(a) Institutional and program report cards on the quality of teacher preparation

(1) Report card

Each institution of higher education that conducts a traditional teacher preparation program or alternative routes to State certification or licensure program and that enrolls students receiving Federal assistance under this chapter shall report annually to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, the following:

(A) Goals and assurances

(iii) A description of the activities the institution has implemented to meet the assurances provided under section 1022e of this title.

* * * * *

(b) Assurances

Each institution described in subsection (a) shall provide assurances to the Secretary that--

(1) training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends;

(2) training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom;

(3) prospective special education teachers receive course work in core academic subjects and receive training in providing instruction in core academic subjects;

(4) general education teachers receive training in providing instruction to diverse populations, including children with disabilities, limited English proficient students, and children from low-income families; and

(5) prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

* * * * *

The University (School of Education) must set annual goals for increasing the number of prospective teachers trained in designated teacher shortage areas (math, science, special education, and ESL) and must provide an annual teacher preparation program report which includes the following:

- Whether the goals have been met
- Description of the actions taken to meet the goals
- Description of the steps being taken to improve performance in meeting the goals
(F) Use of technology

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

(G) Teacher training

A description of the activities that prepare general education and special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 1414(d)(1)(B) of this title, and to effectively teach students who are limited English proficient.

<table>
<thead>
<tr>
<th>112</th>
<th>(a) Institutional and program report cards on the quality of teacher preparation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(1) Report card</td>
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<td>(C) Program information</td>
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<td>A description of--</td>
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<td>(i) the criteria for admission into the program;</td>
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<td>(ii) the number of students in the program (disaggregated by race, ethnicity, and gender);</td>
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<td>(iii) the average number of hours of supervised clinical experience required for those in the program;</td>
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<td>(iv) the number of full-time equivalent faculty and students in the supervised clinical experience; and</td>
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<td>(v) the total number of students who have been certified or licensed as teachers, disaggregated by subject and area of</td>
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<td>Annual teacher preparation program report - general teaching program information:</td>
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<td></td>
<td>• Admission criteria</td>
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</table>
113  (a) Institutional and program report cards on the quality of teacher preparation

(1) Report card

Each institution of higher education that conducts a traditional teacher preparation program or alternative routes to State certification or licensure program and that enrolls students receiving Federal assistance under this chapter shall report annually to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, the following:

(D) Statement

In States that require approval or accreditation of teacher preparation programs, a statement of whether the institution's program is so approved or accredited, and by whom.

(E) Designation as low-performing

Whether the program has been designated as low-performing by the State under section 1022f(a) of this title.

110  (a) Institutional and program report cards on the quality of teacher preparation

(1) Report card

Each institution of higher education that conducts a traditional teacher preparation program or alternative routes to State certification or licensure program and that enrolls students receiving Federal assistance under this chapter shall report annually to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, the following:

(A) Goals and assurances

(iii) A description of the activities the institution has implemented to meet the assurances provided under section 1022e of this title.

* * * * *

(b) Assurances

Each institution described in subsection (a) shall provide assurances to the Secretary that--

Annual teacher preparation program report - performance information

- Accreditation, where applicable
- Whether the program has been designated as low-performing

Annual teacher preparation program report - descriptions of the actions taken to provide the following types of training:

- Training related to identified needs of local education agencies, states, and schools,
- Training of special education teachers,
- Training in providing instruction to diverse populations, and
- Training to effectively teach in urban and rural schools, as applicable.
- Training to incorporate technology into teaching
- Training for all prospective
(1) training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution’s graduates are likely to teach, based on past hiring and recruitment trends;

(2) training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom;

(3) prospective special education teachers receive course work in core academic subjects and receive training in providing instruction in core academic subjects;

(4) general education teachers receive training in providing instruction to diverse populations, including children with disabilities, limited English proficient students, and children from low-income families; and

(5) prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

* * * *

(F) Use of technology

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

(G) Teacher training

A description of the activities that prepare general education and special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 1414(d)(1)(B) of this title, and to effectively teach students who are limited English proficient.

111 (a) Institutional and program report cards on the quality of teacher preparation

(1) Report card

Each institution of higher education that conducts a traditional teacher preparation program report - Utah licensure rates of the University’s students:

• Pass rate on the licensure
teacher preparation program or alternative routes to State certification or licensure program and that enrolls students receiving Federal assistance under this chapter shall report annually to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, the following:

(B) Pass rates and scaled scores

For the most recent year for which the information is available for those students who took the assessments used for teacher certification or licensure by the State in which the program is located and are enrolled in the traditional teacher preparation program or alternative routes to State certification or licensure program, and for those who have taken such assessments and have completed the traditional teacher preparation program or alternative routes to State certification or licensure program during the two-year period preceding such year, for each of such assessments--

(i) the percentage of students who have completed 100 percent of the nonclinical coursework and taken the assessment who pass such assessment;

(ii) the percentage of all students who passed such assessment;

(iii) the percentage of students who have taken such assessment who enrolled in and completed the traditional teacher preparation program or alternative routes to State certification or licensure program, as applicable;

(iv) the average scaled score for all students who took such assessment;

(v) a comparison of the program’s pass rates with the average pass rates for programs in the State; and

(vi) a comparison of the program's average scaled scores with the average scaled scores for programs in the State.