



# The Secretary's Fifth Annual Report On Teacher Quality



# **The Secretary's Fifth Annual Report On Teacher Quality**

**A Highly Qualified Teacher  
In Every Classroom**

**U.S. Department of Education  
Office of Postsecondary Education  
2006**

This report was produced by Westat under U.S. Department of Education Contract No. ED 04 CO-0059/0016. David Chin served as the contracting officer's technical representative.

**U.S. Department of Education**

Margaret Spellings

*Secretary*

**Office of Postsecondary Education**

James F. Manning

*Acting Assistant Secretary*

September 2006

This report is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: U.S. Department of Education, Office of Postsecondary Education, *The Secretary's Fifth Annual Report on Teacher Quality: A Highly Qualified Teacher in Every Classroom*, Washington, D.C., 2006.

**To order copies of this report, write:**

ED Pubs, Education Publications Center, U.S. Department of Education, P.O. Box 1398, Jessup, MD 20794-1398;

Or via **e-mail**, send your request to: [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov);

You may also call toll-free: 1-877-433-7827 (1-877-4-ED-PUBS). If 877 service is not yet available in your area, call 1-800-872-5327 (1-800-USA-LEARN). Those who use a telecommunications device for the deaf (TDD) or a teletypewriter (TTY) should call 1-800-437-0833.

To **order online**, point your Internet browser to: [www.edpubs.org](http://www.edpubs.org).

This report is also available on the Department's Web site:

<http://www.ed.gov/about/reports/annual/teachprep/2006-title2report.pdf>.

This report is also available at: <http://www.title2.org/>.

On request, this publication is available in alternative formats, such as Braille, large print, or computer diskette. For more information, please contact the Department's Alternate Format Center (202) 205-8113 or (202) 260-9895.



Dear Colleague,

I am pleased to present the *Secretary's Fifth Annual Report on Teacher Quality* to Congress and to the American people, in accordance with Title II of the *Higher Education Act (HEA)*. The *No Child Left Behind Act of 2001 (NCLB)* mandated that all core subjects be taught by highly qualified teachers by the conclusion of the 2005–06 school year, and this report documents our nation's progress toward that goal. With the support of Congress, state officials, school districts, postsecondary institutions, teachers, and many others, this vision is becoming a reality in classrooms across the country. While substantial work remains to be done to ensure that teachers are prepared to educate all students for the increasingly competitive world they will enter, we should recognize and take pride in the accomplishments to date.

This publication gathers data from all 50 states, the District of Columbia, Puerto Rico, Guam, and the Virgin Islands on such topics as the completion rates for traditional and alternative route teacher preparation programs, state teacher assessments and certifications, and use of waivers or emergency licenses. I am happy to report that the number of individuals completing teacher preparation programs continues to climb. Alternative route teacher preparation programs have played a significant role in this growth—with the number of alternative route program completers having risen nearly 40 percent from 2000 to 2004. Novice teachers from alternative route programs now make up close to 20 percent of the new teachers prepared nationally.

Ninety-five percent of the new teachers completing preparation programs passed their state licensing exams, and more than 97 percent of the nation's 3.2 million classroom teachers are now fully certified or licensed. Fifty states have initial teacher certification requirements, and 44 have taken valuable steps toward aligning expectations for teachers with content standards designed for students. Together, these standards and assessments have helped increase accountability in education, sending the critical message that all teachers must provide students with a rich learning experience.

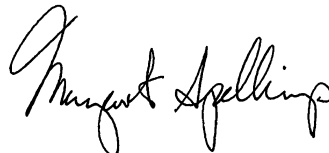
In spite of these achievements, significant challenges lie ahead. In order to strengthen our nation's competitiveness in the global marketplace, as well as our security at home, we must be certain that teacher proficiency in mathematics, science, technology, and foreign languages is sufficient to enable America's students to achieve at grade level and above in these subjects. Although teacher certification assessment pass rates are extremely high, we must do much more to ensure that minimum examination scores reflect proficiency in specific subject areas.

*continued*

High-poverty school districts continue to have a greater percentage of teachers on waiver (i.e., not fully certified) than other districts—although all school districts have continued to improve. And although the achievement gap has begun to close, too many minority students and those from low-income families continue to underperform and fail to meet state academic standards. We must remember our mission—to leave **no** child behind—and find ways to enable all schools to reap the benefits of teacher quality improvements, especially those in which needs are the greatest.

For the sake of their future and that of our nation, America’s youths deserve a first-class education that will propel them into positions of domestic and international leadership. It is our duty to provide students with ample opportunities to acquire the knowledge and skills they will need to compete with their peers in the global community, starting with teachers whose own expertise and passion provide the spark for student learning. As we continue on this journey together, let us celebrate our successes, confront remaining obstacles, and work collaboratively to prepare the next generation to be engaged, productive citizens in this increasingly competitive world.

Sincerely,

A handwritten signature in black ink that reads "Margaret Spellings". The signature is written in a cursive, flowing style.

Margaret Spellings

<b>A Message from the Secretary of Education</b> . . . . .	iii
<b>List of Tables</b> . . . . .	vii
<b>List of Figures</b> . . . . .	viii
<b>Executive Summary</b> . . . . .	ix
<b>Chapter 1. Introduction</b> . . . . .	1
<b>Chapter 2. Teacher Preparation: Program Completers and Passing Rates, 2000–01 Through 2003–04</b> . . . . .	5
Assessing the Strength of America’s Teaching Workforce . . . . .	5
Growth in Numbers of Students Completing Teacher Preparation Programs . . . . .	5
Traditional Route Program Completers . . . . .	6
Alternative Route Program Completers . . . . .	10
Measuring Quality . . . . .	10
Measuring Teacher Program Completers’ Performance on State Assessments . . . . .	11
Assessments . . . . .	14
Trends in Traditional Route Program Completers’ Certification Assessments . . . . .	18
Trends in Alternative Route Program Completers’ Certification Assessments . . . . .	19
Minimum Passing Scores . . . . .	19
Traditional Route Teachers’ Passing Rates . . . . .	23
Alternative Route Teachers’ Passing Rates . . . . .	23
<b>Chapter 3. State Oversight of Teacher Preparation: Certification and Licensure, Standards, Waivers, and Low-Performing Programs</b> . . . . .	27
State Measures of Teacher Quality . . . . .	27
Initial Certification and Licensure . . . . .	27
Numbers of Teachers Receiving Initial State Certification and Licensure . . . . .	27
State Standards for Initial Certification and Licensure . . . . .	28
Certification and Licensure of Teachers Prepared in Another State . . . . .	34
Teachers Lacking State Certification . . . . .	36



Waiver Comparisons of “High-Poverty” and “Other”  
 School Districts . . . . . 40

Subjects Taught by Teachers on Waivers . . . . . 40

Emergency Licenses or Waivers Offered by States . . . . . 43

State Identification of Low-Performing Teacher  
 Preparation Programs . . . . . 43

    State Criteria for Teacher Preparation Program Performance. . . 44

Programs Identified as At-Risk or Low-Performing. . . . . 45

Conclusion. . . . . 48

**Appendix A. Supplementary Data Tables . . . . . 51**

    Appendix A1. Summary of traditional route pass rates: 2003–04 . . . 53

        Basic skills pass rates: 2003–04 . . . . . 55

        Professional knowledge pass rates: 2003–04 . . . . . 57

        Academic content pass rates: 2003–04 . . . . . 59

        Other content pass rates: 2003–04. . . . . 61

        Teaching special populations pass rates: 2003–04 . . . . . 63

    Appendix A2. Requirements for initial teaching certification  
         or licensure: 2005 . . . . . 65

    Appendix A3. Number and percent of classroom teachers on  
         waivers by subject area, by state: 2004–05 . . . . . 68

    Appendix A4. Types of emergency or temporary licenses issued,  
         by state: 2005 . . . . . 81

**Tables**

Table 2.1 Number of program completers, by state and program attended (traditional or alternative route): 2003–04 . . . . . 8

Table 2.2 Number of types of tests given for teacher certification, by state and competency area: 2003–04 . . . . . 16

Table 2.3 State passing scores for Praxis II Elementary Education: 2001–02 through 2003–04 . . . . . 20

Table 2.4 Number of traditional route program completers tested, by state: 2000–01 through 2003–04 . . . . . 21

Table 2.5 Traditional route assessment summary passing rates: 2000–01 through 2003–04 . . . . . 23

Table 2.6 Number of alternative route program completers tested, by state: 2000–01 through 2003–04 . . . . . 24

Table 2.7 Alternative route assessment summary passing rates: 2000–01 through 2003–04 . . . . . 26

Table 3.1 Total number of teachers receiving initial certification or licensure, by state: 2000–01 through 2003–04 . . . . . 31

Table 3.2 Summary of state policies on and status of teacher standards: 2005 . . . . 33

Table 3.3 Number of states that have set teacher standards in specific fields, by grade level: 2005. . . . . 34

Table 3.4 State changes in the percentages of classroom teachers on waivers: 2003–04 to 2004–05 . . . . . 37

Table 3.5 Number and percentage of teachers on waivers, by state and poverty status of district: 2004–05. . . . . 41

Table 3.6 Number and characteristics of emergency licenses: 2002 through 2005 . . 43

Table 3.7 At-risk and low-performing institutions, by state: 2005 . . . . . 45

Table 3.8 States that have identified at-risk or low-performing teacher preparation programs: 2002 through 2005 . . . . . 46



**Figures**

Figure 2.1 Trend in total number of teacher program completers: 2000–01 through 2003–04 . . . . . 6

Figure 2.2 Top five teacher-producing states: 2003–04 . . . . . 7

Figure 2.3 Trend in percentage of program completers attending traditional and alternative route programs: 2000–01 through 2003–04 . . . . . 7

Figure 2.4 Number of program completers attending traditional and alternative route programs: 2000–01 through 2003–04 . . . . . 11

Figure 2.5 States with alternative routes to certification: 2005 . . . . . 12

Figure 2.6 States requiring testing for initial certification: 2003–04 . . . . . 13

Figure 2.7 Trends in the number of teacher candidates taking assessments, by traditional and alternative route programs: 2000–01 through 2003–04 . . . . . 14

Figure 2.8 Percent change in number of assessments by test area: 2001–02 through 2003–04 . . . . . 15

Figure 2.9 Trends in number of certification tests administered for traditional route program completers, by test content area: 2000–01 through 2003–04 . . . . . 18

Figure 2.10 Trends in number of certification tests administered for alternative route program completers, by test content area: 2000–01 through 2003–04 . . . . . 19

Figure 3.1 Number of teaching certificates/licenses, by types of requirements: 2005 . . . . . 28

Figure 3.2 States requiring content-specific bachelor’s degrees for initial certification: 2005 . . . . . 29

Figure 3.3 Trend in the number of teachers receiving initial certification: 2000–01 through 2003–04 . . . . . 30

Figure 3.4 Number of teachers receiving initial certification, by state: 2003–04 . . . 30

Figure 3.5 Percentage of teachers certified who were trained in another state, by state: 2003–04 . . . . . 35

Figure 3.6 Percentage of classroom teachers on waivers, by district poverty status: 2003–04 and 2004–05 . . . . . 36

Figure 3.7 Percentage of classroom teachers on waivers, by subject area: 2003–04 and 2004–05 . . . . . 40

Figure 3.8 Number of states with criteria for assessing the performance of teacher preparation programs: 2002 through 2005. . . . . 44

*If we ensure that America's children succeed in life, they will ensure that America succeeds in the world.*

—President George W. Bush, 2006 State of the Union Address

---

This report on teacher quality comes at a time when we are assessing America's progress in meeting the *No Child Left Behind Act of 2001 (NCLB)* mandate that all classes be taught by a highly qualified teacher by the end of the 2005–06 school year. While it is clear that states have made considerable progress in implementing the teacher quality provisions of *NCLB* and Title II of the *Higher Education Act of 1965, as amended (HEA)*, states have fallen short in ensuring that all children are taught by highly qualified teachers. It is imperative that states continue to lay the groundwork for making progress in improving student achievement at all grade levels. Teacher quality is critical for securing our children's future and maintaining America's standing in the global economy. This annual report on teacher quality presents the data collected by states from postsecondary institutions, alternative route teacher preparation programs, testing companies and the states' own accountability systems. The 2005 data reported by the 50 states, the District of Columbia, Puerto Rico and the outlying areas show both progress toward the nation's goal of a highly qualified teacher in every classroom and areas where we must work harder to make improvements.

### Teacher Preparation Programs

- The number of new teachers completing their studies in 2003–04 grew by more than 7 percent in one year and is the largest number (220,777) ever reported under the Title II data collection.
- Most of the new teachers attended traditional teacher preparation programs at universities and colleges, and their number increased more than 5 percent from the previous year.
- New teachers from alternative route programs jumped by more than 15 percent from the previous year, and 47 states now have alternative route programs.
- New York, California and Texas prepare the largest numbers of teachers in each type of program—traditional and alternative routes.
- Across the nation, the number of teacher education programs designated as low-performing continued to decline (17 in 2005 versus 20 the previous year).

### State Assessments

- Forty-four states require new teachers to pass at least one assessment for teacher certification. Academic content-related tests constitute the largest share of the testing (nearly 60 percent) reported.
- There is little difference between the assessments required for traditional and alternative route program completers within a given state; their pass rates are also comparable.
- Even though the overall teacher pass rate on state assessments is at 96 percent, the

minimum passing scores remain generally lower than the national median scores for these tests.

### Teacher Certification

- Nationally, the total number of teachers and initial certifications awarded remained stable: 3.2 million teachers and over 310,000 initial certifications. New York, California and Texas led the states in numbers of initial certifications conferred.
- Across America, the number of teachers practicing without full certification (i.e., with a waiver) decreased by one-fourth, going from 3.3 percent of all teachers in 2003–04 to 2.5 percent of all teachers in 2004–05. High-poverty districts showed a 33 percent decrease in teachers on waivers; other districts showed a 31 percent decrease. Despite this progress, in high-poverty districts 3.0 percent of teachers were on waivers, compared to 2.1 percent in all other districts.
- The number of states requiring a content-specific bachelor's degree for at least one of their initial certificates remains at 39.

Overall, these results show that *NCLB* is increasing the presence of highly qualified teachers in the nation's classrooms. While this report is about the data reported by states and teacher preparation programs, the federal government also plays a key role in promoting teacher quality by providing essential support to all points in the teacher preparation, induction, and retention "pipeline": states, school districts, institutions of higher education and others.

### FY 2007 Budget Priorities

The president's budget proposal for fiscal year 2007 focuses national resources on programs that will promote teacher quality, attract outstanding students to the teaching profession, and recruit and retain capable teachers. The proposed budget emphasizes teacher recruitment and training, especially in high-priority subject areas (e.g., mathematics, science, technology, foreign language) and low-income school districts. The president's commitment to teacher quality is exemplified in the multiple initiatives being proposed to bolster teacher quality by expanding the pool of educators who are willing and able to serve in fields of study and neighborhoods where the lack of qualified teachers is most severe, and by rewarding performance in these situations.

As part of the FY 2007 budget submission:

- President Bush proposes \$14.6 million and \$44.5 million, respectively, for the Troops-to-Teachers and Transition to Teaching programs. These are promising programs that facilitate movement into the teaching profession, the former by members of the military and the latter by mid-career professionals and recent college graduates with subject-matter competence.
- The newly proposed Adjunct Teacher Corps, for which the president has requested \$25 million, would leverage the expertise of professionals outside the school system by bringing their experience into the classroom as high school instructors in core subjects, particularly science and mathematics.

- The president also proposes \$99 million for the Teacher Incentive Fund, which supports efforts to increase compensation for teachers and principals in low-income schools who are able to increase student achievement, thus helping motivate educators to work towards *NCLB's* goal of closing the achievement gap.

The *Higher Education Reconciliation Act of 2005 (HERA)*, signed by President Bush in February 2006, removed any deadlines for loan forgiveness available by law to highly qualified teachers in high-poverty districts. Those who specialize in mathematics, science or special education are eligible for a greater amount of forgiveness, providing another tool for recruiting teachers who can prepare students to compete in today's global economy. *HERA* also extended these same loan forgiveness benefits to private school teachers.

The commitment of smart, dedicated individuals to educating our nation's youths is only the first step toward fulfilling the president's vision of having a highly qualified teacher in every classroom. The American Competitiveness Initiative, set forth in President Bush's 2006 State of the Union address, makes clear that our nation's economic strength and continued global leadership depend heavily on the knowledge and skills of American citizens. Rigorous teacher preparation and in-service training supported by the FY 2007 budget proposal will ensure that America's teachers will be able to develop the skills needed to best prepare their students to enter the 21st-century workforce:

- The president has requested \$122.2 million to strengthen the nation's Advanced Placement (AP) and International Baccalaureate (IB) programs. These funds expand access to AP and IB classes by

supporting training and rewards for teachers in low-income schools. By enabling students to pursue college-level mathematics, science and foreign language course work while still in high school, these programs can serve as both the foundation and the inspiration for further inquiry.

- In recognition of the need for improved language skills in our increasingly interdependent world, the president's budget includes \$5 million for the Language Teacher Corps, which supports professional development for foreign language teachers, and \$3 million for the Teacher-to-Teacher Initiative, which supports professional development for foreign language teaching among other activities.
- Teaching American History, for which \$50 million has been included in the budget proposal, strengthens educators' abilities to promote students' understanding of and participation in government and civil society, fostering a sense of responsible citizenship among today's youths.
- To address the need for better prepared special educators, the president's budget includes approximately \$90 million for the Personnel Development to Improve Services and Results for Children with Disabilities program, which would support competitive awards to help address state-identified needs for personnel in special education, early intervention and other areas to work with children with disabilities.
- Through the State Personnel Development program, \$50 million is provided for FY 2007 to assist state education agencies in reforming and improving their training and professional development programs for individuals who provide early intervention, educational, and

transition services to improve results for children with disabilities.

- **Improving Teacher Quality State Grants** (\$2.9 billion in the president's FY 2007 budget) allow states and school districts to conduct a wide range of teacher-quality-related activities, from professional development and mentoring to alternative certification and merit pay. These grants offer the flexibility to direct funds toward the highest priorities of individual states and school districts, recognizing that the path towards a high quality education for all students is not always the same.

The increasingly competitive nature of the worldwide economy demands that we provide our students with the skills needed to advance and serve our country's interests—and provide their teachers with the skills needed to improve student achievement. The programs described above focus national resources on subjects and schools that demonstrate not only great need, but also immense potential to strengthen our nation's economic standing and our ability to innovate, paving the way for all Americans to participate fully and competitively in the global marketplace.

# CHAPTER 1

## Introduction

*Since the No Child Left Behind Act was signed four years ago, states have increasingly improved the quality of their teaching forces. A majority of teachers now meet the required qualifications, and school districts are starting to prohibit the hiring of teachers who do not. States have also raised their standards for teacher preparation programs.*

—Secretary Margaret Spellings

---

This year, America continued to work to make the goals of the *No Child Left Behind Act (NCLB)* a reality for all of our nation's children. Despite the substantial progress many states made in meeting the goal of having all core academic subject classes taught by highly qualified teachers by the end of the 2005–06 school year, states are still facing challenges in making the goals of *NCLB* a reality for all students. In order to be considered highly qualified under *NCLB*, teachers must hold a bachelor's degree, have full state certification, and demonstrate competency in the core academic subjects they teach. Ensuring America's teachers are of the highest quality is a major national priority—they hold the key to student success and our nation's future. It is vital that there is a highly qualified teacher in every classroom to meet the *NCLB* goal of having all students reading and performing mathematics on grade level or above by 2014.

*The Secretary's Fifth Annual Report on Teacher Quality* is about progress and accountability across our nation. This report highlights the commitment and work of states and teacher

preparation programs to ensure that every child is taught by a highly qualified teacher. With the enactment of the Title II accountability provisions of the *Higher Education Act (HEA)*, the U.S. Department of Education began collecting and reporting annually on the preparation of novice teachers and on teacher certification and licensure. This year's publication presents the Title II accountability data for 2005 reported by states and the outlying territories.

Teacher quality is essential for student achievement. In this modern era of global economic competitiveness, what teachers know and do to improve student achievement is of critical importance for maintaining America's economic strength. For this reason, this report begins by presenting national data about teacher preparation programs. During the 2003–04 school year, U.S. teacher preparation programs—both traditional four-year colleges of education and alternative route programs, such as those supported by the Transition to Teaching program—produced record numbers of teachers. More than 220,000 novice teachers successfully completed their programs, an increase of more

than 7 percent over the previous school year. As the data in Chapter 2 show, growth in the number of students attending alternative route programs has been particularly strong, and teachers from alternative route programs now represent just under 20 percent of new teachers nationally.

Before entering the classroom, more novice teachers are now required by states to pass standardized assessments, and they are being tested for both their core content knowledge and teaching skills. In addition to presenting the latest numbers on teacher preparation program completers, Chapter 2 examines the assessments most states use to evaluate novice teachers. Pass rates have historically been high and are marginally higher again this year. However, minimum passing scores are generally set at a level that is lower than the national median scores for these assessments, bringing into question their utility for determining the quality of teacher preparation.

It is important to note that, since implementation of *NCLB* and the *HEA* Title II accountability provisions, many states have established rigorous new accountability systems for measuring teacher and student performance and for collecting data on the quality of teacher preparation programs. The results of states' efforts are clearly evident in Chapter 3 of this fifth report: more of the nation's teachers are now fully certified. The number of teachers lacking full certification in 2005 decreased by 25 percent from the previous year, dropping from 3.3 to just 2.5 percent of the nation's classroom teachers. While the data show substantial change, there is still work to do. The proportion of teachers on waivers in high-poverty school districts continues to be higher than for other (non-high-poverty) school districts.

Along with the accountability data for teachers on waivers, Chapter 3 includes an overview of state requirements for initial certification and licensure and teacher standards. Teacher standards define what teachers are expected to know and be able to do before they enter the classroom. The data show progress has been made in aligning states' content standards for K-12 students with teacher certification requirements. Also, the number of types of emergency or temporary licenses offered by states has decreased slightly, and the renewal of these licenses is becoming somewhat more restricted nationwide.

The *HEA* Title II accountability provisions require states to establish criteria for identifying low-performing teacher preparation programs. For 2005, only 17 of the more than 1,000 teacher preparation programs in America have been identified by states as at-risk or low-performing. Information about these programs is listed in Chapter 3.

