum passing score on various academic content area assessments. Further, two states, Georgia and Hawaii, raised the cut score on some content area assessments and lowered the cut score on other content area assessments taken by teaching candidates.

Even though changes are made infrequently, there are substantial differences among the states in the minimum passing scores established for a particular test. To illustrate this diversity, table 2.3 shows the cut scores for two of the most commonly used academic content assessments for elementary certification: ETS' Praxis II Elementary Education: Curriculum, Instruction, and Assessment (0011) and Elementary Education: Content Knowledge (0014) assessments. In AY 2004–05, of the 13 states using the Curriculum, Instruction, and Assessment test, the range in the minimum passing scores was 22 points. While the national median on this test was 177, every state set its cut score below this level. The District of Columbia's score was the lowest at 146, which was 31 points below the national median. Pennsylvania reported the highest cut score, 168. In terms of performance nationwide, the median for teacher preparation program completers was 179, just slightly above the national median. The average performance range nationally was from 167 to 186.

The nine states and the District of Columbia requiring the Elementary Education: Content Knowledge (0014) assessment determined minimum passing scores that varied by 12 points. Again, all of the scores were established below the national median of 163. Mississippi set the highest cut score nationally at 153, while New Jersey reported the lowest at 141, or 22 points below the national median. Teacher preparation program completers overall had a median score of 165, 2 points over the national median. State average performance ranged from 150 to 175.

The wide variety of tests used and the large differences in minimum passing scores among states must be taken into consideration in assessing the performance of each teacher preparation program. The proportion of program completers that pass the state assessments for teacher certification or licensure can signal a preparation program quality concern. Low minimum passing scores reduce the value of the assessment measures for discriminating among successful and unsuccessful programs.

Summary data on the numbers of teacher preparation program completers taking state assessments and their pass rates are highlighted in the following section of this report.

Assessment Trends

Number of Teacher Candidates Taking Assessments

The number of teaching candidates taking assessments prior to entering the classroom has grown steadily over the past five years, increasing by 29 percent between AY 2000–01 and AY 2004–05 and reaching an all-time high of 199,295. This substantial increase can be

Table 2.3 State passing scores for ETS Praxis II Elementary Education assessment: AY 2001–02 through AY 2004–05

Elementary Education: Curriculum, Instruction, and Assessment (0011)				
State	2001–02	2002–03	2003–04	2004–05
Connecticut	163	163	163	163
District of Columbia	146	146	146	146
Hawaii	164	164	164	164
Indiana	143	143	165	165
Kansas	–	–	–	163
Kentucky	163	163	163	163
Louisiana	156	–	156	156
Missouri	164	164	164	164
Nevada	158	158	158	158
North Carolina ^a	–	–	–	–
Pennsylvania	168	168	168	168
South Carolina	164	164	164	164
West Virginia	155	155	155	155
Median for Title II Completers ^b	180	179	181	179
National Median	179	178	177	177
Average Performance Range	169–188	168–187	168–186	167–186
Elementary Education: Content Knowledge (0014)				
State	2001–02	2002–03	2003–04	2004–05
District of Columbia	–	–	145	145
Idaho	–	–	–	143
Kentucky	–	–	–	148
Louisiana	150	147	150	150
Maryland	142	142	142	142
Minnesota	–	140	140	145
Mississippi	153	153	153	153
New Jersey	133	133	141	141
Virginia	–	143	143	143
Wisconsin	–	–	–	147
Median for Title II Completers ^b	165	166	165	165
National Median	159	162	163	163
Average Performance Range	145–174	149–175	149–175	150–175

– Data not reported.

^a In North Carolina, while this assessment is required for Elementary Education certification, the state counts a combined score of the Elementary Education: Curriculum, Instruction, and Assessment and Elementary Education: Content Area Exercises for its Elementary Education license. The individual assessment cut score is not applicable.

^b Includes data only for those states where ETS calculates the pass rates for states: Ala., Ark., Conn., D.C., Del., Hawaii, Idaho, Ind., Kan., Ky., La., Maine, Md., Minn., Miss., N.H., N.J., Nev., Ohio, Pa., R.I., Va., V.I., Wis.

NOTE: States shown reported pass rates and cut scores for the assessments shown and categorized these assessments as academic content tests. The possible score range for these assessments is 100–200. Average performance range indicates the 25th and 75th percentiles of test score distribution.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

largely attributed to the growing number of states establishing testing programs (table 2.4 and figure 2.1) and the expansion of alternative route programs, which require such tests. In recent years, though, the annual percentage increase has been less dramatic, falling from a high of 11 percent in AY 2002–03 to 1 percent in AY 2004–05. Further, while the total number of individuals completing their teacher preparation programs was over 224,000, the proportion of these completers actually taking an assessment was 89 percent.

While the total number of test takers grew by 1 percent over the previous year, the total annual growth in traditional route test takers was 6 percent, and the number of alternative route test takers decreased by 24 percent. Annually, the numbers of individuals taking state-required tests can vary substantially by state. The same factors that affect the number of program completers will affect the total number of test takers, as well as the proportions for alternative and traditional route program test takers. These

include state changes in certification or licensing requirements, as well as state categorizations of programs as traditional or alternative. Further, the fluctuations in the number of test takers in both traditional and alternative routes can be partially attributed to New York’s reclassifying some of its assessments from academic content to other content between the 2002–03 and 2003–04 academic years. (Also see chapter 1 for a more complete discussion of these factors.) The long-term trends, however, show growth in both the alternative and traditional test taker totals:

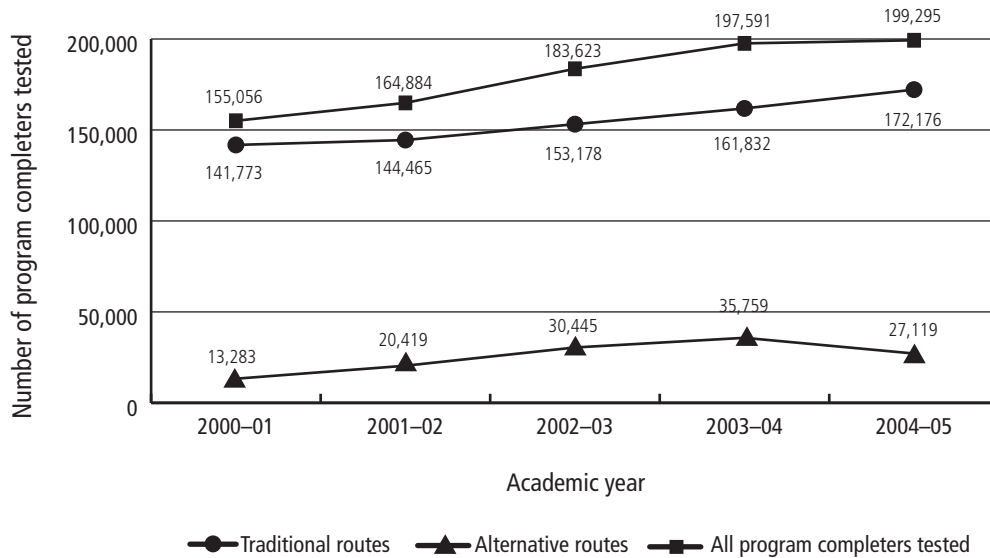
- The number of traditional route test takers increased 21 percent from AY 2000–01 to AY 2004–05.
- Over the same five-year period, the number of alternative route completers taking teacher certification assessments increased 104 percent.
- Between AY 2000–01 and AY 2003–04, the number of alternative route test takers increased at a much greater pace than traditional route test takers—169 percent

Table 2.4 Number and percentage change of teacher candidates taking assessments by traditional and alternative route programs: AY 2000–01 through AY 2004–05

Academic year	Route				Total	
	Traditional		Alternative		Number	Percentage change
	Number	Percentage change	Number	Percentage change		
2000–01	141,773		13,283		155,056	
2001–02	144,465	2	20,419	54	164,884	6
2002–03	153,178	6	30,445	49	183,623	11
2003–04	161,832	6	35,759	17	197,591	8
2004–05	172,176	6	27,119	-24	199,295	1
Percentage change 2000–01 to 2004–05		21%		104%		29%

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Figure 2.1 Number of traditional and alternative route program completers tested: AY 2000–01 through AY 2004–05



SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

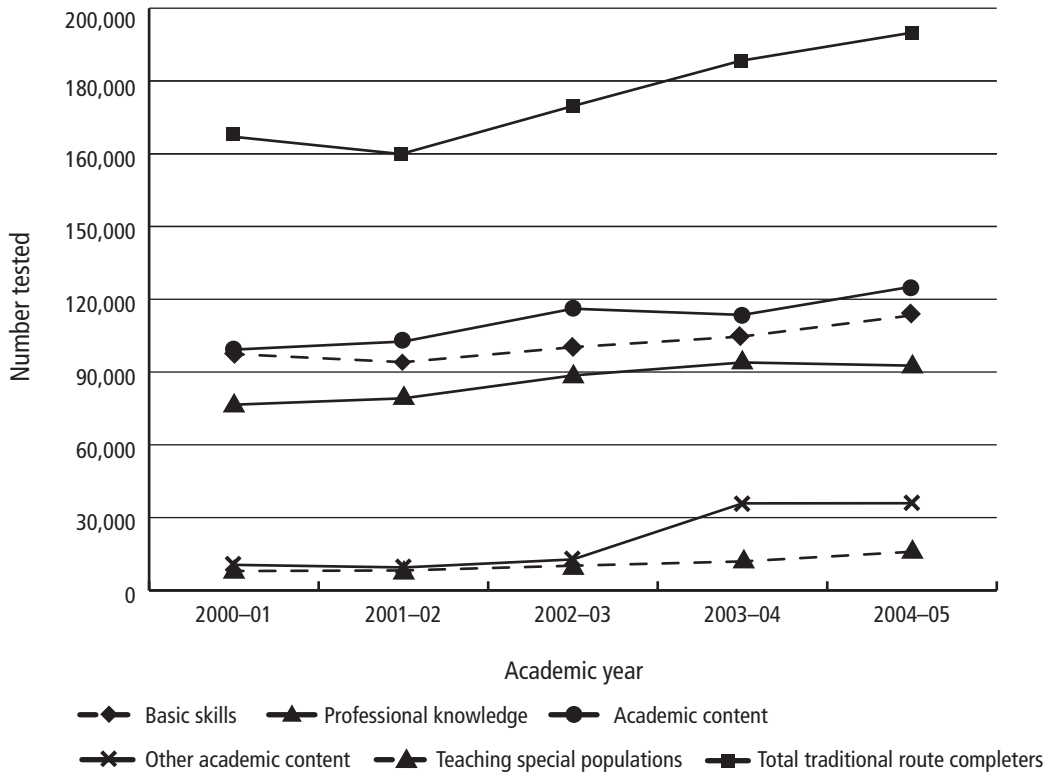
versus 14 percent, respectively. This trend changed in the AY 2004–05 data.

Figures 2.2 and 2.3 display the trends in the number of test takers in both traditional and alternative routes by test content area. Compared to AY 2000–01, the number of program completers taking tests in each content area has increased for traditional route completers as more states implement teacher testing programs. The number of traditional route program completers taking tests in basic skills, academic content and teaching special populations increased from AY 2003–04 to AY 2004–05, while the number of other content test takers remained steady, and the number of professional knowledge test takers declined. Among alternative route program completers, the number of individuals taking tests in basic skills, academic content and teaching special populations increased from AY 2003–04 to AY 2004–05; the number taking tests in

professional knowledge and other content areas decreased.

While the number of individuals taking assessments can vary widely from year to year, evaluating the reasons for the changes is difficult using only the *HEA* Title II data because states have discretion in the way that they choose to report certain information. For example, factors contributing to the decrease in the national number of candidates taking tests in professional knowledge in the alternative certification route may include state changes in the reporting of assessments from one year to the next. When a single state that assesses and certifies a very large number of teacher candidates makes a reporting or policy change, the data may appear to show national trend changes. This appears to have happened when New York moved some assessments from the academic content category to the other content category between the 2002–03 and 2003–04

Figure 2.2 Trends in the number of certification tests administered to traditional route program completers, by test content area, and total number of completers: AY 2000–01 through AY 2004–05



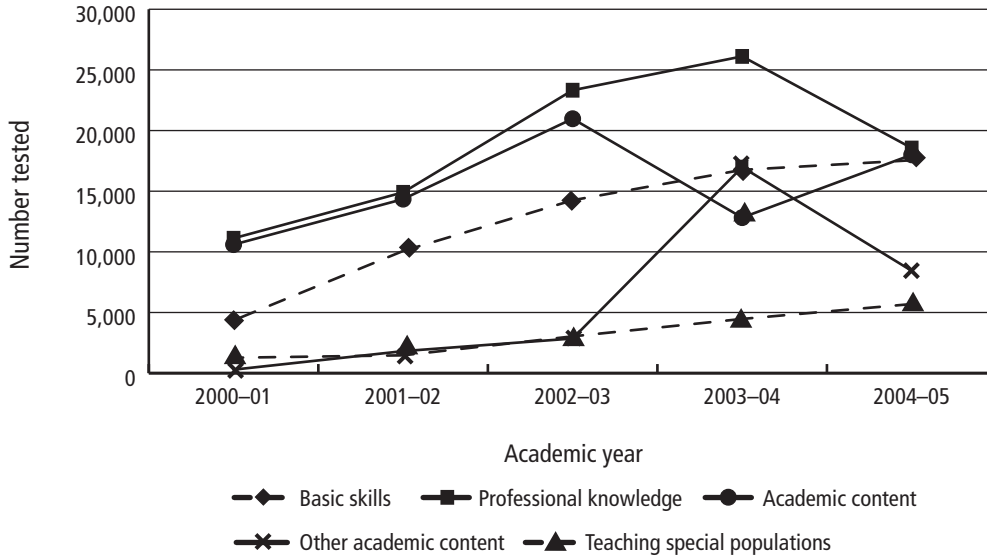
NOTE: The number of traditional route completers cannot be directly compared to the number tested as not all completers are tested.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

academic years. Additionally, states vary in their categorization of the same assessments. One state may report a test in the academic category, while another may enter it in the other content category. State schedules for taking the required assessments, as well as state deadlines for certification or licensure, also vary and may affect national reporting.

Figure 2.2 displays the trends in the number of test takers in traditional routes by test content area along with the total number of traditional route program completers. While it may appear that there are more traditional route program completers than test takers, these two sets of

numbers cannot be directly compared. Not all states have a teacher assessment program in place, so data on the number of test takers in AY 2004–05 are available from 47 of the 59 participants reporting in this data collection. Data on the total number of traditional route program completers are available from 55 reporting entities for AY 2004–05. As previously noted, assessments used for program admission only (not for certification or licensure) are not required to be reported, so the number of teaching candidates taking assessments for program admission only are not included in the data. Also, some states allow program completers to take assessments after program completion. Data on these test

Figure 2.3 Trends in the number of certification tests administered to alternative route program completers, by test content area: AY 2000–01 through AY 2004–05



SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

takers are collected three years after program completion and are not shown here.

Teacher Candidate and Program Performance on State Assessments

Differences in state testing requirements, along with the variation in the minimum passing scores, should be taken into account in assessing how well program completers from a specific teacher preparation program perform on their tests. There are at least two other significant factors driving high pass rate levels: Many institutions now require successfully passing the state tests for teacher licensing or certification in order to be considered a program completer; and other institutions require successfully passing certain basic skills tests in order to be admitted to their programs. This brings many program pass rates to 100 percent automatically. Also, in cases where a completer has taken the

same assessment more than once, only the highest score is used in pass rate calculations. For these reasons, pass rates alone do not provide a complete picture to prospective students and their families who want to evaluate the quality of the education offered by a particular teacher preparation program. Pass rates ideally must be considered in terms of program rules and of the numbers of prospective teachers who enroll in a program. This information is currently not collected at the state level for *HEA* Title II purposes. What is reported is the number of prospective teachers taking the state required assessments annually, and the number of these test takers who pass.

For all of the reasons described in this chapter, the pass rate data reported for *HEA* Title II purposes can be expected to show a very high performance level, and this is reflected in the annual and trend data. Figure 2.4 shows the

national aggregate and summary pass rates for each category of state assessments by traditional and alternative routes. In AY 2004–05, state-level summary pass rates for traditional route completers ranged from a low of 44 percent to a high of 100 percent (see table A4 in the Appendix), and state-level summary pass rates for alternative route completers ranged from a low of 72 percent to a high of 100 percent (see table A5 in the Appendix). In AY 2004–05 nationally, 96 percent of traditional route completers and 94 percent of alternative route completers passed all required teacher certification assessments. While there were slight differences in the pass rates between traditional and alternative route completers, both reported passing scores in all of the aggregate categories of 93 percent or more in AY 2004–05 (figure 2.4). There was nearly universal passage of the basic skills assessments, with 99 percent of traditional route completers and 100 percent of alternative route completers passing these examinations. (As noted above, basic skills assessments also are used for program admission in some states and teacher preparation programs.)

HEA Title II Definition of Aggregate and Summary Pass Rates

In addition to reporting pass rates for each test required for certification or licensure, states are required to report aggregate and summary rates. These are defined by *HEA* Title II as:

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.

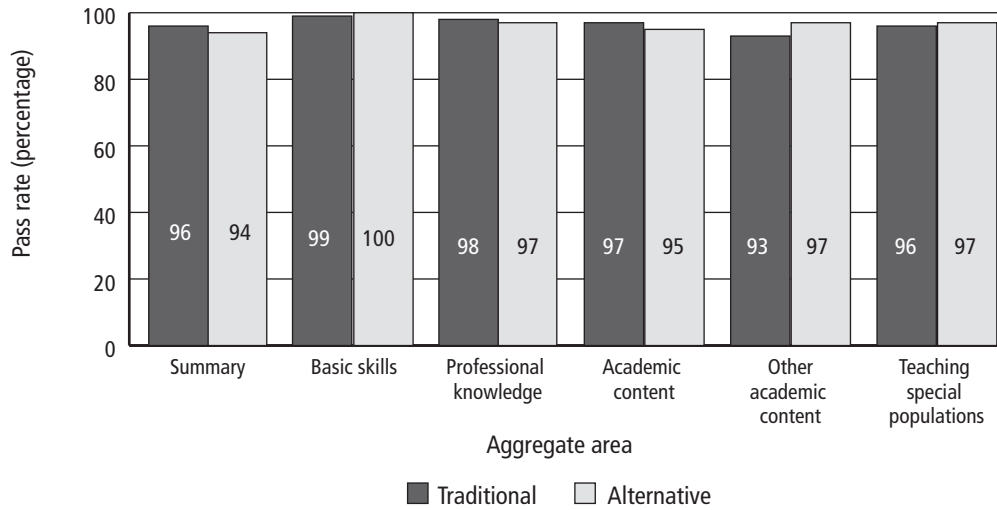
Aggregate pass rates are defined as the proportion of program completers who passed all the tests they took in each of the six following skill or knowledge areas among all program completers who took one or more tests in each area.

- Basic skills;
- Professional knowledge and pedagogy;
- Academic content areas (e.g., mathematics, social studies, science, the arts);
- Other content areas (e.g., agriculture, marketing, computer science);
- Teaching special populations (e.g., special education, English as a Second Language); and
- Performance assessments.

Definitions for this report can be found in the glossary of the *Higher Education Act, Title II: Reporting Reference and User Manual*.

Source: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act, Title II: Reporting Reference and User Manual*. Washington, D.C.

Figure 2.4 National aggregate and summary pass rates (percentages) by traditional and alternative routes: AY 2004–05



NOTE: Performance assessments are not included in this figure as only one state reports these data. See page 34 for the definition of aggregate and summary pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

The summary pass rates, or proportion of program completers who passed all of the tests for certification or licensure in their area of specialization, are presented in tables 2.5 and 2.6. The data reported since AY 2000–01 show annual differences of no more than one or two percentage points. For traditional routes, there has been a small but steady increase in the summary pass rate, from 93 percent in AY 2000–01 to 96 percent in AY 2004–05. The summary pass rate for alternative route completers has hovered between 94 and 96 percent over the same five-year period.

The *HEA* Title II accountability data reported in chapters 1 and 2 have focused on two of the three *ESEA* requirements for a teacher to be considered highly qualified. Program completers must by definition have at least a bachelor’s degree—the first *ESEA* requirement—and must pass state-required assessments, which can be a way of demonstrating subject-matter competence—the second requirement. Chapter 3 discusses the third *ESEA* requirement: state certification or licensure.

Table 2.5 Traditional route assessment summary pass rates: AY 2000–01 through AY 2004–05

Academic year	Summary			
	Number of institutions	Number tested	Number passing	Pass rate
2000–01	1,108	141,773	132,297	93%
2001–02	1,094	144,465	135,902	94%
2002–03	1,102	153,178	145,497	95%
2003–04	1,115	161,832	154,547	95%
2004–05	1,170	172,176	165,652	96%

NOTE: See page 34 for the definition of aggregate and summary pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table 2.6 Alternative route assessment summary pass rates: AY 2000–01 through AY 2004–05

Academic year	Summary			
	Number of programs	Number tested	Number passing	Pass rate
2000–01	70	13,283	12,481	94%
2001–02	129	20,419	19,403	95%
2002–03	158	30,445	29,049	95%
2003–04	159	35,759	34,203	96%
2004–05	179	27,119	25,613	94%

NOTE: See page 34 for the definition of aggregate and summary pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

ENTERING THE PROFESSION: STATE CERTIFICATION OR LICENSURE OF TEACHERS

- ✓ Over 300,000 teachers received their initial certification in AY 2004–05.
- ✓ The percentage of teachers on waivers has declined steadily over the past three years, from 3.1 percent in AY 2003–04 to 1.7 percent in AY 2005–06.
- ✓ America is closing the gap between the percentage of teachers on waivers in high-poverty districts and the percentage in all other districts. Nationally, 2.3 percent of teachers in high-poverty districts were working on waivers during AY 2005–06, compared to 1.4 percent in all other districts.
- ✓ Forty-seven states, American Samoa, the District of Columbia, the Federated States of Micronesia, the Marshall Islands, Puerto Rico and the Virgin Islands have developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure, an increase from 45 states, the District of Columbia and Puerto Rico in 2002.

Data on both the number of teachers receiving initial state certification or licensure and the number of waivers of full state certification or licensure measure whether teachers are able to meet all requirements for certification or licensure in the states where they will teach. Full state certification is one *ESEA* requirement for teachers to be considered “highly qualified.” Over the past three years,

the percentage of teachers working without full state certification or licensure (also known as teachers on waivers) has declined steadily, going from 3.1 percent in AY 2003–04 to 1.7 percent in AY 2005–06. The percentage of teachers on waivers in high-poverty districts also dropped from 4.5 percent in AY 2003–04 to a new low of 2.3 percent in AY 2005–06. Information about the percentage of teachers working without full certification in each state is available at <https://title2.ed.gov>.

The *HEA* Title II data collection is a national resource for documenting the various approaches states have for certifying teacher preparedness for the classroom. States report annually on the standards and criteria teacher candidates must meet for initial certification, the number of initial certifications they award and the number of teachers who are working with a waiver to full certification. This chapter presents the 2006 information on state certification or licensure.

Characteristics of Initial Certification

As with teacher preparation program policies and standards and teacher candidate assessments, each state establishes its requirements for certification or licensure. These professional credentials are required for teacher employment by local school districts and vary across the country. Given that the U.S. is a nation with a long history of local control of education, it is not surprising that there are as many credentialing systems as there are states. The *HEA* Title II Web site

(<https://title2.ed.gov>) serves as a clearinghouse by providing a single resource for U.S. teacher credentialing requirements for prospective teachers who want to learn about the specific requirements for the state(s) where they are interested in teaching.

This section provides an overview of the criteria states use to determine the credentials teachers will receive and a description of the standards states set for the profession.

The *HEA* Title II accountability provisions require states to provide information on all licenses that are issued to teachers. States report on the criteria for both full state licenses and emergency certificates (waivers to full certification), including whether the credential is renewable. For full initial teaching licenses and certificates, states report information on degree type, course work, assessment, supervised teaching experiences and other requirements. Table A6 in the Appendix shows the requirements for full initial teaching certificates by state for 2006. Of the 112 types of initial credentials issued by states, most required new teachers to student teach (102 certificates), or take pedagogy course work (99 certificates), or pass state assessments (91 certificates) or all three requirements.

HEA Title II reporting allows initial teacher certificates or licenses to be defined by states. In general, states report their credentials by referring to level (I to III) or type (A to C), using the National Association of State Directors of Teacher Education and Certification (NASDTEC) standards as guidance. NASDTEC's Level I (initial) certificates are issued to applicants who have completed an approved program (i.e., met state education requirements), but who have not yet completed additional, or ancillary, requirements that must be met prior to the issuance of a Level

***HEA* Title II Definition of State Certification**

Full state licenses (as opposed to temporary, provisional or emergency licenses) are grouped into three categories: Type A (Level I), B (Level II), and C (Level III) licenses. Generally, these licenses are tiered to reflect a teacher's credentials and experience level. *HEA* Title II allows states the flexibility to determine how they categorize their teaching licenses; however, states are given the following guidelines from the National State Directors of Teacher Education and Certification (NASDTEC) for licenses issued to educators.

- Type A or Level I certificates are issued upon completion of an approved teacher preparation program to an applicant who has met the requirements of the state, but has not completed ancillary requirements which must be met before issuance of a Type B or Level II certificate.
- Type B or Level II certificates are issued after the completion of an approved program and all ancillary requirements, or after the completion of an alternative route program, all postsecondary degree and ancillary requirements and successfully completing not less than 27 months of professional employment in the function covered by the certificate.
- Type C or Level III certificates are issued after completion of all Type B or Level II certification requirements and any advanced requirements established by the state.

Definitions for this report can be found in the glossary of the *Higher Education Act, Title II: Reporting Reference and User Manual*.

Source: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act, Title II: Reporting Reference and User Manual*. Washington, D.C.

II certificate. Typically, states place teachers who have not completed all of their pedagogy courses or passed all required assessments on emergency or temporary licenses.

In 2006, states awarded a total of 230 different levels or types of credentials. Initial certificates and licenses totaled 112, with 88 reported at Type A (Level I) and 24 at Type B (Level II). Since states define their own credential classifications, one cannot easily draw comparisons across states. For example, New York reports no Level I or Type A credential. New York's initial teacher certificates are reported as Level II or Type B. However, California reports initial credentials at both Levels I and II (Types A and B).