In the appendixes to this report are supplementary data tables that provide additional information on a number of the report's topics. These include tables displaying detailed pass rates on exit examinations for teacher preparation programs, states' requirements for initial teaching certification or licensure, the number and percentage of classroom teachers on waivers by subject area and the types of emergency or temporary licenses issued by states. All of the 2005 state reports are available in their entirety on the Web at <http://www.title2.org/>.

The data presented in this report show the national picture of teacher quality in 2005. America has made great progress, but we must continue to move forward. Evidence of progress



in teacher preparation and quality is being observed in student achievement results. Reading and mathematics assessments for students in grades 3–8 have been implemented throughout the United States, and the latest long-term trend results of the National Assessment of Educational Progress (NAEP) show that our nation’s 9-year-olds have made more progress in reading in the last five years than in the previous three decades. NAEP also shows that students

in large urban school districts have made larger achievement gains than the national average—helping to close the achievement gaps between black and Hispanic children and their white student peers. These urban school districts are the ones most likely to be improved by *NCLB* programs. We know that every child can learn with a great teacher; we must continue to work to ensure that all of America’s students have highly qualified teachers.



# CHAPTER 2

## Teacher Preparation: Program Completers and Passing Rates, 2000–01 Through 2003–04

### Assessing the Strength of America’s Teaching Workforce

The quality of teacher preparation programs nationally is integral to ensuring that our nation’s schools are staffed with skilled professionals capable of raising student achievement. Annually, traditional programs at colleges and universities and newer alternative route programs report information on the numbers of students who successfully complete all program requirements. Data are collected from more than 1,000 teacher preparation programs across the country. The number of students who successfully completed their teacher preparation in the 2003–04 school year grew by more than 7 percent over the previous year, resulting in a new four-year high total of 220,777. Furthermore, these program completers successfully passed state teacher licensing assessments at an overall rate of 96 percent, maintaining the national trend of pass rates above the 90th percentile for the fourth year in a row.<sup>1</sup>

This chapter of the report examines, in detail, data on teacher program completers, the state assessments these program completers must pass prior to teaching and how well they

perform on these assessments. We present the aggregate national data first, followed by data for two broad categories: *traditional* and *alternative route* teacher preparation programs.

Traditional programs are generally offered through a college of education as a four-year undergraduate degree. Traditional program curricula typically include subject matter and pedagogy instruction along with field experience. Alternative route programs often focus on pedagogy instruction because they generally enroll students who already possess subject matter mastery. About half of alternative route programs are administered by colleges and universities; another 21 percent are administered by school districts; 6 percent are run through regional educational service centers; 5 percent by state departments of education; and the remainder by consortia and other groups.<sup>2</sup>

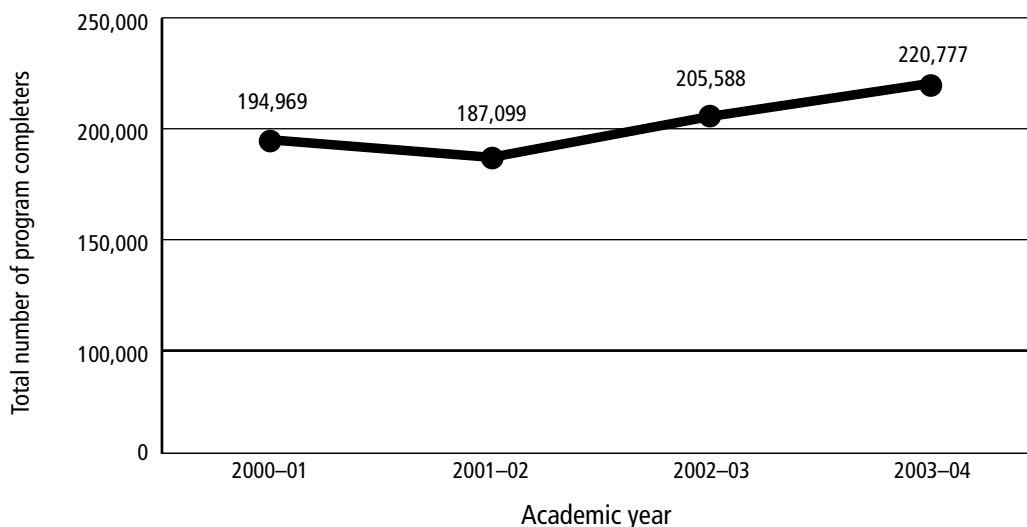
### Growth in Numbers of Students Completing Teacher Preparation Programs

National data collected for the past four academic years show that the total number of teachers produced has generally increased from year to year. After a drop of 4 percent between

1 Under *HEA* Title II, a program completer is defined as 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.

2 Feistritzer, C.E., *Profile of Alternative Route Teachers*, Washington, D.C.: National Center for Education Information, 2005.

**Figure 2.1. Trend in total number of teacher program completers: 2000–01 through 2003–04**



**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

2000–01 and 2001–02, the number of program completers grew by 18 percent over the following two years to its current high of over 220,000 in 2003–04 (figure 2.1). A small number of states play a disproportionately large role in preparing America’s teachers (figure 2.2). For example, New York alone prepared more than 19 percent of the nation’s teacher candidates, while the next highest state, California, prepared 12 percent. When combined, New York and California account for nearly one-third of the nation’s teacher program completers.

### Traditional Route Program Completers

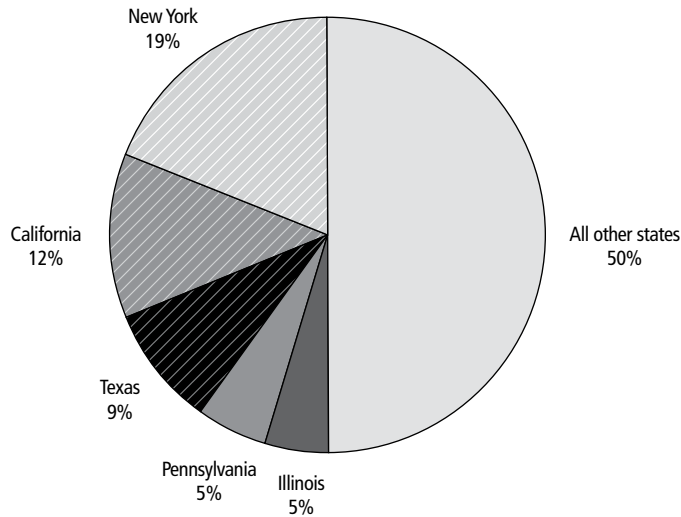
The vast majority of U.S. teachers continue to come from college of education undergraduate

programs. Approximately 81 percent of the 2003–04 program completers reported by states<sup>3</sup> were trained in traditional programs at 1,096 postsecondary institutions. The more than 179,000 completers who came through traditional programs represent an increase of 7 percent from four years earlier. However, as a proportion of the total number of completers, this sector has been declining since 2001–02, when it stood at 86 percent (figure 2.3).

Over one-quarter of traditional program completers attended institutions in New York (24,143) and California (20,763). Other large teacher-producing states included Texas (12,677), Pennsylvania (11,658) and Illinois (10,373) (table 2.1).

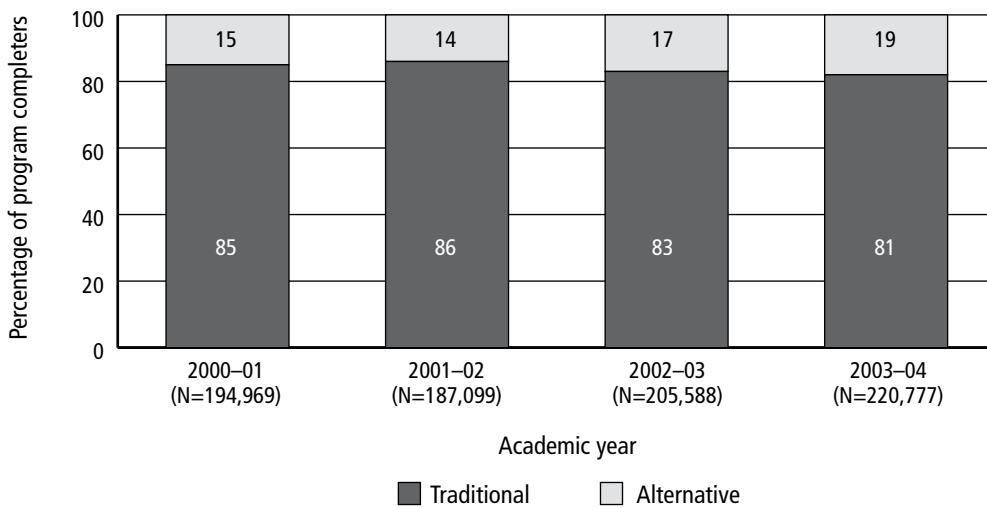
<sup>3</sup> The number of institutions (and hence program completers) reported by states through the *HEA* Title II reporting system is underrepresented for two reasons. First, institutions from the 10 states that in 2003–04 did not have testing programs for certification (Ala., Idaho, Iowa, Mont., Neb., S.D., Utah, Wash., Wis., Wyo.) are not included in the pass rate data, which are the source of the institutional counts. Second, institutions with fewer than 10 completers are excluded from reporting due to confidentiality concerns.

**Figure 2.2. Top five teacher-producing states: 2003–04**



**NOTE:** For purposes of this figure, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas.  
**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

**Figure 2.3. Trend in percentage of program completers attending traditional and alternative route programs: 2000–01 through 2003–04**



**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

**Table 2.1. Number of program completers, by state and program attended (traditional or alternative route): 2003–04**

State	Traditional	Alternative	Total	Percent alternative (%)
Alabama	4,468	†	4,468	†
Alaska	247	‡	247	‡
Arizona	4,052	0	4,052	0
Arkansas	1,380	179	1,559	11
California	20,763	5,861	26,624	22
Colorado	2,294	574	2,868	20
Connecticut	1,865	191	2,056	9
Delaware	695	24	719	3
District of Columbia	346	‡	346	‡
Florida	5,815	–	5,815	–
Georgia	3,663	1,492	5,155	29
Guam	49	‡	49	‡
Hawaii	556	29	585	5
Idaho	†	†	†	†
Illinois	10,373	172	10,545	2
Indiana	4,548	353	4,901	7
Iowa	†	†	†	†
Kansas	1,931	77	2,008	4
Kentucky	2,642	240	2,882	8
Louisiana	1,542	992	2,534	39
Maine	550	412	962	43
Maryland	2,370	197	2,567	8
Massachusetts	3,660	118	3,778	3
Michigan	8,230	121	8,351	1
Minnesota	3,763	0	3,763	0
Mississippi	1,597	206	1,803	11
Missouri	3,912	178	4,090	4
Montana	†	†	†	†

*Continued*

**Table 2.1 Number of program completers, by state and program attended (traditional or alternative route): 2003–04** *continued*

State	Traditional	Alternative	Total	Percent alternative (%)
Nebraska	†	†	†	†
Nevada	1,015	–	1,015	–
New Hampshire	932	127	1,059	12
New Jersey	3,832	2,210	6,042	37
New Mexico	1,315	102	1,417	7
New York	24,143	17,772	41,915	42
North Carolina	3,241	553	3,794	15
North Dakota	736	†	736	†
Ohio	8,263	321	8,584	4
Oklahoma	2,058	654	2,712	24
Oregon	2,031	‡	2,031	‡
Pennsylvania	11,658	0	11,658	0
Puerto Rico	2,998	96	3,094	3
Rhode Island	882	‡	882	‡
South Carolina	2,171	362	2,533	14
South Dakota	883	–	883	–
Tennessee	3,367	113	3,480	3
Texas	12,677	6,902	19,579	35
Utah	1,888	79	1,967	4
Vermont	518	85	603	14
Virgin Islands	25	‡	25	‡
Virginia	2,649	130	2,779	5
Washington	†	†	†	†
West Virginia	1,001	–	1,001	–
Wisconsin	†	†	†	†
Wyoming	258	3	261	1
<b>Total</b>	<b>179,852</b>	<b>40,925</b>	<b>220,777</b>	<b>19%</b>

† Non-testing state.

– Data not available.

‡ State does not have an approved alternative route program 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.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.



## Alternative Route Program Completers

There has been significant growth in both the number of alternative route programs and the number of students completing these programs.<sup>4</sup> In the past four years (2000–01 to 2003–04), the total number of alternative route program completers has increased by almost 40 percent, growing from 29,671 to 40,925 (figure 2.4).<sup>5</sup> As with the traditional program completers New York prepared the largest number of alternative route program completers (17,772), producing 43 percent of the national total of teachers completing alternative route programs.

While about 19 percent of all program completers are prepared in alternative route programs, this proportion is much higher in a number of states: Maine (43 percent), New York (42 percent), Louisiana (39 percent), New Jersey (37 percent) and Texas (35 percent) (table 2.1). Further, several states' alternative route program completers represent a substantial proportion of all program completers. For example, New York's alternative route program completers alone account for 8 percent of America's new teachers. Texas (6,902) and California (5,861) each prepared 3 percent of the nation's new teachers through alternative route programs.

States reported having 110 alternative route programs in 2005. This is 40 percent more programs than in 2002, when states reported 79 alternative route programs. Additionally, 47 states now have alternative route programs, up from 44 states in 2002 (figure 2.5).

Since 2000, common characteristics for the alternative route programs have emerged. Program features include:

- Focus on recruitment, preparation and licensing of individuals who have already earned at least a bachelor's degree;
- Field-based experience;
- Course work or equivalent experiences while teaching;
- Candidate monitoring during the first years of teaching;
- A rigorous screening process; and
- High performance standards that all candidates must meet.<sup>6</sup>

## Measuring Quality

While the data presented thus far on program completers present a picture of the size of the 2003–04 new teacher workforce and the type of

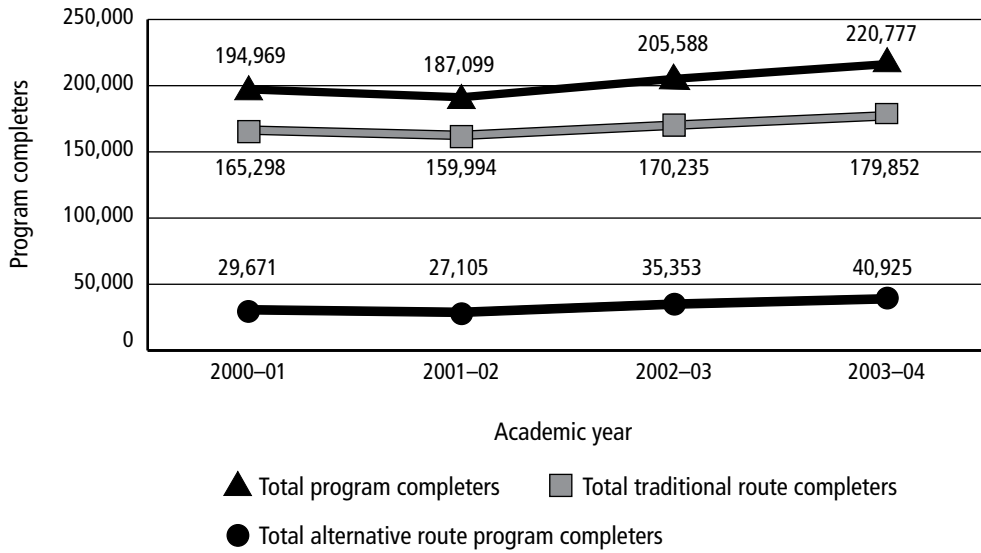
---

4 Estimates of both the number of alternative route programs and of individuals completing these programs vary among data sources. This is primarily due to how organizations define what constitutes an alternative route. For the *HEA* Title II data collection, an alternative route is defined by each state, so there is little comparability of these routes across states. Further, states provide descriptions of their alternative route programs, rather than specific projects. Some states include recruiting mechanisms, such as Troops to Teachers, as alternative routes to teacher certification; 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.

5 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 data is used as a substitute. This number likely undercounts the number of alternative route completers in those states that allow certification by means of prior expertise (such as a major) in their teaching field.

6 U.S. Department of Education, Office of Innovation and Improvement, *Innovations in Education: Alternative Routes to Teacher Certification*, Washington, D.C., 2004.

**Figure 2.4. Number of program completers attending traditional and alternative route programs: 2000–01 through 2003–04**



**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

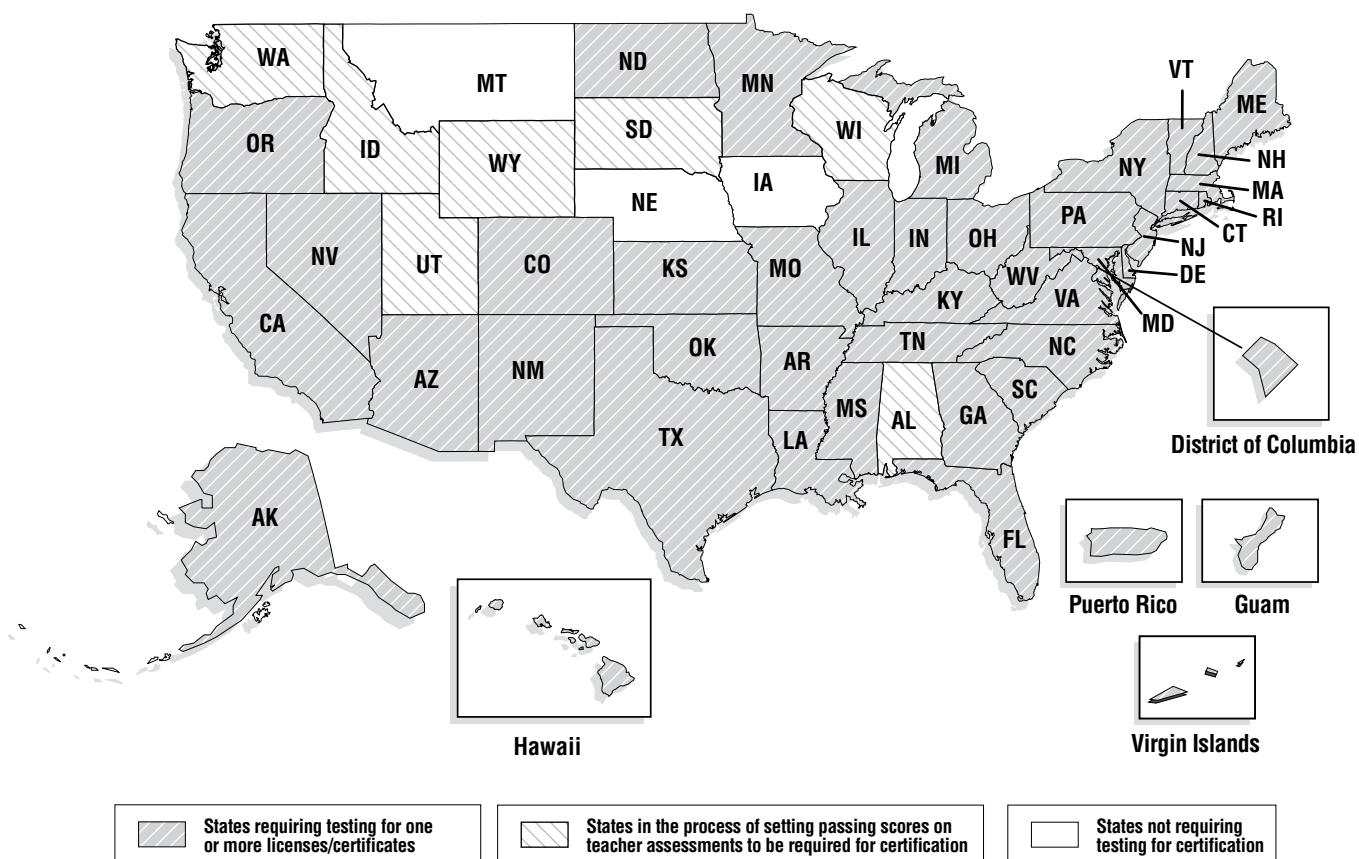
program they attended, the data do not show whether these individuals have the skills to improve student achievement. One way of measuring how well program completers have been prepared for the classroom is to require them to pass examinations of their content and pedagogical competencies. Forty-four states require new teachers to take one or more assessments for teacher certification and licensure. In addition to reporting the numbers of students who complete their teacher preparation programs, *HEA* Title II requires that programs report on the performance of their teaching candidates on state licensing and certification assessments. The data showing how well teacher candidates performed on state assessments are presented in the following pages.

### Measuring Teacher Program Completers’ Performance on State Assessments

Teaching candidates in America face a wide array of certification requirements that vary from state to state. In 2003–04, the majority of states (44) required successful completion of assessments as a condition for certification or licensure (figure 2.6). Of the remaining ten states, seven have set, or are in the process of setting, passing scores on teacher assessments, which is a prerequisite to requiring the assessments for certification or for conferring highly qualified teacher status on new elementary school teachers; the remaining three (Iowa, Montana and Nebraska) have committed to teacher assessments and are in early stages of implementation.



**Figure 2.6. States requiring testing for initial certification: 2003–04**



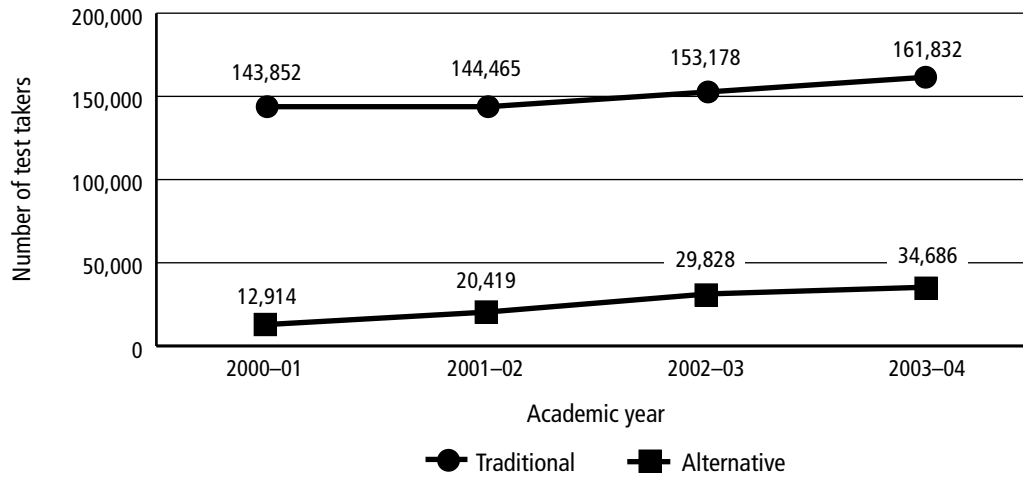
**NOTE:** For purposes of this figure, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas.  
**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

all of the major competency categories that are identified in the *HEA* Title II legislation:

- Basic skills;
- Professional knowledge (or pedagogy);
- Academic content (mathematics, English, biology, etc.);
- Other content areas (business education, career education, health education, etc.);
- Teaching special populations (special education, English language learners, etc.); and
- Performance assessments.

The pass rate is intended to be an overall measure of the success of teacher preparation program completers in passing state-required certification tests, and serves as one way to measure how well new teachers know the content of the subjects they will teach

**Figure 2.7. Trends in the number of teacher candidates taking assessments, by traditional and alternative route programs: 2000–01 through 2003–04**



**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

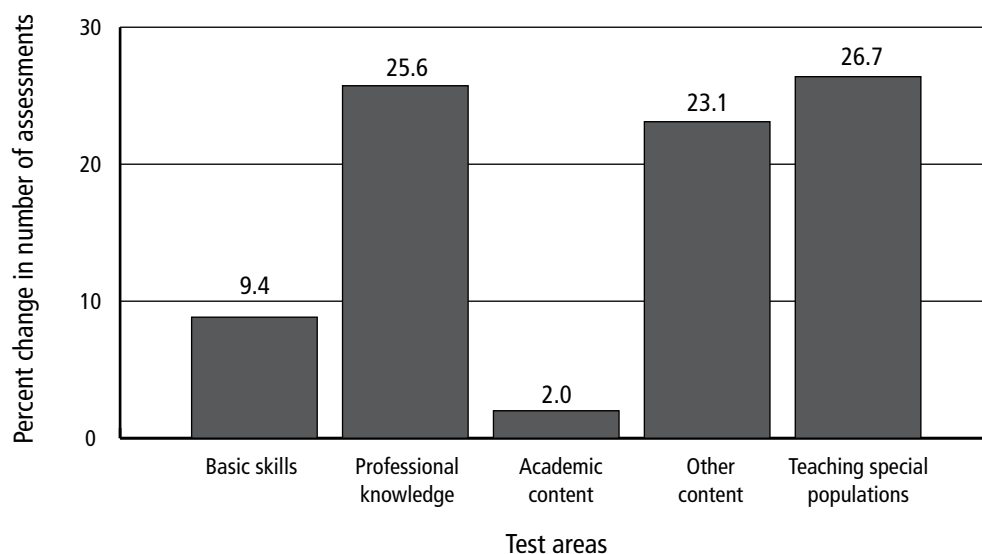
before they enter the classroom. However, some programs and states have established the requirement that teaching students pass state-required assessments before granting their degree or considering them a program completer, thus guaranteeing 100 percent pass rates. Further, most of the minimum passing scores are set below the national median scores for these tests, and most states report pass rates in the 90 to 100 percent range (see appendix A1). With the minimum passing scores set so low and the use of assessments to determine if a student is a program completer, the value of using pass rates to assess the quality of teacher preparation programs is limited. This is significant because the *NCLB* definition of a highly qualified teacher includes the requirement that teachers demonstrate competence in the subject matter they teach, and assessments are one way that states measure subject-matter competency.

### Assessments

While the assessments that teacher candidates must take vary by state, within a given state the data show that there is little difference between the assessments required for traditional and alternative route program completers. Program completers in 90 percent of the alternative route programs are required to take at least one of the same assessments used for traditional route certification. In 30 percent of the alternative route programs, completers must take additional assessments that are not required of traditional program completers.

States are responsible for defining and categorizing their assessments using the Title II reporting categories (see page 13). Within these categories, academic content area assessments account for almost 60 percent of the assessments used nationally. While a large proportion of all assessments, the number

**Figure 2.8. Percent change in number of assessments by test area: 2001–02 through 2003–04**



**NOTE:** Performance assessment area left off chart; only two assessments in 2003–04.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

of academic content area assessments has remained fairly steady; only 18 tests have been added since 2001–02 (a 2 percent increase). In 2003–04, 37 states required at least one academic content assessment for new teachers. These 37 states reported a total of 906 academic content assessments in use. Florida and Texas reported the greatest number of academic content assessments at 64 and 53, respectively. In addition, 31 states reported a total of 197 assessments in other content areas—an increase of 37 assessments since 2000–01 (figure 2.8, and table 2.2).

Thirty states reported using 174 basic skills assessments. Typically, basic skills assessments gauge competencies in reading, writing and mathematics.<sup>7</sup> Twenty-nine states required teaching candidates to pass a professional knowledge (or pedagogy) assessment as a condition for certification and licensure. These states reported using a total of 108 assessments nationwide. The number of tests reported in the area of teaching special populations grew from 146 in 2000–01 to 185 in 2003–04. Again, Florida and Texas reported the largest number of assessments in this area, with 20 or more offerings in each state. Other content areas include physical

<sup>7</sup> Many institutions require prospective teachers to pass a basic skills assessment for program admission. States are not required to report on basic skills assessments used for admission purposes only (i.e., not used for certification or licensure). For this reason, the number of basic skills assessments required of prospective teaching candidates may be underreported.

**Table 2.2. Number of types of tests given for teacher certification, by state and competency area: 2003–04**

State	Basic skills	Professional knowledge	Academic content	Other content areas	Teaching special populations	Performance assessments	Total
Alaska	9	–	5	–	–	–	14
Arizona	–	2	15	3	9	–	29
Arkansas	9	8	24	4	3	–	48
California	1	1	47	11	–	–	60
Colorado	–	1	15	5	9	–	30
Connecticut	9	–	26	3	1	–	39
Delaware	9	–	–	–	–	–	9
District of Columbia	9	6	13	–	2	–	30
Florida	1	1	64	6	21	–	93
Georgia	11	–	36	7	9	–	63
Guam	1	–	–	–	–	–	1
Hawaii	9	3	23	2	4	–	41
Illinois	1	4	25	6	11	–	47
Indiana	11	1	27	5	6	–	50
Kansas	–	4	17	6	2	–	29
Kentucky	–	3	29	5	5	–	42
Louisiana	11	4	26	–	–	–	41
Maine	9	–	–	–	–	–	9
Maryland	9	10	24	–	3	–	46
Massachusetts	2	2	29	3	2	–	38
Michigan	1	–	39	14	9	–	63
Minnesota	9	3	14	5	2	–	33
Mississippi	–	3	14	4	1	–	22
Missouri	–	2	22	6	5	–	35
Nevada	9	6	23	2	1	–	41
New Hampshire	–	–	17	–	–	–	17
New Jersey	–	–	20	3	1	–	24
New Mexico	1	2	–	–	–	–	3

*Continued*



**Table 2.2. Number of types of tests given for teacher certification, by state and competency area: 2003–04** *continued*

State	Basic skills	Professional knowledge	Academic content	Other content areas	Teaching special populations	Performance assessments	Total
New York	—	1	20	9	8	—	38
North Carolina	9	—	13	2	5	—	29
North Dakota	3	—	—	—	—	—	3
Ohio	—	3	25	4	4	—	36
Oklahoma	—	1	2	28	2	—	33
Oregon	1	1	50	12	7	—	71
Pennsylvania	9	—	25	8	6	—	48
Puerto Rico	1	2	5	—	—	—	8
Rhode Island	—	4	—	—	—	—	4
South Carolina	3	10	31	7	12	—	63
Tennessee	—	12	36	10	9	—	67
Texas	1	7	53	2	20	—	83
Vermont	6	—	10	1	—	2	19
Virgin Islands	1	—	—	—	—	—	1
Virginia	9	—	19	4	—	—	32
West Virginia	—	1	23	10	6	—	40
<b>Total</b>	174	108	906	197	185	2	1,572

— 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. 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 in 2003–04. States may offer other tests, but they are not included in this table if no one took them in 2003–04.

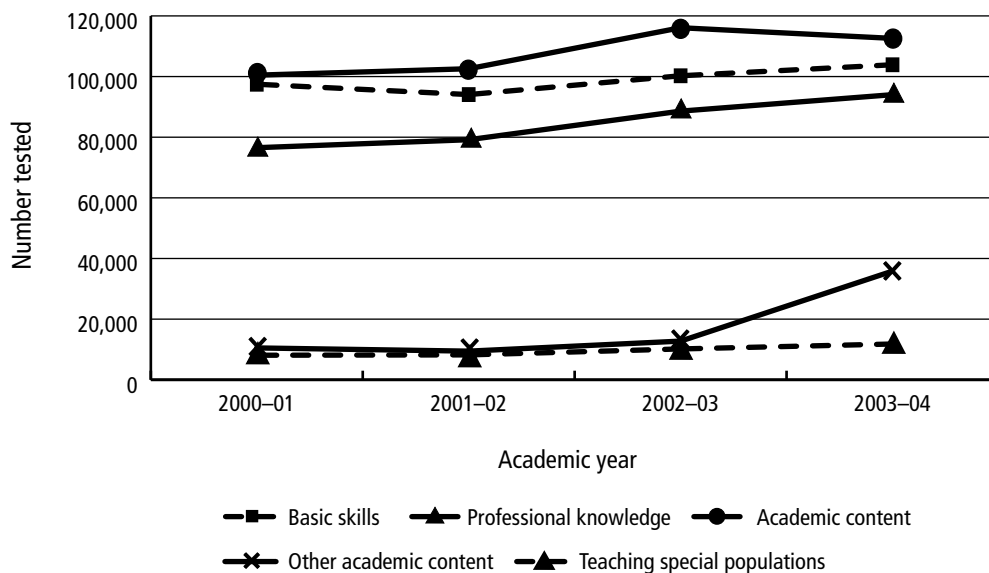
**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

education, health and family and consumer science. 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. Table 2.2 provides a state-by-state breakdown of the numbers of assessments used by competency area. Data on the number and types of assessments states use provide the foundation for reviewing the data on the numbers of traditional and alternative route program completers taking tests by content area and how well they perform on these assessments.

### Trends in Traditional Route Program Completers’ Certification Assessments

States are requiring traditional undergraduate program completers to demonstrate mastery of the academic content they will teach, as well as basic teaching skills. In each of the last four years, the numbers of academic content and basic skills test takers have led all other test content categories in traditional route programs, reflecting states’ focus on teacher accountability in these areas. These testing priorities are consistent with *NCLB*’s focus on content mastery and the elementary-level school skills many of these students learn in undergraduate colleges of education. Figure 2.9 displays the numbers of tests takers by content area for traditional route program completers.

**Figure 2.9. Trends in number of certification tests administered for traditional route program completers, by test content area: 2000–01 through 2003–04**



SOURCE: U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

### Trends in Alternative Route Program Completers' Certification Assessments

Because alternative route program students have generally mastered academic content prior to entering their programs, states are requiring these teaching candidates to demonstrate their understanding of professional pedagogical knowledge and basic teaching skills. Consistent with the growing numbers of alternative route program completers, the numbers of professional knowledge test takers have risen dramatically. Alternative route program completers' test taking patterns are shown in figure 2.10.

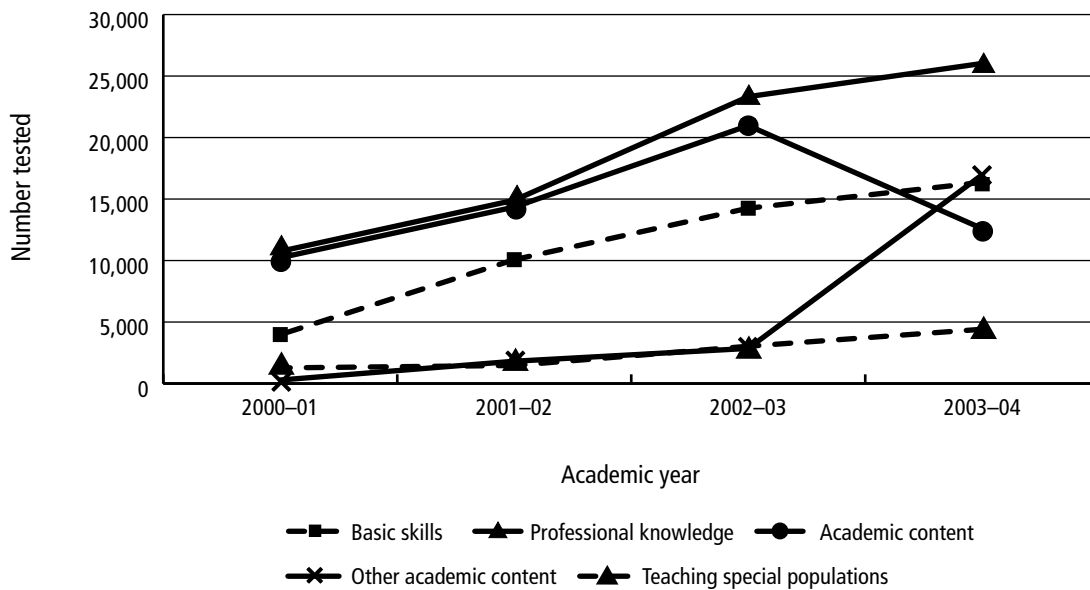
In addition to reviewing the types of assessments required for teacher certification

and numbers of individuals taking those tests, it is important to examine the minimum passing (often called "cut") scores that states establish for each assessment. The following section provides information about teacher assessment cut scores.

### Minimum Passing Scores

Minimum passing scores on teacher certification and licensing assessments generally are set by states at a level that is lower than the national median scores for these assessments. This means that more than 50 percent of the individuals taking the tests nationwide will score higher than the minimum passing score for teachers, and the *HEA* Title II data show that there is little to no state movement to expect

**Figure 2.10. Trends in number of certification tests administered for alternative route program completers, by test content area: 2000–01 through 2003–04**



**SOURCE:** U.S. Department of Education, *Higher Education Act* Title II Reporting System, 2005.

**Table 2.3. State passing scores for Praxis II Elementary Education: 2001–02 through 2003–04**

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

– 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 their 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, Ind., Kan., Ky., La., Maine, Md., Minn., Miss., N.H., N.J., Nev., Ohio, Pa., R.I., Va., V.I.

**NOTE:** 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, *Higher Education Act Title II Reporting System*, 2005.

**Table 2.4. Number of traditional route program completers tested, by state:  
2000–01 through 2003–04**

State	Academic year				Percent change 2000–01 to 2003–04
	2000–01	2001–02	2002–03	2003–04	
Alabama	†	†	†	†	†
Alaska	214	261	275	151	-29
Arizona▲	439	2,447	3,187	3,623	725
Arkansas	1,231	1,156	1,145	1,201	-2
California	18,728	17,057	19,236	20,747	11
Colorado	1,898	1,812	2,046	2,122	12
Connecticut	1,658	1,714	1,868	1,865	12
Delaware	459	500	664	682	49
District of Columbia	288	229	346	309	7
Florida	4,929	5,134	5,242	4,782	-3
Georgia	2,809	2,474	2,101	2,863	2
Guam	263	–	72	49	-81
Hawaii	415	460	433	556	34
Idaho	†	†	†	†	†
Illinois	8,690	9,086	9,188	10,280	18
Indiana	4,191	4,371	4,375	4,449	6
Iowa	†	†	†	†	†
Kansas	1,713	1,596	1,823	1,875	9
Kentucky	2,166	2,198	2,508	2,577	19
Louisiana	1,961	1,775	1,780	1,542	-21
Maine	561	534	602	495	-12
Maryland	2,076	2,053	2,067	2,303	11
Massachusetts	3,215	3,340	3,905	3,462	8
Michigan	6,516	7,045	7,739	8,204	26
Minnesota	3,380	3,234	3,757	3,763	11
Mississippi	1,382	1,525	1,554	1,454	5
Missouri	3,622	3,711	3,722	3,852	6
Montana	704	711	‡	‡	‡

*Continued*

**Table 2.4. Number of traditional route program completers tested, by state: 2000–01 through 2003–04** *continued*

State	Academic year				Percent change 2000–01 to 2003–04
	2000–01	2001–02	2002–03	2003–04	
Nebraska	†	†	†	†	†
Nevada	851	803	919	979	15
New Hampshire	676	689	588	651	-4
New Jersey	3,267	3,219	3,274	3,691	13
New Mexico	859	1,094	1,065	1,246	45
New York	16,241	16,848	18,878	20,458	-2
North Carolina	2,848	2,495	2,620	2,805	-43
North Dakota	†	†	†	628	†
Ohio	7,562	7,500	7,022	7,703	2
Oklahoma	1,825	1,896	1,850	1,978	8
Oregon	1,573	1,881	2,127	1,839	17
Pennsylvania	9,933	9,795	10,231	11,232	13
Puerto Rico	1,937	2,188	2,159	2,425	25
Rhode Island	800	837	822	604	-25
South Carolina	1,878	2,007	1,819	2,171	16
South Dakota	†	†	†	†	†
Tennessee	2,791	3,022	3,153	3,094	11
Texas	11,094	11,904	12,982	12,677	14
Utah	†	†	†	†	†
Vermont	485	474	419	475	-2
Virgin Islands	–	–	–	18	–
Virginia	2,465	2,353	2,498	2,595	5
Washington	†	†	†	†	†
West Virginia	1,180	1,037	1,117	1,357	15
Wisconsin	†	†	†	†	†
Wyoming	†	†	†	†	†
Total	141,773	144,465	153,178	161,832	14
Number of states reporting	43	42	42	44	

† Assessments not required for teacher certification or licensure.

▲ Arizona's large increase was due to the pilot test of its assessment program in the second year of the *HEA* Title II system; all new teachers participated in the testing program from 2001–02 through 2003–04. The number of completers in Arizona increased 48 percent from 2001–02 to 2003–04.

– Data not reported.

‡ Montana revised its policy that required the Praxis I for certification. The assessment is now used only 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.

**SOURCE:** U.S. Department of Education, *Higher Education Act* Title II Reporting System, 2005.

**Table 2.5. Traditional route assessment summary passing rates: 2000–01 through 2003–04**

Year	Summary			
	Number of institutions	Number tested	Number passing	Pass rate (%)
2000–01	1,114	143,852	134,445	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

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

higher scores from teacher candidates. The minimum passing scores that states set for these assessments have remained largely unchanged.

For purposes of this report, we have selected two of the most commonly used elementary content assessments to show detailed information on cut scores by state: ETS’s *Praxis II Elementary Education: Curriculum, Instruction, and Assessment* and *Elementary Education: Content Knowledge* tests. There is very little movement in the cut scores for these tests from year to year. Only Indiana and New Jersey have raised the passing scores on these exams since 2001–02 (table 2.3). Further, even though states are using the same tests, the cut scores vary by 22 points on the *Curriculum, Instruction, and Assessment* test and by 13 points on the *Elementary Education: Content Knowledge* test.

**Traditional Route Teachers’ Passing Rates**

The number of traditional program completers taking an examination for teacher certification has grown annually for the last four years and reached a high of 161,832 in 2003–04. This represents a 14 percent increase from 2000–01 (figure 2.7 and table 2.4). The majority of states (31) reported increases in the number

of traditional program completer test takers. While the number of test takers has increased, pass rates on teacher assessments have remained stable, and summary rates are now at 95 percent, which constitutes an increase of 2 percentage points since 2000–01 (table 2.5). However, as noted previously, with most of the minimum passing scores set below the national median scores for these tests, the value of using pass rates to assess the quality of all teacher preparation programs (whether traditional or alternative route) is limited.

**Alternative Route Teachers’ Passing Rates**

In 2003–04, the number of alternative route program completer test takers increased to 34,686—169 percent over the number reported in 2000–01 and 70 percent more than in 2001–02 (table 2.6). Because it is likely that the 2000–01 data are underreported—due to difficulties in the beginning stages of the *HEA* Title II data collection efforts to distinguish alternative route program test takers from traditional program test takers or to report alternative route program pass rate information—the percentage change from 2001–02 is a better indicator of growth in the number of test takers. Similar to the traditional program completer assessments,

**Table 2.6. Number of alternative route program completers tested, by state: 2000–01 through 2003–04**

State	Academic year				Percent change 2000–01 to 2003–04
	2000–01	2001–02	2002–03	2003–04	
Alabama	†	†	†	†	†
Alaska	‡	‡	‡	‡	‡
Arizona	–	–	–	–	–
Arkansas	–	121	119	179	–
California	–	3,708	4,871	5,860	–
Colorado	–	371	456	560	–
Connecticut	–	173	216	191	–
Delaware	–	21	21	23	–
District of Columbia	‡	‡	‡	‡	‡
Florida	70	151	289	–	–
Georgia	1,583	540	795	1,132	-29
Guam	‡	‡	‡	‡	‡
Hawaii	–	131	47	18	–
Idaho	†	†	†	†	†
Illinois	–	155	228	172	–
Indiana	–	–	140	363	–
Iowa	†	†	†	†	†
Kansas	–	30	45	64	–
Kentucky	–	101	226	†	†
Louisiana	505	456	718	992	96
Maine	142	143	178	412	190
Maryland	12	10	102	197	1,542
Massachusetts▲	–	–	–	–	–
Michigan	–	–	–	121	–
Minnesota	15	14	10	–	–
Mississippi	–	–	159	166	–
Missouri	28	59	127	176	529
Montana	†	†	†	†	†

*Continued*



**Table 2.6. Number of alternative route program completers tested, by state:  
2000–01 through 2003–04** *continued*

State	Academic year				Percent change 2000–01 to 2003–04
	2000–01	2001–02	2002–03	2003–04	
Nebraska	†	†	†	†	†
Nevada	–	–	–	–	–
New Hampshire	–	83	133	98	–
New Jersey	–	1,501	1,574	2,009	–
New Mexico	–	55	–	93	–
New York	7,571	7,536	12,133	13,470	78
North Carolina	–	–	171	508	–
North Dakota	†	†	†	†	†
Ohio	33	71	209	321	873
Oklahoma	–	588	–	–	–
Oregon	‡	‡	‡	‡	‡
Pennsylvania	–	–	–	–	–
Puerto Rico	–	46	73	–	–
Rhode Island	‡	‡	‡	‡	‡
South Carolina	–	142	165	362	–
South Dakota	†	†	†	†	†
Tennessee	69	94	97	96	39
Texas	2,836	3,970	6,191	6,902	143
Utah	†	†	†	†	†
Vermont	50	34	86	71	42
Virgin Islands	‡	‡	‡	‡	‡
Virginia	–	115	249	130	–
Washington	†	†	†	†	†
West Virginia	–	–	–	–	–
Wisconsin	†	†	†	†	†
Wyoming	†	†	†	†	†
Total	12,914	20,419	29,828	34,686	169
Number of states reporting	12	28	29	27	

† Assessments not required.