Degree Requirements

ESEA's goal to have a highly qualified teacher in every classroom requires that teachers have a bachelor's degree and be able to demonstrate mastery in a core subject area at the elementary level, or secondary level, or both. Many states have taken steps to ensure that teachers' content preparation is validated through a specific content degree or a content assessment. Further, most states no longer accept a degree in education as adequate preparation for secondary school teachers for initial certification. Teachers must know the subjects they teach; subject matter expertise is believed to be key to teacher effectiveness.

In order to receive initial certification or licensure, teachers must meet state requirements. One such requirement is having a degree. The vast majority of states and outlying areas require a teaching candidate to hold at least a bachelor's degree in order to receive initial certification or licensure. American Samoa requires at least an associate degree for initial certification, while the Federated States of Micronesia will issue an

initial certificate to a candidate with less than an associate degree. Palau does not currently have a teacher certification system in place.

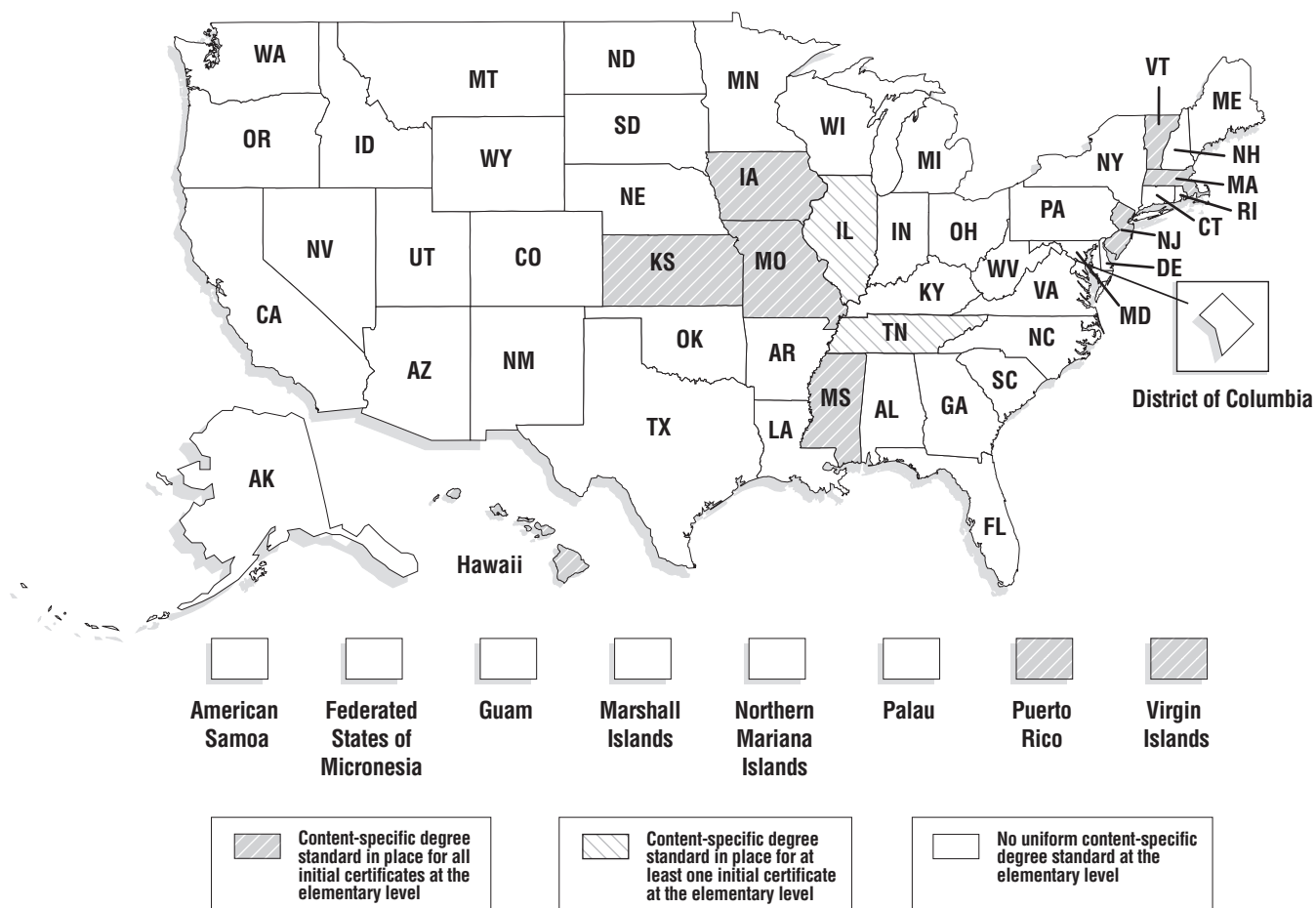
For the 2006 *HEA* Title II reports, states were able to more accurately capture information on content degree requirements for initial certificates and licenses. In previous collections, states could not separately report that a content-area degree is required at the secondary level, and not at the elementary level. With this refinement, more precise information on the issuance of standard licenses at the elementary and secondary levels is available.

In 2006, eight states, Puerto Rico and the Virgin Islands required content-specific degrees for all initial certificates issued at the elementary level, and 26 states, Puerto Rico and the Virgin Islands required these degrees for all initial secondary-level certificates. Figures 3.1 and 3.2 show states that required a content-specific bachelor's degree at the elementary or secondary certification levels. Some states that did not require a content-specific bachelor's degree for initial certification required content-area majors or minors. For example, in Louisiana, teachers pursuing certification in grades 6-12 or 7-12 were required to complete 30 semester hours in a content major for a primary teaching area and 19 semester hours in a content minor for a secondary teaching area.

Other Initial Certification Requirements

A degree requirement is only one of many state requirements for initial teacher certification. While subject matter expertise is a critical element of teacher effectiveness, it is also important for teachers to have the skills to be able to impart their subject matter knowledge to their students. Most of the initial teaching certificates reported by the states have requirements that candidates take pedagogy,

Figure 3.1 States requiring content-specific bachelor’s degrees for initial certification at the elementary level: 2006



NOTE: For purposes of this figure, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

or professional knowledge, course work. Pedagogy course work provides teachers with the strategies, techniques and approaches they can use to facilitate student learning. The types of pedagogy course work reported by the states range from the theoretical, such as educational psychology and human growth and learning, to the practical, such as classroom management, instructional planning and communication techniques. In addition, some states required individuals to take specific content courses in order to receive an initial certification.

For example, 67 of the 112 initial teaching credentials required specific courses, such as study of state history or the state constitution, health, computer technology, special education and the teaching of reading. Another common requirement for initial certification was student teaching, or fieldwork experience. During their student teaching experiences, teaching candidates assume the duties of a full-time classroom teacher under the direct supervision of an experienced mentor teacher. Most states defined student teaching in terms of weeks,

to achieve high content standards for learning, no less can be expected from their teachers.

In 2006, 50 states, American Samoa, the District of Columbia, Guam, the Marshall Islands, Puerto Rico and the Virgin Islands had established content standards for K–12 students, and nearly the same number, 47 states, American Samoa, the District of Columbia, the Federated States of Micronesia, the Marshall Islands, Puerto Rico and the Virgin Islands, had developed standards for initial teacher certification or licensure, an increase from 45 states, the District of Columbia and Puerto Rico in 2002 (table 3.1). Alaska, Delaware, Guam, Louisiana, the Northern Mariana Islands and Palau were without initial credentialing standards. (Palau does not yet have a

certification system in place for teachers.) States' teacher standards included expectations for teacher performance in specific subject areas and grade levels.

Additionally, 43 states, Guam and the Marshall Islands reported that they have established a policy that links, aligns or coordinates teacher certification or licensure requirements with state content standards for students, an increase from 41 states in 2002. For example, Maine's redesigned teacher certification standards ensure that initial teacher certification requirements are closely aligned with the state's content standards for K–12 students. Thirty-nine states, the District of Columbia and Puerto Rico were taking other steps to develop or implement

Table 3.1 Summary of state policies on and status of teacher standards: 2002 through 2006

Policies or standards	Number of states responding "yes"				
	2002 (N=54)	2003 (N=54)	2004 (N=54)	2005 (N=54)	2006 (N=59)
Has the state established content standards for K–12 students?	53	53	53	53	56
Has the state developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure?	47	49	49	50	53
Are plans currently being formulated to link, align or coordinate teacher certification or licensure standards with state content standards for students?	40	40	40	40	43
Have one or more linkage, alignment or coordination committees or working groups met, but not yet produced a report or a set of recommendations?	18	19	19	18	20
Has a report or set of recommendations been developed to address linkage, alignment or coordination between teacher certification or licensure requirements and state content standards for students?	36	38	37	37	39
Has the state established a policy that links, aligns or coordinates teacher certification or licensure requirements with state content standards for students?	41	40	44	44	45
Has a date been set by which the recommendation will be implemented?	41	39	42	41	37
Has an implementation group been established?	33	32	37	37	35
Are other steps being taken to develop or implement standards and align teacher preparation, certification or licensure standards with content standards?	39	40	41	41	41

NOTE: For purposes of this table, the term "state" refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

standards and align teacher preparation, certification or licensure standards with content standards. New York, for instance, has been taking steps to ensure that the New York State Teacher Certification Examination (NYSTCE) test frameworks are aligned with the New York State Learning Standards.

Table 3.2 presents the number of states that have set teacher standards in specific fields, by grade level. In 2006, 39 states and the Federated States of Micronesia had teacher standards at the secondary level, an increase from 37 states and the District of Columbia in 2002. A total of 24 states, the Federated States of Micronesia, the Marshall Islands and Puerto Rico reported that they have set standards for all English or language arts teachers (an increase from 23 states in 2002), and 24 states, the Federated States of Micronesia, the Marshall Islands and Puerto Rico have established standards for all mathematics teachers (an increase from 18 states in 2002).

Number of Teachers Certified or Licensed by States

In AY 2004–05, states reported granting initial certificates or licenses to 304,601 teachers. The number of teachers receiving initial certification peaked in AY 2002–03 with 315,658 certifications issued and has declined in each of the two years since. Table 3.3 displays the number of teachers receiving initial licenses from AY 2000–01 through AY 2004–05, by state. However, as noted previously in this chapter, because certificates are defined by each state, there are substantial reporting variances across states. These differences limit the utility of the *HEA* Title II certification data for determining national trends in teacher certification.

Since the peak in AY 2002–03, there has been a 3.5 percent decline in the number of certifications and licenses issued by states. In AY 2004–05, initial certifications decreased by 1.46 percent to 304,601 (from 309,119 in AY 2003–04). As shown

Table 3.2 Number of states that have set teacher standards in specific fields, by grade level: 2006

Field	Grade level and number of states				
	K–12	Grades K–3	Grades 4–6	Middle grades	Secondary grades
Arts	45	2	2	1	3
Bilingual education, ESL	43	3	3	2	2
Early childhood education	7	37	0	0	0
English or language arts	27	2	3	16	22
Languages other than English	44	2	2	4	7
Mathematics	27	3	4	15	22
Science	27	3	4	15	22
Social studies	26	2	3	15	22
Special education	44	6	4	3	4
Technology in teaching	36	1	1	3	6
Career and technical education	9	0	0	14	36
Total across all fields	54	38	10	34	40

NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act* Title II Reporting System.

in figure 3.3, one-third of initial certificates issued in AY 2004–05 were granted by five states—Texas (9 percent), California and Florida (8 percent each), New York (5 percent) and North Carolina (4 percent). Since AY 2000–01, Texas, California, Florida and New York have been in the top four states for numbers of initial certifications or licenses. Currently, North Carolina is fifth in issuing credentials, though in previous years, New Jersey (AY 2001–02 and AY 2002–03) and Pennsylvania (AY 2000–01) held fifth place.

From AY 2000–01 to AY 2004–05, a total of 32 states, the District of Columbia and Puerto Rico increased the total number of teachers issued initial certificates or licenses. For example, Oklahoma increased by 133 percent, Kentucky by 72 percent, Texas by 59 percent, Kansas by 57 percent, Idaho by 50 percent and North Carolina by 46 percent. In contrast, from AY 2000–01 to AY 2004–05, a total of 18 states, Guam and the Virgin Islands decreased teacher certification or licensing, including Colorado by 70 percent, South Carolina by 58 percent, Arkansas by 53 percent, Mississippi by 51 percent, Alabama by 46 percent and New York by 40 percent and Guam by 51 percent. From AY 2003–04 to AY 2004–05, 22 states reduced the number of credentials issued, including Arkansas by 46 percent and New York by 45 percent.

Changes in the number of initial certificates or licenses issued by the states can be driven by a variety of factors. States often experience yearly fluctuations in the number of individuals applying for initial certification or licensure. Some states have been working to improve their state data, and the quality of the *HEA* Title II data they report has improved. Teacher certification or licensure can be influenced by external factors, such as the state’s economic health or changes in the state’s demographics. Other states have implemented certification or licensure policy changes that have affected the number of initial credentials

issued. For example, the implementation of new alternative routes to certification, increased recruitment efforts and streamlining of certification procedures all may increase the number of initial certificates or licenses issued by states. Conversely, the implementation of more stringent or additional certification requirements may cause a decrease in the number of initial credentials issued to teachers. Another factor affecting the teacher preparation and initial certification balance is that many teacher candidates receive initial certification from a state other than that where they completed their teacher preparation programs.

Figure 3.4 shows the AY 2004–05 percentage of teachers certified who were prepared in another state. In 32 of the 49 states reporting (30 states, the District of Columbia and the Virgin Islands), more than 20 percent of teachers receiving an initial license were prepared in another state. In Alaska, Delaware, District of Columbia, Maryland, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Rhode Island, Virginia and Wyoming more than 40 percent of the teachers certified were trained out of state. This is an increase of 86 percent in the number of states that import a high proportion of new teachers—just seven states imported more than 40 percent of their teachers in AY 2003–04. Only Arkansas, Guam, Oklahoma and Puerto Rico prepared more than 90 percent of the teachers they hire.

Table 3.4 shows the top 10 states in the number of teachers receiving an initial license and the number of program completers (prepared through both traditional and alternative routes) as reported for AY 2004–05. All but New York had fewer program completers than teachers with initial certificates or licenses. The table illustrates that most of the states that license the most new teachers produce fewer teachers than they need to hire in an average year. Taken together with

Table 3.3 Total number of teachers receiving initial certification or licensure and percentage change, by state: AY 2000–01 through AY 2004–05

State	Academic year					Percentage change AY 2000–01 to AY 2004–05	Percentage change AY 2003–04 to AY 2004–05
	2000–01	2001–02	2002–03	2003–04	2004–05		
Alabama	7,329	11,651	5,633	4,063	3,929	-46	-3
Alaska	857	623	936	994	765	-11	-23
American Samoa	–	–	–	–	–	–	–
Arizona	9,041	11,241	11,174	11,093	11,643	29	5
Arkansas	1,950	1,631	2,053	1,693	911	-53	-46
California	23,926	29,536	27,136	27,822	24,735	3	-11
Colorado	5,647	4,476	5,591	2,566	1,703	-70	-34
Connecticut	3,465	3,488	3,526	3,503	3,744	8	7
Delaware	1,125	871	922	1,041	1,136	1	9
District of Columbia	1,271	1,250	1,200	1,070	1,380	9	29
Federated States of Micronesia	–	–	–	–	27	–	–
Florida	17,320	17,977	21,257	20,521	23,366	35	14
Georgia	7,760	8,055	9,759	10,217	10,619	37	4
Guam	181	174	92	109	89	-51	-18
Hawaii	792	920	716	928	1,097	39	18
Idaho	1,216	1,829	1,850	1,875	1,820	50	-3
Illinois	8,885	9,810	11,182	11,479	9,898	11	-14
Indiana	6,389	6,629	5,687	6,027	6,067	-5	1
Iowa	4,113	3,886	4,090	4,168	3,684	-10	-12
Kansas	1,736	1,846	1,867	2,406	2,723	57	13
Kentucky	2,519	2,657	2,980	3,319	4,333	72	31
Louisiana	3,749	4,558	4,198	3,903	3,492	-7	-11
Maine	1,052	1,302	1,294	1,237	1,054	0	-15
Marshall Islands	–	–	–	–	0	–	–
Maryland	4,602	4,030	4,377	3,084	4,380	-5	42
Massachusetts	7,331	5,110	8,054	8,664	7,057	-4	-19
Michigan	6,141	8,653	7,641	8,451	8,515	39	1
Minnesota	10,433	10,322	11,348	8,758	10,391	0	19
Mississippi	2,140	2,186	1,189	1,112	1,051	-51	-5
Missouri	5,505	5,919	5,326	5,059	5,958	8	18

Continued

Table 3.3 Total number of teachers receiving initial certification or licensure and percentage change, by state: AY 2000–01 through AY 2004–05 *continued*

State	Academic year					Percentage change AY 2000–01 to AY 2004–05	Percentage change AY 2003–04 to AY 2004–05
	2000–01	2001–02	2002–03	2003–04	2004–05		
Montana	1,238	1,203	1,381	1,376	1,473	19	7
Nebraska	2,919	2,252	2,244	1,548	1,859	-36	20
Nevada	2,019	2,723	2,664	2,122	2,380	18	12
New Hampshire	1,466	1,295	1,873	1,928	1,816	24	-6
New Jersey	10,093	12,556	13,276	10,836	11,144	10	3
New Mexico	2,471	2,533	2,596	2,637	2,367	-4	-10
New York	25,901	28,193	32,128	28,386	15,480	-40	-45
North Carolina	9,333	9,452	9,679	12,356	13,621	46	10
North Dakota	645	506	506	630	697	8	11
Northern Mariana Islands	–	–	–	–	–	–	–
Ohio	7,256	10,483	7,493	8,857	9,045	25	2
Oklahoma	2,942	1,765	2,091	6,069	6,846	133	13
Oregon *	1,724	2,611	3,388	2,352	2,253	31	-4
Palau	–	–	–	–	–	–	–
Pennsylvania	11,311	12,376	12,608	12,036	12,260	8	2
Puerto Rico	3,136	3,447	3,017	3,538	3,740	19	6
Rhode Island	1,805	1,498	1,308	1,582	1,263	-30	-20
South Carolina	4,906	2,007	2,049	2,159	2,063	-58	-4
South Dakota	652	940	943	957	1,057	62	10
Tennessee	6,448	8,913	5,747	5,553	5,908	-8	6
Texas	16,601	17,920	24,726	22,715	26,393	59	16
Utah	2,139	2,193	2,830	2,582	3,204	50	24
Vermont	746	702	702	720	1,069	43	48
Virgin Islands	90	39	60	24	18	-80	-25
Virginia	10,777	11,003	9,304	10,582	10,832	1	2
Washington	4,538	5,939	4,959	4,953	5,932	31	20
West Virginia	1,614	1,792	1,740	1,639	1,701	5	4
Wisconsin	4,445	4,617	4,699	5,080	3,975	-11	-22
Wyoming	573	652	569	740	638	11	-14
Total	284,263	310,240	315,658	309,119	304,601	7%	-1%

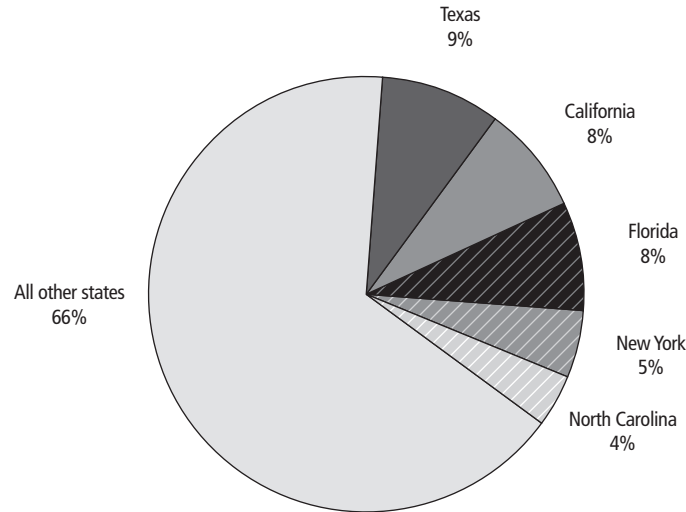
* Data for AY 2000-01 and AY 2001-02 are incomplete for out-of-state program completers.

– Data not available.

NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Figure 3.3 Top five states for teachers receiving initial certification: AY 2004–05



NOTE: For purposes of this figure, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

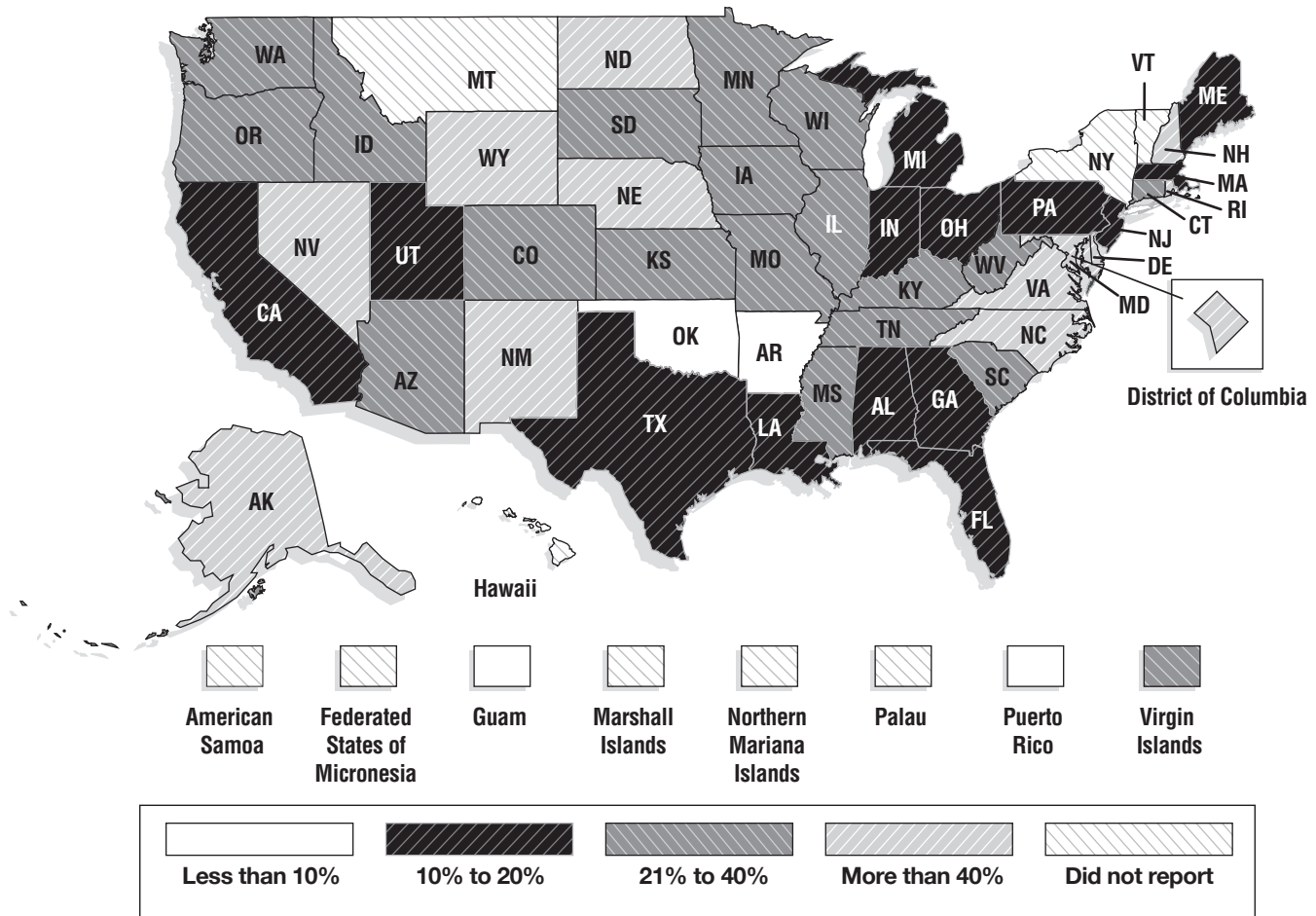
the data from figure 3.4, these data strongly suggest that most states rely on out-of-state teacher preparation programs to produce some of the teachers needed to fill vacant teaching positions in their school districts.

Teachers With Waivers to Full Certification

ESEA requires that all teachers of core academic subjects be highly qualified by the end of the 2005–06 school year. One condition of meeting the highly qualified definition is that teachers must meet all of the state requirements for full certification or licensure. While states have made significant progress, the nation has not yet met this requirement. Each state’s needs for teachers differ, and, in some cases, needs are acute, particularly for mathematics, science, special education, technical or vocational and

foreign language teachers and teachers in rural areas. Without sufficient numbers of highly qualified teachers, states place in classrooms some teachers who do not have full certification or licensure or who have not yet demonstrated subject area competency. These teachers may have completed an approved teacher preparation program, but they have not yet met all other certification requirements. When this occurs, states issue waivers—often referred to as emergency or provisional certificates and licenses—to full state certification. Waivers also are given to teachers who are trained in one content area, but are teaching in another. Historically, teacher shortages have existed in urban and rural communities, in schools with large portions of students living in poverty and in such hard-to-staff subject areas as mathematics, science and special education.

Figure 3.4 Percentage of teachers certified who were trained in another state, by state: AY 2004–05



NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

State and federal policies (such as class size reduction) and demographic trends (like the retirement of a large number of baby boomers) increase the need to hire teachers quickly.

Waivers generally are given for a limited period of time. During this period, the teachers work in the classroom at the same time that they are completing the requirements for full certification. For example, teachers who hold

state certification in one subject area, but are teaching in another, are given a temporary waiver until they meet the criteria for the additional endorsement or certification area.

States have been taking various approaches to increase the proportion of teachers who are fully certified and to discourage the hiring of teachers with waivers or emergency permits.