‡ State did not report having an alternative route in 2005.

– Data not reported or less than 10 test takers.

▲ Alternative route program entry requires passing scores for Massachusetts Tests for Education Licensure (MTEL). The data are not reported here.

**NOTE:** For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas.

States are not required to provide a statewide summary of alternative route pass rates.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

**Table 2.7. Alternative route assessment summary passing rates: 2000–01 through 2003–04**

Year	Summary			
	Number of institutions	Number tested	Number passing	Pass rate (%)
2000–01	70	12,914	12,112	94
2001–02	129	20,419	19,403	95
2002–03	157	29,828	28,432	95
2003–04	156 <sup>a</sup>	34,686	33,130	96

a Each of the 110 state alternative routes can have more than one program associated with it; thus, there are 156 total alternative route programs.

**SOURCE:** U.S. Department of Education, *Higher Education Act* Title II Reporting System, 2005.

most of the minimum passing scores for alternative route assessments are set below the national median scores for these tests, which limits the value of using pass rates to assess the quality of teacher preparation programs.

As with traditional routes, the alternative route program pass rates have remained largely stable since 2000–01. As shown in table 2.7, the overall summary pass rate increased from 94 percent in 2000–01 to 95 percent in 2001–02 and then to 96 percent in 2003–04. Pass rates for prospective teachers who complete their training through alternative route programs are comparable to the rates of prospective teachers who complete traditional routes.

Overall, the *HEA* Title II data show that, while the number of teacher candidates has grown substantially, they continue to pass state assessments at a very high rate. However, it is important that pass rate data be considered in light of a number of contributing factors. First, some teacher preparation programs require students to complete certain assessments (such as the Praxis I) in order to meet admission

requirements. Other programs require students to pass the assessment in order to successfully complete their teacher preparation program. These requirements ensure that pass rates in such programs will be uniformly 100 percent for the assessments in question. Also, as mentioned earlier, the pass rates are generally set at a level that is lower than the national median scores for the assessments, and there has been little movement nationwide to raise the minimum required passing scores for state licenses.

The preceding sections of this report have assessed the transformations occurring in teacher preparation as reported by teacher preparation programs; the next chapter focuses on states and the *HEA* Title II accountability data that document continued improvement at the state level. State information falls into three broad categories: initial teacher certification requirements and standards, teachers not meeting the full certification requirements (waivers) and state evaluation of teacher preparation programs.

## State Oversight of Teacher Preparation: Certification and Licensure, Standards, Waivers and Low-Performing Programs

### State Measures of Teacher Quality

States determine teacher quality by establishing standards and requirements that all teacher candidates must meet before entering the classroom. These standards of what teachers must know and be able to do and the policies related to certification and licensure vary from state to state. Under the *HEA* Title II accountability provisions, all states are required to report their standards and policies regarding teacher preparation and certification or licensure. As a result, the *HEA* Title II data collection system now serves as a national clearinghouse on the requirements for teacher preparation and certification or licensure.

Another area in which states perform a critical accountability function is the monitoring of teacher preparation programs' quality. States establish criteria to measure program performance and report to the Department the names of institutions that are not meeting the state criteria. These institutions may be classified in two categories: at-risk of being low performing or low performing.

States also are required to report key data such as the number of teachers they certify and the number of teachers that are on waivers to full certification. The data reported by states are highlighted in this chapter. Full state reports are available on the Web at <http://www.title2.org>.

### Initial Certification and Licensure

Under *NCLB*, state certification is one requirement for new teachers to be considered

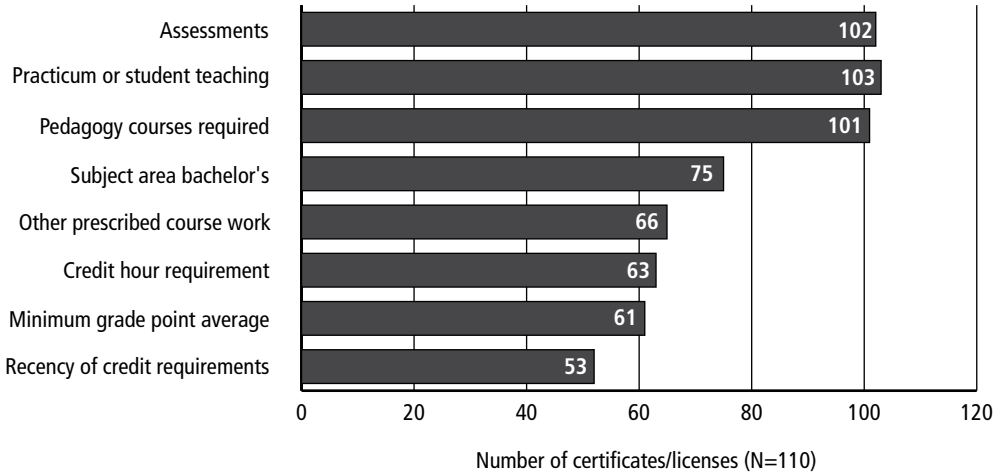
as highly qualified. For *HEA* Title II reporting purposes, states provide information about the number of initial certificates or licenses that they issue. States may offer more than one initial certificate or license. Of the 110 initial certificates and licenses nationwide, 102 require teachers to take assessments, 103 require completion of supervised practice teaching, and 101 require teachers to take pedagogy course work. Seventy-five certificates require a content area bachelor's degree (figure 3.1, appendix A2).

Generally, states have reported little change over time in their requirements for initial teacher certification. Thirty-four states require that all candidates hold content-area-specific bachelor's degrees to receive initial certification, and an additional five states have this requirement in place for at least one of their initial certificates (figure 3.2). However, as of 2005, 15 states have no content area degree requirement in place.

### Numbers of Teachers Receiving Initial State Certification and Licensure

A total of 310,145 initial teacher certifications were issued by states during 2003–04. This is a slight decrease from the 315,799 reported for 2002–03 and a modest increase from the 279,189 reported in 2000–01 (figure 3.3). The numbers of teachers receiving initial certification in each state for the 2000–01 through 2003–04 academic years are presented in table 3.1. More than half of the states (28) reported increases in the number of initial licenses issued as compared to the previous

**Figure 3.1. Number of teaching certificates/licenses, by types of requirements: 2005**



**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

year, while 25 states experienced decreases. One state experienced no change.

The top five states nationwide in terms of certifying the largest number of new teachers in the 2003–04 academic year are New York, California, Texas, Florida and North Carolina (see figure 3.4). In every reporting year since 2000–01, New York, California, Texas and Florida have been among the top five teacher-licensing states.

### State Standards for Initial Certification and Licensure

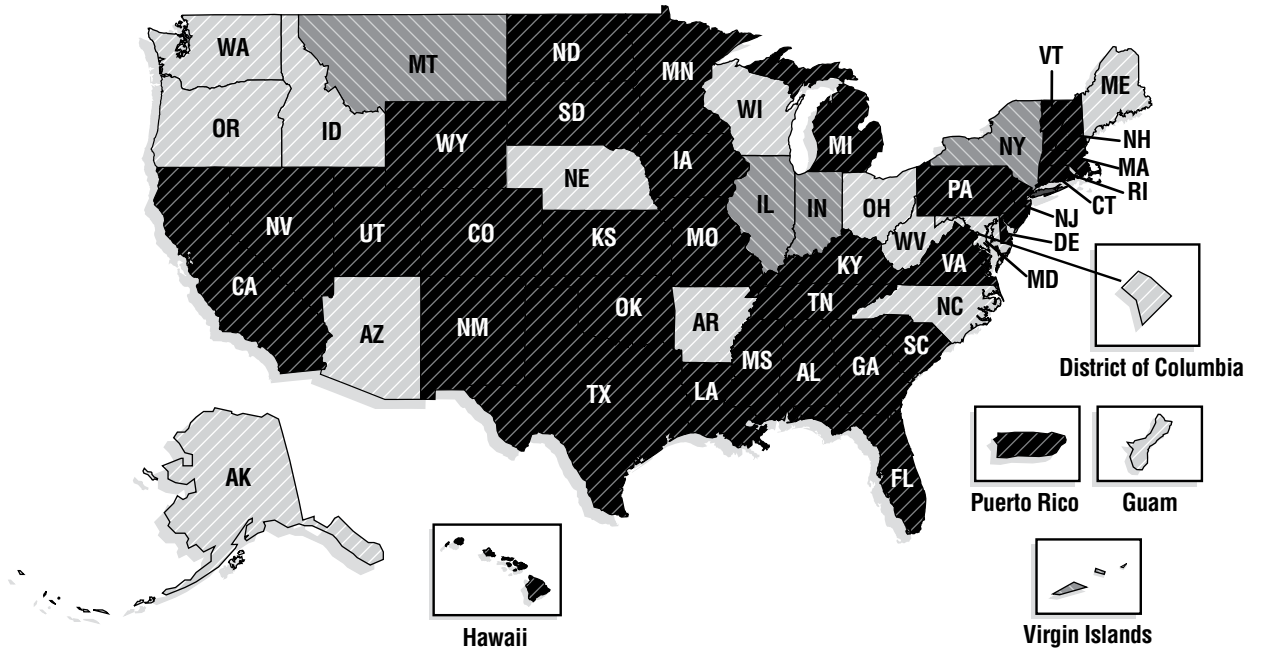
States develop standards for new and veteran teachers, and these guide certification and licensure policies and procedures. By defining what teachers are expected to know and be able to do, standards help ensure that all teachers in a state have the necessary knowledge and skills to address students’ educational needs. Standards for teachers seeking initial licensure

focus on the specific knowledge and skills beginning teachers must demonstrate in order to be effective in the classroom. Fifty states have developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure, an increase from 47 states in 2002.

Teacher standards are often aligned with state content standards for K–12 students, teacher assessments and state certification guidelines. For example, 44 states report they have established policies that link, align or coordinate teacher certification requirements with state content standards for students, an increase from the 41 states that did so in 2002. Table 3.2 summarizes the status of state policies and teacher standards, as measured by the *HEA* Title II accountability provisions.

States have also created standards in specific subject areas to define the level of content and pedagogical knowledge expected of educators in

**Figure 3.2. States requiring content-specific bachelor's degrees for initial certification: 2005**



**Content-specific degree requirement in place for all initial certificates**

- Alabama
- California
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Hawaii
- Iowa
- Kansas
- Kentucky
- Louisiana
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- North Dakota
- Oklahoma
- Pennsylvania
- Puerto Rico
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Wyoming

**Total: 34**

**Content-specific degree requirement in place for at least one initial certificate**

- Illinois
- Indiana
- Montana
- New York
- Virgin Islands

**Total: 5**

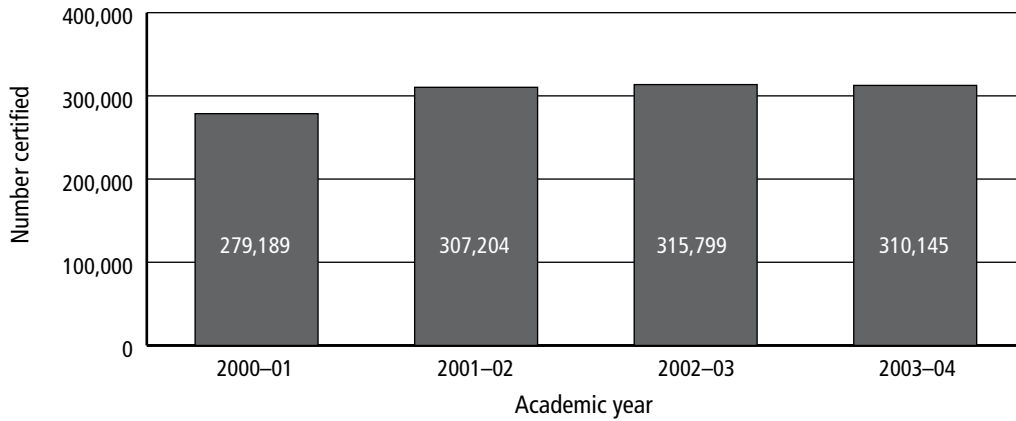
**No uniform content-specific degree requirement**

- Alaska
- Arizona
- Arkansas
- District of Columbia
- Guam
- Idaho
- Maine
- Maryland
- Nebraska
- North Carolina
- Ohio
- Oregon
- Washington
- West Virginia
- Wisconsin

**Total: 15**

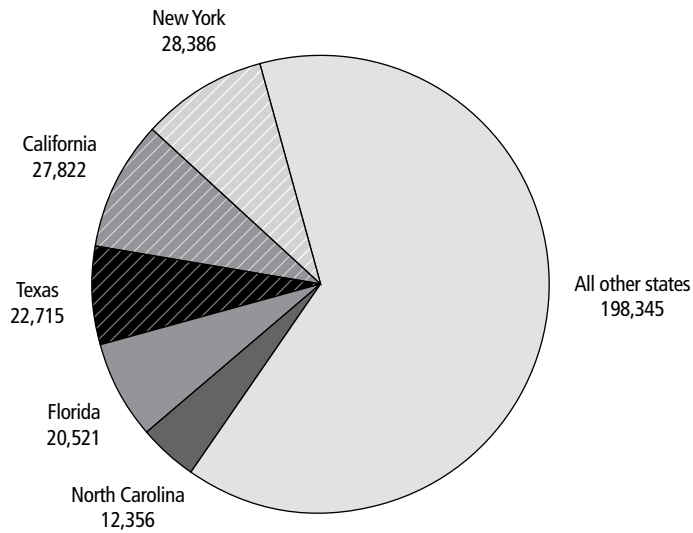
**NOTE:** For purposes of this figure, the term "state" refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas.  
**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

**Figure 3.3. Trend in the number of teachers receiving initial certification: 2000–01 through 2003–04**



**NOTE:** This figure includes teachers receiving initial state certification only.  
**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

**Figure 3.4. Number of teachers receiving initial certification, by state: 2003–04**



**NOTE:** For purposes of this figure, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas.  
**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

**Table 3.1. Total number of teachers receiving initial certification or licensure, by state: 2000–01 through 2003–04**

State	Academic year				Percent change 2000–01 to 2003–04	Percent change 2002–03 to 2003–04
	2000–01	2001–02	2002–03	2003–04		
Alabama	7,329	11,651	5,633	4,063	-45	-28
Alaska	857	623	936	994	16	6
Arizona	9,041	11,241	11,174	11,093	23	-1
Arkansas	1,950	1,631	2,053	1,693	-13	-18
California	23,926	29,536	27,136	27,822	16	3
Colorado	5,647	4,476	5,591	2,566	-55	-54
Connecticut	3,465	3,488	3,526	3,503	1	-1
Delaware	1,125	871	922	1,041	-7	13
District of Columbia	1,271	1,250	1,200	1,070	-16	-11
Florida	17,320	17,977	21,257	20,521	18	-3
Georgia	3,195	3,234	9,759	10,217	220	5
Guam	181	174	92	109	-40	18
Hawaii	792	920	716	928	17	30
Idaho	1,216	1,829	1,850	1,875	54	1
Illinois	8,885	9,810	11,182	11,479	29	3
Indiana	6,389	6,629	5,687	6,027	-6	6
Iowa	4,113	3,886	4,090	4,168	1	2
Kansas	1,736	1,846	1,867	1,749	1	-6
Kentucky	2,519	2,657	2,980	3,319	32	11
Louisiana	3,749	4,558	4,198	3,903	4	-7
Maine	1,052	1,302	1,294	1,237	18	-4
Maryland	4,602	4,030	4,377	3,084	-33	-30
Massachusetts	7,331	5,110	8,054	8,664	18	8
Michigan	6,141	8,653	7,641	8,451	38	11
Minnesota	10,433	10,322	11,348	8,758	-16	-23
Mississippi	2,140	2,186	1,189	1,112	-48	-6
Missouri	5,505	5,919	5,326	5,059	-8	-5
Montana	729	2,988	1,522	1,197	64	-21

*Continued*

**Table 3.1. Total number of teachers receiving initial certification or licensure, by state: 2000–01 through 2003–04** *continued*

State	Academic year				Percent change 2000–01 to 2003–04	Percent change 2002–03 to 2003–04
	2000–01	2001–02	2002–03	2003–04		
Nebraska	2,919	2,252	2,244	1,548	-47	-31
Nevada	2,019	2,723	2,664	2,122	5	-20
New Hampshire	1,466	1,295	1,873	1,928	32	3
New Jersey	10,093	12,556	13,276	10,836	7	-18
New Mexico	2,471	2,533	2,596	2,637	7	2
New York	25,901	28,193	32,128	28,386	10	-12
North Carolina	9,333	9,452	9,679	12,356	32	28
North Dakota	645	506	506	630	-2	25
Ohio	7,256	10,483	7,493	8,857	22	18
Oklahoma	2,942	1,765	2,091	6,069	106	190
Oregon▲	1,724	2,611	3,388	4,214	144	24
Pennsylvania	11,311	12,376	12,608	12,036	6	-5
Puerto Rico	3,136	3,447	3,017	3,538	13	17
Rhode Island	1,805	1,498	1,308	1,582	-12	21
South Carolina	4,906	2,007	2,049	2,159	-56	5
South Dakota	652	940	943	957	47	1
Tennessee	6,448	8,913	5,747	5,553	-14	-3
Texas	16,601	17,920	24,726	22,715	37	-8
Utah	2,139	2,193	2,830	2,582	21	-9
Vermont	746	702	702	720	-3	3
Virgin Islands	90	39	60	24	-73	-60
Virginia	10,777	11,003	9,304	10,582	-2	14
Washington	4,538	5,939	4,959	4,953	9	0
West Virginia	1,614	1,792	1,740	1,639	2	-6
Wisconsin	4,445	4,617	4,699	5,080	14	8
Wyoming	573	652	569	740	29	30
Total	279,189	307,204	315,799	310,145	11	-2

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

**NOTE:** For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.



**Table 3.2. Summary of state policies on and status of teacher standards: 2005**

Standards/policies	Number of states responding "yes" (N=54)
Has the state established content standards for K–12 students?	53
Has the state developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure?	50
Are plans currently being formulated to link, align or coordinate teacher certification or licensure standards with state content standards for students?	40
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
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?	37
Has the state established a policy that links, aligns or coordinates teacher certification or licensure requirements with state content standards for students?	44
Has a date been set by which the recommendation will be implemented?	41
Has an implementation group been established?	37
Are other steps being taken to develop or implement standards and align teacher preparation, certification or licensure standards with content standards?	41

**NOTE:** For purposes of this table, the term "state" refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas.  
**SOURCE:** U.S. Department of Education, *Higher Education Act* Title II Reporting System, 2005.

different fields. Table 3.3 presents the number of states that have set teacher standards in specific fields, by grade level.

Currently, 27 states have set standards for all English or language arts teachers (an increase from 23 states in 2002), and 25 have developed standards for all mathematics teachers (an increase from 18 states in 2002). In addition, 17 states have set standards for English or language arts and mathematics teachers at the middle school level (an increase from 15 states in 2002). At the high school level, 22 states have established standards for English

or language arts teachers (an increase from 21 states in 2002), and 23 states have standards for mathematics teachers (an increase from 22 states in 2002).

There has been little movement in the number of states setting teacher standards at various levels and in different fields since 2002. In 2002, 38 states had teacher standards at the secondary level; in 2005, there were 39. At the middle grade level, there was a decrease of one state: the respective numbers are 34 (2002) and 33 (2005). There were 52 states with teacher standards in one or more subjects across all

**Table 3.3. Number of states that have set teacher standards in specific fields, by grade level: 2005**

Field	Grade level/number of states				
	K-12	Grades K-3	Grades 4-6	Middle grades	Secondary grades
Arts	44	3	3	2	4
Bilingual education, ESL	42	3	3	2	3
Early childhood education	8	35	0	0	0
English/language arts	27	3	5	17	22
Languages other than English	43	3	3	5	8
Mathematics	25	4	6	17	23
Science	25	4	6	17	23
Social studies	24	3	5	17	23
Special education	44	6	4	3	5
Technology in teaching	36	2	2	4	6
Vocational/technical education	10	1	2	14	35
Across all fields	53	36	9	33	39

**NOTE:** For purposes of this table, the term "state" refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas.  
**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

school levels in 2002; in 2005, there are 53. Even though the overall numbers show little change, many states continually review and revise their teacher standards to ensure they are current and complete. For example, 41 states reported that various steps are being taken to develop or implement standards and to align teacher preparation, certification, or licensure standards with content standards.

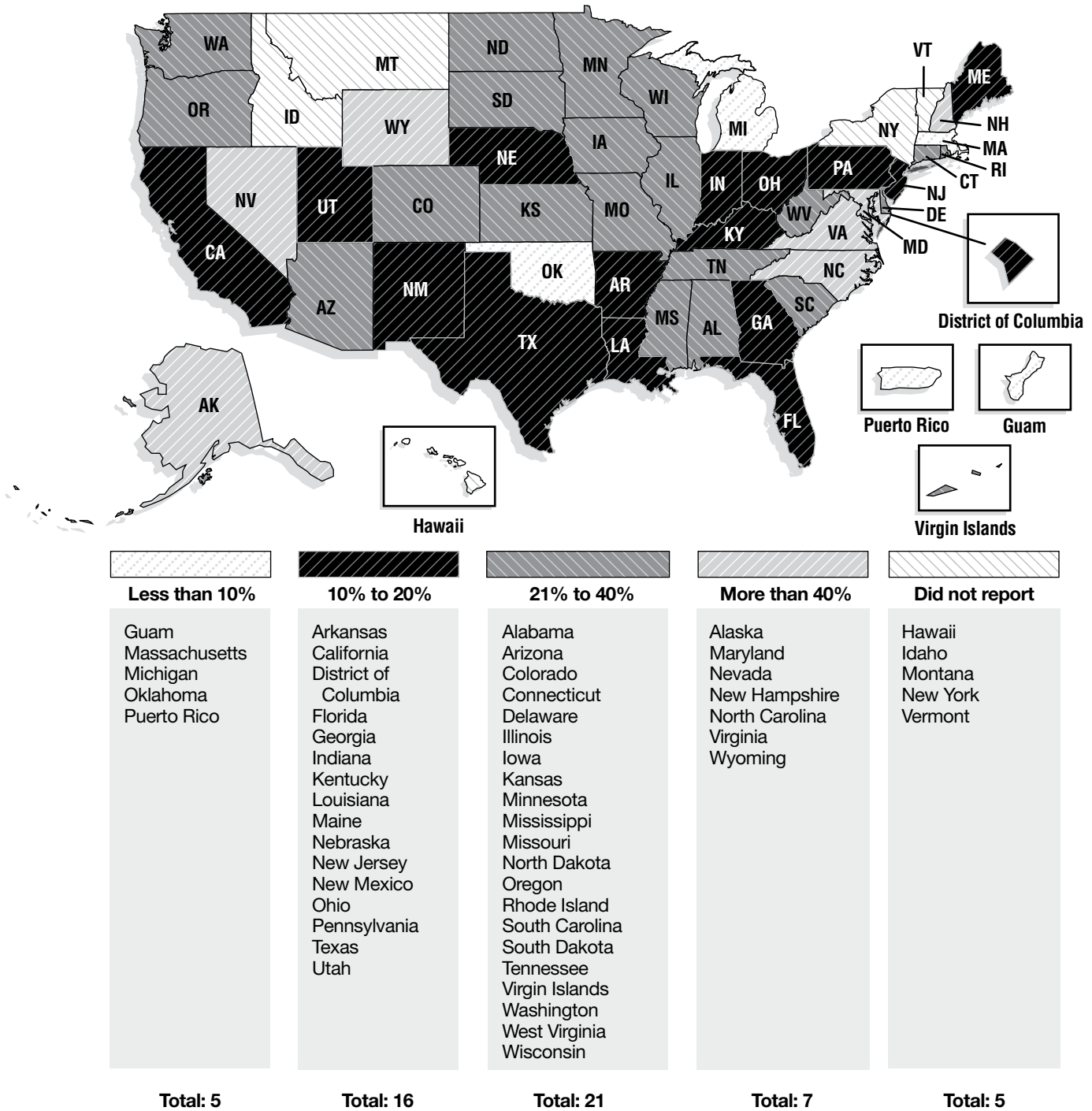
### **Certification and Licensure of Teachers Prepared in Another State**

While teacher preparation programs are often geared to the teacher and student standards of the states in which they are located, many teachers prepared in one state become licensed in another. Factors such as shortages in the

distribution of highly qualified teachers in certain subject areas, grade levels and geographical locations are reasons that novice teachers may complete their preparation in one state and then work elsewhere. Given that teacher requirements and standards vary significantly from one state to another, and because teacher preparation programs are affected by state policies, the national data have been analyzed to compare where teachers are prepared to where they receive their initial certification.

Nationally, 20 percent of the teachers who received initial certification or licensure in 2003–04 completed their teacher preparation programs in a state other than the state where they received their license. This percentage has remained

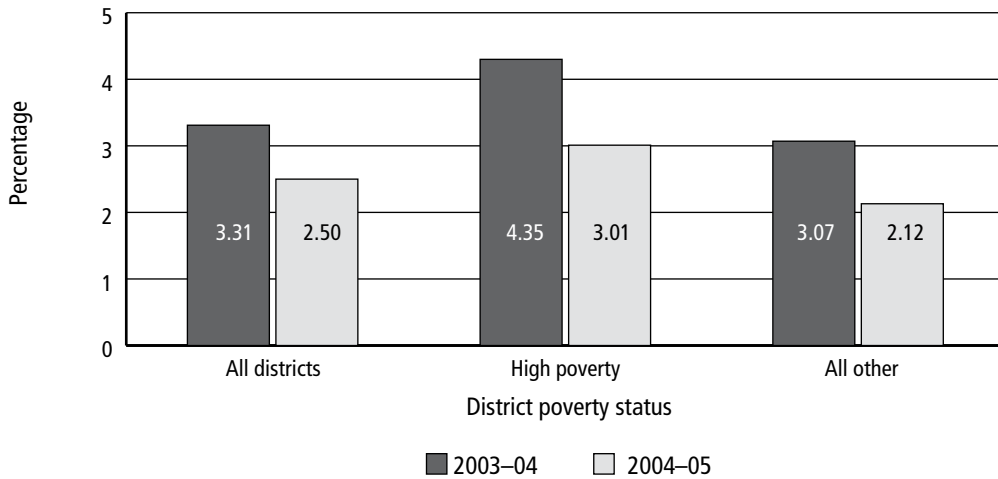
**Figure 3.5. Percentage of teachers certified who were trained in another state, by state: 2003–04**



**NOTE:** For purposes of this figure, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

**Figure 3.6. Percentage of classroom teachers on waivers, by district poverty status: 2003–04 and 2004–05**



**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

constant for the past three years. Even though national data show that one out of every five newly licensed teachers was prepared in another state, the proportion is substantially higher in some states. For example, in seven states, more than 40 percent of newly licensed teachers were prepared in other states (figure 3.5).

In 2003–04, Virginia, New Hampshire, Maryland, Alaska, North Carolina, Wyoming and Nevada imported between 44 and 68 percent of their new teachers from other states. In contrast, in three states—Oklahoma, Massachusetts, and Michigan, and Guam and Puerto Rico—less than 10 percent of their newly certified teachers were prepared out of state.

In some states, applicants for certification who were prepared out of state may not initially

qualify for full certification. In these cases, the teachers may be given a temporary or emergency license. The data on the numbers of teachers placed in U.S. classrooms with less than full certification and the progress being made to reduce their numbers are presented below.

### Teachers Lacking State Certification<sup>8</sup>

Of the nation’s 3.2 million classroom teachers, 2.5 percent were not fully certified for the 2004–05 school year (figure 3.6). These 80,975 teachers represent a decline from 2003–04, when 3.3 percent were on waivers from full certification. This reduction shows significant progress in meeting the *NCLB* requirement that all teachers be highly qualified, including fully certified, by the end of the 2005–06 school year.

<sup>8</sup> The technical definition of a waiver—a temporary or emergency license permitting a teacher to teach without full certification or licensure—was changed between the 2003 and 2004 reporting years. As a result, waiver data collected prior to 2004 cannot be compared with data collected in 2003–04 and later years (see later in this section).

**Table 3.4. State changes in the percentages of classroom teachers on waivers: 2003–04 to 2004–05**

State	School year		Percentage point difference
	2003–04 (%)	2004–05 (%)	
Alabama	0.4	0.7	0.3
Alaska	1.2	1.2	0.0
Arizona	3.6	3.7	0.1
Arkansas	1.7	0.8	-0.9
California	5.6	3.1	-2.5
Colorado	4.2	5.1	0.9
Connecticut	1.4	1.5	0.1
Delaware	7.7	3.4	-4.3
District of Columbia	0.0	7.0	7.0
Florida	4.6	0.0	-4.6
Georgia	2.0	3.4	1.4
Guam	8.1	11.6	3.6
Hawaii	4.3	4.3	-0.1
Idaho	4.0	4.7	0.7
Illinois	2.4	2.3	-0.1
Indiana	1.2	1.0	-0.2
Iowa	0.0	0.0	0.0
Kansas	0.0	0.0	0.0
Kentucky	4.1	1.6	-2.5
Louisiana	9.2	6.2	-3.0
Maine	5.1	6.6	1.5
Maryland	9.1	14.5	5.4
Massachusetts	2.1	2.5	0.4
Michigan	1.9	1.8	-0.2
Minnesota	4.4	3.3	-1.1
Mississippi	0.0	6.0	6.0
Missouri	1.9	1.3	-0.7
Montana	0.1	0.4	0.3

*Continued*

**Table 3.4. State changes in the percentages of classroom teachers on waivers:  
2003–04 to 2004–05** *continued*

State	School year		Percentage point difference
	2003–04 (%)	2004–05 (%)	
Nebraska	0.2	0.0	-0.2
Nevada	0.0	0.0	0.0
New Hampshire	0.3	0.2	-0.1
New Jersey	2.0	1.6	-0.3
New Mexico	4.7	1.9	-2.8
New York	0.6	0.8	0.1
North Carolina	7.6	6.2	-1.4
North Dakota	2.1	0.4	-1.7
Ohio	0.9	1.4	0.6
Oklahoma	0.0	0.1	0 <sup>‡</sup>
Oregon	1.8	4.1	2.3
Pennsylvania	2.4	4.0	1.6
Puerto Rico	3.9	6.5	2.6
Rhode Island	3.0	2.2	-0.8
South Carolina	4.6	1.7	-2.8
South Dakota	0.8	0.5	-0.2
Tennessee	1.4	0.9	-0.5
Texas	7.8	3.1	-4.7
Utah	4.5	5.3	0.8
Vermont	2.2	1.1	-1.1
Virgin Islands	72.7	73.2	0.5
Virginia	0.0	0.0	0.0
Washington	0.4	0.5	0.1
West Virginia	6.3	6.4	0.1
Wisconsin	0.0	0.0	0.0
Wyoming	0.2	3.2	3.1
Total (All States)	3.3	2.5	-0.8

<sup>‡</sup> Very small nonzero change, rounds to 0.0 percent.

**NOTE:** For purposes of this table, the term “state” refers to the 50 states, the District of Columbia, Puerto Rico and outlying areas.

**SOURCE:** U.S. Department of Education, *Higher Education Act* Title II Reporting System, 2005.

Despite this progress, in high-poverty districts, 3.0 percent of teachers still were on waivers, compared to 2.1 percent in all other districts. This means that disadvantaged students, the ones most in need of skilled support, are still more likely to be taught by teachers that are not fully certified than are their peers in all other districts.<sup>9</sup>

While the *HEA* Title II data collection system has collected information on the number of teachers without full state certification—or waivers—for five years, the definition of a waiver was changed before data were collected for the 2004 reporting year (waiver data for the 2003–04 school year).<sup>10</sup> The change helped align the *HEA* Title II definition of fully certified teachers with the definition of this term used for purposes of identifying teachers who are highly qualified under *NCLB*. This change in the definition had a significant impact on the way states collected and reported the number of teachers on waivers. For this reason, the following data are based solely on the two years that use the new definition. Historical data on waivers can be found on the *HEA* Title II Web site, <http://www.title2.org>. Further, in reviewing the data on waivers, it is important to note that some teachers on waivers may not have any teaching credentials, while others may be licensed teachers who are teaching out-of-field or in a state other than where they were originally licensed.

While the overall number of teachers on waivers is decreasing, substantial differences are evident among state data. During the 2004–05 school year, four states, Florida, Iowa, Nevada and Wisconsin, did not have any teachers on waivers, and another four states, Kansas, Nebraska, Oklahoma and Virginia, all had less than one-tenth of 1 percent of teachers on waivers. In analyzing the decrease in teachers on waivers, it is important to note that 5 percent of Florida’s teachers were on waivers, while in 2004–05 none were on waivers. Because Florida has the fourth largest population of teachers among states, the change from 2003–04 to 2004–05 was important in contributing to the decline in the percentage of total waivers (table 3.4).

Nationwide, the percentage of teachers on waivers ranged from 73 percent in the Virgin Islands to 1 percent or less in 18 states (see table 3.5). However, the majority of states (42) have rates below 5 percent. Of the nearly 81,000 teachers on waivers, 37 percent were concentrated in California (9,379), Texas (9,074), Maryland (6,075) and North Carolina (5,815).

9 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. Low-poverty school districts are defined as all other districts in the state.

10 Under *HEA* Title II, waivers from state certification or licensure are defined as: the number of classroom teachers (by specified content areas) teaching in a school year with a 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 *NCLB* are excluded from being counted as on a waiver. Teachers who are short- or long-term substitute teachers (as defined by the state), are excluded, but regular full-time or part-time classroom teachers are included.

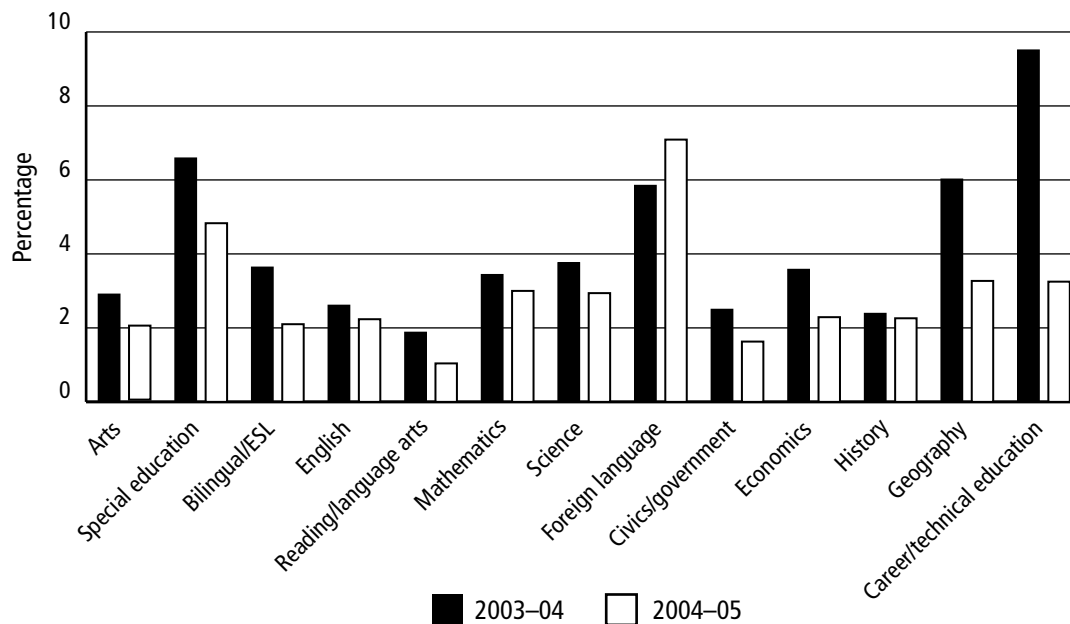
## Waiver Comparisons of “High-Poverty” and “Other” School Districts

Nearly one-third (28 percent) of the teachers who were on waivers taught in high-poverty school districts during school year 2004–05. While the overall percentage of teachers on waivers employed in high-poverty districts fell from 4.4 to 3.0 percent between 2003–04 and 2004–05 (figure 3.6), the percentage in all other school districts also went down, from 3.1 to 2.1; these represent a decline of 31 and 20 percent, respectively. The percentage of teachers on waivers in high-poverty districts ranged from zero (in Florida, Iowa, Nebraska, Nevada and Wisconsin) to 18.3 percent in Maryland. For most states, the percentage of teachers on waivers in high-poverty districts ranged from zero to 9.5.

## Subjects Taught by Teachers on Waivers

The *HEA* Title II data collection categorizes waivers issued by subject area taught. The number of waivers issued in each subject area is one way to assess categories of teacher shortages. For 2004–05, the greatest numbers of waivers were held by teachers in foreign languages (7 percent) and special education (5 percent). Mathematics and science each had about 3 percent of teachers on waivers. Generally, the percentage of teachers on waivers in each subject area declined from 2003–04 to 2004–05, with foreign languages being the only exception. The most dramatic decline was in career or technical teachers on waivers—from 10 percent to 3 percent. See figure 3.7 for a summary of waivers by subject area.

**Figure 3.7. Percentage of classroom teachers on waivers, by subject area: 2003–04 and 2004–05**



**SOURCE:** U.S. Department of Education, *Higher Education Act* Title II Reporting System, 2005.



**Table 3.5. Number and percentage of teachers on waivers, by state and poverty status of district: 2004–05**

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	Percent		Number	Percent		Number	Percent
Alabama	47,968	311	0.65%	12,416	99	0.80%	35,552	212	0.60%
Alaska	8,009	96	1.20%	861	21	2.44%	7,148	75	1.05%
Arizona	41,319	1,508	3.65%	6,437	443	6.88%	34,882	1,065	3.05%
Arkansas	31,820	244	0.77%	6,400	68	1.06%	25,420	176	0.69%
California	306,553	9,379	3.06%	97,159	2,551	2.63%	209,394	6,828	3.26%
Colorado	46,792	2,381	5.09%	9,551	132	1.38%	44,848	672	1.50%
Connecticut	49,271	721	1.46%	18,336	368	2.01%	30,935	353	1.14%
Delaware	7,931	267	3.37%	920	23	2.50%	7,011	244	3.48%
District of Columbia	5,716	397	6.95%	NA	NA	NA	NA	NA	NA
Florida	154,981	0	0.00%	26,230	0	0.00%	128,751	0	0.00%
Georgia	118,184	4,029	3.41%	15,433	662	4.29%	102,751	3,367	3.28%
Guam	2,003	233	11.63%	NA	NA	NA	NA	NA	NA
Hawaii	12,426	529	4.26%	NA	NA	NA	NA	NA	NA
Idaho	14,223	666	4.68%	1,597	141	8.83%	12,626	525	4.16%
Illinois	138,201	3,223	2.33%	51,870	2,136	4.12%	86,331	1,087	1.26%
Indiana	60,433	606	1.00%	20,920	321	1.53%	39,513	285	0.72%
Iowa	38,531	0	0.00%	12,843	0	0.00%	25,688	0	0.00%
Kansas	39,859	7	0.02%	11,311	2	0.02%	28,548	5	0.02%
Kentucky	45,402	727	1.60%	7,276	84	1.15%	38,126	643	1.69%
Louisiana	55,682	3,460	6.21%	8,137	677	8.32%	47,545	2,783	5.85%
Maine	17,457	1,156	6.62%	2,913	211	7.24%	14,544	945	6.50%
Maryland	41,888	6,075	14.50%	7,225	1,325	18.34%	34,663	4,750	13.70%
Massachusetts	65,014	1,643	2.53%	26,968	1,058	3.92%	38,046	585	1.54%
Michigan	111,860	1,958	1.75%	30,201	441	1.46%	81,659	1,517	1.86%
Minnesota	87,006	2,845	3.27%	19,392	655	3.38%	67,614	2,190	3.24%
Mississippi	33,463	1,992	5.95%	9,799	926	9.45%	23,749	1,103	4.64%
Missouri	65,557	844	1.29%	12,807	476	3.72%	52,750	368	0.70%
Montana	10,234	45	0.44%	2,035	12	0.59%	8,199	33	0.40%
Nebraska	24,762	6	0.02%	1,631	0	0.00%	23,131	6	0.03%
Nevada	23,317	0	0.00%	861	0	0.00%	22,456	0	0.00%
New Hampshire	14,801	24	0.16%	3,866	7	0.18%	10,935	17	0.16%

*Continued*

**Table 3.5. Number and percentage of teachers on waivers, by state and poverty status of district: 2004–05** *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	Percent		Number	Percent		Number	Percent
New Jersey	110,359	1,809	1.64%	38,277	1,177	3.07%	72,082	632	0.88%
New Mexico	21,469	404	1.88%	3,531	124	3.51%	17,938	280	1.56%
New York	210,417	1,597	0.76%	70,143	1,274	1.82%	140,274	323	0.23%
North Carolina	94,286	5,815	6.17%	10,116	658	6.50%	84,170	5,157	6.13%
North Dakota	8,375	30	0.36%	1,047	2	0.19%	7,328	28	0.38%
Ohio	109,623	1,541	1.41%	35,047	507	1.45%	74,576	1,034	1.39%
Oklahoma	60,554	48	0.08%	9,597	48	0.50%	50,957	0	0.00%
Oregon	29,056	1,189	4.09%	3,030	126	4.16%	26,026	1,063	4.08%
Pennsylvania	122,173	4,916	4.02%	35,499	2,725	7.68%	86,674	2,191	2.53%
Puerto Rico	46,067	2,979	6.47%	NA	NA	NA	NA	NA	NA
Rhode Island	15,919	348	2.19%	4,542	134	2.95%	11,377	214	1.88%
South Carolina	44,973	784	1.74%	4,182	93	2.22%	40,791	691	1.69%
South Dakota	9,287	50	0.54%	2,156	7	0.32%	7,131	43	0.60%
Tennessee	63,827	558	0.87%	12,338	65	0.53%	51,489	493	0.96%
Texas	294,741	9,074	3.08%	65,889	2,785	4.23%	228,852	6,289	2.75%
Utah	24,775	1,319	5.32%	2,386	122	5.11%	22,389	1,197	5.35%
Vermont	8,750	98	1.12%	–	31	–	–	67	–
Virgin Islands	1,524	1,116	73.23%	NA	NA	NA	NA	NA	NA
Virginia	93,464	9	0.01%	15,988	6	0.04%	77,476	24	0.03%
Washington	57,632	288	0.50%	5,136	43	0.84%	52,496	245	0.47%
West Virginia	22,236	1,419	6.38%	3,666	262	7.15%	18,570	1,157	6.23%
Wisconsin	62,290	0	0.00%	16,046	0	0.00%	46,244	0	0.00%
Wyoming	6,542	212	3.24%	1,037	37	3.57%	5,505	175	3.18%
<b>Total (All States)</b>	<b>3,239,002</b>	<b>80,975</b>	<b>2.50%</b>	<b>765,048</b>	<b>23,034</b>	<b>3.01%</b>	<b>2,405,160</b>	<b>51,070</b>	<b>2.12%</b>

– 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. The number of teachers on waivers collected through the Title II survey may not agree with data from other federal data collections. For example, the National Center for Education Statistics collects teacher data in full-time equivalencies through the Common Core of Data, while the Title II survey captures a headcount. The timing of the data collections (fall versus a full-year count) can also produce vastly different teacher counts. The reader should exercise caution when comparing the Title II teacher data with other sources of teacher counts. The District of Columbia, Guam, Hawaii, Puerto Rico and the Virgin Islands are both state education agencies and local education agencies and do not have a poverty designation.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

**Table 3.6. Number and characteristics of emergency licenses: 2002 through 2005**

	Year			
	2002	2003	2004	2005
Number of licenses	121	126	123	121
Average duration (in years)	1.4	1.4	1.4	1.4
Average number of times renewable	1.5	1.3	1.3	1.2
Number of unlimited renewal licenses	23	16	16	13
Number of nonrenewable licenses	36	51	50	51

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

### Emergency Licenses or Waivers Offered by States

While nearly all states (51 of 54) offer temporary and emergency licenses, the renewal of these licenses is becoming somewhat more restricted nationwide. In 2005, states had a total of 121 emergency or temporary licenses. This is a slight decrease from the 123 licenses reported in 2004 (table 3.6). The average duration of each license is 1.4 years, a length that has remained constant since 2002. Also, the number of renewals per license averaged 1.2 times, a decrease from the average of 1.3 renewals in 2004. States are becoming more restrictive in offering licenses with unlimited renewals, as evidenced by the substantial decrease in the number of licenses in this category; currently there are 13 such licenses, while in 2002, there were 23. Overall, states have made progress in limiting the renewal of emergency or temporary licenses. In 2002, there were 36 nonrenewable licenses nationally. Just three years later, that number has increased to 51 of the 121 emergency or temporary licenses offered nationally.