Table 3.4 Top 10 states issuing initial licenses and the number of teachers receiving initial licensure and the number of program completers reported: AY 2004–05

State	Number of teachers receiving initial licensure	Number of program completers
Texas	26,393	21,838
California	24,735	23,041
Florida	23,366	5,406
New York	15,480	27,429
North Carolina	13,621	4,267
Pennsylvania	12,260	10,876
Arizona	11,643	4,593
New Jersey	11,144	6,192
Virginia	10,832	2,991
Georgia	10,619	5,175

NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

The following examples were reported by states:

- Utah has begun charging a fee to each district, charter school and private school for each waiver request. The issuance of a waiver was previously free of charge.
- The North Carolina State Board of Education eliminated temporary permits and provisional licenses for teachers in core academic areas.
- Michigan is phasing out its emergency permits and will no longer issue them after AY 2006–07.
- Idaho has eliminated two of its unlimited-renewal emergency permits and has replaced them with two new restricted permits for those on an approved alternative route to certification.
- Arizona converted its emergency teaching certificate from a permit with unlimited renewals to a limited permit with only two renewals.

Though some states continue to issue emergency permits, it is clear that teachers are being moved from emergency or temporary certification to full state certification or licensure with increasing speed.

The *HEA* Title II data collection system provides information about:

- The types of emergency or temporary permits issued by states to teachers who do not meet all the requirements for full state certification, and
- The number of classroom teachers receiving waivers from full state certification.

Information about the number and types of waivers states authorize and the number of teachers who are given these waivers is provided in the following section. This information also is available online in the *HEA* Title II state reports at <https://title2.ed.gov>.

Waivers or Emergency Licenses Offered by States

Forty-seven states, American Samoa, the District of Columbia, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Mariana Islands, Puerto Rico and the Virgin Islands issue temporary or emergency licenses (waivers) to classroom teachers who do not meet state requirements for a full teaching certificate in the area they are teaching. In 2006, states reported a total of 132 emergency or temporary types of licenses. This is an increase from the 121 such licenses reported in 2005. See table A7 in the Appendix for a complete list of emergency and temporary licenses issued by states.

Table 3.5 presents the number and characteristics of emergency licenses from 2002 through 2006. In 2006, the average duration of each license was 1.5 years, and the average number of renewals per license was 1.1. The number of licenses with unlimited renewals has been decreasing since 2002 when there were 22 such licenses; there were nine unlimited renewal licenses reported in 2006. In contrast, the number of nonrenewable licenses has increased from 36 in 2002 to 59 in 2006.

The number and types of emergency or temporary licenses differ by state. The number of emergency or temporary licenses available in each state varies from one (in 21 states, American Samoa, the District of Columbia, the Federated States of Micronesia, the Northern Mariana Islands, Puerto Rico and the Virgin Islands) to six (in four states). While the general purpose of emergency or temporary licenses is the same in each state—to allow an individual without a full state license to teach in the classroom—some states have certain emergency or temporary licenses that are issued only in

specific circumstances. Some states have an emergency or temporary license for individuals with expertise in certain shortage areas, such as foreign languages, special education or vocational subjects. For example, Oregon has an emergency license specifically for individuals with expertise in American Indian languages. Other states have emergency or temporary licenses for current teachers who are teaching out-of-field or who are coming from out of state or another country and do not meet all requirements for a full state credential. Among the states that provided detailed information about their emergency or temporary licenses, five (Georgia, Idaho, Indiana, Mississippi, Texas) described specific emergency or temporary licenses for individuals enrolled in an alternative route program to allow these individuals to teach in the classroom while completing the requirements for a full license. In the vast majority of states (47 states and American Samoa), local school districts must request an emergency or temporary license from the state, and, in most cases, the districts must provide evidence that a fully licensed teacher cannot be found to fill the position. Emergency or temporary licenses also can be requested by individual schools or by the individual applying for the position.

HEA Title II requires that states provide the total number of teachers working with a waiver to full certification. States must report the number of teachers on waivers by high-poverty districts, all other districts and by the core academic subject areas. States also provide the total number of teachers in the state as well as the total number of teachers in high-poverty districts, all other districts and in each core academic content area. These data are used to calculate the percentages of teachers on waivers in each of these categories.

Table 3.5 Number and characteristics of emergency licenses: 2002 through 2006

	Year				
	2002 (N=54)	2003 (N=54)	2004 (N=54)	2005 (N=54)	2006 (N=59)
Number of licenses	121	126	122	121	132
Average duration (in years)	1.4	1.4	1.4	1.4	1.5
Average number of times renewable	1.5	1.3	1.3	1.2	1.1
Number of unlimited renewal licenses	22	15	15	12	9
Number of nonrenewable licenses	36	51	49	51	59

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Number of Teachers on Waivers

Although states have their own definitions for initial teacher certificates or licenses for purposes of *HEA* Title II reporting, a national definition of “waiver” was established (see text box on page 52 for the *HEA* Title II definition of waivers). The waiver definition was changed to better align with the provisions of *ESEA*. This improvement became effective with the 2004 reporting cycle.

There are a number of data reporting issues specific to particular states that affect the quality of the overall data reported on waivers. For example, some states are not able to track waivers to the subject level. Some states can provide general information on whether a waiver has been granted to a district to hire a noncredentialed teacher, but not to the subject level of the teacher. Not all states certify teachers in all subject areas, especially in civics and government, economics, history and geography. While some states may offer individual certificates or endorsements in these areas, others may issue general certificates in social studies to teachers providing instruction in these classes. Some states are not able to provide the required

full-year count of the number of teachers on waivers and rely on a fall snapshot.

A second change to the waiver data states must report became effective for AY 2005–06. States with charter schools were required to begin including these teachers in both their counts of all teachers and teachers on waivers. In states where charter schools exist, the schools can be part of public school districts, part of special charter school districts or independent school districts. If the charter schools are independent public school districts, or part of a special charter district, and the state regulations require that the teachers be certified or placed on a waiver, then these teachers must be included in the *HEA* Title II numbers.

In AY 2005–06, a total of 36 states, the District of Columbia and Puerto Rico had enacted charter school legislation. In the states with charter school legislation, 14 states and Puerto Rico required that all charter school teachers be certified (1,480 schools). Of the remaining states, 21 states and the District of Columbia allowed charter school teachers to be exempted from certification without requiring them to have a waiver or considered each charter

HEA Title II Definition of Waivers

Waivers are any temporary, provisional 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. Those teachers participating in alternate routes who meet the criteria for being highly qualified under the *ESEA* are excluded from being counted as on a waiver. Also excluded are those teachers who are short- or long-term substitute teachers (as defined by the state), but included are those who are regular full-time or part-time classroom teachers.

Definitions for this report can be found in the glossary of the *Higher Education Act, Title II: Reporting Reference and User Manual*.

Source: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act, Title II: Reporting Reference and User Manual*. Washington, D.C.

school to be a local education agency. The remaining four states had regulations that permit some or all charter school teachers to be exempted from certification rules. In these states, the charter schools were part of the public school districts—124 charter schools existed in these four states (figure 3.5).

The percentage of teachers on waivers has declined steadily over the past three years, going from 3.1 percent in AY 2003–04, to 2.4 percent in AY 2004–05, to a new low of 1.7 percent in AY 2005–06 (table 3.6).¹² There were 55,175 teachers with waivers out

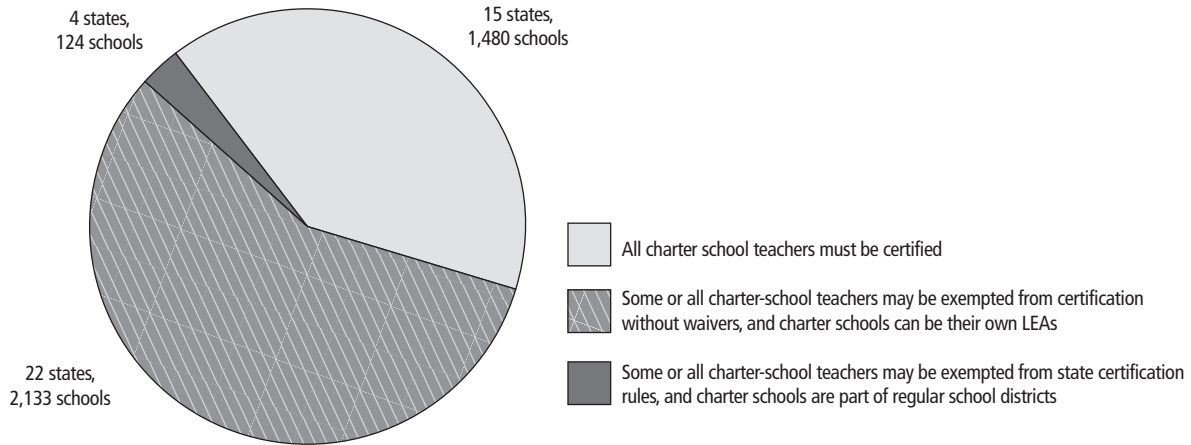
of the more than 3.2 million teachers across America—a 45 percent decrease from AY 2003–04 and a 29 percent decrease from AY 2004–05. Of the total number of waivers issued across the nation and outlying areas in AY 2005–06, 40 percent were issued in five states—California (6,774), Maryland (4,779), North Carolina (4,094), Georgia (3,862) and Illinois (2,797).

The percentages of teachers employed on waivers in each area ranged from zero in Florida, Iowa, Marshall Islands, Nevada, New York, Oklahoma, Virginia and Wisconsin to 63 percent in American Samoa. Excluding the outlying areas, Maryland reported the largest percentage of teachers on waivers (9 percent), followed by the District of Columbia and Maine (7 percent each).

The number of waivers issued declined in 31 states and the Virgin Islands from AY 2003–04 to AY 2005–06 (table 3.7). California and Texas—the two largest states in terms of total number of teachers—radically reduced the number of waivers they issued, dropping by 60 percent and 92 percent, respectively, from AY 2003–04 to AY 2005–06. California attributed the decline to a stabilization of the workforce after a need for an infusion of a large number of teachers to implement the state’s Class Size Reduction program in 1996. Many class size reduction teachers initially were placed on emergency certificates. Texas indicated that it had been putting fewer teachers on waivers as a result of *ESEA*’s teacher-quality requirements, and it also had opened numerous alternative pathways to certification to prepare highly qualified teachers for the classroom.

¹² While waiver data have been collected since the inception of the *HEA* Title II Reporting System, the U.S. Department of Education revised the definition of a waiver for the 2004 data collection cycle. Therefore, waiver data collected prior to AY 2003–04 cannot be compared to data collected after that period. For *HEA* Title II reporting, it is important to note that a state may have an emergency certificate or license that is granted to teachers participating in alternate routes who meet the criteria for being highly qualified under *ESEA*. While these teachers may technically be teaching on an emergency or temporary permit, states are not required to include these teachers in the waiver counts.

Figure 3.5 Number of states and schools with charter school regulation by required teacher certification rules: AY 2005–06



SOURCE: Education Commission of the States, State Profiles, Charter Schools web site. Accessed February 2007 from <http://mb2.ecs.org/reports/Report.aspx?id=65>.

Florida, Iowa, the Marshall Islands, Nevada, New York, Oklahoma, Virginia and Wisconsin did not issue any waivers to teachers during AY 2005–06. This was the first year that New York and Virginia did not issue waivers to teachers. While the Marshall Islands, Nevada, Oklahoma, Virginia and Wisconsin reported that they did not issue waivers for AY 2005–06, they still had emergency licenses or certificates available to teachers. In Oklahoma and Wisconsin, individuals on waivers must be participating in *ESEA*-qualified alternative routes; teachers on these waivers are considered fully certified for *ESEA* purposes and are not included in the *HEA* Title II waiver counts.

Continuing the trend from the AY 2003–04 baseline, 28 states, Guam, Puerto Rico and the Virgin Islands reported that the percentage of teachers on waivers declined between AY 2004–05 and AY 2005–06 (table 3.8). The Virgin Islands reported the greatest decrease (13 percentage points) in the percentage of

teachers on waivers, followed by Louisiana (5 percentage points) and Pennsylvania (3 percentage points). Fifteen states reported that fewer than 1 percent of teachers were hired on waivers, and more than 60 percent of states reported rates of less than 3 percent (table 3.6).

Waivers by Poverty Status

One measure of equity and accountability is to assess whether teachers who are not fully certified in their fields are disproportionately assigned to high-poverty school districts (see page 54 for the definition of “high-poverty districts”) or are teaching in particular subjects. *ESEA* requires states to develop a written “equity plan” for ensuring that poor or minority children are not taught by inexperienced, unqualified or out-of-field teachers at higher rates than are other children. States originally submitted their equity plans to the U.S. Department of Education for review and approval in July 2006 and submitted revised

plans, as necessary, in September 2006. The *HEA* Title II state reports provide information on the number of teachers in school districts who are working without full certification. These data are reported for high-poverty districts and all other districts separately.

States have made progress in reducing the percentage of teachers in high-poverty districts who teach on waivers.¹³

Nationally, 2.3 percent of teachers in high-poverty districts were working on waivers during AY 2005–06, compared to 1.4 percent of teachers in all other districts—a gap of 0.9 percentage points. Although there was still a greater proportion of teachers on waivers in high-poverty districts than in all other districts, the gap narrowed from 1.3 percentage points in AY 2004–05 to 0.9 percentage points in AY 2005–06, and has fallen by approximately half over two years for both high-poverty districts (going from 4.5 percent in AY 2003–04 to 2.3 percent in AY 2005–06) and in all other districts (from 2.8 percent in AY 2003–04 to 1.4 percent in AY 2005–06) (figure 3.6).

For states that issued waivers in AY 2005–06, the percentage of teachers on waivers in high-poverty districts ranged from .02 percent in Kansas to 19.5 percent in Maryland. Maryland also reported the largest gap—12 percentage points—between high-poverty districts and all other districts. Seven states—Delaware, Kentucky, New Hampshire, North Dakota, Rhode Island, South Dakota and Tennessee—had slightly lower percentages of teachers on waivers in high-poverty districts than in all other districts (table 3.6).

***HEA* Title II Definition of High-poverty Districts**

High-poverty districts are determined using the quartile of the highest percentage of children living in poverty based on estimates generated by the Small Area Income and Poverty Estimates (SAIPE) program. The estimates provided are only for local education agencies (LEAs) or school districts identified in the U.S. Census Bureau's school district mapping project. This project surveys each state's department of education for a list of all school districts and their boundaries. The school district boundary update is conducted biennially and identifies school districts that are eligible for Title I funding under the *ESEA*. (Title I pertains to federal financial assistance for schools with high numbers or high percentages of poor children.)

The population and poverty estimates for each estimate year are produced for all school districts identified in the most recent boundary update. The Census Bureau uses the most current list of school districts and associated geography because it allows for more efficient allocation of funds under *ESEA*, for which the estimates are produced. For more information about the SAIPE data, visit <http://www.census.gov/hhes/www/saipe>. For charter schools, states will need to include data for teachers if 1) the charter schools are considered to be LEAs and 2) the state requires teachers in those schools to meet the same requirements for initial certification as any other public school teacher. High-poverty school districts are contrasted with all other districts in the state.

Definitions for this report can be found in the glossary of the *Higher Education Act, Title II: Reporting Reference and User Manual*.

Source: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act, Title II: Reporting Reference and User Manual*. Washington, D.C.

¹³ Forty-five states reported data by poverty status of district for AY 2005–06. The Federated States of Micronesia and Palau did not report any waiver data. American Samoa, Guam, Hawaii, the Marshall Islands, the Northern Mariana Islands and the Virgin Islands are unitary school districts and cannot disaggregate data by poverty status of district. The remaining states did not issue waivers in AY 2005–06.

Table 3.6 Number and percentage of teachers on waivers, by state and poverty status of district: AY 2005–06

State	All districts			High-poverty districts			All other districts		
	Total number of teachers	Teachers on waivers		Total number of teachers	Teachers on waivers		Total number of teachers	Teachers on waivers	
		Number	Percentage		Number	Percentage		Number	Percentage
Alabama	48,331	639	1.32	7,128	153	2.15	41,203	486	1.18
Alaska	8,484	23	0.27	866	7	0.81	7,618	16	0.21
American Samoa	794	500	62.97	NA	NA	NA	NA	NA	NA
Arizona	46,337	2,382	5.14	9,444	795	8.42	36,893	1,587	4.30
Arkansas	33,140	819	2.47	5,999	166	2.77	27,141	653	2.41
California	306,553	6,774	2.21	83,935	2,024	2.41	222,618	4,750	2.13
Colorado	47,538	372	0.78	9,588	143	1.49	37,950	229	0.60
Connecticut	44,425	713	1.60	16,697	366	2.19	27,728	347	1.25
Delaware	8,077	186	2.30	923	17	1.84	7,154	169	2.36
District of Columbia	5,685	399	7.02	4,129	399	9.66	1,556	0	0.00
Federated States of Micronesia	—	—	—	—	—	—	—	—	—
Florida	168,002	0	0.00	27,573	0	0.00	140,429	0	0.00
Georgia	120,371	3,862	3.21	15,013	561	3.74	105,358	3,301	3.13
Guam	1,797	205	11.41	NA	NA	NA	NA	NA	NA
Hawaii	12,310	487	3.96	NA	NA	NA	NA	NA	NA
Idaho	14,687	663	4.51	1,612	102	6.33	13,075	561	4.29
Illinois	141,165	2,797	1.98	53,069	1,764	3.32	88,096	1,033	1.17
Indiana	60,486	577	0.95	21,029	283	1.35	39,457	294	0.75
Iowa	36,152	0	0.00	11,189	0	0.00	24,963	0	0.00
Kansas	39,254	6	0.02	12,197	2	0.02	27,057	4	0.01
Kentucky	44,790	1,030	2.30	20,353	247	1.21	24,437	783	3.20
Louisiana	42,494	627	1.48	4,709	123	2.61	37,785	504	1.33
Maine	17,673	1,185	6.71	3,346	244	7.29	14,327	941	6.57
Marshall Islands	754	0	0.00	NA	NA	NA	NA	NA	NA
Maryland	51,223	4,779	9.33	7,270	1,418	19.50	43,953	3,361	7.65
Massachusetts	66,537	2,398	3.60	27,832	1,527	5.49	38,705	871	2.25
Michigan	109,207	1,154	1.06	23,497	926	3.94	85,710	228	0.27
Minnesota	48,573	1,352	2.78	8,080	326	4.03	40,493	1,026	2.53
Mississippi	32,091	1,256	3.91	9,899	750	7.58	22,192	506	2.28
Missouri	66,545	726	1.09	12,679	376	2.97	53,866	350	0.65

Continued

Table 3.6 Number and percentage of teachers on waivers, by state and poverty status of district: AY 2005–06 *continued*

State	All districts			High-poverty districts			All other districts		
	Total number of teachers	Teachers on waivers		Total number of teachers	Teachers on waivers		Total number of teachers	Teachers on waivers	
		Number	Percentage		Number	Percentage		Number	Percentage
Montana	10,464	92	0.88	1,846	29	1.57	8,618	63	0.73
Nebraska	24,915	9	0.04	1,776	1	0.06	23,139	8	0.03
Nevada	23,693	0	0.00	824	0	0.00	22,869	0	0.00
New Hampshire	15,538	16	0.10	4,197	3	0.07	11,341	13	0.11
New Jersey	111,893	1,119	1.00	33,993	729	2.14	77,900	390	0.50
New Mexico	22,634	171	0.76	3,753	101	2.69	18,881	70	0.37
New York	213,433	0	0.00	105,818	0	0.00	107,615	0	0.00
North Carolina	98,601	4,094	4.15	8,834	471	5.33	89,767	3,623	4.04
North Dakota	8,328	33	0.40	1,053	3	0.28	7,275	30	0.41
Northern Mariana Islands	510	87	17.06	NA	NA	NA	NA	NA	NA
Ohio	108,878	1,319	1.21	34,061	458	1.34	75,297	890	1.18
Oklahoma	63,581	0	0.00	10,085	0	0.00	53,496	0	0.00
Oregon	29,326	1,299	4.43	3,346	167	4.99	25,980	1,132	4.36
Palau	—	—	—	—	—	—	—	—	—
Pennsylvania	123,395	1,018	0.82	33,004	554	1.68	90,391	464	0.51
Puerto Rico	45,769	2,061	4.50	45,769	2,061	4.50	0	0	0.00
Rhode Island	15,566	350	2.25	6,310	132	2.09	9,256	218	2.36
South Carolina	46,999	1,082	2.30	3,722	95	2.55	43,277	987	2.28
South Dakota	9,242	61	0.66	1,405	7	0.50	7,837	54	0.69
Tennessee	62,523	295	0.47	12,432	44	0.35	50,091	251	0.50
Texas	305,503	1,930	0.63	84,279	776	0.92	221,224	1,154	0.52
Utah	30,916	1,657	5.36	5,076	272	5.36	25,840	1,385	5.36
Vermont	9,038	52	0.58	1,802	13	0.72	6,570	39	0.59
Virgin Islands	1,420	854	60.14	NA	NA	NA	NA	NA	NA
Virginia	98,415	0	0.00	15,222	0	0.00	83,193	0	0.00
Washington	58,144	255	0.44	5,236	29	0.55	52,908	226	0.43
West Virginia	21,165	1,244	5.88	3,172	242	7.63	17,993	1,002	5.57
Wisconsin	63,659	0	0.00	8,825	0	0.00	54,834	0	0.00
Wyoming	7,547	166	2.20	1,075	29	2.70	6,472	137	2.12
Total (all states)	3,254,570	55,175	1.70%	834,971	18,935	2.27%	2,401,828	34,136	1.42%

– Data not available.

NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. The number of teachers on waivers collected through the HEA Title II system may not agree with data from other federal data collections. For example, the U.S. Department of Education’s National Center for Education Statistics collects teacher data in full-time equivalencies through its Common Core of Data, while the Title II system captures a headcount. The timing of the data collections (fall versus a full-year count) also can produce vastly different teacher counts. The reader should exercise caution when comparing the Title II teacher data with other sources of teacher counts. American Samoa, Guam, Hawaii, Marshall Islands, Northern Mariana Islands and the Virgin Islands are both state education agencies and local education agencies and do not have a poverty designation. These data include teachers in independent LEA charter schools who are required to meet state certification requirements.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

**Table 3.7 Number of teachers on waivers and percentage change, by state:
AY 2003–04 through AY 2005–06**

State	Academic year			Percentage change AY 2003–04 to AY 2005–06	Percentage change AY 2004–05 to AY 2005–06
	2003–04	2004–05	2005–06		
Alabama	173	311	639	269	105
Alaska	99	96	23	-77	-76
American Samoa	–	–	500	–	–
Arizona	1,519	1,508	2,382	57	58
Arkansas	533	244	819	54	236
California	17,082	9,379	6,774	-60	-28
Colorado	1,948	539	372	-81	-31
Connecticut	705	721	713	1	-1
Delaware	597	267	186	-69	-30
District of Columbia	0	397	399	–	1
Federated States of Micronesia	–	–	–	–	–
Florida	0	0	0	–	–
Georgia	2,285	4,029	3,862	69	-4
Guam	76	233	205	170	-12
Hawaii	538	529	487	-9	-8
Idaho	561	666	663	18	0 †
Illinois	3,317	3,223	2,797	-16	-13
Indiana	686	606	577	-16	-5
Iowa	0	0	0	–	–
Kansas	11	7	6	-45	-14
Kentucky	1,728	727	1,030	-40	42
Louisiana	5,101	3,460	627	-88	-82
Maine	887	1,156	1,185	34	3
Marshall Islands	–	–	0	–	–
Maryland	5,115	5,053	4,779	-7	-5
Massachusetts	1,489	1,643	2,398	61	46
Michigan	2,183	1,958	1,154	-47	-41
Minnesota	3,783	1,936	1,352	-64	-30
Mississippi	0	1,992	1,256	–	-37
Missouri	1,280	844	726	-43	-14

Continued

Table 3.7 Number of teachers on waivers and percentage change, by state: AY 2003–04 through AY 2005–06 *continued*

State	Academic year			Percentage change AY 2003–04 to AY 2005–06	Percentage change AY 2004–05 to AY 2005–06
	2003–04	2004–05	2005–06		
Montana	12	45	92	667	104
Nebraska	62	6	9	-85	50
Nevada	0	0	0	–	–
New Hampshire	35	18	16	-54	-11
New Jersey	2,009	1,809	1,119	-44	-38
New Mexico	1,003	404	171	-83	-58
New York	1,363	1,597	0	-100	-100
North Carolina	6,916	5,815	4,094	-41	-30
North Dakota	164	30	33	-80	10
Northern Mariana Islands	–	–	87	–	–
Ohio	939	1,541	1,319	40	-14
Oklahoma	20	48	0	-100	-100
Oregon	625	1,189	1,299	108	9
Palau	–	–	–	–	–
Pennsylvania	2,938	4,916	1,018	-65	-79
Puerto Rico	1,607	2,979	2,061	28	-31
Rhode Island	359	348	350	-3	1
South Carolina	2,318	784	1,082	-53	38
South Dakota	72	50	61	-15	22
Tennessee	821	558	295	-64	-47
Texas	22,938	9,074	1,930	-92	-79
Utah	1,085	1,319	1,657	53	26
Vermont	189	98	52	-72	-47
Virgin Islands	1,070	1,116	854	-20	-23
Virginia	10	9	0	-100	-100
Washington	223	288	255	14	-11
West Virginia	1,336	1,419	1,244	-7	-12
Wisconsin	0	0	0	–	–
Wyoming	12	212	166	1,283	-22
Total	99,822	77,196	55,175	-45%	-29%

— Data not available.

‡ Very small nonzero change, rounds to 0 percent.

NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. The number of teachers on waivers collected through the HEA Title II system may not agree with data from other federal data collections. For example, the U.S. Department of Education’s National Center for Education Statistics collects teacher data in full-time equivalencies through its Common Core of Data, while the Title II system captures a headcount. The timing of the data collections (fall versus a full-year count) also can produce vastly different teacher counts. The reader should exercise caution when comparing the Title II teacher data with other sources of teacher counts. Data for AY 2005–06 include teachers in independent LEA charter schools who are required to meet state certification requirements.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

**Table 3.8 Percentage of teachers on waivers and percentage point change, by state:
AY 2003–04 through AY 2005–06**

State	Academic year			Percentage point change AY 2003–04 to AY 2005–06	Percentage point change AY 2004–05 to AY 2005–06
	2003–04	2004–05	2005–06		
Alabama	0.4	0.7	1.3	1.0	0.7
Alaska	1.2	1.2	0.3	-1.0	-0.9
American Samoa	–	–	63.0	–	–
Arizona	3.6	3.7	5.1	1.6	1.5
Arkansas	1.7	0.8	2.5	0.8	1.7
California	5.6	3.1	2.2	-3.4	-0.9
Colorado	4.2	1.1	0.8	-3.4	-0.3
Connecticut	1.4	1.5	1.6	0.2	0.1
Delaware	7.7	3.4	2.3	-5.4	-1.1
District of Columbia	0.0	7.0	7.0	7.0	0.1
Federated States of Micronesia	–	–	–	–	–
Florida	0.0	0.0	0.0	0.0	0.0
Georgia	2.0	3.4	3.2	1.2	-0.2
Guam	8.1	11.6	11.4	3.4	-0.2
Hawaii	4.3	4.3	4.0	-0.4	-0.3
Idaho	4.0	4.7	4.5	0.5	-0.2
Illinois	2.4	2.3	2.0	-0.5	-0.4
Indiana	1.2	1.0	1.0	-0.2	-0.1
Iowa	0.0	0.0	0.0	0.0	0.0
Kansas	0.0	0.0	0.0	0 ‡	0.0
Kentucky	4.1	1.6	2.3	-1.8	0.7
Louisiana	9.2	6.2	1.5	-7.7	-4.7
Maine	5.1	6.6	6.7	1.6	0.1
Marshall Islands	–	–	0.0	–	–
Maryland	9.1	10.5	9.3	0.2	-1.2
Massachusetts	2.1	2.5	3.6	1.5	1.1
Michigan	1.9	1.8	1.1	-0.9	-0.7
Minnesota	4.4	4.0	2.8	-1.6	-1.2
Mississippi	0.0	6.0	3.9	3.9	-2.0
Missouri	1.9	1.3	1.1	-0.9	-0.2

Continued

**Table 3.8 Percentage of teachers on waivers and percentage point change, by state:
AY 2003–04 through AY 2005–06 *continued***

State	Academic year			Percentage point change AY 2003–04 to AY 2005–06	Percentage point change AY 2004–05 to AY 2005–06
	2003–04	2004–05	2005–06		
Montana	0.1	0.4	0.9	0.8	0.4
Nebraska	0.2	0.0	0.0	-0.2	0 ‡
Nevada	0.0	0.0	0.0	0.0	0.0
New Hampshire	0.3	0.1	0.1	-0.2	0.0
New Jersey	2.0	1.6	1.0	-1.0	-0.6
New Mexico	4.7	1.9	0.8	-3.9	-1.1
New York	0.6	0.8	0.0	-0.6	-0.8
North Carolina	7.6	6.2	4.2	-3.4	-2.0
North Dakota	2.1	0.4	0.4	-1.7	0.0
Northern Mariana Islands	—	—	17.1	—	—
Ohio	0.9	1.4	1.2	0.4	-0.2
Oklahoma	0.0	0.1	0.0	0 ‡	-0.1
Oregon	1.8	4.1	4.4	2.6	0.3
Palau	—	—	—	—	—
Pennsylvania	2.4	4.0	0.8	-1.6	-3.2
Puerto Rico	3.9	6.5	4.5	0.6	-2.0
Rhode Island	3.0	2.2	2.3	-0.7	0.1
South Carolina	4.6	1.7	2.3	-2.3	0.6
South Dakota	0.8	0.5	0.7	-0.1	0.1
Tennessee	1.4	0.9	0.5	-0.9	-0.4
Texas	7.8	3.1	0.6	-7.2	-2.5
Utah	4.5	5.3	5.4	0.8	0 ‡
Vermont	2.2	1.1	0.6	-1.6	-0.5
Virgin Islands	72.7	73.2	60.1	-12.6	-13.1
Virginia	0.0	0.0	0.0	0.0	0 ‡
Washington	0.4	0.5	0.4	0.1	-0.1
West Virginia	6.3	6.4	5.9	-0.4	-0.5
Wisconsin	0.0	0.0	0.0	0.0	0.0
Wyoming	0.2	3.2	2.2	2.0	-1.0
Total	3.1	2.4	1.7	-1.4%	-0.7%

— Data not available.

‡ Very small nonzero change, rounds to 0 percent.

NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. The number of teachers on waivers collected through the HEA Title II system may not agree with data from other federal data collections. For example, the U.S. Department of Education’s National Center for Education Statistics collects teacher data in full-time equivalencies through its Common Core of Data, while the Title II system captures a headcount. The timing of the data collections (fall versus a full-year count) also can produce vastly different teacher counts. The reader should exercise caution when comparing the Title II teacher data with other sources of teacher counts. Data for AY 2005–06 include teachers in independent LEA charter schools who are required to meet state certification requirements.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Of the 42 states, the District of Columbia and Puerto Rico that issued waivers and reported data by poverty status of district for AY 2005–06, more than half (24 states and Puerto Rico) experienced a decline in the percentage of teachers on waivers employed in high-poverty districts from the previous year. However, 17 states and the District of Columbia reported increases in the percentage of teachers on waivers in high-poverty districts; the change was 1 percentage point or less in 12 of these states. Alabama, Arizona, Arkansas, the District of Columbia, Massachusetts and Michigan increased by more than 1 percent.

Waivers by Subject Area¹⁴

In addition to waiver accountability data by school districts, *HEA* Title II also collects basic information on the number and percentage of teachers employed on waivers to full state certification in the *ESEA* core academic subjects,¹⁵ plus special education, bilingual education and career and technical education. However, the data by subject area should be interpreted with caution. Not all states certify teachers in all subject areas. The information states have reported shows that the number of teachers with waivers to full certification in these subject areas followed a pattern of decline similar to waivers overall and those by poverty status. In all subject areas, the percentages of waivers decreased between AY 2003–04 and AY 2005–06 (figure 3.7).

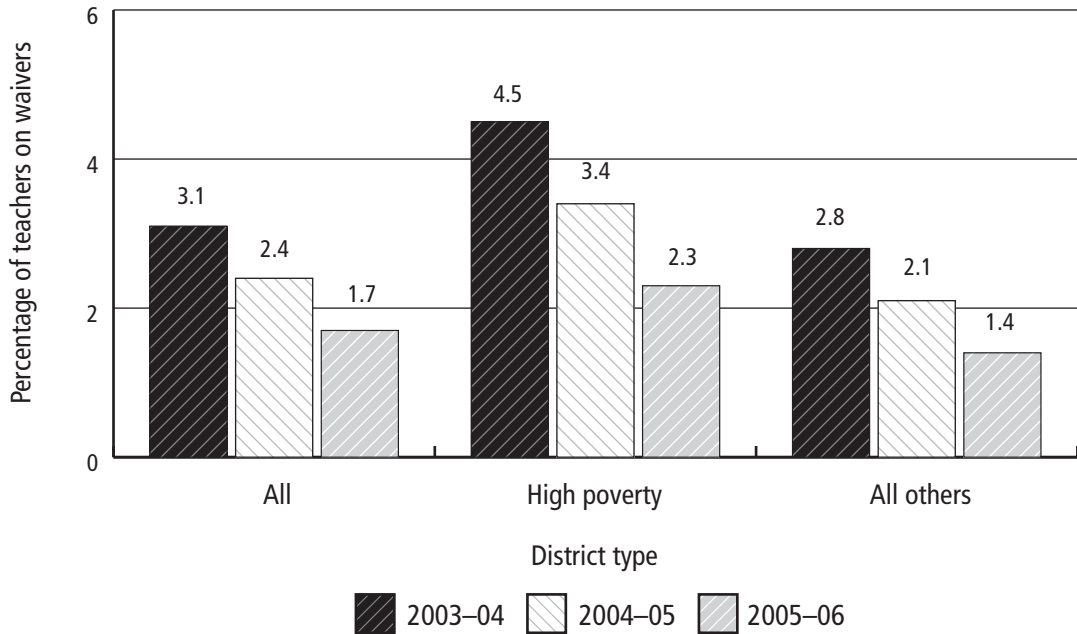
While there was progress across all subject areas in reducing the number of teachers working without full state certification, challenges remain in certain areas. States issued the largest number of waivers in special education (15,972)—over three times the number issued in the next largest category, reading (5,200) (table 3.9). This, coupled with the fact that one-fifth of states reported waiver rates greater than 10 percent in special education, highlights the difficulties states are facing in attracting and retaining qualified teachers in certain fields (table 3.10).

In AY 2005–06, career and technical education tied with special education in terms of the proportion of teachers on waivers by subject area (3.8 percent). Foreign languages ranked third at 2.9 percent (figure 3.7). While the numbers are smaller, states are experiencing high numbers of waivers in bilingual and English as a Second Language (ESL), science and mathematics education; all had rates over 2 percent. For bilingual and ESL education, waiver rates were greater than 10 percent in one-third of all states, with California issuing more than one-third of the total count of bilingual waivers (see table A8 in the Appendix).

¹⁴ Not all states certify in the subject areas of civics and government, economics, history and geography. These subjects are *ESEA* core academic areas. While states may offer individual certificates or endorsements in these areas, they may issue certificates in social studies to teachers providing instruction in these classes. Social studies has not been a field in the *HEA* Title II data collection since 2004. Several states provide information on social studies as additional information in the waiver section of the report. In addition, states may not have the ability to track the waiver to a teacher's current assignment. Often this is done by districts, since hiring is a district function. States may be able to document the subjects in which waivers are granted, but not if the teacher is actually employed on that waiver.

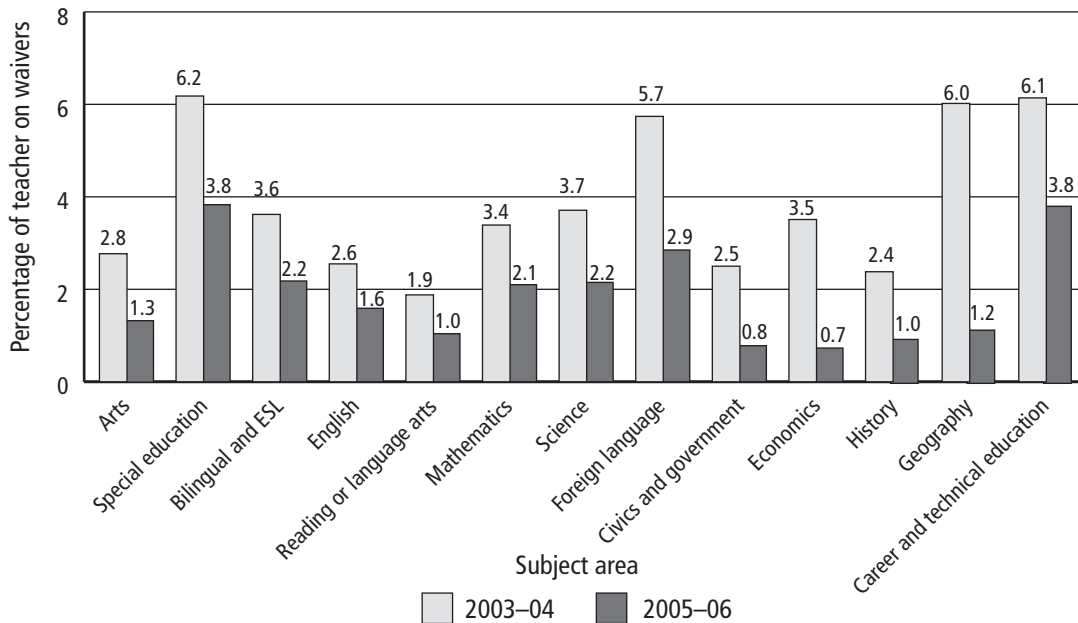
¹⁵ English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

Figure 3.6 Percentage of teachers on waivers by poverty status of district: AY 2003–04 through AY 2005–06



NOTE: See page 54 for the definition of “high-poverty districts”.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Figure 3.7 Percentage of teachers on waivers by subject area: AY 2003–04 and AY 2005–06



NOTE: ESL is English as a Second Language.
SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Teacher Shortages in Maryland

Maryland is facing critical teacher shortages in several content areas due to an aging teacher population, unsatisfactory retention of new teachers and rising K-12 enrollments. The state faces a particular challenge in recruiting and retaining qualified teachers in Baltimore City, where one-quarter were hired on a conditional certificate in 2005–06. A recent state staffing report found that the need for new hires has nearly doubled since 1993–94. The state is facing critical shortages in special education, ESOL (English as a Second or Other Language), mathematics and science.

To address these critical shortages, Maryland has implemented a range of initiatives, including support of the *Quality Teacher Incentive Act*, which provides local school districts with a number of financial incentive options to recruit and retain quality teachers, tuition assistance and scholarships in critical shortage areas and expanded numbers of high-quality alternative routes to certification. Prospective teachers in Maryland also have taken advantage of federal efforts to attract and retain teachers, such as those offered through loan assistance and forgiveness programs, as well as through a Troops-to-Teachers program that assists retired military personnel to transition into teaching in critical shortage areas.

Source: Maryland State Department of Education, *Maryland Teacher Staffing Report: 2006–08*, Baltimore. 2006.

Table 3.9 Number and percentage of teachers on waivers by subject area, ranked by number of teachers on waivers: AY 2005–06

Subject area	Total teachers	Number of teachers on waivers	Percentage of teachers on waivers
Special education	416,703	15,972	3.8
Reading or language arts	498,783	5,200	1.0
Bilingual and ESL	237,354	5,184	2.2
Career and technical education	116,132	4,450	3.8
Mathematics	208,243	4,382	2.1
English	243,669	3,883	1.6
Science	180,753	3,880	2.2
Arts	178,355	2,377	1.3
Foreign language	80,723	2,301	2.9
History	63,745	605	1.0
Geography	13,721	158	1.2
Civics and government	17,341	136	0.8
Economics	7,692	56	0.7

NOTE: ESL is English as a Second Language.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table 3.10 Number and percentage of states with waiver rates of greater than 10 percent, by subject area: AY 2005–06

Subject area	Number of states reporting	States with waiver rates > 10%	
		Number	Percentage
Bilingual and ESL	54	16	30
Career and technical education	53	11	21
Special education	54	11	20
Foreign language	54	8	15
Mathematics	54	7	13
Economics	41	5	12
Science	54	6	11
Geography	38	4	11
Reading or language arts	51	5	10
History	43	4	9
English	54	4	7
Arts	53	3	6
Civics and government	40	2	5

NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. ESL is English as a Second Language.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Supplementary Data Tables

Table A1. Selected characteristics of alternative routes to teacher certification, by state: 2006

State	Alternative route name	Practice teaching required	Same assessments used for traditional route certification	Other assessments required	Supported by a private organization
Alabama	Alternative Class A [Master's Level]	✓	✓		
	Baccalaureate Level		✓		
	Preliminary		✓		
Arizona	Alternative Secondary Path to Certification (9-12)		✓		
Arkansas	M.A.T. / M. Ed.	✓	✓		
	Non-traditional Licensure Program (NTLP)		✓		
California	CCTC Alternative Route — SB 57 Private School Experience		✓		
	District intern program	✓	✓		
	Early Completion Option for Multiple and Single Subject Teaching Credentials		✓	✓	
	Individualized Intern Certificate	✓	✓		
	University Internship	✓	✓		
Colorado	Alternative Teacher Licensure Program and Teacher in Residence Programs		✓		
Connecticut	Alternate Route to Teacher Certification I (ARC I) and Alternate Route to Teacher Certification II (ARC II)	✓	✓		
Delaware	Alternative Routes to Certification (ARTC)		✓		
	Master of Arts in Teaching with Initial Certification	✓	✓	✓	
	Master of Arts Degree in Teaching (MAT)	✓	✓		
	Master's Program in Elementary or Middle Level Education	✓	✓		
	Masters Plus Certification Program, Exceptional Children and Youth		✓		
Florida	Alternate Certification-Teacher Education Institutes		✓	✓	
	State Approved Competency Based Alternative Certification Program	✓	✓	✓	
Georgia	(1) Georgia Alternative Preparation Program called Georgia TAPP Program (2) Post-baccalaureate Program		✓	✓	
Hawaii	Respecialization in Special Education (SPED/RISE)	✓	✓	✓	
Idaho	Alternative Authorization—Content Specialist	✓	✓	✓	
	Alternative Authorization—Teacher To New Certification		✓	✓	
	Computer-Based Alternative Route to Teacher Certification		✓	✓	✓
	Post-Baccalaureate Alternate Route	✓	✓	✓	
Illinois	Alternative Certification — 105 ILCS 5/21-5b	✓	✓	✓	✓
	Alternative Route to Administrative Certification—105 ILCS 5/21-5d		✓	✓	
	Alternative Route to Teacher Certification—105 ILCS 5/21-5c	✓	✓	✓	
	Illinois Teacher Corps—105 ILCS 5/21-11.4	✓	✓	✓	

Continued

Table A1. Selected characteristics of alternative routes to teacher certification, by state: 2006 *continued*

State	Alternative route name	Practice teaching required	Same assessments used for traditional route certification	Other assessments required	Supported by a private organization
Indiana	Transition to Teaching	✓	✓		
Iowa	Teacher Intern	✓	✓	✓	
	Teacher Intern License	✓	✓	✓	
	Teacher Intern Program (approved in 2002)	✓	✓	✓	
Kansas	Restricted Teaching License		✓		
Kentucky	Adjunct Instructor Certification				
	College Faculty Certification				
	Exceptional Work Experience Certification				
	Local District Training Program		✓		
	University-Based Alternative Certification		✓		
	Veterans of the Armed Services		✓		
Louisiana	Master's Degree Program	✓	✓		
	Non-Master's Degree Program	✓	✓		
	Practitioner Teacher Program	✓	✓		✓
Maine	Transcript analysis	✓	✓	✓	
Maryland	Resident Teacher Program (RTC)	✓	✓	✓	✓
Massachusetts	Route Five	✓	✓		
	Route Four	✓	✓		
	Route Three	✓	✓		
	Route Two	✓	✓		
Michigan	Model Process and Standards for Michigan's Alternative Routes to Teacher Certification (MARTC)	✓	✓		
	The Limited License To Instruct	✓	✓		
	Troops to Teachers	✓	✓		
Minnesota	The Collaborative Urban Educator Program (CUE)	✓	✓		
Mississippi	Alternate Route Administrator Program	✓	✓	✓	
	Master of Arts in Teaching Program (MAT)	✓	✓		
	Mississippi Alternate Path to Quality Teachers (MAPQT)	✓	✓		
	The Teach Mississippi Institute	✓	✓		

Continued

Table A1. Selected characteristics of alternative routes to teacher certification, by state: 2006 *continued*

State	Alternative route name	Practice teaching required	Same assessments used for traditional route certification	Other assessments required	Supported by a private organization
Missouri	Alternative Professional Education Programs		✓		
	Innovative Professional Education Programs	✓	✓		
	Temporary Authorization Certificate		✓	✓	
Montana	Northern Plains Transition to Teaching				
Nebraska	Transitional Teaching Certificate	✓	✓		
Nevada	Nevada Administrative Code 391.057 Conditional licensure		✓		
New Hampshire	Alternative 3a: Competency-Based Certification for Candidates Experienced in Endorsement Areas		✓	✓	✓
	Alternative 4: Job-Embedded Option for Critical Shortage Areas, Vocational Education, and Business Administrator		✓		✓
	Alternative 5: Job-Embedded Option for Content Majors in All Teaching Areas Except Special Education and Vocational Education/ Site-Based		✓		✓
New Jersey	Alternative Pathway to Certification-MAT Option	✓	✓		
	Provisional Teacher Program—Alternate Route	✓	✓		✓
New Mexico	Three Year Alternative License—College or University Program	✓	✓		✓
	Three Year Alternative License—Post Secondary Coursework, Portfolio, or District Route	✓	✓		✓
New York	Individual Transcript Evaluation	✓	✓		
North Carolina	Regional Alternative Licensing Centers- established in April 2002		✓		
North Dakota	Clinical Practice Option		✓		
Ohio	Conditional Permit		✓	✓	
	OAC 3301-24-10 Alternative Educator License		✓		
Oklahoma	Oklahoma Alternative Placement Program		✓		
Pennsylvania	American Board for Certification in Teaching Excellence (ABCTE)	✓			✓
Puerto Rico	Alternative Route to Teacher Certification	✓	✓		
Rhode Island	RITER	✓	✓	✓	
South Carolina	Program of Alternative Certification for Educators (PACE)		✓	✓	
South Dakota	Alternative Certification	✓			
Tennessee	Alternative A License	✓	✓		
	Alternative C License	✓	✓		
	Alternative E License	✓	✓		
Texas	Alternative Route to Certification	✓	✓		

Continued

Table A1. Selected characteristics of alternative routes to teacher certification, by state: 2006 *continued*

State	Alternative route name	Practice teaching required	Same assessments used for traditional route certification	Other assessments required	Supported by a private organization
Utah	Alternative Routes to Licensure (ARL)			✓	
	Career & Technology Education (CTE) Alternative Preparation Program				
Vermont	License By Evaluation (Peer Review)	✓	✓	✓	
Virgin Islands	Virgin Islands Alternative Route to Teacher Certification (VARTC)		✓	✓	
Virginia	Alternative Licensure Program		✓		
	Career Switcher Alternative Route to Licensure Program	✓	✓		
Washington	Route 1	✓	✓		
	Route 2	✓	✓		
	Route 3	✓	✓		
	Route 4	✓	✓		
West Virginia	Alternative Preparation Program for General Educators	✓	✓		
	Alternative Preparation Program for Special Educators (Content)				
	Alternative Preparation Program for Special Educators (Special Education)	✓	✓		
Wisconsin	10SPED	✓	✓		
	Accelerated Post Baccalaureate Graduate Teacher Certification Program-Concordia University	✓	✓	✓	
	Accelerated Teacher Certification Program in Middle/Secondary Education-Marquette University	✓	✓		
	ACT-Carthage College	✓	✓	✓	✓
	Alternative Teacher Certification Program-Marian College	✓	✓		
	Masters of Applied Leadership for Teaching and Learning: UW-Green Bay	✓	✓		
	Milwaukee Teacher Education Center (MTEC)	✓	✓	✓	
	Online Alternative Licensure Program-UW-Platteville	✓	✓	✓	
	Proficiency Based Licensure Program-CESA #1	✓	✓	✓	
	Project Teaching	✓	✓		
	Residency in Teacher Education-CESA #6	✓	✓	✓	
	Teacher Development Center Alternative Licensure Program-CESA #7	✓	✓		
	Urban Education Fellows Program	✓	✓	✓	✓
Wyoming	Northern Plains Transition To Teaching	✓	✓		
	Portfolio	✓	✓		

NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. American Samoa, Alaska, Federated States of Micronesia, Guam, Marshall Islands, Northern Mariana Islands, Oregon and Palau do not have alternative routes to teacher certification and are not included in this table. The state education agency of the District of Columbia has not yet implemented any specific alternative route programs, but there are alternative route programs at the local education agency (district) level. Examples of private organizations that support alternative routes include Teach for America, the Louisiana Resource Center for Educators and The Golden Apple Foundation.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A2. Number of traditional route completers, by state, for AY 2000–01 through AY 2004–05 and percentage change for AY 2000–01 to AY 2004–05 and AY 2003–04 to AY 2004–05

State	2000–01	2001–02	2002–03	2003–04	2004–05	Percentage change AY 2000–01 to AY 2004–05	Percentage change AY 2003–04 to AY 2004–05
Alabama	—	—	5,633	4,468	4,270	—	-4
Alaska	214	261	290	247	190	-11	-23
American Samoa	—	—	—	—	—	—	—
Arizona	2,644	2,928	3,498	4,052	4,593	74	13
Arkansas	1,297	1,156	1,130	1,380	1,224	-6	-11
California	18,750	17,070	19,236	20,763	18,044	-4	-13
Colorado	2,073	1,896	2,046	2,294	2,570	24	12
Connecticut	1,713	1,821	2,105	1,865	1,955	14	5
Delaware	572	601	682	695	720	26	4
District of Columbia	288	290	428	346	327	14	-5
Federated States of Micronesia	—	—	—	—	27	—	—
Florida	5,580	5,790	5,707	5,815	5,406	-3	-7
Georgia	3,104	2,820	2,945	3,663	3,511	13	-4
Guam	141	113	199	49	66	-53	35
Hawaii	421	482	453	556	964	129	73
Idaho	—	—	—	—	1,098	—	—
Illinois	8,823	9,243	9,341	10,373	10,726	22	3
Indiana	4,286	4,603	4,375	4,548	4,351	2	-4
Iowa	2,976	—	—	2,776	2,806	-6	1
Kansas	1,720	1,720	1,859	1,931	1,918	12	-1
Kentucky	2,248	2,246	2,585	2,642	2,508	12	-5
Louisiana	1,970	1,775	1,780	1,542	1,543	-22	0
Maine	624	589	595	550	642	3	17
Marshall Islands	—	—	—	—	15	—	—
Maryland	2,207	2,139	2,205	2,370	2,373	8	0
Massachusetts	3,591	3,649	4,244	3,660	3,649	2	0
Michigan	6,516	7,079	7,778	8,230	7,774	19	-6
Minnesota	3,447	3,458	3,794	3,763	3,714	8	-1
Mississippi	1,382	1,525	1,608	1,597	1,419	3	-11
Missouri	3,709	3,800	3,793	3,912	3,929	6	0
Montana	729	711	—	—	—	—	—

Continued

Table A2. Number of traditional route completers, by state, for AY 2000–01 through AY 2004–05 and percentage change for AY 2000–01 to AY 2004–05 and AY 2003–04 to AY 2004–05 *continued*

State	2000–01	2001–02	2002–03	2003–04	2004–05	Percentage change AY 2000–01 to AY 2004–05	Percentage change AY 2003–04 to AY 2004–05
Nebraska	—	—	—	—	1,780	—	—
Nevada	851	803	1,046	1,015	985	16	-3
New Hampshire	891	956	814	932	921	3	-1
New Jersey	3,267	3,219	3,433	3,832	4,310	32	12
New Mexico	1,165	1,184	1,283	1,315	1,220	5	-7
New York	18,619	19,182	21,449	24,143	20,839	12	-14
North Carolina	2,962	2,981	2,967	3,241	3,446	16	6
North Dakota	759	716	—	736	804	6	9
Northern Mariana Islands	—	—	—	—	—	—	—
Ohio	7,680	7,868	7,022	8,263	8,271	8	0
Oklahoma	1,954	1,971	1,956	2,058	2,053	5	0
Oregon	1,573	1,881	2,243	2,031	2,237	42	10
Palau	—	—	—	—	—	—	—
Pennsylvania	9,892	9,795	10,236	11,658	10,876	10	-7
Puerto Rico	2,198	2,612	2,501	2,998	3,183	45	6
Rhode Island	842	933	990	882	989	17	12
South Carolina	1,878	2,007	2,049	2,171	2,218	18	2
South Dakota	952	843	822	883	810	-15	-8
Tennessee	3,787	3,372	3,372	3,367	3,563	-6	6
Texas	11,094	11,904	12,982	12,677	14,112	27	11
Utah	2,384	2,361	2,242	1,888	2,361	-1	25
Vermont	548	511	454	518	495	-10	-4
Virgin Islands	48	—	—	27	25	-48	-7
Virginia	2,862	2,646	2,712	2,649	2,749	-4	4
Washington	3,154	3,213	—	—	3,625	15	—
West Virginia	1,180	1,037	1,117	1,357	1,295	10	-5
Wisconsin	3,460	—	—	—	5,302	53	—
Wyoming	273	234	236	258	410	50	59
Total	165,298	159,994	170,235	182,986	191,211	16%	4%

— Data are not available

NOTE: For purposes of this figure, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2.