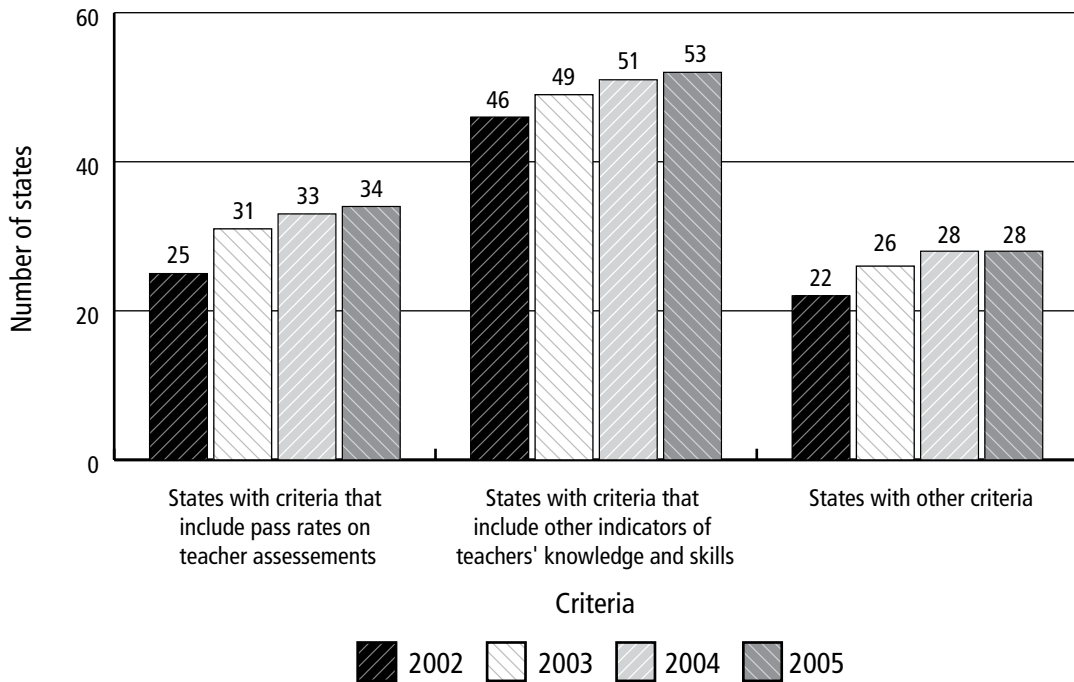
### State Identification of Low-Performing Teacher Preparation Programs

In addition to establishing standards for teachers and licensing requirements, states oversee teacher preparation programs. Each state is required to establish criteria to assess how well the programs prepare their students. This third and final section of the state data provides information about state criteria for teacher preparation programs and identifies programs that are “at risk” or “low performing.”<sup>11</sup>

The *HEA* Title II accountability provisions require states to describe the criteria they use to assess the performance of teacher preparation programs within institutions of higher education. These criteria include pass rates on teacher certification assessments, rate of program completion, student teaching success rate, percentage of students applying for teaching certificates, and the level of satisfaction of employers. Fifty-one of 54 states reported that criteria for assessing teacher preparation program performance have been implemented,

<sup>11</sup> As provided under *HEA* Title II, Section 208, states determine the definitions and criteria for “at risk” and “low performing” teacher preparation programs.

**Figure 3.8. Number of states with criteria for assessing the performance of teacher preparation programs: 2002 through 2005**



**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.  
**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

an increase of three states since the statutory requirement became effective. An additional two states have proposed criteria. In 2005, 17 teacher preparation programs in 11 states were identified as at risk or low performing.

**State Criteria for Teacher Preparation Program Performance**

While each state determines its own criteria for teacher preparation program performance, many states' criteria include common elements:

- Fifty states, the District of Columbia, Guam and Puerto Rico include indicators

of teachers' knowledge and skills, such as assessments, an increase from 46 states in 2002.

- Thirty-four states' criteria assess passing rates on state certification and licensure assessments, an increase from 25 states in 2002.
- Twenty-eight states' criteria include the qualifications of the program staff, the quality of the student teaching experiences, teacher rehire and retention rates, or a review of candidate portfolios.

**Table 3.7. At-risk and low-performing institutions, by state: 2005**

State	Institution name	Program name	Program type	Date designated
Florida	Bethune-Cookman College	English (grades 6–12), Bachelor’s	Low performing	09/27/2004
Georgia	Fort Valley State University	All Preparation Programs	–	01/01/2004
Illinois	Blackburn College	Educational Unit	At risk	06/17/2003
	University of Chicago	Educational Unit	At risk	06/17/2003
	Illinois College	Educational Unit	At risk	03/20/2003
Indiana	Calumet College of Saint Joseph	Teacher Education	At risk	12/17/2003
Kansas	Haskell Indian Nations University	School of Education	Low performing	07/08/2004
	Washburn University	Department of Education	At risk	03/08/2005
	Fort Hays State University	College of Education	At risk	08/12/2003
Kentucky	Union College	Entire Program	Low performing	09/12/2005
Louisiana	Southern University at New Orleans	Teacher Preparation Programs	At risk	4/8/2005
North Carolina	Chowan College	Teacher Education	Low performing	09/01/2005
South Carolina	Lander University	College of Education	At risk	10/05/2005
	Francis Marion University	School of Education	At risk	10/05/2005
	Coastal Carolina University	College of Education	At risk	10/05/2005
Tennessee	Free Will Baptist Bible College	Teacher Preparation	At risk	08/18/2005
Washington	Northwest University	Residency teacher preparation	At risk	01/13/2005

– Data not available. 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.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

Individual states develop teacher preparation program assessment criteria by combining their state standards with the standards of national teacher education organizations.<sup>12</sup> Figure 3.8 shows the number of states with criteria for assessing teacher preparation programs.

The assessment of teacher preparation programs often occurs on a multiyear cycle, as part of a state accreditation process that may include on-site visits, documentation reviews, surveys, or other data collections. Programs identified as at risk are provided with technical assistance by the state and are usually required to provide the

state with evidence that the program weaknesses have been improved within a timeline specified by the state. Programs that do not improve within the required timeframe are identified as low performing. Low-performing programs may lose state accreditation.

### Programs Identified as At-Risk or Low-Performing

In 2005, of the more than 1,000 institutions with teacher preparation programs, only 17 programs located in 11 states were identified as at risk or low performing (table 3.7). The

<sup>12</sup> At least 44 states have adopted or integrated criteria developed by groups such as the National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC), and Interstate New Teacher Assessment and Support Consortium (INTASC). Thirty-two states reported that NCATE standards were used to assess teacher preparation programs in their state, while core standards developed by INTASC were used by 15 states.

**Table 3.8. States that have identified at-risk or low-performing teacher preparation programs: 2002 through 2005**

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

*Continued*

**Table 3.8. States that have identified at-risk or low-performing teacher preparation programs: 2002 through 2005** *continued*

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

† 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. 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, *Higher Education Act Title II Reporting System*, 2005.

number of at-risk or low-performing programs has been steadily decreasing: 31 programs were reported in 2002, 25 in 2003 and 20 in 2004. Over the past four years, 17 states have identified at-risk or low-performing programs (table 3.8). By identifying these programs, states are able to provide technical assistance geared toward improving their performance. The data show that 10 programs previously considered at risk or low performing have been removed from this list.

## Conclusion

The *HEA* Title II data reported by states in 2005 are one measure of national progress in placing a highly qualified teacher in every classroom, so every child across America is reading and doing mathematics at grade level or better by 2014. Progress has been achieved through the combined efforts of schools, states, the federal government, and others.

Teacher preparation programs are evolving. Alternative route teacher preparation programs are attracting more teacher candidates, and the number of individuals completing both alternative route and traditional programs is at the highest level in five years. States report that alternative route and traditional programs are aligning their curricula with state standards, preparing teachers to effectively use 21st-century skills, interpreting student data and differentiating instruction. Our nation's classrooms are filled with a diverse population, and every child, regardless of race or economic background, must learn the skills to succeed in the modern workplace and a global economy.

Increasingly, states also report that they have aligned their policies with *NCLB* to ensure teacher preparation is standards-based and that certification and licensure processes require teachers to have subject area competence. The data show more teachers meeting state qualifications, as the number of teachers on waivers declines. The outcomes of the nation's five-year effort to make the promises of *NCLB* a reality have been transformative. A culture shift has occurred in the standards and expectations that now drive U.S. teacher preparation and licensure and certification.

A culture shift has also occurred with regard to student achievement outcomes. The consequences of placing a large proportion of highly qualified teachers in the nation's classrooms for the first time are demonstrated by current national assessments:

- In the last two years, the number of fourth-graders in our country who learned their fundamental mathematics skills increased by 235,000 students, enough to fill 500 elementary schools.
- During the last five years, more reading progress was made among 9-year-olds than in the previous three decades combined.<sup>13</sup>

Results in middle and secondary grades are mixed, and more work remains to be done. In this era of global economic competitiveness, what teachers know and how they affect student achievement are of critical importance to the future of America. The nation has made a commitment to ensure that all students—regardless of race or ZIP Code—are proficient in reading and mathematics at grade level

---

13 National Center for Education Statistics (2005), *Nation's Report Card: Reading 2005*, Washington, D.C.: U.S. Department of Education.



or above. More rigorous teacher preparation program standards and state licensure and certification requirements raise more than teacher competence—they help to guarantee our nation’s future in the global economy.

“As the president said ... ‘If we ensure that America’s children succeed in life, they will ensure that America succeeds in the world.’”

(May 15, 2006, Secretary Spellings, remarks at the First National Summit on the Advancement of Girls in Math and Science, Washington, D.C.)



## Supplementary Data Tables



## Appendix A1. Summary of traditional route pass rates: 2003–04

State	Testing company	Summary				
		Number of institutions <sup>a</sup>	Number tested <sup>b</sup>	Number passing	Pass rate (%)	Range (%)
Alabama	—	—	—	—	—	—
Alaska	ETS	4	151	151	100	100–100
Arizona	NES	14	3,623	3,491	96	91–100
Arkansas	ETS	15	1,201	1,139	95	85–100
California	NES	76	20,747	20,294	98	87–100
Colorado	NES	15	2,122	1,622	76	34–100
Connecticut	ETS	13	1,865	1,813	97	94–100
Delaware	ETS	4	682	673	99	87–100
District of Columbia	ETS	6	309	271	88	57–93
Florida	Other	27	4,782	4,679	98	88–100
Georgia	ETS	29	2,863	2,716	95	76–100
Guam	ETS	1	49	31	63	63–63
Hawaii	ETS	6	556	490	88	83–100
Idaho	No testing	†	†	†	†	†
Illinois	NES	51	10,280	10,077	98	80–100
Indiana	ETS	38	4,449	4,266	96	71–100
Iowa	No testing	†	†	†	†	†
Kansas	ETS	21	1,875	1,821	97	81–100
Kentucky	ETS	25	2,577	2,449	95	67–100
Louisiana	ETS	17	1,542	1,521	99	94–100
Maine	ETS	8	495	465	94	75–100
Maryland	ETS	20	2,303	2,210	96	83–100
Massachusetts	NES	47	3,462	3,278	95	50–100
Michigan	NES	33	8,204	8,194	100	100–100
Minnesota	ETS	25	3,763	3,590	95	85–100
Mississippi	ETS	13	1,454	1,382	95	92–100
Missouri	ETS	36	3,852	3,758	98	79–100
Montana	No testing	†	†	†	†	†

*Continued*

**Appendix A1. Summary of traditional route pass rates: 2003–04** *continued*

State	Testing company	Summary				
		Number of institutions <sup>a</sup>	Number tested <sup>b</sup>	Number passing	Pass rate (%)	Range (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	7	979	890	91	85–97
New Hampshire	ETS	13	651	616	95	80–100
New Jersey	ETS	21	3,691	3,643	99	91–100
New Mexico	NES	7	1,246	1,211	97	94–100
New York	NES	97	20,458	19,548	96	71–100
North Carolina	ETS	36	2,805	2,619	93	69–100
North Dakota	ETS	8	628	620	99	78–100
Ohio	ETS	47	7,703	7,156	93	81–100
Oklahoma	NES	19	1,978	1,928	97	65–100
Oregon	ETS	16	1,839	1,839	100	100–100
Pennsylvania	ETS	83	11,232	10,355	92	62–100
Puerto Rico	Other	27	2,425	2,000	82	46–100
Rhode Island	ETS	7	604	514	85	72–100
South Carolina	ETS	26	2,171	2,015	93	46–100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	32	3,094	2,964	96	81–100
Texas	NES	64	12,677	11,886	94	78–100
Utah	No testing	†	†	†	†	†
Vermont	ETS	11	475	459	97	91–100
Virgin Islands	ETS	1	18	8	44	44–44
Virginia	ETS	33	2,595	2,538	98	17–100
Washington	–	–	–	–	–	–
West Virginia	ETS	16	1,357	1,357	100	100–100
Wisconsin	–	–	–	–	–	–
Wyoming	No testing	†	†	†	†	†
<b>Total</b>		<b>1,115</b>	<b>161,832</b>	<b>154,547</b>	<b>95%</b>	<b>17–100</b>

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

† Non-testing state.

<sup>a</sup> Number of institutions only includes institutions with 10 or more completers taking an assessment in that area.

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

**NOTE:** ETS is the Educational Testing Service. NES is National Evaluation Systems, Inc. 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. 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.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

## Appendix A1. Basic skills pass rates: 2003–04

State	Testing company	Basic skills				
		Number of institutions <sup>a</sup>	Number tested <sup>b</sup>	Number passing	Pass rate (%)	Range (%)
Alabama	—	—	—	—	—	—
Alaska	ETS	4	151	151	100	100–100
Arizona	NES	—	—	—	—	—
Arkansas	ETS	15	1,154	1,151	100	98–100
California	NES	76	20,741	20,723	100	96–100
Colorado	NES	—	—	—	—	—
Connecticut	ETS	12	1,150	1,145	100	95–100
Delaware	ETS	4	682	673	99	87–100
District of Columbia	ETS	6	293	269	92	62–100
Florida	Other	27	4,728	4,692	99	93–100
Georgia	ETS	26	1,981	1,870	94	77–100
Guam	ETS	1	49	31	63	63–63
Hawaii	ETS	6	516	512	99	97–100
Idaho	No testing	†	†	†	†	†
Illinois	NES	51	10,054	10,044	100	98–100
Indiana	ETS	38	4,270	4,167	98	79–100
Iowa	No testing	†	†	†	†	†
Kansas	ETS	—	—	—	—	—
Kentucky	ETS	—	—	—	—	—
Louisiana	ETS	15	1,203	1,203	100	100–100
Maine	ETS	8	495	465	94	75–100
Maryland	ETS	20	2,190	2,170	99	86–100
Massachusetts	NES	47	3,420	3,381	99	74–100
Michigan	NES	33	7,399	7,393	100	100–100
Minnesota	ETS	25	3,622	3,491	96	88–100
Mississippi	ETS	—	—	—	—	—
Missouri	ETS	—	—	—	—	—
Montana	No testing	†	†	†	†	†

*Continued*

**Appendix A1. Basic skills pass rates: 2003–04** *continued*

State	Testing company	Basic skills				
		Number of institutions <sup>a</sup>	Number tested <sup>b</sup>	Number passing	Pass rate (%)	Range (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	7	839	818	97	86–100
New Hampshire	ETS	13	620	608	98	77–100
New Jersey	ETS	–	–	–	–	–
New Mexico	NES	7	1,240	1,228	99	95–100
New York	NES	–	–	–	–	–
North Carolina	ETS	35	2,087	2,086	100	94–100
North Dakota	ETS	8	628	620	99	78–100
Ohio	ETS	–	–	–	–	–
Oklahoma	NES	19	1,978	1,928	97	65–100
Oregon	ETS	16	1,839	1,839	100	100–100
Pennsylvania	ETS	82	11,026	10,588	96	63–100
Puerto Rico	Other	27	2,410	2,081	86	54–100
Rhode Island	ETS	–	–	–	–	–
South Carolina	ETS	26	2,171	2,171	100	100–100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	–	–	–	–	–
Texas	NES	64	12,677	12,677	100	100–100
Utah	No testing	†	†	†	†	†
Vermont	ETS	11	459	452	98	88–100
Virgin Islands	ETS	1	18	8	44	44–44
Virginia	ETS	33	2,568	2,532	99	17–100
Washington	–	–	–	–	–	–
West Virginia	ETS	–	–	–	–	–
Wisconsin	–	–	–	–	–	–
Wyoming	No testing	†	†	†	†	†
<b>Total</b>		<b>763</b>	<b>104,658</b>	<b>103,167</b>	<b>99%</b>	<b>17–100</b>

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

† Non-testing state.

<sup>a</sup> Number of institutions only includes institutions with 10 or more completers taking an assessment in that area.

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

**NOTE:** ETS is the Educational Testing Service. NES is National Evaluation Systems, Inc. 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. 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.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.



## Appendix A1. Professional knowledge pass rates: 2003–04

State	Testing company	Professional knowledge				
		Number of institutions <sup>a</sup>	Number tested <sup>b</sup>	Number passing	Pass rate (%)	Range (%)
Alabama	—	—	—	—	—	—
Alaska	ETS	—	—	—	—	—
Arizona	NES	14	3,607	3,493	97	92–100
Arkansas	ETS	15	1,173	1,121	96	86–100
California	NES	72	13,838	13,522	98	90–100
Colorado	NES	13	944	872	92	69–100
Connecticut	ETS	—	—	—	—	—
Delaware	ETS	—	—	—	—	—
District of Columbia	ETS	1	46	38	83	80–80
Florida	Other	27	4,776	4,731	99	94–100
Georgia	ETS	—	—	—	—	—
Guam	ETS	—	—	—	—	—
Hawaii	ETS	6	458	424	93	73–96
Idaho	No testing	†	†	†	†	†
Illinois	NES	51	8,714	8,594	99	76–100
Indiana	ETS	1	41	41	100	100–100
Iowa	No testing	†	†	†	†	†
Kansas	ETS	21	1,857	1,803	97	81–100
Kentucky	ETS	25	2,243	2,199	98	85–100
Louisiana	ETS	17	1,532	1,520	99	97–100
Maine	ETS	—	—	—	—	—
Maryland	ETS	17	1,624	1,572	97	91–100
Massachusetts	NES	—	—	—	—	—
Michigan	NES	—	—	—	—	—
Minnesota	ETS	25	3,584	3,552	99	95–100
Mississippi	ETS	13	1,433	1,393	97	95–100
Missouri	ETS	—	—	—	—	—
Montana	No testing	†	†	†	†	†

*Continued*

**Appendix A1. Professional knowledge pass rates: 2003–04** *continued*

State	Testing company	Professional knowledge				
		Number of institutions <sup>a</sup>	Number tested <sup>b</sup>	Number passing	Pass rate (%)	Range (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	3	194	171	88	85–100
New Hampshire	ETS	–	–	–	–	–
New Jersey	ETS	–	–	–	–	–
New Mexico	NES	7	1,195	1,167	98	96–100
New York	NES	96	19,698	19,450	99	92–100
North Carolina	ETS	–	–	–	–	–
North Dakota	ETS	–	–	–	–	–
Ohio	ETS	46	4,571	4,250	93	58–100
Oklahoma	NES	19	1,972	1,958	99	71–100
Oregon	ETS	–	26	26	100	100–100
Pennsylvania	ETS	–	–	–	–	–
Puerto Rico	Other	27	2,398	2,174	91	63–100
Rhode Island	ETS	7	596	506	85	70–100
South Carolina	ETS	25	1,226	1,152	94	62–100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	32	3,031	2,960	98	88–100
Texas	NES	64	11,813	11,374	96	81–100
Utah	No testing	†	†	†	†	†
Vermont	ETS	–	–	–	–	–
Virgin Islands	ETS	–	–	–	–	–
Virginia	ETS	–	–	–	–	–
Washington	–	–	–	–	–	–
West Virginia	ETS	16	1,357	1,357	100	100–100
Wisconsin	–	–	–	–	–	–
Wyoming	No testing	†	†	†	†	†
<b>Total</b>		<b>660</b>	<b>93,947</b>	<b>91,420</b>	<b>97%</b>	<b>58–100</b>

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

† Non-testing state.

<sup>a</sup> Number of institutions only includes institutions with 10 or more completers taking an assessment in that area.

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

**NOTE:** ETS is the Educational Testing Service. NES is National Evaluation Systems, Inc. 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. 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.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

**Appendix A1. Academic content pass rates: 2003–04**

State	Testing company	Academic content				
		Number of institutions <sup>a</sup>	Number tested <sup>b</sup>	Number passing	Pass rate (%)	Range (%)
Alabama	—	—	—	—	—	—
Alaska	ETS	—	—	—	—	—
Arizona	NES	14	3,194	3,137	98	93–100
Arkansas	ETS	15	1,159	1,148	99	97–100
California	NES	46	2,891	2,833	98	87–100
Colorado	NES	13	750	412	55	26–100
Connecticut	ETS	13	1,579	1,535	97	94–100
Delaware	ETS	—	—	—	—	—
District of Columbia	ETS	5	165	154	93	90–98
Florida	Other	27	4,129	4,098	99	91–100
Georgia	ETS	28	2,120	1,839	87	65–98
Guam	ETS	—	—	—	—	—
Hawaii	ETS	5	412	365	89	88–96
Idaho	No testing	†	†	†	†	†
Illinois	NES	51	8,888	8,807	99	88–100
Indiana	ETS	38	4,102	3,991	97	79–100
Iowa	No testing	†	†	†	†	†
Kansas	ETS	20	1,552	1,552	100	100–100
Kentucky	ETS	25	2,413	2,322	96	76–100
Louisiana	ETS	17	1,364	1,350	99	94–100
Maine	ETS	—	—	—	—	—
Maryland	ETS	19	1,891	1,862	98	96–100
Massachusetts	NES	47	4,924	4,748	96	50–100
Michigan	NES	33	10,835	10,831	100	100–100
Minnesota	ETS	24	3,203	3,147	98	94–100
Mississippi	ETS	13	1,350	1,313	97	95–100
Missouri	ETS	36	3,447	3,356	97	79–100
Montana	No testing	†	†	†	†	†

*Continued*

**Appendix A1. Academic content pass rates: 2003–04** *continued*

State	Testing company	Academic content				
		Number of institutions <sup>a</sup>	Number tested <sup>b</sup>	Number passing	Pass rate (%)	Range (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	7	695	639	92	75–100
New Hampshire	ETS	6	136	113	83	63–100
New Jersey	ETS	21	3,741	3,685	99	91–100
New Mexico	NES	–	–	–	–	–
New York	NES	75	5,506	5,193	94	50–100
North Carolina	ETS	34	2,487	2,338	94	74–100
North Dakota	ETS	–	–	–	–	–
Ohio	ETS	47	7,515	7,183	96	85–100
Oklahoma	NES	19	1,908	1,878	98	85–100
Oregon	ETS	16	1,839	1,839	100	100–100
Pennsylvania	ETS	82	11,261	10,510	93	72–100
Puerto Rico	Other	14	623	577	93	74–100
Rhode Island	ETS	–	–	–	–	–
South Carolina	ETS	26	1,953	1,861	95	72–100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	28	2,123	2,046	96	83–100
Texas	NES	65	10,235	9,867	96	65–100
Utah	No testing	†	†	†	†	†
Vermont	ETS	2	109	102	94	88–100
Virgin Islands	ETS	–	–	–	–	–
Virginia	ETS	30	1,879	1,856	99	85–100
Washington	–	–	–	–	–	–
West Virginia	ETS	16	1,167	1,167	100	100–100
Wisconsin	–	–	–	–	–	–
Wyoming	No testing	†	†	†	†	†
<b>Total</b>		<b>977</b>	<b>113,545</b>	<b>109,654</b>	<b>97%</b>	<b>26–100</b>

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

† Non-testing state.

<sup>a</sup> Number of institutions only includes institutions with 10 or more completers taking an assessment in that area.

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

**NOTE:** ETS is the Educational Testing Service. NES is National Evaluation Systems, Inc. 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. 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.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

## Appendix A1. Other content pass rates: 2003–04

State	Testing company	Other content				
		Number of institutions <sup>a</sup>	Number tested <sup>b</sup>	Number passing	Pass rate (%)	Range (%)
Alabama	—	—	—	—	—	—
Alaska	ETS	—	—	—	—	—
Arizona	NES	4	79	78	99	91–100
Arkansas	ETS	5	138	134	97	88–100
California	NES	65	9,184	9,112	99	79–100
Colorado	NES	1	34	34	100	100–100
Connecticut	ETS	1	25	24	96	94–94
Delaware	ETS	—	—	—	—	—
District of Columbia	ETS	—	—	—	—	—
Florida	Other	1	33	31	94	83–83
Georgia	ETS	3	60	58	97	93–100
Guam	ETS	—	—	—	—	—
Hawaii	ETS	1	10	10	100	100–100
Idaho	No testing	†	†	†	†	†
Illinois	NES	13	350	350	100	100–100
Indiana	ETS	4	113	113	100	100–100
Iowa	No testing	†	†	†	†	†
Kansas	ETS	5	161	161	100	100–100
Kentucky	ETS	6	160	157	98	98–100
Louisiana	ETS	—	—	—	—	—
Maine	ETS	—	—	—	—	—
Maryland	ETS	—	—	—	—	—
Massachusetts	NES	—	13	13	100	100–100
Michigan	NES	10	341	341	100	100–100
Minnesota	ETS	5	111	110	99	92–100
Mississippi	ETS	—	10	10	100	100–100
Missouri	ETS	7	211	211	100	100–100
Montana	No testing	†	†	†	†	†

*Continued*

**Appendix A1. Other content pass rates: 2003–04** *continued*

State	Testing company	Other content				
		Number of institutions <sup>a</sup>	Number tested <sup>b</sup>	Number passing	Pass rate (%)	Range (%)
Nebraska	—	—	—	—	—	—
Nevada	ETS	—	—	—	—	—
New Hampshire	ETS	—	—	—	—	—
New Jersey	ETS	1	25	25	100	100–100
New Mexico	NES	—	—	—	—	—
New York	NES	97	20,032	19,565	98	86–100
North Carolina	ETS	5	172	138	80	67–87
North Dakota	ETS	—	—	—	—	—
Ohio	ETS	3	175	174	99	98–100
Oklahoma	NES	19	2,811	2,779	99	93–100
Oregon	ETS	10	441	441	100	100–100
Pennsylvania	ETS	12	614	614	100	100–100
Puerto Rico	Other	—	—	—	—	—
Rhode Island	ETS	—	—	—	—	—
South Carolina	ETS	—	14	14	100	100–100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	5	134	132	99	95–100
Texas	NES	—	—	—	—	—
Utah	No testing	†	†	†	†	†
Vermont	ETS	8	208	205	99	92–100
Virgin Islands	ETS	—	—	—	—	—
Virginia	ETS	4	122	122	100	100–100
Washington	—	—	—	—	—	—
West Virginia	ETS	4	82	82	100	100–100
Wisconsin	—	—	—	—	—	—
Wyoming	No testing	†	†	†	†	†
<b>Total</b>		<b>299</b>	<b>35,863</b>	<b>35,238</b>	<b>98%</b>	<b>67–100</b>

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

† Non-testing state.

<sup>a</sup> Number of institutions only includes institutions with 10 or more completers taking an assessment in that area.

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

**NOTE:** ETS is the Educational Testing Service. NES is National Evaluation Systems, Inc. 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. 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.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

## Appendix A1. Teaching special populations pass rates: 2003–04

State	Testing company	Teaching special populations				
		Number of institutions <sup>a</sup>	Number tested <sup>b</sup>	Number passing	Pass rate (%)	Range (%)
Alabama	—	—	—	—	—	—
Alaska	ETS	—	—	—	—	—
Arizona	NES	4	208	206	99	98–100
Arkansas	ETS	—	13	13	100	100–100
California	NES	—	—	—	—	—
Colorado	NES	6	394	338	86	78–100
Connecticut	ETS	4	138	131	95	82–100
Delaware	ETS	—	—	—	—	—
District of Columbia	ETS	1	79	76	96	97–97
Florida	Other	12	623	621	100	98–100
Georgia	ETS	11	295	279	95	73–100
Guam	ETS	—	—	—	—	—
Hawaii	ETS	2	64	55	86	80–89
Idaho	No testing	†	†	†	†	†
Illinois	NES	21	853	822	96	91–100
Indiana	ETS	5	167	165	99	92–100
Iowa	No testing	†	†	†	†	†
Kansas	ETS	—	—	—	—	—
Kentucky	ETS	10	321	291	91	56–100
Louisiana	ETS	—	—	—	—	—
Maine	ETS	—	—	—	—	—
Maryland	ETS	6	171	167	98	89–100
Massachusetts	NES	1	74	73	99	96–96
Michigan	NES	4	88	88	100	100–100
Minnesota	ETS	7	309	307	99	95–100
Mississippi	ETS	2	65	56	86	82–94
Missouri	ETS	8	273	270	99	87–100
Montana	No testing	†	†	†	†	†

*Continued*

**Appendix A1. Teaching special populations pass rates: 2003–04** *continued*

State	Testing company	Teaching special populations				
		Number of institutions <sup>a</sup>	Number tested <sup>b</sup>	Number passing	Pass rate (%)	Range (%)
Nebraska	–	–	–	–	–	–
Nevada	ETS	2	23	23	100	100–100
New Hampshire	ETS	–	–	–	–	–
New Jersey	ETS	1	16	16	100	100–100
New Mexico	NES	–	–	–	–	–
New York	NES	34	1,051	937	89	60–100
North Carolina	ETS	8	168	162	96	80–100
North Dakota	ETS	–	–	–	–	–
Ohio	ETS	26	830	787	95	80–100
Oklahoma	NES	6	133	126	95	90–100
Oregon	ETS	10	448	448	100	100–100
Pennsylvania	ETS	40	1,660	1,658	100	99–100
Puerto Rico	Other	–	–	–	–	–
Rhode Island	ETS	–	–	–	–	–
South Carolina	ETS	7	166	163	98	94–100
South Dakota	No testing	†	†	†	†	†
Tennessee	ETS	10	318	301	95	86–100
Texas	NES	34	2,913	2,754	95	82–100
Utah	No testing	†	†	†	†	†
Vermont	ETS	–	–	–	–	–
Virgin Islands	ETS	–	–	–	–	–
Virginia	ETS	–	–	–	–	–
Washington	–	–	–	–	–	–
West Virginia	ETS	3	69	69	100	100–100
Wisconsin	–	–	–	–	–	–
Wyoming	No testing	†	†	†	†	†
<b>Total</b>		<b>285</b>	<b>11,930</b>	<b>11,402</b>	<b>96%</b>	<b>56–100</b>

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

† Non-testing state.

<sup>a</sup> Number of institutions only includes institutions with 10 or more completers taking an assessment in that area.

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

**NOTE:** ETS is the Educational Testing Service. NES is National Evaluation Systems, Inc. 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. 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.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.



## Appendix A2. Requirements for initial teaching certification or licensure: 2005

State	Initial certificate name	Subject area bachelor's	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						✓	✓	✓
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	Provisional 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		✓	✓	✓			✓	✓
Florida	Temporary Certificate	✓		✓		✓			✓
Georgia	Intern Certificate	✓	✓	✓		✓	✓	✓	✓
	Nonrenewable Certificate	✓	✓	✓		✓	✓	✓	✓
	Professional Clear Renewable Certificate	✓	✓	✓	✓	✓	✓	✓	✓
Guam	Professional I		✓	✓	✓	✓	✓	✓	✓
Hawaii	Hawaii Teaching License	✓	✓					✓	✓
Idaho	Early Childhood/Early Childhood Spec. Educ. 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)		✓	✓				✓	✓

Continued

**Appendix A2. Requirements for initial teaching certification or licensure: 2005** *continued*

State	Initial certificate name	Subject area bachelor's	Pedagogy courses required	Other prescribed course work	Credit hour requirement	Minimum grade point average	Recency of credit requirements	Practicum or student teaching	Assessments
Indiana	Reciprocal All Grade Education License (K–12)	✓	✓		✓	✓	✓	✓	✓
	Reciprocal Early Childhood Education (Pre–K)	✓	✓		✓	✓	✓	✓	✓
	Reciprocal Elementary Education License (1–6, and Nondepartmentalized 7 and 8)	✓	✓		✓	✓	✓	✓	✓
	Reciprocal Junior High/Middle School Education License	✓	✓		✓	✓	✓	✓	✓
	Reciprocal Kindergarten—Primary (K–3)	✓	✓		✓	✓	✓	✓	✓
	Reciprocal Secondary License	✓	✓		✓	✓	✓	✓	✓
	Reciprocal Senior High, Junior High and Middle School Education License (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)	✓	✓	✓	✓	✓	✓	✓	✓
	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	✓	✓	✓				✓	✓
Kansas	Conditional License	✓	✓			✓	✓	✓	✓
	One-Year Nonrenewable	✓	✓			✓	✓	✓	✓
	Standard Three-Year Certificate	✓	✓	✓		✓	✓	✓	✓
	Two-Year Exchange	✓	✓			✓	✓	✓	✓
Kentucky	Provisional Certificate (Intern)	✓	✓			✓	✓	✓	✓
Louisiana	Type C or Level 1 Certificate	✓	✓	✓	✓	✓	✓	✓	✓
Maine	Provisional Certificate		✓	✓	✓			✓	✓
Maryland	Professional Eligibility Certificate		✓	✓	✓		✓	✓	✓
	Standard Professional Certificate I		✓	✓	✓		✓	✓	✓
Massachusetts	Initial License	✓	✓					✓	✓
Michigan	Provisional Certificate	✓	✓	✓	✓			✓	✓
Minnesota	Nonrenewable License (temporary limited license)	✓	✓					✓	✓
	Professional License	✓	✓					✓	✓
Mississippi	Class A	✓	✓	✓	✓	✓		✓	✓
Missouri	Initial Professional Certificate (IPC)	✓	✓	✓	✓	✓		✓	✓
	Provisional classification	✓	✓	✓	✓	✓		✓	✓
Montana	Class 2 Standard Teaching License: Elementary		✓				✓	✓	
	Class 2 Standard Teaching License: Secondary	✓	✓		✓		✓	✓	

*Continued*

**Appendix A2. Requirements for initial teaching certification or licensure: 2005** *continued*

State	Initial certificate name	Subject area bachelor's	Pedagogy courses required	Other prescribed course work	Credit hour requirement	Minimum grade point average	Recency of credit requirements	Practicum or student teaching	Assessments
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)	✓	✓	✓	✓	✓		✓	✓
New Mexico	Level 1	✓	✓	✓	✓			✓	✓
New York	Initial Certificate		✓		✓	✓		✓	✓
	Provisional—Elementary Teaching Certificate (Pre-K–6)	✓	✓	✓	✓			✓	✓
	Provisional—Secondary Academic Teaching Certificate (7-12)	✓	✓		✓			✓	✓
North Carolina	Standard Professional I					✓	✓	✓	✓
North Dakota	Initial	✓	✓	✓	✓	✓		✓	✓
	Interim Reciprocal	✓	✓		✓	✓		✓	✓
Ohio	Provisional License		✓	✓				✓	✓
Oklahoma	School License	✓	✓	✓	✓	✓	✓	✓	✓
Oregon	Initial Teaching License		✓				✓	✓	✓
Pennsylvania	Professional Instructional Certificate	✓	✓	✓		✓		✓	✓
Puerto Rico	Regular Certification	✓	✓		✓	✓	✓	✓	✓
Rhode Island	Certificate of Eligibility of 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. This table includes Type A and Type B initial certificates. Type C certificates are excluded.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.

**Appendix A3. Number and percent of classroom teachers on waivers by subject area, by state: 2004–05**

State	Arts (all levels)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Alabama	3,081	13	0.4%
Alaska	529	0	0.0%
Arizona	3,156	65	2.1%
Arkansas	916	4	0.4%
California	3,926	107	2.7%
Colorado	1,397	121	8.7%
Connecticut	3,411	32	0.9%
Delaware	402	10	2.5%
District of Columbia	165	38	23.0%
Florida	6,295	0	0.0%
Georgia	5,319	95	1.8%
Guam	55	5	9.1%
Hawaii	344	7	2.0%
Idaho	–	39	–
Illinois	7,640	92	1.2%
Indiana	4,091	22	0.5%
Iowa	3,435	0	0.0%
Kansas	5,203	2	0.0%
Kentucky	2,492	45	1.8%
Louisiana	3,455	83	2.4%
Maine	1,194	61	5.1%
Maryland	3,637	331	9.1%
Massachusetts	3,802	79	2.1%
Michigan	5,599	61	1.1%
Minnesota	10,154	111	1.1%
Mississippi	2,134	116	5.4%
Missouri	4,889	81	1.7%
Montana	593	3	0.5%

State	Arts (all levels)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Nebraska	2,907	0	0.0%
Nevada	1,306	0	0.0%
New Hampshire	1,001	2	0.2%
New Jersey	6,834	0	0.0%
New Mexico	1,052	6	0.6%
New York	13,620	20	0.2%
North Carolina	5,907	312	5.3%
North Dakota	41	1	2.4%
Ohio	5,604	45	0.8%
Oklahoma	–	4	–
Oregon	1,597	154	9.6%
Pennsylvania	7,724	40	0.5%
Puerto Rico	2,043	177	8.7%
Rhode Island	370	8	2.2%
South Carolina	2,898	39	1.4%
South Dakota	232	0	0.0%
Tennessee	2,732	99	3.6%
Texas	24,905	919	3.7%
Utah	1,318	77	5.8%
Vermont	–	5	–
Virgin Islands	58	44	75.9%
Virginia	4,790	2	0.0%
Washington	–	43	–
West Virginia	3,632	47	1.3%
Wisconsin	5,007	0	0.0%
Wyoming	475	4	0.8%
Total (only states reporting totals and subject data)	183,367	3,580	2.0%

*Continued*

**Appendix A3. Number and percent of classroom teachers on waivers by subject area, by state: 2004–05** *continued*

State	Special education (all levels)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Alabama	5,080	66	1.3%
Alaska	1,064	30	2.8%
Arizona	4,635	423	9.1%
Arkansas	3,839	104	2.7%
California	26,945	4,034	15.0%
Colorado	4,890	135	2.8%
Connecticut	6,254	100	1.6%
Delaware	1,665	105	6.3%
District of Columbia	524	19	3.6%
Florida	24,879	0	0.0%
Georgia	17,190	1,758	10.2%
Guam	131	5	3.8%
Hawaii	2,217	255	11.5%
Idaho	–	187	–
Illinois	21,132	336	1.6%
Indiana	7,719	358	4.6%
Iowa	5,875	0	0.0%
Kansas	5,354	0	0.0%
Kentucky	8,362	272	3.3%
Louisiana	7,482	1,205	16.1%
Maine	2,320	513	22.1%
Maryland	4,771	956	20.0%
Massachusetts	11,391	530	4.7%
Michigan	14,878	414	2.8%
Minnesota	8,146	259	3.2%
Mississippi	1,578	204	12.9%
Missouri	10,426	263	2.5%
Montana	857	11	1.3%

State	Special education (all levels)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Nebraska	5,978	2	0.0%
Nevada	3,059	0	0.0%
New Hampshire	2,189	10	0.5%
New Jersey	19,095	1,267	6.6%
New Mexico	4,095	58	1.4%
New York	30,357	352	1.2%
North Carolina	17,527	1,253	7.2%
North Dakota	398	5	1.3%
Ohio	13,447	810	6.0%
Oklahoma	–	0	–
Oregon	3,196	220	6.9%
Pennsylvania	19,599	513	2.6%
Puerto Rico	4,668	802	17.2%
Rhode Island	2,066	102	4.9%
South Carolina	6,453	349	5.4%
South Dakota	706	7	1.0%
Tennessee	7,434	163	2.2%
Texas	34,848	1,029	3.0%
Utah	3,082	266	8.6%
Vermont	–	25	–
Virgin Islands	137	89	65.0%
Virginia	13,708	0	0.0%
Washington	8,135	54	0.7%
West Virginia	3,798	475	12.5%
Wisconsin	8,839	0	0.0%
Wyoming	752	48	6.4%
Total (only states reporting totals and subject data)	423,170	20,229	4.8%

*Continued*

**Appendix A3. Number and percent of classroom teachers on waivers by subject area, by state: 2004–05** *continued*

State	Bilingual/ESL (all levels)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Alabama	161	1	0.6%
Alaska	79	0	0.0%
Arizona	820	14	1.7%
Arkansas	184	5	2.7%
California	166,348	1,272	0.8%
Colorado	1,894	44	2.3%
Connecticut	404	42	10.4%
Delaware	29	6	20.7%
District of Columbia	28	3	10.7%
Florida	1,041	0	0.0%
Georgia	1,525	11	0.7%
Guam	99	65	65.7%
Hawaii	89	10	11.2%
Idaho	–	20	–
Illinois	2,069	653	31.6%
Indiana	216	4	1.9%
Iowa	316	0	0.0%
Kansas	508	1	0.2%
Kentucky	251	29	11.6%
Louisiana	147	14	9.5%
Maine	87	3	3.5%
Maryland	434	108	24.9%
Massachusetts	1,468	93	6.3%
Michigan	510	67	13.1%
Minnesota	2,142	77	3.6%
Mississippi	14	1	7.1%
Missouri	286	4	1.4%
Montana	0	–	–

State	Bilingual/ESL (all levels)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Nebraska	615	1	0.2%
Nevada	1,015	0	0.0%
New Hampshire	131	–	–
New Jersey	2,333	293	12.6%
New Mexico	1,738	210	12.1%
New York	5,768	152	2.6%
North Carolina	1,603	288	18.0%
North Dakota	0	0	0.0%
Ohio	201	12	6.0%
Oklahoma	–	0	–
Oregon	1,810	183	10.1%
Pennsylvania	1,062	135	12.7%
Puerto Rico	1	0	0.0%
Rhode Island	186	14	7.5%
South Carolina	276	4	1.5%
South Dakota	21	0	0.0%
Tennessee	324	15	4.6%
Texas	28,539	899	3.2%
Utah	233	16	6.9%
Vermont	–	2	–
Virgin Islands	30	23	76.7%
Virginia	1,422	1	0.1%
Washington	–	14	–
West Virginia	6	5	83.3%
Wisconsin	942	0	0.0%
Wyoming	28	9	32.1%
Total (only states reporting totals and subject data)	229,302	4,787	2.1%

*Continued*

**Appendix A3. Number and percent of classroom teachers on waivers by subject area, by state: 2004–05** *continued*

State	English (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Alabama	3,805	36	1.0%
Alaska	776	5	0.6%
Arizona	3,241	100	3.1%
Arkansas	1,517	0	0.0%
California	26,250	602	2.3%
Colorado	5,091	173	3.4%
Connecticut	3,763	64	1.7%
Delaware	533	11	2.1%
District of Columbia	516	22	4.3%
Florida	10,178	0	0.0%
Georgia	6,346	212	3.3%
Guam	133	12	9.0%
Hawaii	782	37	4.7%
Idaho	–	111	–
Illinois	5,955	47	0.8%
Indiana	6,063	25	0.4%
Iowa	3,301	0	0.0%
Kansas	4,720	0	0.0%
Kentucky	5,526	42	0.8%
Louisiana	4,981	109	2.2%
Maine	2,034	48	2.4%
Maryland	3,008	442	14.7%
Massachusetts	5,080	99	2.0%
Michigan	6,100	22	0.4%
Minnesota	12,713	94	0.7%
Mississippi	14,274	140	1.0%
Missouri	5,261	63	1.2%
Montana	557	4	0.7%