SOURCE: U.S. Department of Education, Office of Secondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A3. Number of alternative route completers, by state, for AY 2000–01 through AY 2004–05 and percentage change for AY 2000–01 to AY 2004–05 and AY 2003–04 to AY 2004–05

State	2000–01	2001–02	2002–03	2003–04	2004–05	Percentage change AY 2000–01 to AY 2004–05	Percentage change AY 2003–04 to AY 2004–05
Alabama	—	1,270	329	—	559	—	—
Alaska	‡	‡	‡	‡	‡	—	—
American Samoa	—	—	—	—	‡	—	—
Arizona	‡	‡	‡	0	0	—	0
Arkansas	56	136	133	179	396	607	121
California	—	3,714	4,874	5,861	4,997	—	-15
Colorado	242	—	456	574	458	89	-20
Connecticut	164	197	244	191	178	9	-7
Delaware	7	22	30	24	38	443	58
District of Columbia	‡	‡	‡	‡	152	—	—
Federated States of Micronesia	—	—	—	—	‡	—	—
Florida	82	—	348	—	—	—	—
Georgia	1,225	—	1,230	1,492	1,664	36	12
Guam	‡	‡	‡	‡	‡	—	—
Hawaii	55	133	59	29	44	-20	52
Idaho	—	—	—	0	0	—	0
Illinois	—	155	228	172	333	—	94
Indiana	‡	0	141	353	318	—	-10
Iowa	0	—	0	0	0	0	0
Kansas	0	31	48	77	43	—	-44
Kentucky	35	101	226	240	728	1,980	203
Louisiana	211	456	718	992	1,046	396	5
Maine	142	143	178	412	379	167	-8
Marshall Islands	—	—	—	—	‡	—	—
Maryland	13	10	103	197	135	938	-31
Massachusetts	4,456	301	169	118	167	-96	42
Michigan	—	0	7	121	59	—	-51
Minnesota	15	20	11	0	0	-100	0
Mississippi	1,014	58	516	206	759	-25	268
Missouri	29	59	128	178	262	803	47
Montana	‡	0	—	—	—	—	—

Continued

Table A3. Number of alternative route completers, by state, for AY 2000–01 through AY 2004–05 and percentage change for AY 2000–01 to AY 2004–05 and AY 2003–04 to AY 2004–05 *continued*

State	2000–01	2001–02	2002–03	2003–04	2004–05	Percentage change AY 2000–01 to AY 2004–05	Percentage change AY 2003–04 to AY 2004–05
Nebraska	‡	—	—	—	—	—	—
Nevada	0	104	12	—	0	0	—
New Hampshire	107	—	149	127	154	44	21
New Jersey	1,411	1,691	1,804	2,210	1,882	33	-15
New Mexico	0	59	159	102	182	—	78
New York	10,506	10,539	14,906	17,772	6,590	-37	-63
North Carolina	0	—	209	553	821	—	48
North Dakota	—	—	—	‡	—	—	—
Northern Mariana Islands	—	—	—	—	‡	—	—
Ohio	33	84	304	321	454	1,276	41
Oklahoma	1,954	588	617	654	993	-49	52
Oregon	0	1,881	‡	‡	‡	—	—
Palau	—	—	—	—	‡	—	—
Pennsylvania	0	‡	‡	0	0	0	0
Puerto Rico	53	46	78	96	139	162	45
Rhode Island	‡	‡	‡	‡	‡	—	—
South Carolina	344	142	165	362	312	-9	-14
South Dakota	952	843	—	—	—	—	—
Tennessee	82	118	118	113	175	113	55
Texas	2,836	3,970	6,191	6,902	7,726	172	12
Utah	132	24	104	79	85	-36	8
Vermont	52	44	86	85	87	67	2
Virgin Islands	0	51	—	—	‡	—	—
Virginia	359	115	268	130	242	-33	86
Washington	0	0	—	—	159	—	—
West Virginia	0	—	0	—	0	0	—
Wisconsin	‡	—	—	—	83	—	—
Wyoming	—	—	7	3	5	—	67
Total	26,567	27,105	35,353	40,925	32,804	23%	-20%

— Data are not available

‡ State did not have an approved alternative route in place.

NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. The HEA Title II data collection does not specifically ask for the total number of alternative route completers by program or by state, thus the total number of alternative route completers reported in the pass rate section is used as a proxy. The state education agency of the District of Columbia has not yet implemented any specific alternative route programs, but there are alternative route programs at the local education agency (district) level.

SOURCE: U.S. Department of Education, Office of Secondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A4a. Summary traditional route pass rates, by state: AY 2004–05

State	Testing company	Summary				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Alabama	ETS	23	12,500	12,500	100	100
Alaska	ETS	4	162	162	100	100
American Samoa	No testing	†	†	†	†	†
Arizona	NES	13	3,906	3,612	92	90–100
Arkansas	ETS	16	1,210	1,171	97	87–100
California	NES	75	18,015	17,675	98	91–100
Colorado	NES	15	1,421	1,281	90	71–100
Connecticut	ETS	13	1,955	1,915	98	95–100
Delaware	ETS	4	709	696	98	68–100
District of Columbia	ETS	7	299	266	89	64–94
Federated States of Micronesia	No testing	†	†	†	†	†
Florida	Other	28	4,494	4,482	100	99–100
Georgia	ETS	30	3,210	3,164	99	77–100
Guam	ETS	1	34	24	71	71
Hawaii	ETS	5	553	482	87	79–90
Idaho	ETS	7	578	563	97	95–100
Illinois	NES	51	10,608	10,464	99	80–100
Indiana	ETS	39	4,329	4,182	97	86–100
Iowa	No testing	†	†	†	†	†
Kansas	ETS	22	1,794	1,736	97	25–100
Kentucky	ETS	25	2,444	2,309	94	75–100
Louisiana	ETS	18	1,543	1,520	99	80–100
Maine	ETS	9	602	596	99	77–100
Marshall Islands	No testing	†	†	†	†	†
Maryland	ETS	20	2,305	2,219	96	81–100
Massachusetts	NES	46	3,549	3,411	96	71–100
Michigan	NES	34	7,757	7,757	100	100
Minnesota	ETS	25	3,714	3,396	91	57–100
Mississippi	ETS	13	1,295	1,248	96	83–100
Missouri	ETS	36	3,859	3,793	98	90–100
Montana	No testing	†	†	†	†	†

Continued

Table A4a. Summary traditional route pass rates, by state: AY 2004–05
continued

State	Testing company	Summary				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	6	958	866	90	88–99
New Hampshire	ETS	12	698	664	95	83–100
New Jersey	ETS	21	4,164	3,956	95	79–100
New Mexico	NES	9	1,195	1,114	93	75–100
New York	NES	101	19,374	18,237	94	63–100
North Carolina	ETS	34	1,836	1,768	96	78–100
North Dakota	ETS	9	692	681	98	67–100
Northern Mariana Islands	No testing	†	†	†	†	†
Ohio	ETS	50	7,779	7,357	95	86–100
Oklahoma	NES	20	2,008	1,955	97	82–100
Oregon	ETS	17	1,824	1,824	100	100
Palau	No testing	†	†	†	†	†
Pennsylvania	ETS	83	10,876	10,302	95	42–100
Puerto Rico	Other	28	2,594	2,117	82	25–96
Rhode Island	ETS	6	859	784	91	86–99
South Carolina	ETS	26	2,218	2,144	97	76–100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	34	3,269	3,176	97	88–100
Texas	NES	65	14,112	13,287	94	76–100
Utah	No testing	†	†	†	†	†
Vermont	ETS	9	464	451	97	93–100
Virgin Islands	ETS	1	18	8	44	44
Virginia	ETS	31	2,803	2,749	98	87–100
Washington	–	–	–	–	–	–
West Virginia	ETS	18	1,295	1,295	100	100
Wisconsin	ETS	11	295	293	99	96–100
Wyoming	No testing	†	†	†	†	†
Total		1,170	172,176	165,652	96%	25–100%

– Data are not available because tests may not be required for certification or licensure, or there may be less than 10 test takers.

† Non-testing state.

^a Number of institutions only includes institutions with 10 or more completers taking an assessment in that state.

^b Number tested is the total number of test takers at all institutions in the state, including institutions with less than 10 completers.

NOTE: The range is the range of pass rates at the institutions of higher education. A range of one number indicates that there was the same pass rate at all institutions in the state with 10 or more completers taking an assessment. ETS is the Educational Testing Service. NES is the National Evaluation Systems. States with “other” testing companies may use a state-developed test or a testing company other than ETS or NES. For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. Institutions in Alabama, Nebraska, Tennessee, Washington and Wisconsin require applicants to pass a basic skills test as a condition of admission to a teacher preparation program. These states are not required to submit their basic skills pass rates because they do not require the assessments for certification. Oklahoma has additional tests that are required for certification. In Michigan, institutions require passing basic skills for admission; the state requires passage before student teaching. Any discrepancies in the number of students taking and passing assessments in Michigan are due to the fact that some program completers took and passed the assessments outside the five-year window for reporting pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A4b. Basic skills traditional route pass rates, by state: AY 2004–05

State	Testing company	Basic skills				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Alabama	ETS	23	12,500	12,500	100	100
Alaska	ETS	4	162	162	100	100
American Samoa	No testing	†	†	†	†	†
Arizona	NES	–	–	–	–	–
Arkansas	ETS	16	1,154	1,149	100	98–100
California	NES	75	17,966	17,961	100	98–100
Colorado	NES	–	–	–	–	–
Connecticut	ETS	12	1,202	1,200	100	99–100
Delaware	ETS	4	709	696	98	68–100
District of Columbia	ETS	7	289	268	93	64–100
Federated States of Micronesia	No testing	†	†	†	†	†
Florida	Other	28	4,487	4,476	100	96–100
Georgia	ETS	24	2,087	2,034	97	61–100
Guam	ETS	1	34	24	71	71
Hawaii	ETS	5	527	520	99	97–100
Idaho	ETS	–	–	–	–	–
Illinois	NES	51	10,290	10,283	100	99–100
Indiana	ETS	39	4,138	4,070	98	88–100
Iowa	No testing	†	†	†	†	†
Kansas	ETS	–	–	–	–	–
Kentucky	ETS	–	–	–	–	–
Louisiana	ETS	18	1,342	1,342	100	100
Maine	ETS	9	602	596	99	77–100
Marshall Islands	–	–	–	–	–	–
Maryland	ETS	20	2,179	2,165	99	96–100
Massachusetts	NES	46	3,460	3,426	99	86–100
Michigan	NES	34	6,969	6,965	100	100
Minnesota	ETS	25	3,554	3,442	97	85–100
Mississippi	ETS	–	–	–	–	–
Missouri	Other	–	–	–	–	–
Montana	No testing	†	†	†	†	†

Continued

Table A4b. Basic skills traditional route pass rates, by state: AY 2004–05
continued

State	Testing company	Basic skills				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	6	805	790	98	94–98
New Hampshire	ETS	12	662	644	97	83–100
New Jersey	ETS	–	–	–	–	–
New Mexico	NES	9	1,170	1,154	99	93–100
New York	NES	–	–	–	–	–
North Carolina	ETS	–	–	–	–	–
North Dakota	ETS	9	692	681	98	67–100
Northern Mariana Islands	No testing	†	†	†	†	†
Ohio	ETS	–	–	–	–	–
Oklahoma	NES	20	1,999	1,992	100	81–100
Oregon	ETS	17	1,824	1,824	100	100
Palau	No testing	†	†	†	†	†
Pennsylvania	ETS	83	10,651	10,468	98	64–100
Puerto Rico	Other	28	2,577	2,219	86	25–98
Rhode Island	ETS	–	–	–	–	–
South Carolina	ETS	26	2,116	2,113	100	98–100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	–	–	–	–	–
Texas	NES	65	14,112	14,112	100	100
Utah	No testing	†	†	†	†	†
Vermont	ETS	9	436	433	99	95–100
Virgin Islands	ETS	1	18	8	44	44
Virginia	ETS	31	2,647	2,615	99	95–100
Washington	–	–	–	–	–	–
West Virginia	ETS	–	–	–	–	–
Wisconsin	ETS	–	–	–	–	–
Wyoming	No testing	†	†	†	†	†
Total		757	113,360	112,332	99%	25–100%

– Data are not available because tests may not be required for certification or licensure, or there may be less than 10 test takers.

† Non-testing state.

^a Number of institutions only includes institutions with 10 or more completers taking an assessment in that state.

^b Number tested is the total number of test takers at all institutions in the state, including institutions with less than 10 completers.

NOTE: The range is the range of pass rates at the institutions of higher education. A range of one number indicates that there was the same pass rate at all institutions in the state with 10 or more completers taking an assessment. ETS is the Educational Testing Service. NES is the National Evaluation Systems. States with “other” testing companies may use a state-developed test or a testing company other than ETS or NES. For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. Institutions in Alabama, Nebraska, Tennessee, Washington and Wisconsin require applicants to pass a basic skills test as a condition of admission to a teacher preparation program. These states are not required to submit their basic skills pass rates because they do not require the assessments for certification. Oklahoma has additional tests that are required for certification. In Michigan, institutions require passing basic skills for admission; the state requires passage before student teaching. Any discrepancies in the number of students taking and passing assessments in Michigan are due to the fact that some program completers took and passed the assessments outside the five-year window for reporting pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A4c. Professional knowledge traditional route pass rates, by state: AY 2004–05

State	Testing company	Professional knowledge				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Alabama	ETS	–	–	–	–	–
Alaska	ETS	–	–	–	–	–
American Samoa	No testing	†	†	†	†	†
Arizona	NES	13	3,868	3,721	96	94–100
Arkansas	ETS	16	1,005	979	97	88–100
California	NES	73	12,160	11,924	98	93–100
Colorado	NES	10	352	291	83	55–100
Connecticut	ETS	–	–	–	–	–
Delaware	ETS	–	–	–	–	–
District of Columbia	ETS	1	51	46	90	95
Federated States of Micronesia	No testing	†	†	†	†	†
Florida	Other	28	4,397	4,395	100	100
Georgia	ETS	–	–	–	–	–
Guam	ETS	–	–	–	–	–
Hawaii	ETS	5	436	403	92	82–95
Idaho	ETS	5	263	256	97	96–100
Illinois	NES	51	10,192	10,075	99	80–100
Indiana	ETS	1	17	17	100	100
Iowa	No testing	†	†	†	†	†
Kansas	ETS	22	1,785	1,727	97	25–100
Kentucky	ETS	25	2,188	2,140	98	82–100
Louisiana	ETS	18	1,547	1,537	99	97–100
Maine	ETS	–	–	–	–	–
Marshall Islands	No testing	†	†	†	†	†
Maryland	ETS	16	1,544	1,497	97	91–100
Massachusetts	NES	–	–	–	–	–
Michigan	NES	–	–	–	–	–
Minnesota	ETS	25	3,543	3,521	99	97–100
Mississippi	ETS	13	1,283	1,262	98	94–100
Missouri	ETS	–	–	–	–	–
Montana	No testing	†	†	†	†	†

Continued

Table A4c. Professional knowledge traditional route pass rates, by state: AY 2004–05
continued

State	Testing company	Professional knowledge				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	3	274	249	91	89–100
New Hampshire	ETS	–	–	–	–	–
New Jersey	ETS	–	–	–	–	–
New Mexico	NES	9	1,085	1,033	95	88–100
New York	NES	101	17,757	17,629	99	76–100
North Carolina	ETS	–	–	–	–	–
North Dakota	ETS	–	–	–	–	–
Northern Mariana Islands	No testing	†	†	†	†	†
Ohio	ETS	49	5,998	5,732	96	86–100
Oklahoma	NES	20	1,953	1,913	98	93–100
Oregon	ETS	–	–	–	–	–
Palau	No testing	†	†	†	†	†
Pennsylvania	ETS	–	–	–	–	–
Puerto Rico	Other	28	2,566	2,319	90	75–100
Rhode Island	ETS	6	859	784	91	86–99
South Carolina	ETS	9	553	499	90	63–100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	34	3,188	3,120	98	89–100
Texas	NES	65	12,474	12,061	97	76–100
Utah	No testing	†	†	†	†	†
Vermont	ETS	–	–	–	–	–
Virgin Islands	ETS	–	–	–	–	–
Virginia	ETS	–	–	–	–	–
Washington	–	–	–	–	–	–
West Virginia	ETS	18	1,295	1,295	100	100
Wisconsin	ETS	–	–	–	–	–
Wyoming	No testing	†	†	†	†	†
Total		664	92,633	90,425	98%	25–100%

– Data are not available because tests may not be required for certification or licensure, or there may be less than 10 test takers.

† Non-testing state.

^a Number of institutions only includes institutions with 10 or more completers taking an assessment in that state.

^b Number tested is the total number of test takers at all institutions in the state, including institutions with less than 10 completers.

NOTE: The range is the range of pass rates at the institutions of higher education. A range of one number indicates that there was the same pass rate at all institutions in the state with 10 or more completers taking an assessment. ETS is the Educational Testing Service. NES is the National Evaluation Systems. States with “other” testing companies may use a state-developed test or a testing company other than ETS or NES. For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. Institutions in Alabama, Nebraska, Tennessee, Washington and Wisconsin require applicants to pass a basic skills test as a condition of admission to a teacher preparation program. These states are not required to submit their basic skills pass rates because they do not require the assessments for certification. Oklahoma has additional tests that are required for certification. In Michigan, institutions require passing basic skills for admission; the state requires passage before student teaching. Any discrepancies in the number of students taking and passing assessments in Michigan are due to the fact that some program completers took and passed the assessments outside the five-year window for reporting pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A4d. Academic content traditional route pass rates, by state: AY 2004–05

State	Testing company	Academic content				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Alabama	ETS	–	–	–	–	–
Alaska	ETS	–	–	–	–	–
American Samoa	No testing	†	†	†	†	†
Arizona	NES	13	3,334	3,131	94	90–100
Arkansas	ETS	16	1,171	1,160	99	93–100
California	NES	49	2,676	2,640	99	89–100
Colorado	NES	14	587	540	92	69–100
Connecticut	ETS	13	1,650	1,610	98	92–100
Delaware	ETS	–	–	–	–	–
District of Columbia	ETS	5	180	170	94	79–100
Federated States of Micronesia	No testing	†	†	†	†	†
Florida	Other	27	3,902	3,896	100	99–100
Georgia	ETS	30	2,691	2,589	96	87–100
Guam	ETS	–	–	–	–	–
Hawaii	ETS	5	412	362	88	81–89
Idaho	ETS	6	492	480	98	96–100
Illinois	NES	50	9,200	9,178	100	93–100
Indiana	ETS	39	4,035	3,926	97	89–100
Iowa	No testing	†	†	†	†	†
Kansas	ETS	21	1,560	1,560	100	100
Kentucky	ETS	25	2,304	2,219	96	91–100
Louisiana	ETS	18	1,346	1,329	99	80–100
Maine	ETS	–	–	–	–	–
Marshall Islands	No testing	†	†	†	†	†
Maryland	ETS	20	1,852	1,823	98	96–100
Massachusetts	NES	47	5,197	5,074	98	76–100
Michigan	NES	34	10,141	10,136	100	100
Minnesota	ETS	25	3,258	3,029	93	64–100
Mississippi	ETS	13	1,192	1,163	98	83–100
Missouri	ETS	36	3,450	3,390	98	89–100
Montana	No testing	†	†	†	†	†

Continued

Table A4d. Academic content traditional route pass rates, by state: AY 2004–05
continued

State	Testing company	Academic content				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	6	711	654	92	85–100
New Hampshire	ETS	7	124	108	87	73–100
New Jersey	ETS	21	4,248	4,018	95	79–100
New Mexico	NES	9	868	840	97	83–100
New York	NES	98	14,568	13,794	95	61–100
North Carolina	ETS	34	1,683	1,617	96	73–100
North Dakota	ETS	–	–	–	–	–
Northern Mariana Islands	No testing	†	†	†	†	†
Ohio	ETS	50	7,998	7,730	97	87–100
Oklahoma	NES	20	2,917	2,888	99	96–100
Oregon	ETS	17	1,824	1,824	100	100
Palau	No testing	†	†	†	†	†
Pennsylvania	ETS	84	10,989	10,421	95	39–100
Puerto Rico	Other	16	616	534	87	88–100
Rhode Island	ETS	–	–	–	–	–
South Carolina	ETS	16	779	743	95	74–100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	34	2,807	2,767	99	93–100
Texas	NES	65	10,682	10,281	96	59–100
Utah	No testing	†	†	†	†	†
Vermont	ETS	3	136	127	93	87–100
Virgin Islands	ETS	–	–	–	–	–
Virginia	ETS	31	2,178	2,150	99	88–100
Washington	–	–	–	–	–	–
West Virginia	ETS	18	1,142	1,142	100	100
Wisconsin	ETS	12	306	304	99	96–100
Wyoming	No testing	†	†	†	†	†
Total		1,047	125,206	121,347	97%	39–100%

– Data are not available because tests may not be required for certification or licensure, or there may be less than 10 test takers.

† Non-testing state.

^a Number of institutions only includes institutions with 10 or more completers taking an assessment in that state.

^b Number tested is the total number of test takers at all institutions in the state, including institutions with less than 10 completers.

NOTE: The range is the range of pass rates at the institutions of higher education. A range of one number indicates that there was the same pass rate at all institutions in the state with 10 or more completers taking an assessment. ETS is the Educational Testing Service. NES is the National Evaluation Systems. States with “other” testing companies may use a state-developed test or a testing company other than ETS or NES. For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. Institutions in Alabama, Nebraska, Tennessee, Washington and Wisconsin require applicants to pass a basic skills test as a condition of admission to a teacher preparation program. These states are not required to submit their basic skills pass rates because they do not require the assessments for certification. Oklahoma has additional tests that are required for certification. In Michigan, institutions require passing basic skills for admission; the state requires passage before student teaching. Any discrepancies in the number of students taking and passing assessments in Michigan are due to the fact that some program completers took and passed the assessments outside the five-year window for reporting pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A4e. Other content traditional route pass rates, by state: AY 2004–05

State	Testing company	Other content				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Alabama	ETS	–	–	–	–	–
Alaska	ETS	–	–	–	–	–
American Samoa	No testing	†	†	†	†	†
Arizona	NES	3	70	64	91	83–95
Arkansas	ETS	6	137	136	99	97–100
California	NES	71	9,754	9,675	99	89–100
Colorado	NES	2	63	63	100	100
Connecticut	ETS	1	30	30	100	100
Delaware	ETS	–	–	–	–	–
District of Columbia	ETS	–	–	–	–	–
Federated States of Micronesia	No testing	†	†	†	†	†
Florida	Other	1	23	23	100	100
Georgia	ETS	3	72	71	99	96–100
Guam	ETS	–	–	–	–	–
Hawaii	ETS	–	–	–	–	–
Idaho	ETS	–	–	–	–	–
Illinois	NES	10	365	365	100	100
Indiana	ETS	4	140	139	99	98–100
Iowa	No testing	†	†	†	†	†
Kansas	ETS	6	211	211	100	100
Kentucky	ETS	7	196	192	98	80–100
Louisiana	ETS	–	–	–	–	–
Maine	ETS	–	–	–	–	–
Marshall Islands	No testing	†	†	†	†	†
Maryland	ETS	–	13	12	92	–
Massachusetts	NES	–	19	19	100	–
Michigan	NES	8	354	354	100	100
Minnesota	ETS	3	112	112	100	100
Mississippi	ETS	–	–	–	–	–
Missouri	ETS	10	241	240	100	100
Montana	No testing	†	†	†	†	†

Continued

Table A4e. Other content traditional route pass rates, by state: AY 2004–05
continued

State	Testing company	Other content				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	–	–	–	–	–
New Hampshire	ETS	–	–	–	–	–
New Jersey	ETS	2	28	28	100	100
New Mexico	NES	–	–	–	–	–
New York	NES	100	18,749	18,446	98	68–100
North Carolina	ETS	–	–	–	–	–
North Dakota	ETS	–	–	–	–	–
Northern Mariana Islands	No testing	†	†	†	†	†
Ohio	ETS	4	148	148	100	100
Oklahoma	NES	1	2,053	65	3	100
Oregon	ETS	12	420	420	100	100
Palau	No testing	†	†	†	†	†
Pennsylvania	ETS	12	632	628	99	98–100
Puerto Rico	Other	–	–	–	–	–
Rhode Island	ETS	–	–	–	–	–
South Carolina	ETS	25	1,478	1,424	96	67–100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	7	174	172	99	95–100
Texas	NES	–	27	25	93	–
Utah	No testing	†	†	†	†	†
Vermont	ETS	8	206	205	100	97–100
Virgin Islands	ETS	–	–	–	–	–
Virginia	ETS	5	121	121	100	100
Washington	–	–	–	–	–	–
West Virginia	ETS	4	83	83	100	100
Wisconsin	ETS	–	–	–	–	–
Wyoming	No testing	†	†	†	†	†
Total		315	35,919	33,471	93%	67–100%

– Data are not available because tests may not be required for certification or licensure, or there may be less than 10 test takers.

† Non-testing state.

^a Number of institutions only includes institutions with 10 or more completers taking an assessment in that state.

^b Number tested is the total number of test takers at all institutions in the state, including institutions with less than 10 completers.