State	English (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Nebraska	2,142	0	0.0%
Nevada	1,838	0	0.0%
New Hampshire	965	–	–
New Jersey	7,111	0	0.0%
New Mexico	1,853	4	0.2%
New York	15,866	14	0.1%
North Carolina	5,611	378	6.7%
North Dakota	263	5	1.9%
Ohio	15,183	350	2.3%
Oklahoma	–	3	–
Oregon	3,273	200	6.1%
Pennsylvania	8,592	40	0.5%
Puerto Rico	5,182	656	12.7%
Rhode Island	1,009	5	0.5%
South Carolina	5,308	56	1.1%
South Dakota	1,081	9	0.8%
Tennessee	3,595	91	2.5%
Texas	33,447	1,277	3.8%
Utah	2,595	131	5.1%
Vermont	–	2	–
Virgin Islands	99	76	76.8%
Virginia	5,862	2	0.0%
Washington	–	7	–
West Virginia	2,483	54	2.2%
Wisconsin	4,741	0	0.0%
Wyoming	397	5	1.3%
Total (only states reporting totals and subject data)	270,035	5,762	2.1%

*Continued*

**Appendix A3. Number and percent of classroom teachers on waivers by subject area, by state: 2004–05** *continued*

State	Reading/language arts (elementary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Alabama	20,220	35	0.2%
Alaska	665	1	0.2%
Arizona	855	8	0.9%
Arkansas	1,991	2	0.1%
California	137,506	2,082	1.5%
Colorado	23,337	366	1.6%
Connecticut	648	23	3.6%
Delaware	2,626	7	0.3%
District of Columbia	1,522	86	5.7%
Florida	56,185	0	0.0%
Georgia	4,183	183	4.4%
Guam	921	71	7.7%
Hawaii	32	4	12.5%
Idaho	–	0	–
Illinois	0	0	0.0%
Indiana	21,870	0	0.0%
Iowa	2,315	0	0.0%
Kansas	13,437	0	0.0%
Kentucky	22,792	29	0.1%
Louisiana	0	0	0.0%
Maine	5,674	135	2.4%
Maryland	17,783	1,113	6.3%
Massachusetts	23,252	265	1.1%
Michigan	3,369	27	0.8%
Minnesota	19,502	247	1.3%
Mississippi	–	–	–
Missouri	23,607	137	0.6%
Montana	42	–	–

State	Reading/language arts (elementary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Nebraska	9,772	0	0.0%
Nevada	9,697	0	0.0%
New Hampshire	5,882	–	–
New Jersey	40,436	0	0.0%
New Mexico	7,435	26	0.4%
New York	6,647	4	0.1%
North Carolina	5,542	312	5.6%
North Dakota	0	0	0.0%
Ohio	30,247	269	0.9%
Oklahoma	–	1	–
Oregon	–	–	–
Pennsylvania	4,277	15	0.4%
Puerto Rico	0	0	0.0%
Rhode Island	376	1	0.3%
South Carolina	23,959	165	0.7%
South Dakota	438	1	0.2%
Tennessee	5,620	143	2.5%
Texas	22,863	560	2.5%
Utah	68	3	4.4%
Vermont	–	7	–
Virgin Islands	35	18	51.4%
Virginia	23,076	5	0.0%
Washington	–	3	–
West Virginia	3,573	101	2.8%
Wisconsin	21,693	0	0.0%
Wyoming	74	8	10.8%
Total (only states reporting totals and subject data)	620,120	6,452	1.0%

*Continued*



**Appendix A3. Number and percent of classroom teachers on waivers by subject area, by state: 2004–05** *continued*

State	Mathematics (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Alabama	2,782	48	1.7%
Alaska	479	22	4.6%
Arizona	2,667	142	5.3%
Arkansas	1,192	1	0.1%
California	18,908	761	4.0%
Colorado	3,505	249	7.1%
Connecticut	3,400	129	3.8%
Delaware	479	25	5.2%
District of Columbia	350	39	11.1%
Florida	8,060	0	0.0%
Georgia	5,631	271	4.8%
Guam	121	20	16.5%
Hawaii	571	55	9.6%
Idaho	–	38	–
Illinois	9,167	87	1.0%
Indiana	4,111	51	1.2%
Iowa	1,806	0	0.0%
Kansas	2,809	1	0.0%
Kentucky	3,862	52	1.4%
Louisiana	3,588	491	13.7%
Maine	1,234	90	7.3%
Maryland	1,016	468	46.1%
Massachusetts	5,082	182	3.6%
Michigan	6,222	82	1.3%
Minnesota	9,783	74	0.8%
Mississippi	12,693	159	1.3%
Missouri	4,406	69	1.6%
Montana	534	8	1.5%

State	Mathematics (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Nebraska	1,426	0	0.0%
Nevada	2,731	0	0.0%
New Hampshire	857	5	0.6%
New Jersey	7,762	0	0.0%
New Mexico	1,060	12	1.1%
New York	15,306	390	2.6%
North Carolina	3,955	292	7.4%
North Dakota	217	2	0.9%
Ohio	12,351	317	2.6%
Oklahoma	–	4	–
Oregon	2,522	94	3.7%
Pennsylvania	7,729	173	2.2%
Puerto Rico	2,379	191	8.0%
Rhode Island	813	91	11.2%
South Carolina	4,250	56	1.3%
South Dakota	828	7	0.9%
Tennessee	2,480	73	2.9%
Texas	21,936	923	4.2%
Utah	1,880	132	7.0%
Vermont	–	15	–
Virgin Islands	93	80	86.0%
Virginia	5,828	9	0.2%
Washington	–	12	–
West Virginia	2,264	38	1.7%
Wisconsin	4,314	0	0.0%
Wyoming	386	10	2.6%
Total (only states reporting totals and subject data)	217,825	6,471	3.0%

*Continued*

**Appendix A3. Number and percent of classroom teachers on waivers by subject area, by state: 2004–05** *continued*

State	Science (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Alabama	2,314	46	2.0%
Alaska	491	1	0.2%
Arizona	2,175	92	4.2%
Arkansas	1,719	1	0.1%
California	14,817	502	3.4%
Colorado	3,149	166	5.3%
Connecticut	3,238	126	3.9%
Delaware	439	23	5.2%
District of Columbia	235	28	11.9%
Florida	7,159	0	0.0%
Georgia	4,254	86	2.0%
Guam	102	13	12.8%
Hawaii	607	48	7.9%
Idaho	–	29	–
Illinois	8,244	66	0.8%
Indiana	3,583	62	1.7%
Iowa	1,949	0	0.0%
Kansas	3,308	0	0.0%
Kentucky	3,481	93	2.7%
Louisiana	3,188	489	15.3%
Maine	1,126	101	9.0%
Maryland	2,163	504	23.3%
Massachusetts	4,514	129	2.9%
Michigan	6,706	54	0.8%
Minnesota	8,065	104	1.3%
Mississippi	10,901	190	1.7%
Missouri	3,937	64	1.6%
Montana	479	6	1.3%

State	Science (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Nebraska	1,215	1	0.1%
Nevada	2,031	0	0.0%
New Hampshire	797	3	0.4%
New Jersey	5,620	0	0.0%
New Mexico	1,095	5	0.5%
New York	13,929	367	2.6%
North Carolina	3,951	277	7.0%
North Dakota	203	7	3.5%
Ohio	10,611	260	2.5%
Oklahoma	–	12	–
Oregon	1,978	88	4.5%
Pennsylvania	7,404	124	1.7%
Puerto Rico	2,033	76	3.7%
Rhode Island	903	33	3.7%
South Carolina	4,014	59	1.5%
South Dakota	731	6	0.8%
Tennessee	3,123	113	3.6%
Texas	18,193	859	4.7%
Utah	1,665	201	12.1%
Vermont	–	6	–
Virgin Islands	90	79	87.8%
Virginia	5,167	3	0.1%
Washington	–	14	–
West Virginia	1,905	79	4.2%
Wisconsin	4,615	0	0.0%
Wyoming	330	13	3.9%
Total (only states reporting totals and subject data)	193,946	5,647	2.9%

*Continued*

**Appendix A3. Number and percent of classroom teachers on waivers by subject area, by state: 2004–05** *continued*

State	Foreign language (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Alabama	561	11	2.0%
Alaska	142	9	6.3%
Arizona	854	49	5.7%
Arkansas	541	15	2.8%
California	5,429	242	4.5%
Colorado	1,368	114	8.3%
Connecticut	1,503	66	4.4%
Delaware	179	8	4.5%
District of Columbia	118	1	0.9%
Florida	3,770	0	0.0%
Georgia	29	2	6.9%
Guam	41	4	9.8%
Hawaii	173	16	9.3%
Idaho	–	22	–
Illinois	3,769	188	5.0%
Indiana	1,379	58	4.2%
Iowa	785	0	0.0%
Kansas	987	2	0.2%
Kentucky	1,072	36	3.4%
Louisiana	652	101	15.5%
Maine	711	79	11.1%
Maryland	3,464	2,267	65.4%
Massachusetts	2,667	110	4.1%
Michigan	2,118	72	3.4%
Minnesota	3,825	112	2.9%
Mississippi	496	53	10.7%
Missouri	1,411	33	2.3%
Montana	169	7	4.1%

State	Foreign language (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Nebraska	701	2	0.3%
Nevada	411	0	0.0%
New Hampshire	523	3	0.6%
New Jersey	4,523	249	5.5%
New Mexico	506	4	0.8%
New York	6,909	191	2.8%
North Carolina	2,780	240	8.6%
North Dakota	78	1	1.3%
Ohio	3,155	76	2.4%
Oklahoma	–	4	–
Oregon	1,173	98	8.4%
Pennsylvania	3,547	97	2.7%
Puerto Rico	0	0	0.0%
Rhode Island	482	31	6.4%
South Carolina	850	29	3.4%
South Dakota	216	1	0.5%
Tennessee	677	36	5.3%
Texas	7,608	653	8.6%
Utah	517	31	6.0%
Vermont	–	10	–
Virgin Islands	16	14	87.5%
Virginia	2,361	1	0.0%
Washington	–	23	–
West Virginia	547	41	7.5%
Wisconsin	1,913	0	0.0%
Wyoming	137	4	2.9%
Total (only states reporting totals and subject data)	77,843	5,457	7.0%

*Continued*

**Appendix A3. Number and percent of classroom teachers on waivers by subject area, by state: 2004–05** *continued*

State	Civics and government (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Alabama	1,078	3	0.3%
Alaska	141	0	0.0%
Arizona	0	0	0.0%
Arkansas	–	–	–
California	–	–	–
Colorado	–	–	–
Connecticut	31	–	–
Delaware	0	0	0.0%
District of Columbia	85	0	0.0%
Florida	–	0	–
Georgia	–	–	–
Guam	180	26	14.4%
Hawaii	–	–	–
Idaho	–	0	–
Illinois	553	3	0.5%
Indiana	2,056	3	0.2%
Iowa	462	0	0.0%
Kansas	474	0	0.0%
Kentucky	–	–	–
Louisiana	0	0	0.0%
Maine	–	–	–
Maryland	–	–	–
Massachusetts	–	–	–
Michigan	507	4	0.8%
Minnesota	1,236	4	0.3%
Mississippi	–	–	–
Missouri	1,008	5	0.5%
Montana	75	1	1.3%

State	Civics and government (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Nebraska	111	0	0.0%
Nevada	659	0	0.0%
New Hampshire	821	–	–
New Jersey	0	0	0.0%
New Mexico	–	–	–
New York	0	0	0.0%
North Carolina	97	9	9.3%
North Dakota	0	0	0.0%
Ohio	2,384	57	2.4%
Oklahoma	–	1	–
Oregon	–	–	–
Pennsylvania	0	0	0.0%
Puerto Rico	0	0	0.0%
Rhode Island	179	0	0.0%
South Carolina	4,969	58	1.2%
South Dakota	244	2	0.8%
Tennessee	478	16	3.4%
Texas	2,936	153	5.2%
Utah	173	3	1.7%
Vermont	–	–	–
Virgin Islands	0	0	0.0%
Virginia	0	0	0.0%
Washington	–	0	–
West Virginia	230	16	7.0%
Wisconsin	2,426	0	0.0%
Wyoming	–	–	–
Total (only states reporting totals and subject data)	22,741	363	1.6%

*Continued*

**Appendix A3. Number and percent of classroom teachers on waivers by subject area, by state: 2004–05** *continued*

State	Economics (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Alabama	282	1	0.4%
Alaska	40	0	0.0%
Arizona	0	0	0.0%
Arkansas	–	–	–
California	–	–	–
Colorado	–	–	–
Connecticut	8	0	0.0%
Delaware	0	0	0.0%
District of Columbia	1	0	0.0%
Florida	–	0	–
Georgia	–	–	–
Guam	47	8	17.0%
Hawaii	–	–	–
Idaho	–	3	–
Illinois	341	1	0.3%
Indiana	191	0	0.0%
Iowa	141	0	0.0%
Kansas	124	1	0.8%
Kentucky	–	–	–
Louisiana	0	0	0.0%
Maine	–	–	–
Maryland	–	–	–
Massachusetts	–	–	–
Michigan	330	1	0.3%
Minnesota	522	4	0.8%
Mississippi	–	–	–
Missouri	259	2	0.8%
Montana	2	–	–

State	Economics (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Nebraska	29	0	0.0%
Nevada	20	0	0.0%
New Hampshire	–	–	–
New Jersey	0	0	0.0%
New Mexico	–	–	–
New York	0	0	0.0%
North Carolina	43	6	14.0%
North Dakota	0	0	0.0%
Ohio	970	17	1.8%
Oklahoma	–	1	–
Oregon	–	–	–
Pennsylvania	0	0	0.0%
Puerto Rico	0	0	0.0%
Rhode Island	57	0	0.0%
South Carolina	4,709	53	1.1%
South Dakota	60	0	0.0%
Tennessee	365	7	1.9%
Texas	1,973	117	5.9%
Utah	24	2	8.3%
Vermont	–	–	–
Virgin Islands	0	0	0.0%
Virginia	0	0	0.0%
Washington	–	0	–
West Virginia	118	16	13.6%
Wisconsin	157	0	0.0%
Wyoming	–	–	–
Total (only states reporting totals and subject data)	10,811	236	2.2%

*Continued*

**Appendix A3. Number and percent of classroom teachers on waivers by subject area, by state: 2004–05** *continued*

State	History (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Alabama	1,920	15	0.8%
Alaska	286	3	1.1%
Arizona	0	0	0.0%
Arkansas	–	–	–
California	–	–	–
Colorado	–	–	–
Connecticut	2,342	7	0.3%
Delaware	0	0	0.0%
District of Columbia	86	30	34.9%
Florida	–	0	–
Georgia	–	–	–
Guam	0	0	0.0%
Hawaii	–	–	–
Idaho	–	3	–
Illinois	3,107	24	0.8%
Indiana	863	3	0.4%
Iowa	604	0	0.0%
Kansas	2,444	0	0.0%
Kentucky	–	–	–
Louisiana	0	0	0.0%
Maine	–	–	–
Maryland	–	–	–
Massachusetts	4,250	71	1.7%
Michigan	1,576	7	0.4%
Minnesota	3,427	11	0.3%
Mississippi	–	–	–
Missouri	2,180	16	0.7%
Montana	238	1	0.4%

State	History (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Nebraska	776	0	0.0%
Nevada	552	0	0.0%
New Hampshire	–	–	–
New Jersey	5,264	0	0.0%
New Mexico	–	–	–
New York	0	0	0.0%
North Carolina	1,083	87	8.0%
North Dakota	0	0	0.0%
Ohio	10,042	255	2.5%
Oklahoma	–	0	–
Oregon	–	–	–
Pennsylvania	0	0	0.0%
Puerto Rico	0	0	0.0%
Rhode Island	107	2	1.9%
South Carolina	5,408	58	1.1%
South Dakota	649	4	0.6%
Tennessee	1,327	35	2.6%
Texas	15,354	745	4.9%
Utah	1,004	34	3.4%
Vermont	–	–	–
Virgin Islands	78	67	85.9%
Virginia	0	0	0.0%
Washington	–	1	–
West Virginia	1,636	17	1.0%
Wisconsin	1,577	0	0.0%
Wyoming	319	9	2.8%
Total (only states reporting totals and subject data)	68,499	1,501	2.2%

*Continued*

**Appendix A3. Number and percent of classroom teachers on waivers by subject area, by state: 2004–05** *continued*

State	Geography (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Alabama	500	5	1.0%
Alaska	36	0	0.0%
Arizona	0	0	0.0%
Arkansas	–	–	–
California	–	–	–
Colorado	–	–	–
Connecticut	37	–	–
Delaware	0	0	0.0%
District of Columbia	16	1	6.3%
Florida	–	0	–
Georgia	–	–	–
Guam	0	0	0.0%
Hawaii	–	–	–
Idaho	–	0	–
Illinois	649	3	0.5%
Indiana	228	0	0.0%
Iowa	46	0	0.0%
Kansas	239	0	0.0%
Kentucky	–	–	–
Louisiana	0	0	0.0%
Maine	–	–	–
Maryland	–	–	–
Massachusetts	–	–	–
Michigan	309	1	0.3%
Minnesota	0	0	0.0%
Mississippi	–	–	–
Missouri	571	8	1.4%
Montana	35	1	2.9%

State	Geography (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Nebraska	98	0	0.0%
Nevada	138	0	0.0%
New Hampshire	–	–	–
New Jersey	0	0	0.0%
New Mexico	–	–	–
New York	0	0	0.0%
North Carolina	0	0	0.0%
North Dakota	0	0	0.0%
Ohio	399	9	2.3%
Oklahoma	–	0	–
Oregon	–	–	–
Pennsylvania	0	0	0.0%
Puerto Rico	0	0	0.0%
Rhode Island	99	0	0.0%
South Carolina	4,683	53	1.1%
South Dakota	256	4	1.6%
Tennessee	862	12	1.4%
Texas	5,060	348	6.9%
Utah	361	42	11.6%
Vermont	–	–	–
Virgin Islands	3	2	66.7%
Virginia	0	0	0.0%
Washington	–	0	–
West Virginia	632	16	2.5%
Wisconsin	217	0	0.0%
Wyoming	–	–	–
Total (only states reporting totals and subject data)	15,437	505	3.3%

*Continued*

**Appendix A3. Number and percent of classroom teachers on waivers by subject area, by state: 2004–05** *continued*

State	Career/technical education (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Alabama	2,172	17	0.8%
Alaska	443	2	0.5%
Arizona	802	0	0.0%
Arkansas	2,085	4	0.2%
California	3,637	18	0.5%
Colorado	728	121	16.6%
Connecticut	1,147	13	1.1%
Delaware	460	54	11.7%
District of Columbia	38	0	0.0%
Florida	96,700	0	0.0%
Georgia	4,843	232	4.8%
Guam	75	4	5.3%
Hawaii	571	33	5.8%
Idaho	–	30	–
Illinois	5,618	526	9.4%
Indiana	885	14	1.6%
Iowa	2,113	0	0.0%
Kansas	2,883	0	0.0%
Kentucky	3,100	27	0.9%
Louisiana	254	26	10.2%
Maine	748	81	10.8%
Maryland	–	–	–
Massachusetts	2,007	65	3.2%
Michigan	1,852	842	45.5%
Minnesota	7,491	1,725	23.0%
Mississippi	–	–	–
Missouri	4,656	45	1.0%
Montana	592	11	1.9%

State	Career/technical education (secondary)		
	# Teachers in subject area	Teachers on waivers	
		Number	Percent
Nebraska	653	0	0.0%
Nevada	1,077	0	0.0%
New Hampshire	596	–	–
New Jersey	1,031	0	0.0%
New Mexico	891	2	0.2%
New York	4,553	18	0.4%
North Carolina	7,471	767	10.3%
North Dakota	276	7	2.5%
Ohio	6,087	193	3.2%
Oklahoma	–	2	–
Oregon	1,359	46	3.4%
Pennsylvania	7,309	105	1.4%
Puerto Rico	2,440	454	18.6%
Rhode Island	170	7	4.1%
South Carolina	765	0	0.0%
South Dakota	37	0	0.0%
Tennessee	1,613	14	0.9%
Texas	15,125	884	5.8%
Utah	1,607	121	7.5%
Vermont	–	5	–
Virgin Islands	134	123	91.8%
Virginia	4,199	3	0.1%
Washington	–	14	–
West Virginia	2,382	117	4.9%
Wisconsin	3,926	0	0.0%
Wyoming	440	5	1.1%
Total (only states reporting totals and subject data)	209,445	6,726	3.2%

– 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.

**SOURCE:** U.S. Department of Education, *Higher Education Act Title II Reporting System*, 2005.



**Appendix A4. Types of emergency or temporary licenses issued, by state: 2005**

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

*Continued*

## Appendix A4. Types of emergency or temporary licenses issued, by state: 2005

*continued*

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

*Continued*

**Appendix A4. Types of emergency or temporary licenses issued, by state: 2005**  
*continued*

State	Name of license	Duration (in years)	Times renewable
Nevada	Emergency Substitute Certificate	Not specified	0
New Hampshire	Intern License	3	0
	Permission to Employ	1	0
New Jersey	Emergency Certificate	1	2
	County Substitute Certificate	3	Unlimited
	Conditional Certificate to Teach a World Language	1	4
	Provisional Certificate	2	2
New Mexico	Certificates of Waiver	1	2
North Carolina	Lateral Entry Licenses	3	0
	Emergency Permits	1	0
	Temporary Permits	1	0
	Alternative Entry Licenses	1	0
	Provisional Licenses	1	2
North Dakota	Interim/Emergency License	1	Not specified
Ohio	Conditional Permit	1	0
	Provision for Teaching under House Bill 196	2	0
	Temporary Teaching License—One year	1	0
	Temporary teaching license	1	4
Oklahoma	Emergency Certificate	Not specified	0
Oregon	Limited Teaching License	3	0
	Restricted Transitional License	3	0
	Emergency Teaching License	1	0
	Transitional License	1	0
Pennsylvania	Emergency Permits	1	Not specified
Puerto Rico	Transitional Provisional Certificate (Certificado Transitorio Provisional)	1	5
Rhode Island	Emergency	1	Unlimited
South Carolina	International Certificate	1	3
	Internship Certificate	1	1
	Temporary Certificate	1	1
South Dakota	One Year	1	1

*Continued*

**Appendix A4. Types of emergency or temporary licenses issued, by state: 2005**  
*continued*

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

**NOTE:** For purposes of this table, the term "state" refers to the 50 states, Puerto Rico and outlying areas. Iowa, Florida and New York do not issue emergency or temporary licenses and are not included in this table.

**SOURCE:** U.S. Department of Education, *Higher Education Act* Title II Reporting System, 2005.



Our mission is to ensure equal access to education  
and to promote educational excellence throughout the nation.

[www.ed.gov](http://www.ed.gov)