NOTE: The range is the range of pass rates at the institutions of higher education. A range of one number indicates that there was the same pass rate at all institutions in the state with 10 or more completers taking an assessment. ETS is the Educational Testing Service. NES is the National Evaluation Systems. States with “other” testing companies may use a state-developed test or a testing company other than ETS or NES. For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. Institutions in Alabama, Nebraska, Tennessee, Washington and Wisconsin require applicants to pass a basic skills test as a condition of admission to a teacher preparation program. These states are not required to submit their basic skills pass rates because they do not require the assessments for certification. Oklahoma has additional tests that are required for certification. In Michigan, institutions require passing basic skills for admission; the state requires passage before student teaching. Any discrepancies in the number of students taking and passing assessments in Michigan are due to the fact that some program completers took and passed the assessments outside the five-year window for reporting pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A4f. Teaching special populations traditional route pass rates, by state: AY 2004–05

State	Testing company	Teaching special populations				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Alabama	ETS	–	–	–	–	–
Alaska	ETS	–	–	–	–	–
American Samoa	No testing	†	†	†	†	†
Arizona	NES	6	320	306	96	92–100
Arkansas	ETS	1	19	19	100	100
California	NES	–	–	–	–	–
Colorado	NES	6	419	387	92	78–100
Connecticut	ETS	4	128	128	100	100
Delaware	ETS	–	–	–	–	–
District of Columbia	ETS	1	33	32	97	96
Federated States of Micronesia	No testing	†	†	†	†	†
Florida	Other	13	492	491	100	97–100
Georgia	ETS	10	353	347	98	95–100
Guam	ETS	–	–	–	–	–
Hawaii	ETS	2	74	68	92	93–97
Idaho	ETS	1	34	34	100	100
Illinois	NES	19	986	984	100	99–100
Indiana	ETS	9	226	225	100	98–100
Iowa	No testing	†	†	†	†	†
Kansas	ETS	–	–	–	–	–
Kentucky	ETS	9	230	207	90	80–100
Louisiana	ETS	–	–	–	–	–
Maine	ETS	–	–	–	–	–
Marshall Islands	No testing	†	†	†	†	†
Maryland	ETS	4	211	204	97	91–100
Massachusetts	NES	–	18	18	100	–
Michigan	NES	2	74	74	100	100
Minnesota	ETS	8	321	319	99	97–100
Mississippi	ETS	1	56	56	100	100
Missouri	ETS	5	182	177	97	96–100
Montana	No testing	†	†	†	†	†

Continued

Table A4f. Teaching special populations traditional route pass rates, by state: AY 2004–05
continued

State	Testing company	Teaching special populations				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	1	51	46	90	93
New Hampshire	ETS	–	–	–	–	–
New Jersey	ETS	1	26	25	96	96
New Mexico	NES	–	–	–	–	–
New York	NES	64	4,535	4,150	92	50–100
North Carolina	ETS	7	159	157	99	90–100
North Dakota	ETS	–	–	–	–	–
Northern Mariana Islands	No testing	†	†	†	†	†
Ohio	ETS	24	777	740	95	75–100
Oklahoma	NES	4	161	158	98	93–100
Oregon	ETS	8	538	538	100	100
Palau	No testing	†	†	†	†	†
Pennsylvania	ETS	38	1,592	1,589	100	98–100
Puerto Rico	Other	–	–	–	–	–
Rhode Island	ETS	–	–	–	–	–
South Carolina	ETS	5	162	161	99	97–100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	10	374	370	99	93–100
Texas	NES	39	3,274	3,120	95	80–100
Utah	No testing	†	†	†	†	†
Vermont	ETS	–	–	–	–	–
Virgin Islands	ETS	–	–	–	–	–
Virginia	ETS	–	–	–	–	–
Washington	–	–	–	–	–	–
West Virginia	ETS	3	89	89	100	100
Wisconsin	ETS	–	–	–	–	–
Wyoming	No testing	†	†	†	†	†
Total		305	15,914	15,219	96%	50–100%

– Data are not available because tests may not be required for certification or licensure, or there may be less than 10 test takers.

† Non-testing state.

^a Number of institutions only includes institutions with 10 or more completers taking an assessment in that state.

^b Number tested is the total number of test takers at all institutions in the state, including institutions with less than 10 completers.

NOTE: The range is the range of pass rates at the institutions of higher education. A range of one number indicates that there was the same pass rate at all institutions in the state with 10 or more completers taking an assessment. ETS is the Educational Testing Service. NES is the National Evaluation Systems. States with “other” testing companies may use a state-developed test or a testing company other than ETS or NES. For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. Institutions in Alabama, Nebraska, Tennessee, Washington and Wisconsin require applicants to pass a basic skills test as a condition of admission to a teacher preparation program. These states are not required to submit their basic skills pass rates because they do not require the assessments for certification. Oklahoma has additional tests that are required for certification. In Michigan, institutions require passing basic skills for admission; the state requires passage before student teaching. Any discrepancies in the number of students taking and passing assessments in Michigan are due to the fact that some program completers took and passed the assessments outside the five-year window for reporting pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A5a. Summary alternative route pass rates, by state: AY 2004–05

State	Testing company	Summary				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Alabama	ETS	–	–	–	–	–
Alaska	ETS	–	–	–	–	–
American Samoa	No testing	†	†	†	†	†
Arizona	NES	–	–	–	–	–
Arkansas	ETS	1	55	53	96	96
California	NES	49	4,989	4,894	98	90–100
Colorado	NES	1	438	437	100	100
Connecticut	ETS	1	139	123	88	88
Delaware	ETS	1	33	30	91	91
District of Columbia	ETS	3	152	116	76	48–83
Federated States of Micronesia	No testing	†	†	†	†	†
Florida	Other	–	–	–	–	–
Georgia	ETS	27	1,459	1,446	99	88–100
Guam	ETS	–	–	–	–	–
Hawaii	ETS	2	41	32	78	60–88
Idaho	ETS	–	–	–	–	–
Illinois	NES	9	332	318	96	81–100
Indiana	ETS	1	380	371	98	98
Iowa	No testing	†	†	†	†	†
Kansas	ETS	2	40	39	98	96–100
Kentucky	ETS	3	728	728	100	100
Louisiana	ETS	16	1,046	1,042	100	96–100
Maine	ETS	1	379	379	100	100
Marshall Islands	No testing	†	†	†	†	†
Maryland	ETS	4	135	126	93	79–100
Massachusetts	NES	–	–	–	–	–
Michigan	NES	1	59	59	100	100
Minnesota	ETS	–	–	–	–	–
Mississippi	ETS	–	–	–	–	–
Missouri	ETS	2	287	285	99	99–100
Montana	No testing	†	†	†	†	†

Continued

Table A5a. Summary alternative route pass rates, by state: AY 2004–05 *continued*

State	Testing company	Summary				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	–	–	–	–	–
New Hampshire	ETS	1	108	102	94	94
New Jersey	ETS	1	1,690	1,414	84	84
New Mexico	NES	7	160	150	94	83–100
New York	NES	1	5,442	4,809	88	88
North Carolina	ETS	1	821	821	100	100
North Dakota	ETS	–	–	–	–	–
Northern Mariana Islands	No testing	†	†	†	†	†
Ohio	ETS	1	282	282	100	100
Oklahoma	NES	1	993	993	100	100
Oregon	ETS	–	–	–	–	–
Palau	No testing	†	†	†	†	†
Pennsylvania	ETS	–	–	–	–	–
Puerto Rico	Other	1	137	98	72	72
Rhode Island	ETS	–	–	–	–	–
South Carolina	ETS	1	312	312	100	100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	2	159	131	82	80–96
Texas	NES	34	5,959	5,662	95	77–100
Utah	No testing	†	†	†	†	†
Vermont	ETS	1	82	81	99	99
Virgin Islands	ETS	–	–	–	–	–
Virginia	ETS	1	242	241	100	100
Washington	–	–	–	–	–	–
West Virginia	ETS	–	–	–	–	–
Wisconsin	ETS	2	40	39	98	100
Wyoming	No testing	†	†	†	†	†
Total		179	27,119	25,613	94%	48–100%

– Data are not available because tests may not be required for certification or licensure, or there may be less than 10 test takers.

† Non-testing state.

^a Number of institutions only includes institutions with 10 or more completers taking an assessment in that state.

^b Number tested is the total number of test takers at all institutions in the state, including institutions with less than 10 completers.

NOTE: The range is the range of pass rates at the institutions of higher education. A range of one number indicates that there was the same pass rate at all institutions in the state with 10 or more completers taking an assessment. ETS is the Educational Testing Service. NES is the National Evaluation Systems. States with “other” testing companies may use a state-developed test or a testing company other than ETS or NES. For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. The state education agency of the District of Columbia has not yet implemented any specific alternative route programs, but there are alternative route programs at the local education agency (district) level. Institutions in Alabama, Nebraska, Tennessee, Washington and Wisconsin require applicants to pass a basic skills test as a condition of admission to a teacher preparation program. These states are not required to submit their basic skills pass rates because they do not require the assessments for certification. Oklahoma has additional tests that are required for certification. In Michigan, institutions require passing basic skills for admission; the state requires passage before student teaching. Alternative route program entry in Massachusetts requires passing scores for Massachusetts Tests for Educator Licensure (MTEL). States are not required to provide a statewide summary of alternative route pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A5b. Basic skills alternative route pass rates, by state: AY 2004–05

State	Testing company	Basic skills				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Alabama	ETS	–	–	–	–	–
Alaska	ETS	–	–	–	–	–
American Samoa	No testing	†	†	†	†	†
Arizona	NES	–	–	–	–	–
Arkansas	ETS	1	51	51	100	100
California	NES	49	4,958	4,957	100	100
Colorado	NES	–	–	–	–	–
Connecticut	ETS	1	57	57	100	100
Delaware	ETS	1	33	30	91	91
District of Columbia	ETS	3	141	121	86	85–88
Federated States of Micronesia	No testing	†	†	†	†	†
Florida	Other	–	–	–	–	–
Georgia	ETS	18	872	864	99	92–100
Guam	ETS	–	–	–	–	–
Hawaii	ETS	2	37	34	92	86–100
Idaho	ETS	–	–	–	–	–
Illinois	NES	9	324	324	100	100
Indiana	ETS	1	365	359	98	98
Iowa	No testing	†	†	†	†	†
Kansas	ETS	–	–	–	–	–
Kentucky	ETS	–	–	–	–	–
Louisiana	ETS	15	730	729	100	98–100
Maine	ETS	1	379	379	100	100
Marshall Islands	No testing	†	†	†	†	†
Maryland	ETS	4	123	123	100	100
Massachusetts	NES	–	–	–	–	–
Michigan	NES	1	59	59	100	100
Minnesota	ETS	–	–	–	–	–
Mississippi	ETS	–	–	–	–	–
Missouri	ETS	–	–	–	–	–
Montana	No testing	†	†	†	†	†

Continued

Table A5b. Basic skills alternative route pass rates, by state: AY 2004–05 *continued*

State	Testing company	Basic skills				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	–	–	–	–	–
New Hampshire	ETS	1	104	98	94	94
New Jersey	ETS	–	–	–	–	–
New Mexico	NES	6	155	154	99	96–100
New York	NES	–	–	–	–	–
North Carolina	ETS	–	–	–	–	–
North Dakota	ETS	–	–	–	–	–
Northern Mariana Islands	No testing	†	†	†	†	†
Ohio	ETS	–	–	–	–	–
Oklahoma	NES	1	993	993	100	100
Oregon	ETS	–	–	–	–	–
Palau	No testing	†	†	†	†	†
Pennsylvania	ETS	–	–	–	–	–
Puerto Rico	Other	1	134	110	82	82
Rhode Island	ETS	–	–	–	–	–
South Carolina	ETS	–	–	–	–	–
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	–	–	–	–	–
Texas	NES	36	7,726	7,726	100	100
Utah	No testing	†	†	†	†	†
Vermont	ETS	1	82	82	100	100
Virgin Islands	ETS	–	–	–	–	–
Virginia	ETS	1	227	227	100	100
Washington	–	–	–	–	–	–
West Virginia	ETS	–	–	–	–	–
Wisconsin	ETS	–	–	–	–	–
Wyoming	No testing	†	†	†	†	†
Total		153	17,550	17,477	100%	82–100%

– Data are not available because tests may not be required for certification or licensure, or there may be less than 10 test takers.

† Non-testing state.

^a Number of institutions only includes institutions with 10 or more completers taking an assessment in that state.

^b Number tested is the total number of test takers at all institutions in the state, including institutions with less than 10 completers.

NOTE: The range is the range of pass rates at the institutions of higher education. A range of one number indicates that there was the same pass rate at all institutions in the state with 10 or more completers taking an assessment. ETS is the Educational Testing Service. NES is the National Evaluation Systems. States with “other” testing companies may use a state-developed test or a testing company other than ETS or NES. For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. The state education agency of the District of Columbia has not yet implemented any specific alternative route programs, but there are alternative route programs at the local education agency (district) level. Institutions in Alabama, Nebraska, Tennessee, Washington and Wisconsin require applicants to pass a basic skills test as a condition of admission to a teacher preparation program. These states are not required to submit their basic skills pass rates because they do not require the assessments for certification. Oklahoma has additional tests that are required for certification. In Michigan, institutions require passing basic skills for admission; the state requires passage before student teaching. Alternative route program entry in Massachusetts requires passing scores for Massachusetts Tests for Educator Licensure (MTEL). States are not required to provide a statewide summary of alternative route pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A5c. Professional knowledge alternative route pass rates, by state: AY 2004–05

State	Testing company	Professional knowledge				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Alabama	ETS	–	–	–	–	–
Alaska	ETS	–	–	–	–	–
American Samoa	No testing	†	†	†	†	†
Arizona	NES	–	–	–	–	–
Arkansas	ETS	1	44	41	93	93
California	NES	41	2,883	2,818	98	92–100
Colorado	NES	1	112	112	100	100
Connecticut	ETS	–	–	–	–	–
Delaware	ETS	–	–	–	–	–
District of Columbia	ETS	–	15	14	93	–
Federated States of Micronesia	No testing	†	†	†	†	†
Florida	Other	–	–	–	–	–
Georgia	ETS	–	–	–	–	–
Guam	ETS	–	–	–	–	–
Hawaii	ETS	2	23	17	74	60–85
Idaho	ETS	–	–	–	–	–
Illinois	NES	9	268	263	98	82–100
Indiana	ETS	–	–	–	–	–
Iowa	No testing	†	†	†	†	†
Kansas	ETS	2	39	38	97	96–100
Kentucky	ETS	2	236	236	100	100
Louisiana	ETS	16	931	931	100	100
Maine	ETS	–	–	–	–	–
Marshall Islands	No testing	†	†	†	†	†
Maryland	ETS	2	54	45	83	74–87
Massachusetts	NES	–	–	–	–	–
Michigan	NES	–	–	–	–	–
Minnesota	ETS	–	–	–	–	–
Mississippi	ETS	–	–	–	–	–
Missouri	ETS	–	–	–	–	–
Montana	No testing	†	†	†	†	†

Continued

Table A5c. Professional knowledge alternative route pass rates, by state: AY 2004–05
continued

State	Testing company	Professional knowledge				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	–	–	–	–	–
New Hampshire	ETS	–	–	–	–	–
New Jersey	ETS	–	–	–	–	–
New Mexico	NES	6	151	143	95	83–100
New York	NES	1	4,727	4,610	98	98
North Carolina	ETS	–	–	–	–	–
North Dakota	ETS	–	–	–	–	–
Northern Mariana Islands	No testing	†	†	†	†	†
Ohio	ETS	–	–	–	–	–
Oklahoma	NES	1	993	993	100	100
Oregon	ETS	–	–	–	–	–
Palau	No testing	†	†	†	†	†
Pennsylvania	ETS	–	–	–	–	–
Puerto Rico	Other	1	129	106	82	82
Rhode Island	ETS	–	–	–	–	–
South Carolina	ETS	1	320	320	100	100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	2	142	128	90	88–100
Texas	NES	35	7,492	7,247	97	72–100
Utah	No testing	†	†	†	†	†
Vermont	ETS	–	–	–	–	–
Virgin Islands	ETS	–	–	–	–	–
Virginia	ETS	–	–	–	–	–
Washington	–	–	–	–	–	–
West Virginia	ETS	–	–	–	–	–
Wisconsin	ETS	–	–	–	–	–
Wyoming	No testing	†	†	†	†	†
Total		123	18,559	18,062	97%	60–100%

– Data are not available because tests may not be required for certification or licensure, or there may be less than 10 test takers.

† Non-testing state.

^a Number of institutions only includes institutions with 10 or more completers taking an assessment in that state.

^b Number tested is the total number of test takers at all institutions in the state, including institutions with less than 10 completers.

NOTE: The range is the range of pass rates at the institutions of higher education. A range of one number indicates that there was the same pass rate at all institutions in the state with 10 or more completers taking an assessment. ETS is the Educational Testing Service. NES is the National Evaluation Systems. States with “other” testing companies may use a state-developed test or a testing company other than ETS or NES. For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. The state education agency of the District of Columbia has not yet implemented any specific alternative route programs, but there are alternative route programs at the local education agency (district) level. Institutions in Alabama, Nebraska, Tennessee, Washington and Wisconsin require applicants to pass a basic skills test as a condition of admission to a teacher preparation program. These states are not required to submit their basic skills pass rates because they do not require the assessments for certification. Oklahoma has additional tests that are required for certification. In Michigan, institutions require passing basic skills for admission; the state requires passage before student teaching. Alternative route program entry in Massachusetts requires passing scores for Massachusetts Tests for Educator Licensure (MTEL). States are not required to provide a statewide summary of alternative route pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A5d. Academic content alternative route pass rates, by state: AY 2004–05

State	Testing company	Academic content				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Alabama	ETS	–	–	–	–	–
Alaska	ETS	–	–	–	–	–
American Samoa	No testing	†	†	†	†	†
Arizona	NES	–	–	–	–	–
Arkansas	ETS	1	58	58	100	100
California	NES	28	1,193	1,174	98	84–100
Colorado	NES	1	269	268	100	100
Connecticut	ETS	1	116	101	87	87
Delaware	ETS	–	–	–	–	–
District of Columbia	ETS	3	96	77	80	54–89
Federated States of Micronesia	No testing	†	†	†	†	†
Florida	Other	–	–	–	–	–
Georgia	ETS	25	1,087	1,057	97	88–100
Guam	ETS	–	–	–	–	–
Hawaii	ETS	–	11	9	82	–
Idaho	ETS	–	–	–	–	–
Illinois	NES	7	296	286	97	80–100
Indiana	ETS	1	346	343	99	99
Iowa	No testing	†	†	†	†	†
Kansas	ETS	2	41	41	100	100
Kentucky	ETS	3	239	239	100	100
Louisiana	ETS	15	883	879	100	96–100
Maine	ETS	–	–	–	–	–
Marshall Islands	No testing	†	†	†	†	†
Maryland	ETS	4	120	120	100	100
Massachusetts	NES	–	–	–	–	–
Michigan	NES	1	14	14	100	100
Minnesota	ETS	–	–	–	–	–
Mississippi	ETS	–	–	–	–	–
Missouri	ETS	2	176	174	99	98–99
Montana	No testing	†	†	†	†	†

Continued

Table A5d. Academic content alternative route pass rates, by state: AY 2004–05
continued

State	Testing company	Academic content				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	–	–	–	–	–
New Hampshire	ETS	1	32	32	100	100
New Jersey	ETS	1	1,788	1,485	83	83
New Mexico	NES	4	100	96	96	86–100
New York	NES	1	3,717	3,333	90	90
North Carolina	ETS	1	541	541	100	100
North Dakota	ETS	–	–	–	–	–
Northern Mariana Islands	No testing	†	†	†	†	†
Ohio	ETS	1	182	182	100	100
Oklahoma	NES	1	752	752	100	100
Oregon	ETS	–	–	–	–	–
Palau	No testing	†	†	†	†	†
Pennsylvania	ETS	–	–	–	–	–
Puerto Rico	Other	1	48	43	90	90
Rhode Island	ETS	–	–	–	–	–
South Carolina	ETS	1	463	463	100	100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	2	114	97	85	83–95
Texas	NES	32	5,004	4,893	98	83–100
Utah	No testing	†	†	†	†	†
Vermont	ETS	1	33	32	97	97
Virgin Islands	ETS	–	–	–	–	–
Virginia	ETS	1	243	237	98	98
Washington	–	–	–	–	–	–
West Virginia	ETS	–	–	–	–	–
Wisconsin	ETS	2	40	39	98	100
Wyoming	No testing	†	†	†	†	†
Total		144	18,002	17,065	95%	54–100%

– Data are not available because tests may not be required for certification or licensure, or there may be less than 10 test takers.

† Non-testing state.

^a Number of institutions only includes institutions with 10 or more completers taking an assessment in that state.

^b Number tested is the total number of test takers at all institutions in the state, including institutions with less than 10 completers.

NOTE: The range is the range of pass rates at the institutions of higher education. A range of one number indicates that there was the same pass rate at all institutions in the state with 10 or more completers taking an assessment. ETS is the Educational Testing Service. NES is the National Evaluation Systems. States with “other” testing companies may use a state-developed test or a testing company other than ETS or NES. For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. The state education agency of the District of Columbia has not yet implemented any specific alternative route programs, but there are alternative route programs at the local education agency (district) level. Institutions in Alabama, Nebraska, Tennessee, Washington and Wisconsin require applicants to pass a basic skills test as a condition of admission to a teacher preparation program. These states are not required to submit their basic skills pass rates because they do not require the assessments for certification. Oklahoma has additional tests that are required for certification. In Michigan, institutions require passing basic skills for admission; the state requires passage before student teaching. Alternative route program entry in Massachusetts requires passing scores for Massachusetts Tests for Educator Licensure (MTEL). States are not required to provide a statewide summary of alternative route pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A5e. Other content alternative route pass rates, by state: AY 2004–05

State	Testing company	Other content				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Alabama	ETS	–	–	–	–	–
Alaska	ETS	–	–	–	–	–
American Samoa	No testing	†	†	†	†	†
Arizona	NES	–	–	–	–	–
Arkansas	ETS	–	–	–	–	–
California	NES	35	2,290	2,279	100	90–100
Colorado	NES	1	35	35	100	100
Connecticut	ETS	1	11	10	91	91
Delaware	ETS	–	–	–	–	–
District of Columbia	ETS	–	–	–	–	–
Federated States of Micronesia	No testing	†	†	†	†	†
Florida	Other	–	–	–	–	–
Georgia	ETS	2	100	95	95	100
Guam	ETS	–	–	–	–	–
Hawaii	ETS	–	–	–	–	–
Idaho	ETS	–	–	–	–	–
Illinois	NES	1	23	23	100	100
Indiana	ETS	–	–	–	–	–
Iowa	No testing	†	†	†	†	†
Kansas	ETS	–	–	–	–	–
Kentucky	ETS	–	–	–	–	–
Louisiana	ETS	–	–	–	–	–
Maine	ETS	–	–	–	–	–
Marshall Islands	No testing	†	†	†	†	†
Maryland	ETS	–	–	–	–	–
Massachusetts	NES	–	–	–	–	–
Michigan	NES	1	42	42	100	100
Minnesota	ETS	–	–	–	–	–
Mississippi	ETS	–	–	–	–	–
Missouri	ETS	1	48	48	100	100
Montana	No testing	†	†	†	†	†

Continued

Table A5e. Other content alternative route pass rates, by state: AY 2004–05 *continued*

State	Testing company	Other content				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	–	–	–	–	–
New Hampshire	ETS	–	–	–	–	–
New Jersey	ETS	–	–	–	–	–
New Mexico	NES	–	–	–	–	–
New York	NES	1	5,255	5,056	96	96
North Carolina	ETS	1	106	106	100	100
North Dakota	ETS	–	–	–	–	–
Northern Mariana Islands	No testing	†	†	†	†	†
Ohio	ETS	–	–	–	–	–
Oklahoma	NES	1	226	226	100	100
Oregon	ETS	–	–	–	–	–
Palau	No testing	†	†	†	†	†
Pennsylvania	ETS	–	–	–	–	–
Puerto Rico	Other	–	–	–	–	–
Rhode Island	ETS	–	–	–	–	–
South Carolina	ETS	1	165	165	100	100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	1	11	11	100	100
Texas	NES	5	110	107	97	100
Utah	No testing	†	†	†	†	†
Vermont	ETS	–	–	–	–	–
Virgin Islands	ETS	–	–	–	–	–
Virginia	ETS	1	15	15	100	100
Washington	–	–	–	–	–	–
West Virginia	ETS	–	–	–	–	–
Wisconsin	ETS	–	–	–	–	–
Wyoming	No testing	†	†	†	†	†
Total		53	8,437	8,218	97%	90–100%

– Data are not available because tests may not be required for certification or licensure, or there may be less than 10 test takers.

† Non-testing state.

^a Number of institutions only includes institutions with 10 or more completers taking an assessment in that state.

^b Number tested is the total number of test takers at all institutions in the state, including institutions with less than 10 completers.

NOTE: The range is the range of pass rates at the institutions of higher education. A range of one number indicates that there was the same pass rate at all institutions in the state with 10 or more completers taking an assessment. ETS is the Educational Testing Service. NES is the National Evaluation Systems. States with “other” testing companies may use a state-developed test or a testing company other than ETS or NES. For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. The state education agency of the District of Columbia has not yet implemented any specific alternative route programs, but there are alternative route programs at the local education agency (district) level. Institutions in Alabama, Nebraska, Tennessee, Washington and Wisconsin require applicants to pass a basic skills test as a condition of admission to a teacher preparation program. These states are not required to submit their basic skills pass rates because they do not require the assessments for certification. Oklahoma has additional tests that are required for certification. In Michigan, institutions require passing basic skills for admission; the state requires passage before student teaching. Alternative route program entry in Massachusetts requires passing scores for Massachusetts Tests for Educator Licensure (MTEL). States are not required to provide a statewide summary of alternative route pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A5f. Teaching special populations alternative route, pass rates by state: AY 2004–05

State	Testing company	Teaching special populations				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Alabama	ETS	–	–	–	–	–
Alaska	ETS	–	–	–	–	–
American Samoa	No testing	†	†	†	†	†
Arizona	NES	–	–	–	–	–
Arkansas	ETS	–	–	–	–	–
California	NES	–	–	–	–	–
Colorado	NES	1	22	22	100	100
Connecticut	ETS	–	–	–	–	–
Delaware	ETS	–	–	–	–	–
District of Columbia	ETS	1	10	10	100	100
Federated States of Micronesia	No testing	†	†	†	†	†
Florida	Other	–	–	–	–	–
Georgia	ETS	10	225	221	98	90–100
Guam	ETS	–	–	–	–	–
Hawaii	ETS	1	16	14	88	88
Idaho	ETS	–	–	–	–	–
Illinois	NES	–	–	–	–	–
Indiana	ETS	–	–	–	–	–
Iowa	No testing	†	†	†	†	†
Kansas	ETS	–	–	–	–	–
Kentucky	ETS	1	704	704	100	100
Louisiana	ETS	–	–	–	–	–
Maine	ETS	–	–	–	–	–
Marshall Islands	No testing	†	†	†	†	†
Maryland	ETS	–	–	–	–	–
Massachusetts	NES	–	–	–	–	–
Michigan	NES	1	24	24	100	100
Minnesota	ETS	–	–	–	–	–
Mississippi	ETS	–	–	–	–	–
Missouri	ETS	2	32	32	100	100
Montana	No testing	†	†	†	†	†

Continued

Table A5f. Teaching special populations alternative route pass rates, by state: AY 2004–05
continued

State	Testing company	Teaching special populations				
		Number of institutions ^a	Number tested ^b	Number passing	Pass rate (%)	Range of pass rates (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	–	–	–	–	–
New Hampshire	ETS	–	–	–	–	–
New Jersey	ETS	–	–	–	–	–
New Mexico	NES	–	–	–	–	–
New York	NES	1	804	692	86	86
North Carolina	ETS	1	177	177	100	100
North Dakota	ETS	–	–	–	–	–
Northern Mariana Islands	No testing	†	†	†	†	†
Ohio	ETS	1	112	112	100	100
Oklahoma	NES	1	15	15	100	100
Oregon	ETS	–	–	–	–	–
Palau	No testing	†	†	†	†	†
Pennsylvania	ETS	–	–	–	–	–
Puerto Rico	Other	–	–	–	–	–
Rhode Island	ETS	–	–	–	–	–
South Carolina	ETS	1	74	74	100	100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	1	32	27	84	83
Texas	NES	31	3,449	3,374	98	89–100
Utah	No testing	†	†	†	†	†
Vermont	ETS	–	–	–	–	–
Virgin Islands	ETS	–	–	–	–	–
Virginia	ETS	–	–	–	–	–
Washington	–	–	–	–	–	–
West Virginia	ETS	–	–	–	–	–
Wisconsin	ETS	–	–	–	–	–
Wyoming	No testing	†	†	†	†	†
Total		54	5,696	5,498	97%	83–100%

– Data are not available because tests may not be required for certification or licensure, or there may be less than 10 test takers.

† Non-testing state.

^a Number of institutions only includes institutions with 10 or more completers taking an assessment in that state.

^b Number tested is the total number of test takers at all institutions in the state, including institutions with less than 10 completers.

NOTE: The range is the range of pass rates at the institutions of higher education. A range of one number indicates that there was the same pass rate at all institutions in the state with 10 or more completers taking an assessment. ETS is the Educational Testing Service. NES is the National Evaluation Systems. States with “other” testing companies may use a state-developed test or a testing company other than ETS or NES. For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. The state education agency of the District of Columbia has not yet implemented any specific alternative route programs, but there are alternative route programs at the local education agency (district) level. Institutions in Alabama, Nebraska, Tennessee, Washington and Wisconsin require applicants to pass a basic skills test as a condition of admission to a teacher preparation program. These states are not required to submit their basic skills pass rates because they do not require the assessments for certification. Oklahoma has additional tests that are required for certification. In Michigan, institutions require passing basic skills for admission; the state requires passage before student teaching. Alternative route program entry in Massachusetts requires passing scores for Massachusetts Tests for Educator Licensure (MTEL). States are not required to provide a statewide summary of alternative route pass rates.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A6. Requirements for initial teaching certification or licensure, by state: 2006

State	Initial certificate name	Subject area bachelor's - elementary level	Subject area bachelor's - secondary level	Pedagogy courses required	Other prescribed course work	Credit hour requirement	Minimum grade point average	Recency of credit requirements	Practicum or student teaching	Assessments
Alabama	Class B Professional Educator		✓	✓	✓		✓		✓	✓
Alaska	Initial Teacher Certificate							✓	✓	✓
American Samoa	Provisional									
Arizona	Provisional Early Childhood Education			✓	✓	✓			✓	✓
	Provisional Elementary (K–8)			✓	✓	✓			✓	✓
	Provisional Secondary (7–12)			✓	✓	✓			✓	✓
	Provisional Special Education (K–12)			✓	✓	✓			✓	✓
Arkansas	Initial Teaching License		✓	✓	✓		✓		✓	✓
California	Preliminary Level I Education Specialist Instruction Credential			✓		✓	✓	✓	✓	✓
	Preliminary Multiple Subject Teaching Credential			✓		✓	✓	✓	✓	✓
	Preliminary Single Subject Teaching Credential			✓		✓	✓	✓	✓	✓
	Professional Clear Level II Education Specialist Instruction Credential			✓	✓	✓	✓	✓	✓	✓
	Professional Clear Multiple Subject Teaching Credential			✓	✓	✓	✓	✓	✓	✓
	Professional Clear Single Subject Teaching Credential			✓	✓	✓	✓	✓	✓	✓
Colorado	Initial License		✓	✓	✓				✓	✓
Connecticut	Initial Educator Certificate		✓	✓	✓	✓			✓	✓
	Interim Initial Educator Certificate		✓	✓	✓	✓			✓	✓
	Interim Provisional Educator Certificate		✓	✓	✓	✓			✓	✓
Delaware	Initial License							✓	✓	
District of Columbia	Alternative Route Provisional License									✓
	Provisional Certificate								✓	✓
	Standard Certificate			✓	✓	✓			✓	✓
Federated States of Micronesia	Provisional Certificate				✓					
Florida	Temporary Certificate				✓		✓			✓
Georgia	Intern Certificate		✓	✓	✓		✓	✓	✓	✓
	Nonrenewable Certificate		✓	✓	✓		✓	✓	✓	✓
	Professional Clear Renewable Certificate		✓	✓	✓	✓	✓	✓	✓	✓
Guam	Professional I			✓	✓	✓	✓	✓	✓	✓
Hawaii	Hawaii Teaching License	✓	✓	✓					✓	✓

Continued

Table A6. Requirements for initial teaching certification or licensure, by state: 2006 *continued*

State	Initial certificate name	Subject area bachelor's - elementary level	Subject area bachelor's - secondary level	Pedagogy courses required	Other prescribed course work	Credit hour requirement	Minimum grade point average	Recency of credit requirements	Practicum or student teaching	Assessments
Idaho	Early Childhood/Early Childhood Special Education Blended Certificate (Birth–Grade 3)			✓	✓	✓		✓	✓	✓
	Standard Elementary Certificate (K–8)			✓	✓			✓	✓	✓
	Standard Exceptional Child Certificate (K–12)		✓	✓	✓	✓		✓	✓	✓
	Standard Secondary School Certificate (6–12)			✓	✓	✓		✓	✓	✓
Illinois	Initial Early Childhood Certificate (Birth to grade 3)			✓	✓				✓	✓
	Initial Elementary Certificate (Grades K–9)			✓	✓				✓	✓
	Initial Secondary Certificate (Grades 6–12)		✓	✓	✓				✓	✓
	Initial Special Certificate (K–12)	✓	✓	✓	✓				✓	✓
	Initial Special Certificate in Special Education (Preschool–Age 21)	✓	✓	✓	✓				✓	✓
Indiana	Reciprocal All Grade Education Permit (K–12)		✓	✓		✓	✓		✓	
	Reciprocal Early Childhood Education Permit (Pre–K)			✓		✓	✓		✓	
	Reciprocal Elementary Education Permit (1–6, & Nondepartmentalized 7 & 8)			✓		✓	✓	✓	✓	
	Reciprocal Junior High/Middle School Education Permit			✓		✓	✓		✓	
	Reciprocal Kindergarten Permit–Primary (K–3)			✓		✓	✓		✓	
	Reciprocal Secondary Permit		✓	✓		✓	✓		✓	
	Reciprocal Senior High, Junior High & Middle School Education Permit (5–12)		✓	✓		✓	✓		✓	
	Rules 2002 Initial Practitioner: Adolescence/Young Adulthood		✓	✓			✓	✓	✓	✓
	Rules 2002 Initial Practitioner: Early Adolescence			✓		✓	✓	✓	✓	✓
	Rules 2002 Initial Practitioner: Early Childhood			✓		✓	✓	✓	✓	✓
	Rules 2002 Initial Practitioner: Middle Childhood			✓		✓	✓	✓	✓	✓
	Standard All Grade Education License (K–12)		✓	✓	✓	✓	✓	✓	✓	✓
	Standard Early Childhood Education License			✓	✓	✓	✓	✓	✓	✓
	Standard Elementary Education License (1–6)			✓	✓	✓	✓	✓	✓	✓
	Standard Junior High/Middle School License (5–9)			✓	✓	✓	✓	✓	✓	✓

Continued

Table A6. Requirements for initial teaching certification or licensure, by state: 2006 *continued*

State	Initial certificate name	Subject area bachelor's - elementary level	Subject area bachelor's - secondary level	Pedagogy courses required	Other prescribed course work	Credit hour requirement	Minimum grade point average	Recency of credit requirements	Practicum or student teaching	Assessments
Indiana (continued)	Standard Kindergarten–Primary (K–3) License			✓	✓	✓	✓	✓	✓	✓
	Standard Secondary License (9–12)		✓	✓	✓	✓	✓	✓	✓	✓
	Standard Senior High, Junior High/ Middle School License (5–12)		✓	✓	✓	✓	✓	✓	✓	✓
Iowa	Class A Initial License	✓	✓	✓	✓				✓	
	Initial License	✓	✓	✓	✓				✓	
Kansas	Conditional License	✓	✓	✓			✓	✓	✓	✓
	One–Year Nonrenewable	✓	✓	✓			✓	✓	✓	
	Two–Year Exchange	✓	✓	✓			✓		✓	
Kentucky	Provisional Alternative Training Program (Alternative Route Option 2)		✓	✓			✓		✓	✓
	Provisional Certificate (Alternative Route Option 1)		✓				✓			✓
	Provisional Certificate (Intern)		✓	✓			✓	✓	✓	✓
	Provisional Internship for College Faculty (Alternative Route Option 3)		✓				✓		✓	
	Temporary Provisional (Alternative Route Option 6)		✓	✓			✓	✓	✓	✓
Louisiana	Type C or Level 1 Certificate			✓	✓	✓	✓	✓	✓	✓
Maine	Provisional Certificate			✓	✓	✓			✓	✓
Marshall Islands	Professional Certificate I (PCI)			✓	✓	✓	✓	✓	✓	
Maryland	Professional Eligibility Certificate		✓	✓	✓	✓		✓	✓	✓
Massachusetts	Initial License	✓	✓	✓					✓	✓
Michigan	Provisional Certificate		✓	✓	✓	✓			✓	✓
Minnesota	Nonrenewable License (temporary limited license)		✓	✓					✓	✓
	Professional License		✓	✓					✓	✓
Mississippi	Class A	✓	✓	✓	✓	✓	✓		✓	✓
Missouri	Initial Professional Certificate (IPC)	✓	✓	✓	✓	✓	✓		✓	✓
Montana	Class 2 Standard Teaching License: Elementary			✓				✓	✓	
	Class 2 Standard Teaching License: Secondary		✓	✓		✓		✓	✓	
Nebraska	Initial Certificate			✓	✓	✓	✓	✓	✓	✓
	Temporary Certificate			✓					✓	✓
Nevada	Non Renewable (Initial License)			✓		✓			✓	✓
New Hampshire	Beginning Educator Credential (BEC)			✓			✓		✓	✓
New Jersey	Certificate of Eligibility (CE)	✓	✓		✓		✓			✓
	Certificate of Eligibility with Advanced Standing (CEAS)	✓	✓	✓	✓	✓	✓		✓	✓

Continued

Table A6. Requirements for initial teaching certification or licensure, by state: 2006 *continued*

State	Initial certificate name	Subject area bachelor's - elementary level	Subject area bachelor's - secondary level	Pedagogy courses required	Other prescribed course work	Credit hour requirement	Minimum grade point average	Recency of credit requirements	Practicum or student teaching	Assessments
New Mexico	Level 1			✓	✓	✓			✓	✓
New York	Initial Certificate			✓	✓	✓	✓		✓	✓
North Carolina	Standard Professional I						✓	✓	✓	✓
North Dakota	Initial		✓	✓	✓	✓	✓	✓	✓	✓
	Interim Reciprocal		✓	✓	✓	✓	✓	✓	✓	✓
Ohio	Provisional License			✓	✓				✓	✓
Oklahoma	School License		✓	✓	✓	✓	✓	✓	✓	✓
Oregon	Initial I Teaching License			✓	✓			✓	✓	✓
Pennsylvania	Professional Instructional I Certificate		✓	✓	✓		✓		✓	✓
Puerto Rico	Regular Certification	✓	✓	✓		✓	✓	✓	✓	✓
Rhode Island	Certificate of Eligibility for Employment (CEE)			✓	✓	✓		✓	✓	✓
South Carolina	Alternative Route Certificate		✓	✓	✓	✓		✓		✓
	Initial Certificate		✓	✓		✓	✓		✓	✓
South Dakota	Five-Year Certificate		✓	✓	✓		✓	✓	✓	✓
	One-Year renewable Certificate		✓	✓	✓		✓	✓	✓	✓
Tennessee	Apprentice Teacher License	✓	✓	✓	✓		✓		✓	✓
	Out-of-State Teacher License			✓						✓
Texas	Texas Standard Classroom Teacher Certificate			✓	✓				✓	✓
Utah	Utah Professional Educator License, Level I		✓	✓	✓			✓	✓	✓
Vermont	Level I-Beginning Educator License	✓	✓				✓	✓	✓	✓
Virgin Islands	Emergency	✓	✓							
	Professional Educator Class I Certificate	✓	✓	✓	✓	✓	✓		✓	✓
Virginia	Collegiate Professional License		✓	✓		✓	✓	✓	✓	✓
	Provisional License		✓	✓		✓			✓	✓
Washington	Residency Certificate			✓					✓	✓
West Virginia	Initial Professional Teaching Certificate - Three Year			✓	✓	✓	✓		✓	✓
Wisconsin	Initial Educator License		✓	✓	✓	✓	✓		✓	✓
Wyoming	Standard Teaching Certificate		✓	✓	✓				✓	✓

NOTE: For purposes of this table, the term "state" refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. This table includes Type A and Type B initial certificates. Type C certificates were excluded. Northern Mariana Islands and Palau do not issue initial teaching certificates or licenses and are not included in this table.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A7. Types of emergency or temporary licenses issued, by state: 2006

State	Name of license	Duration (in years)	Times renewable
Alabama	Emergency Certificate	1	0
Alaska	Special Education Waiver	1	2
American Samoa	Temporary Certificate	1	1
Arizona	Emergency Substitute Certificate	1	Unlimited
	Emergency Teaching Certificate	1	2
Arkansas	Waiver	1	0
	Provisional Credential (1085)	1	0
	Provisional Credential (1082)	1	0
	Provisional Credential (1083)	1	0
	Provisional Credential (1084)	1	0
	Provisional Credential (1282)	1	2
California	Credential Waiver—Variable	1	3
	Emergency Permit	1	4
	Credential Waiver—Short Term	0.5	0
	Pre-Intern Certificate	1	1
Colorado	Authorization—Emergency	1	1
Connecticut	Long-Term Substitutes	1	0
	Durational Shortage Area Permit	1	2
	Temporary 90-Day Certificate	0.5	1
	Substitute Authorization—No BA	1	Not specified
Delaware	Emergency Certificate	3	0
District of Columbia	Provisional License	3	0
Federated States of Micronesia	Provisional	3	1
Georgia	International Exchange Certificates	3	0
	Intern Certificate	2	0
	Permitted Personnel	1	0
	Nonrenewable certificate	5	0
Guam	Emergency certificate	1	3
	Provisional	2	0
Hawaii	Emergency Hire	1	3
Idaho	Post-Baccalaureate Alternate Route	5	Unlimited
	Content Specialist	3	0
	Provisional Authorization	1	0
	American Board for the Certification of Teacher Excellence (ABCTE)	3	0
	Teacher to New Certification	3	3

Continued

Table A7. Types of emergency or temporary licenses issued, by state: 2006
continued

State	Name of license	Duration (in years)	Times renewable
Illinois	Substitute Certificate	4	0
	Part-Time Provisional Vocational Certificate	2	Not specified
	Provisional Vocational Certificate	2	Not specified
	Transitional Bilingual Certificate	6	1
	Visiting International Teaching Certificate	3	0
Indiana	Transition-to-Teaching (Alternate Route) Permit	3	0
	Emergency Permit and Transition-to-Teaching Permit	1	2
Kansas	Visiting Scholar License	1	Unlimited
Kentucky	Emergency Certificate	1	0
	Part-time Adjunct Instructor Certificate	1	0
	Limited Certificate	1	2
	Probationary Certificate	1	2
	Temporary Certificate	0.5	0
	Conditional Certificate	1	0
Louisiana	Out-of-Field Authorization to Teach	1	2
	Temporary Authority to Teach	1	2
	Temporary Employment Permit	1	2
Maine	Conditional Certificate	1	2
	Transitional	1	2
	Waiver	1	2
	Targeted Needs	1	2
Marshall Islands	Provisional Certificate (PC)	2	1
	Emergency Certificate	1	1
	Temporary Certificate (TC)	5	0
Maryland	Conditional Certificate	2	0
Massachusetts	Waiver	1	Unlimited
Michigan	Annual Vocational Authorization	1	8
	Section 1233b Permit	1	Not specified
	The Emergency Permit	1	Not specified
	The Full-Year Permit	1	Not specified
	Emergency/Temporary Special Education	1	Not specified
Minnesota	Temporary Limited License	1	2
	Waiver	1	0
	Non-licensed Community Experts	1	0
	Personnel Variances	1	2
	Commissioner Exemption for LEP	1	Not specified

Continued

Table A7. Types of emergency or temporary licenses issued, by state: 2006

continued

State	Name of license	Duration (in years)	Times renewable
Mississippi	One Year Educator License	1	0
Missouri	Temporary Authorization Certificate of License to Teach	1	3
Montana	Emergency Authorization of Employment	1	0
Nebraska	Provisional Commitment Teaching Certificate	1	5
Nevada	Emergency Substitute Certificate	Not specified	0
New Hampshire	Permission to Employ	1	0
	Intern License	3	0
New Jersey	County Substitute Certificate	3	Unlimited
	Conditional Certificate to Teach a World Language	1	4
	Provisional Certificate	2	2
	Emergency Certificate	1	2
New Mexico	Certificates of Waiver	1	2
North Carolina	Provisional Licenses	1	2
	Emergency Permits	1	0
	Lateral Entry Licenses	3	0
North Dakota	Alternate Access License	1	Not specified
Northern Mariana Islands	Basic I	2	0
Ohio	Conditional Permit	1	0
	Supplemental teaching license	1	2
	One-year out-of-state educator license	1	0
	Provision for Teaching under House Bill 196	2	0
Oklahoma	Emergency Certificate	Not specified	0
Oregon	American Indian Language Teaching License	3	Not specified
	Limited Teaching License	3	Unlimited
	Restricted Transitional License	3	0
	Teaching Associate License	2	0
	Unrestricted Transitional License	3	0
	Emergency Teaching License	1	0
Pennsylvania	Emergency Permits	1	Not specified
Puerto Rico	Transitional Provisional Certificate (Certificado Transitorio Provisional)	1	5
Rhode Island	Emergency Permit	1	Not specified
South Carolina	Temporary Certificate	1	0
	Transitional Certificate	1	0
	Out-of-Field Permit	1	0
	Graded Certificate and Warrant	1	0
	Special Subject Certificates	1	0

Continued

Table A7. Types of emergency or temporary licenses issued, by state: 2006

continued

State	Name of license	Duration (in years)	Times renewable
South Dakota	One Year	1	1
Tennessee	Permit	1	0
	Interim B License	1	2
	Waiver	1	2
Texas	Temporary Classroom Assignment Permit (TCAP)	1	0
	Emergency Permit	1	2
	Temporary Exemption Permit	1	0
	Nonrenewable Permit (NRP)	1	0
	Temporary Teacher Certificate	2	0
	Probationary Certificate	1	2
Utah	State Approved Endorsement Program (SAEP)	2	1
	Letter of Authorization to Employ	1	2
Vermont	Emergency License	1	0
Virgin Islands	Emergency Certification	1	5
Virginia	Local Eligibility License	3	0
Washington	Emergency certificate	1	0
	Conditional certificate	2	Unlimited
West Virginia	Out-of-Field Authorization	1	Not specified
	Long-Term Substitute Waiver	1	0
	First Class Permit for Full-Time Employment	1	4
Wisconsin	Emergency License	1	Unlimited
	Permit	1	Unlimited
Wyoming	Temporary Employment Permit	1	3
	Transitional Certificates	1	3
	Collaboration	1	3

NOTE: For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. Iowa, Florida and New York do not issue emergency or temporary licenses and are not included in this table. Palau, at present, has no formal teacher certification or licensure process. [It is therefore different from other states that have a licensure process but no emergency license.]

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.

Table A8. Number of teachers and number and percentage of teachers on waivers, by subject area, by state: AY 2005–06

State	Arts (all levels)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Alabama	1,862	27	1.5%
Alaska	689	0	0.0%
American Samoa	541	173	32.0%
Arizona	2,847	76	2.7%
Arkansas	1,106	92	8.3%
California	3,926	70	1.8%
Colorado	1,432	41	2.9%
Connecticut	3,088	34	1.1%
Delaware	414	6	1.5%
District of Columbia	198	19	9.6%
Federated States of Micronesia	–	–	–
Florida	6,870	0	0.0%
Georgia	5,387	111	2.1%
Guam	37	3	8.1%
Hawaii	345	10	2.9%
Idaho	–	35	–
Illinois	7,920	75	1.0%
Indiana	4,081	46	1.1%
Iowa	3,339	0	0.0%
Kansas	4,691	0	0.0%
Kentucky	2,432	11	0.5%
Louisiana	4,940	34	0.7%
Maine	1,188	45	3.8%
Marshall Islands	0	0	0.0%
Maryland	3,960	331	8.4%
Massachusetts	3,818	99	2.6%
Michigan	5,895	37	0.6%
Minnesota	3,653	56	1.5%
Mississippi	–	–	–
Missouri	5,066	82	1.6%
Montana	487	8	1.6%

State	Arts (all levels)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Nebraska	2,891	1	0.0%
Nevada	1,306	0	0.0%
New Hampshire	1,040	0	0.0%
New Jersey	6,942	0	0.0%
New Mexico	1,469	1	0.1%
New York	13,812	0	0.0%
North Carolina	6,179	163	2.6%
North Dakota	45	1	2.2%
Northern Mariana Islands	10	3	30.0%
Ohio	6,203	56	0.9%
Oklahoma	–	0	–
Oregon	1,791	163	9.1%
Palau	–	–	–
Pennsylvania	7,822	72	0.9%
Puerto Rico	2,045	137	6.7%
Rhode Island	333	0	0.0%
South Carolina	717	40	5.6%
South Dakota	235	0	0.0%
Tennessee	3,388	2	0.1%
Texas	26,379	41	0.2%
Utah	1,365	116	8.5%
Vermont	751	3	0.4%
Virgin Islands	45	31	68.9%
Virginia	4,361	0	0.0%
Washington	–	42	–
West Virginia	3,192	49	1.5%
Wisconsin	4,947	0	0.0%
Wyoming	875	12	1.4%
Total (only states reporting totals and subject data)	178,355	2,377	1.3%

Continued

Table A8. Number of teachers and number and percentage of teachers on waivers, by subject area, by state: AY 2005–06 *continued*

State	Special education (all levels)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Alabama	7,163	141	2.0%
Alaska	864	13	1.5%
American Samoa	73	50	68.5%
Arizona	5,738	868	15.1%
Arkansas	4,097	189	4.6%
California	26,945	2,757	10.2%
Colorado	5,018	30	0.6%
Connecticut	6,266	132	2.1%
Delaware	1,664	76	4.6%
District of Columbia	664	87	13.1%
Federated States of Micronesia	–	–	–
Florida	26,181	0	0.0%
Georgia	13,751	1,310	9.5%
Guam	129	35	27.1%
Hawaii	2,088	222	10.6%
Idaho	–	152	–
Illinois	21,466	272	1.3%
Indiana	7,847	296	3.8%
Iowa	5,531	0	0.0%
Kansas	4,503	2	0.0%
Kentucky	7,833	276	3.5%
Louisiana	5,722	192	3.4%
Maine	2,332	520	22.3%
Marshall Islands	107	0	0.0%
Maryland	5,682	1,027	18.1%
Massachusetts	11,980	936	7.8%
Michigan	15,114	691	4.6%
Minnesota	9,436	448	4.8%
Mississippi	4,607	429	9.3%
Missouri	10,468	164	1.6%
Montana	707	16	2.3%

State	Special education (all levels)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Nebraska	4,510	2	0.0%
Nevada	2,959	0	0.0%
New Hampshire	2,340	4	0.2%
New Jersey	19,766	844	4.3%
New Mexico	4,160	20	0.5%
New York	31,691	0	0.0%
North Carolina	18,560	1,015	5.5%
North Dakota	443	0	0.0%
Northern Mariana Islands	27	2	7.4%
Ohio	13,227	674	5.1%
Oklahoma	–	0	–
Oregon	3,286	225	6.9%
Palau	–	–	–
Pennsylvania	17,074	18	0.1%
Puerto Rico	4,728	417	8.8%
Rhode Island	2,377	94	4.0%
South Carolina	1,787	425	23.8%
South Dakota	651	4	0.6%
Tennessee	7,425	86	1.2%
Texas	37,362	198	0.5%
Utah	3,350	292	8.7%
Vermont	1,341	10	0.8%
Virgin Islands	145	73	50.3%
Virginia	13,011	0	0.0%
Washington	–	57	–
West Virginia	2,545	330	13.0%
Wisconsin	9,196	0	0.0%
Wyoming	766	60	7.8%
Total (only states reporting totals and subject data)	416,703	15,972	3.8%

Continued

Table A8. Number of teachers and number and percentage of teachers on waivers, by subject area, by state: AY 2005–06 *continued*

State	Bilingual and ESL (all levels)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Alabama	207	3	1.5%
Alaska	73	0	0.0%
American Samoa	520	369	71.0%
Arizona	671	0	0.0%
Arkansas	211	22	10.4%
California	166,348	1,724	1.0%
Colorado	2,240	12	0.5%
Connecticut	861	32	3.7%
Delaware	28	4	14.3%
District of Columbia	161	11	6.8%
Federated States of Micronesia	–	–	–
Florida	1,190	0	0.0%
Georgia	2,379	19	0.8%
Guam	196	64	32.7%
Hawaii	80	51	63.8%
Idaho	–	27	–
Illinois	3,582	716	20.0%
Indiana	238	6	2.5%
Iowa	301	0	0.0%
Kansas	467	0	0.0%
Kentucky	198	36	18.2%
Louisiana	102	0	0.0%
Maine	98	9	9.2%
Marshall Islands	0	0	0.0%
Maryland	500	76	15.2%
Massachusetts	1,804	176	9.8%
Michigan	556	64	11.5%
Minnesota	1,253	97	7.7%
Mississippi	32	0	0.0%
Missouri	346	5	1.5%
Montana	3	0	0.0%

State	Bilingual and ESL (all levels)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Nebraska	744	0	0.0%
Nevada	1,325	0	0.0%
New Hampshire	148	2	1.4%
New Jersey	2,311	133	5.8%
New Mexico	1,970	134	6.8%
New York	6,053	0	0.0%
North Carolina	1,755	201	11.5%
North Dakota	0	0	0.0%
Northern Mariana Islands	2	0	0.0%
Ohio	215	5	2.3%
Oklahoma	–	0	–
Oregon	2,178	207	9.5%
Palau	–	–	–
Pennsylvania	1,357	66	4.9%
Puerto Rico	3	2	66.7%
Rhode Island	63	14	22.2%
South Carolina	111	32	28.8%
South Dakota	16	0	0.0%
Tennessee	117	1	0.9%
Texas	30,713	844	2.8%
Utah	303	14	4.6%
Vermont	58	0	0.0%
Virgin Islands	28	16	57.1%
Virginia	2,168	0	0.0%
Washington	–	16	–
West Virginia	11	2	18.2%
Wisconsin	1,025	0	0.0%
Wyoming	35	15	42.9%
Total (only states reporting totals and subject data)	237,354	5,184	2.2%

Continued

Table A8. Number of teachers and number and percentage of teachers on waivers, by subject area, by state: AY 2005–06 *continued*

State	English (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Alabama	2,245	40	1.8%
Alaska	779	2	0.3%
American Samoa	37	10	27.0%
Arizona	3,606	129	3.6%
Arkansas	1,576	25	1.6%
California	26,250	619	2.4%
Colorado	4,593	33	0.7%
Connecticut	3,489	62	1.8%
Delaware	536	11	2.1%
District of Columbia	516	18	3.5%
Federated States of Micronesia	–	–	–
Florida	12,457	0	0.0%
Georgia	4,377	186	4.3%
Guam	178	12	6.7%
Hawaii	838	48	5.7%
Idaho	–	96	–
Illinois	6,024	35	0.6%
Indiana	5,994	21	0.4%
Iowa	2,839	0	0.0%
Kansas	4,397	0	0.0%
Kentucky	6,126	46	0.8%
Louisiana	5,166	78	1.5%
Maine	1,978	106	5.4%
Marshall Islands	28	0	0.0%
Maryland	3,632	467	12.9%
Massachusetts	5,381	129	2.4%
Michigan	6,911	24	0.4%
Minnesota	3,699	65	1.8%
Mississippi	1,473	35	2.4%
Missouri	5,365	36	0.7%
Montana	332	9	2.7%

State	English (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Nebraska	2,115	0	0.0%
Nevada	1,915	0	0.0%
New Hampshire	1,035	1	0.1%
New Jersey	6,159	0	0.0%
New Mexico	1,770	0	0.0%
New York	16,177	0	0.0%
North Carolina	5,862	217	3.7%
North Dakota	279	4	1.4%
Northern Mariana Islands	41	16	39.0%
Ohio	14,230	272	1.9%
Oklahoma	–	0	–
Oregon	2,883	138	4.8%
Palau	–	–	–
Pennsylvania	4,949	80	1.6%
Puerto Rico	5,217	496	9.5%
Rhode Island	935	10	1.1%
South Carolina	724	68	9.4%
South Dakota	1,054	9	0.9%
Tennessee	4,803	15	0.3%
Texas	34,238	44	0.1%
Utah	1,950	136	7.0%
Vermont	473	1	0.2%
Virgin Islands	94	61	64.9%
Virginia	8,590	0	0.0%
Washington	–	10	–
West Virginia	2,330	58	2.5%
Wisconsin	4,579	0	0.0%
Wyoming	445	11	2.5%
Total (only states reporting totals and subject data)	243,669	3,883	1.6%

Continued

Table A8. Number of teachers and number and percentage of teachers on waivers, by subject area, by state: AY 2005–06 *continued*

State	Reading or language arts (elementary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Alabama	22,034	72	0.3%
Alaska	124	0	0.0%
American Samoa	535	364	68.0%
Arizona	991	27	2.7%
Arkansas	1,949	6	0.3%
California	137,506	1,700	1.2%
Colorado	29,542	91	0.3%
Connecticut	1,068	14	1.3%
Delaware	2,711	10	0.4%
District of Columbia	1,522	165	10.8%
Federated States of Micronesia	–	–	–
Florida	–	–	–
Georgia	4,137	155	3.8%
Guam	734	38	5.2%
Hawaii	55	20	36.4%
Idaho	–	–	–
Illinois	0	0	0.0%
Indiana	21,826	0	0.0%
Iowa	2,216	0	0.0%
Kansas	12,448	0	0.0%
Kentucky	3,999	11	0.3%
Louisiana	8,273	60	0.7%
Maine	5,697	89	1.6%
Marshall Islands	556	0	0.0%
Maryland	19,484	917	4.7%
Massachusetts	2,047	300	14.7%
Michigan	4,084	19	0.5%
Minnesota	2,060	39	1.9%
Mississippi	10,893	170	1.6%
Missouri	24,555	139	0.6%
Montana	47	0	0.0%

State	Reading or language arts (elementary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Nebraska	9,939	0	0.0%
Nevada	9,878	0	0.0%
New Hampshire	6,056	4	0.1%
New Jersey	41,528	0	0.0%
New Mexico	–	–	–
New York	6,345	0	0.0%
North Carolina	5,808	191	3.3%
North Dakota	0	0	0.0%
Northern Mariana Islands	1	0	0.0%
Ohio	30,125	199	0.7%
Oklahoma	–	0	–
Oregon	–	–	–
Palau	–	–	–
Pennsylvania	4,580	12	0.3%
Puerto Rico	0	0	0.0%
Rhode Island	354	2	0.6%
South Carolina	4,657	268	5.8%
South Dakota	441	0	0.0%
Tennessee	6,790	13	0.2%
Texas	23,993	1	0.0%
Utah	187	4	2.1%
Vermont	308	4	1.3%
Virgin Islands	26	8	30.8%
Virginia	1,237	0	0.0%
Washington	–	4	–
West Virginia	3,888	88	2.3%
Wisconsin	21,423	0	0.0%
Wyoming	126	0	0.0%
Total (only states reporting totals and subject data)	498,783	5,200	1.0%

Continued

Table A8. Number of teachers and number and percentage of teachers on waivers, by subject area, by state: AY 2005–06 *continued*

State	Mathematics (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Alabama	2,403	124	5.2%
Alaska	696	1	0.1%
American Samoa	29	7	24.1%
Arizona	3,062	183	6.0%
Arkansas	1,213	44	3.6%
California	18,908	679	3.6%
Colorado	3,234	50	1.6%
Connecticut	3,080	148	4.8%
Delaware	510	6	1.2%
District of Columbia	350	33	9.4%
Federated States of Micronesia	–	–	–
Florida	9,425	0	0.0%
Georgia	4,097	189	4.6%
Guam	118	16	13.6%
Hawaii	612	66	10.8%
Idaho	–	44	–
Illinois	9,325	66	0.7%
Indiana	4,155	48	1.2%
Iowa	2,632	0	0.0%
Kansas	2,874	0	0.0%
Kentucky	5,092	75	1.5%
Louisiana	3,785	89	2.4%
Maine	1,260	82	6.5%
Marshall Islands	29	0	0.0%
Maryland	2,657	534	20.1%
Massachusetts	5,371	276	5.1%
Michigan	8,242	68	0.8%
Minnesota	3,209	89	2.8%
Mississippi	1,246	37	3.0%
Missouri	4,541	59	1.3%
Montana	354	5	1.4%

State	Mathematics (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Nebraska	1,422	1	0.1%
Nevada	2,896	0	0.0%
New Hampshire	914	0	0.0%
New Jersey	7,927	0	0.0%
New Mexico	916	4	0.4%
New York	15,482	0	0.0%
North Carolina	4,149	148	3.6%
North Dakota	232	2	0.9%
Northern Mariana Islands	42	8	19.1%
Ohio	12,486	263	2.1%
Oklahoma	–	0	–
Oregon	2,693	104	3.9%
Palau	–	–	–
Pennsylvania	4,667	193	4.1%
Puerto Rico	2,362	126	5.3%
Rhode Island	776	83	10.7%
South Carolina	1,037	93	9.0%
South Dakota	799	5	0.6%
Tennessee	4,370	48	1.1%
Texas	22,609	81	0.4%
Utah	1,481	125	8.4%
Vermont	424	7	1.7%
Virgin Islands	95	71	74.7%
Virginia	11,045	0	0.0%
Washington	–	20	–
West Virginia	2,135	29	1.4%
Wisconsin	4,307	0	0.0%
Wyoming	468	17	3.6%
Total (only states reporting totals and subject data)	208,243	4,382	2.1%

Continued

Table A8. Number of teachers and number and percentage of teachers on waivers, by subject area, by state: AY 2005–06 *continued*

State	Science (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Alabama	2,195	108	4.9%
Alaska	853	0	0.0%
American Samoa	14	7	50.0%
Arizona	2,463	123	5.0%
Arkansas	1,747	61	3.5%
California	14,817	391	2.6%
Colorado	2,929	46	1.6%
Connecticut	2,929	107	3.7%
Delaware	447	14	3.1%
District of Columbia	235	17	7.2%
Federated States of Micronesia	–	–	–
Florida	8,252	0	0.0%
Georgia	3,977	238	6.0%
Guam	106	10	9.4%
Hawaii	611	38	6.2%
Idaho	–	53	–
Illinois	7,854	52	0.7%
Indiana	3,629	58	1.6%
Iowa	2,238	0	0.0%
Kansas	3,106	0	0.0%
Kentucky	4,076	150	3.7%
Louisiana	3,189	62	1.9%
Maine	1,146	100	8.7%
Marshall Islands	18	0	0.0%
Maryland	2,714	401	14.8%
Massachusetts	4,689	179	3.8%
Michigan	7,758	57	0.7%
Minnesota	3,044	222	7.3%
Mississippi	1,184	75	6.3%
Missouri	3,981	55	1.4%
Montana	293	6	2.1%

State	Science (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Nebraska	1,212	1	0.1%
Nevada	2,089	0	0.0%
New Hampshire	866	2	0.2%
New Jersey	5,811	0	0.0%
New Mexico	1,087	0	0.0%
New York	14,386	0	0.0%
North Carolina	4,120	161	3.9%
North Dakota	213	8	3.8%
Northern Mariana Islands	27	5	18.5%
Ohio	10,728	232	2.2%
Oklahoma	–	0	–
Oregon	2,039	111	5.4%
Palau	–	–	–
Pennsylvania	4,457	134	3.0%
Puerto Rico	2,046	62	3.0%
Rhode Island	661	33	5.0%
South Carolina	977	107	11.0%
South Dakota	719	19	2.6%
Tennessee	4,208	31	0.7%
Texas	18,682	68	0.4%
Utah	1,278	173	13.5%
Vermont	409	0	0.0%
Virgin Islands	80	61	76.3%
Virginia	7,438	0	0.0%
Washington	–	11	–
West Virginia	1,744	67	3.8%
Wisconsin	4,597	0	0.0%
Wyoming	385	28	7.3%
Total (only states reporting totals and subject data)	180,753	3,880	2.2%

Continued

Table A8. Number of teachers and number and percentage of teachers on waivers, by subject area, by state: AY 2005–06 *continued*

State	Foreign language (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Alabama	393	21	5.3%
Alaska	183	0	0.0%
American Samoa	12	6	50.0%
Arizona	912	60	6.6%
Arkansas	545	17	3.1%
California	5,429	183	3.4%
Colorado	1,398	30	2.2%
Connecticut	1,868	68	3.6%
Delaware	184	8	4.4%
District of Columbia	118	14	11.9%
Federated States of Micronesia	–	–	–
Florida	3,974	0	0.0%
Georgia	1,570	81	5.2%
Guam	13	3	23.1%
Hawaii	158	12	7.6%
Idaho	–	23	–
Illinois	3,793	150	4.0%
Indiana	1,380	56	4.1%
Iowa	871	0	0.0%
Kansas	915	3	0.3%
Kentucky	743	52	7.0%
Louisiana	959	28	2.9%
Maine	736	77	10.5%
Marshall Islands	0	0	0.0%
Maryland	1,469	227	15.5%
Massachusetts	2,674	139	5.2%
Michigan	2,558	63	2.5%
Minnesota	1,412	119	8.4%
Mississippi	370	23	6.2%
Missouri	1,438	25	1.7%
Montana	126	5	4.0%

State	Foreign language (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Nebraska	714	1	0.1%
Nevada	415	0	0.0%
New Hampshire	556	0	0.0%
New Jersey	4,582	102	2.2%
New Mexico	525	0	0.0%
New York	7,038	0	0.0%
North Carolina	2,882	150	5.2%
North Dakota	82	2	2.4%
Northern Mariana Islands	5	0	0.0%
Ohio	3,010	51	1.7%
Oklahoma	–	0	–
Oregon	1,236	95	7.7%
Palau	–	–	–
Pennsylvania	3,646	165	4.5%
Puerto Rico	4	3	75.0%
Rhode Island	443	33	7.5%
South Carolina	374	49	13.1%
South Dakota	221	1	0.5%
Tennessee	881	3	0.3%
Texas	7,947	54	0.7%
Utah	695	38	5.5%
Vermont	320	7	2.2%
Virgin Islands	40	32	80.0%
Virginia	6,347	0	0.0%
Washington	–	29	–
West Virginia	521	38	7.3%
Wisconsin	1,899	0	0.0%
Wyoming	139	7	5.0%
Total (only states reporting totals and subject data)	80,723	2,301	2.9%

Continued

Table A8. Number of teachers and number and percentage of teachers on waivers, by subject area, by state: AY 2005–06 *continued*

State	Civics and government (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Alabama	712	0	0.0%
Alaska	122	0	0.0%
American Samoa	13	8	61.5%
Arizona	0	0	0.0%
Arkansas	–	–	–
California	–	–	–
Colorado	–	–	–
Connecticut	–	–	–
Delaware	0	0	0.0%
District of Columbia	85	6	7.1%
Federated States of Micronesia	–	–	–
Florida	–	–	–
Georgia	–	–	–
Guam	0	0	0.0%
Hawaii	0	0	0.0%
Idaho	–	–	–
Illinois	571	0	0.0%
Indiana	–	–	–
Iowa	448	0	0.0%
Kansas	459	0	0.0%
Kentucky	–	–	–
Louisiana	680	14	2.1%
Maine	–	–	–
Marshall Islands	0	0	0.0%
Maryland	–	–	–
Massachusetts	–	–	–
Michigan	640	1	0.2%
Minnesota	718	3	0.4%
Mississippi	–	–	–
Missouri	1,019	6	0.6%
Montana	48	0	0.0%

State	Civics and government (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Nebraska	110	0	0.0%
Nevada	669	0	0.0%
New Hampshire	0	0	0.0%
New Jersey	0	0	0.0%
New Mexico	0	0	0.0%
New York	0	0	0.0%
North Carolina	94	5	5.3%
North Dakota	0	0	0.0%
Northern Mariana Islands	0	0	0.0%
Ohio	2,632	49	1.9%
Oklahoma	–	0	–
Oregon	–	–	–
Palau	–	–	–
Pennsylvania	0	0	0.0%
Puerto Rico	0	0	0.0%
Rhode Island	121	0	0.0%
South Carolina	9	2	22.2%
South Dakota	237	3	1.3%
Tennessee	454	0	0.0%
Texas	2,865	0	0.0%
Utah	292	22	7.5%
Vermont	–	–	–
Virgin Islands	0	0	0.0%
Virginia	1,743	0	0.0%
Washington	–	0	–
West Virginia	217	15	6.9%
Wisconsin	2,362	0	0.0%
Wyoming	21	2	9.5%
Total (only states reporting totals and subject data)	17,341	136	0.8%

Continued

Table A8. Number of teachers and number and percentage of teachers on waivers, by subject area, by state: AY 2005–06 *continued*

State	Economics (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Alabama	716	0	0.0%
Alaska	54	0	0.0%
American Samoa	0	0	0.0%
Arizona	0	0	0.0%
Arkansas	–	–	–
California	–	–	–
Colorado	–	–	–
Connecticut	–	–	–
Delaware	0	0	0.0%
District of Columbia	1	0	0.0%
Federated States of Micronesia	–	–	–
Florida	–	–	–
Georgia	–	–	–
Guam	0	0	0.0%
Hawaii	0	0	0.0%
Idaho	–	–	–
Illinois	339	1	0.3%
Indiana	–	–	–
Iowa	282	0	0.0%
Kansas	129	1	0.8%
Kentucky	–	–	–
Louisiana	650	11	1.7%
Maine	–	–	–
Marshall Islands	0	0	0.0%
Maryland	10	3	30.0%
Massachusetts	–	–	–
Michigan	445	1	0.2%
Minnesota	355	3	0.9%
Mississippi	–	–	–
Missouri	233	0	0.0%
Montana	3	0	0.0%

State	Economics (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Nebraska	28	1	3.6%
Nevada	21	0	0.0%
New Hampshire	0	0	0.0%
New Jersey	0	0	0.0%
New Mexico	0	0	0.0%
New York	0	0	0.0%
North Carolina	38	3	7.9%
North Dakota	0	0	0.0%
Northern Mariana Islands	1	1	100.0%
Ohio	842	9	1.1%
Oklahoma	–	0	–
Oregon	–	–	–
Palau	–	–	–
Pennsylvania	0	0	0.0%
Puerto Rico	0	0	0.0%
Rhode Island	57	0	0.0%
South Carolina	11	0	0.0%
South Dakota	72	2	2.8%
Tennessee	375	1	0.3%
Texas	2,023	0	0.0%
Utah	11	2	18.2%
Vermont	–	–	–
Virgin Islands	0	0	0.0%
Virginia	741	0	0.0%
Washington	–	0	–
West Virginia	92	15	16.3%
Wisconsin	157	0	0.0%
Wyoming	6	2	33.3%
Total (only states reporting totals and subject data)	7,692	56	0.7%

Continued

Table A8. Number of teachers and number and percentage of teachers on waivers, by subject area, by state: AY 2005–06 *continued*

State	History (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Alabama	794	14	1.8%
Alaska	151	0	0.0%
American Samoa	18	6	33.3%
Arizona	0	0	0.0%
Arkansas	–	–	–
California	–	–	–
Colorado	–	–	–
Connecticut	2,764	18	0.7%
Delaware	0	0	0.0%
District of Columbia	86	11	12.8%
Federated States of Micronesia	–	–	–
Florida	–	–	–
Georgia	–	–	–
Guam	0	0	0.0%
Hawaii	0	0	0.0%
Idaho	–	–	–
Illinois	3,353	16	0.5%
Indiana	–	–	–
Iowa	746	0	0.0%
Kansas	2,143	0	0.0%
Kentucky	–	–	–
Louisiana	936	10	1.1%
Maine	–	–	–
Marshall Islands	0	0	0.0%
Maryland	766	52	6.8%
Massachusetts	4,554	63	1.4%
Michigan	2,495	4	0.2%
Minnesota	1,846	16	0.9%
Mississippi	–	–	–
Missouri	2,193	17	0.8%
Montana	146	4	2.7%

State	History (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Nebraska	772	0	0.0%
Nevada	589	0	0.0%
New Hampshire	865	1	0.1%
New Jersey	5,415	0	0.0%
New Mexico	0	0	0.0%
New York	0	0	0.0%
North Carolina	1,081	66	6.1%
North Dakota	0	0	0.0%
Northern Mariana Islands	0	0	0.0%
Ohio	6,144	127	2.1%
Oklahoma	–	0	–
Oregon	–	–	–
Palau	–	–	–
Pennsylvania	0	0	0.0%
Puerto Rico	0	0	0.0%
Rhode Island	36	0	0.0%
South Carolina	87	9	10.3%
South Dakota	645	2	0.3%
Tennessee	1,266	2	0.2%
Texas	15,190	34	0.2%
Utah	1,181	109	9.2%
Vermont	–	–	–
Virgin Islands	9	8	88.9%
Virginia	4,137	0	0.0%
Washington	–	2	–
West Virginia	1,518	15	1.0%
Wisconsin	1,558	0	0.0%
Wyoming	261	1	0.4%
Total (only states reporting totals and subject data)	63,745	605	1.0%

Continued

Table A8. Number of teachers and number and percentage of teachers on waivers, by subject area, by state: AY 2005–06 *continued*

State	Geography (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Alabama	402	0	0.0%
Alaska	74	0	0.0%
American Samoa	0	0	0.0%
Arizona	0	0	0.0%
Arkansas	–	–	–
California	–	–	–
Colorado	–	–	–
Connecticut	–	–	–
Delaware	0	0	0.0%
District of Columbia	16	3	18.8%
Federated States of Micronesia	–	–	–
Florida	–	–	–
Georgia	–	–	–
Guam	0	0	0.0%
Hawaii	0	0	0.0%
Idaho	–	–	–
Illinois	632	4	0.6%
Indiana	–	–	–
Iowa	205	0	0.0%
Kansas	235	0	0.0%
Kentucky	–	–	–
Louisiana	748	15	2.0%
Maine	–	–	–
Marshall Islands	0	0	0.0%
Maryland	–	–	–
Massachusetts	–	–	–
Michigan	500	0	0.0%
Minnesota	868	9	1.0%
Mississippi	–	–	–
Missouri	532	5	0.9%
Montana	20	1	5.0%

State	Geography (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Nebraska	101	0	0.0%
Nevada	125	0	0.0%
New Hampshire	0	0	0.0%
New Jersey	0	–	–
New Mexico	0	0	0.0%
New York	0	0	0.0%
North Carolina	–	–	–
North Dakota	0	0	0.0%
Northern Mariana Islands	0	0	0.0%
Ohio	441	8	1.8%
Oklahoma	–	0	–
Oregon	–	–	–
Palau	–	–	–
Pennsylvania	0	0	0.0%
Puerto Rico	0	0	0.0%
Rhode Island	62	0	0.0%
South Carolina	7	1	14.3%
South Dakota	255	7	2.8%
Tennessee	789	5	0.6%
Texas	4,957	3	0.1%
Utah	339	78	23.0%
Vermont	–	–	–
Virgin Islands	2	1	50.0%
Virginia	1,599	0	0.0%
Washington	–	0	–
West Virginia	549	15	2.7%
Wisconsin	208	0	0.0%
Wyoming	55	3	5.5%
Total (only states reporting totals and subject data)	13,721	158	1.2%

Continued

Table A8. Number of teachers and number and percentage of teachers on waivers, by subject area, by state: AY 2005–06 *continued*

State	Career and technical education (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Alabama	2,437	39	1.6%
Alaska	435	0	0.0%
American Samoa	26	17	65.4%
Arizona	874	0	0.0%
Arkansas	2,060	23	1.1%
California	3,637	54	1.5%
Colorado	658	24	3.7%
Connecticut	1,202	11	0.9%
Delaware	481	50	10.4%
District of Columbia	38	7	18.4%
Federated States of Micronesia	–	–	–
Florida	10,384	0	0.0%
Georgia	1,541	54	3.5%
Guam	62	9	14.5%
Hawaii	519	28	5.4%
Idaho	–	29	–
Illinois	5,526	546	9.9%
Indiana	–	–	–
Iowa	918	0	0.0%
Kansas	2,042	0	0.0%
Kentucky	3,629	12	0.3%
Louisiana	2,247	39	1.7%
Maine	846	93	11.0%
Marshall Islands	21	0	0.0%
Maryland	2,188	336	15.4%
Massachusetts	2,027	91	4.5%
Michigan	2,229	927	41.6%
Minnesota	1,162	86	7.4%
Mississippi	31	0	0.0%
Missouri	4,705	46	1.0%
Montana	471	15	3.2%

State	Career and technical education (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percentage
Nebraska	626	1	0.2%
Nevada	1,111	0	0.0%
New Hampshire	176	0	0.0%
New Jersey	1,059	0	0.0%
New Mexico	965	1	0.1%
New York	4,399	0	0.0%
North Carolina	7,591	740	9.8%
North Dakota	403	14	3.5%
Northern Mariana Islands	26	3	11.5%
Ohio	5,952	161	2.7%
Oklahoma	–	0	–
Oregon	1,475	36	2.4%
Palau	–	–	–
Pennsylvania	0	0	0.0%
Puerto Rico	2,406	409	17.0%
Rhode Island	113	11	9.7%
South Carolina	373	24	6.4%
South Dakota	39	0	0.0%
Tennessee	1,575	15	1.0%
Texas	15,210	103	0.7%
Utah	2,280	232	10.2%
Vermont	209	0	0.0%
Virgin Islands	125	83	66.4%
Virginia	10,986	0	0.0%
Washington	–	7	–
West Virginia	2,282	100	4.4%
Wisconsin	3,912	0	0.0%
Wyoming	443	10	2.3%
Total (only states reporting totals and subject data)	116,132	4,450	3.8%

– Data not available.

NOTE: For purposes of this table, the term "state" refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas as defined in footnote 7, page 2. States can report waiver data for subject areas other than those included in this table. ESL is English as a Second Language.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2006). *Higher Education Act Title II Reporting System*.



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