DATA SUMMARY REPORT INSTRUCTIONS

Please provide the data requested below for the 2020-2021 academic year.

Responses are due April 30, 2022.

2020-2021 data includes:

- The academic year runs from September 1, 2020 to August 31, 2021;
- Candidates enrolled during the 2020-2021 academic year;
- Candidates that completed programs during the 2020-2021 academic year; and
- Survey data collected during the 2020-2021 academic year based on 2020-2021 completers (Common Metrics Exit survey) and 2019-2020 alumni (Common Metrics Transition to Teaching and Supervisor surveys).

When a percentage is sought, no percentage sign is needed (e.g., instead of 78%, enter 78). For survey scores and response rates, round to the nearest hundredth.

A “program completer” is a candidate who has met a program’s completion requirements. 
Note: Transfer candidates, including those prepared out of state, who have completed less than 50 percent of a licensure program’s total requirements with the current preparation provider should not be included.
UNIT INFORMATION

1. Please select your unit from the list below: (all providers listed)

ENTRANCE REQUIREMENTS

2. Please provide the average GPA (based on a 4.0 scale and rounded to the nearest hundredth) at the time of enrollment for undergraduate candidates admitted to your unit’s education program during the 2020-2021 academic year. If the unit did not admit undergraduate candidates in the 2020-2021 year, enter "NA."

3. Please provide the average GPA (based on a 4.0 scale and rounded to the nearest hundredth) at the time of enrollment for post-baccalaureate candidates admitted to your unit’s education program during the 2020-2021 academic year. Post-baccalaureate candidates already hold a bachelor’s degree. If the unit did not admit post baccalaureate candidates in the 2020-2021 year, enter "NA."

ENROLLED CANDIDATE DATA

4. How many total candidates were enrolled at your unit during the 2020-2021 academic year? Include both initial and additional licensure candidates. Please note, this should be an unduplicated head count. This should be the sum of cells D14 and D35 in the spreadsheet “by race” tab.

5. Please provide the percentage of candidates (rounded to the nearest hundredth with no % symbol) who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams for candidates admitted to your unit’s education program during the 2020-2021 academic year. Board-adopted skills exams include the NES Essential Academic Skills tests, MTLE Basic Skills, ACT Plus Writing, 1600 SAT, 2400 SAT, GRE, Praxis I, and Praxis Core. Refer to Board passing scores. Note: if a candidate took multiple basic skills exams and only passed one entire battery, that counts as passing. Note that you only need to include candidates who took the test. Providers that do not require the test and do not collect this data, enter "NA."
PROGRAM COMPLETER DATA

6. How many candidates completed programs during the 2020-2021 academic year? Please note, this should be an unduplicated head count if a candidate completed multiple programs, that candidate will be counted once. This should be the sum of cells J14 and J35 in the spreadsheet “by race” tab.

7. If applicable, please provide the average number of months it took undergraduate candidates that completed a program during the 2020-2021 academic year. Round to the nearest whole number. For providers that did not have undergraduate candidates enrolled, please enter “NA.”

8. If applicable, please provide the average number of credits it took undergraduate candidates that completed a program during the 2020-2021 academic year. Round to the nearest whole number. For providers that did not have undergraduate candidates enrolled, please enter “NA.”

9. If applicable, please provide the average number of months it took post-baccalaureate candidates that completed a program during the 2020-2021 academic year. Round to the nearest whole number. For providers that did not have post baccalaureate candidates enrolled, please enter “NA.”

10. If applicable, please provide the average number of credits it took post-baccalaureate candidates that completed a program during the 2020-2021 academic year. For providers that did not have post baccalaureate candidates enrolled or are not credit-based, please enter “NA.”

EXAM DATA

11. Please provide the number of 2020-2021 program completers that took one or both subtests the pedagogy exam (initial licensure only).

12. Out of the candidates who took one or both subtests of the pedagogy exam, please provide the percentage of 2020-2021 program completers that passed both subtests. Enter the percentage as a number rounded to the nearest hundredth with no % symbol (initial licensure only).

13. Please provide the number of 2020-2021 program completers that took content exams in their licensure area.
Note: This should be an unduplicated headcount of initial and additional program completers. In the case of initial licensure programs, providers should only count program completers who took exams in their primary licensure area. In the case of additional licensure only programs, providers should only count program completers who have taken content exams in the content area for which they are pursuing additional licensure.

14. Please provide the percentage of 2020-2021 program completers listed in #13 that passed content exams in their program licensure area. Include best attempts only. If a candidate fails one of two or three subtests, that counts as a failed attempt for that content area. Enter the percentage as a number rounded to the nearest hundredth with no % symbol.

Teacher Educator Data

For teacher educator’s area of instruction, you may consider “area of instruction” broadly. For example, if an “introduction to education” teacher educator has a degree in any specific education field, education, curriculum and instruction or teaching, you may the degree as in the “area of instruction.” If your “science methods” instructor has a bachelor’s degree in biology and a master’s degree in science education or a science specialty, you may count both degrees as in the “area of instruction.” For a “5-12 communication arts and literature methods” instructor a degree in English, composition, communications, or journalism would be in the area of instruction but a degree in architecture, business, divinity, or engineering would not.

Include all teacher educators. There is no separation of adjunct and full-time faculty for this report (in contrast to Title II).

15. Please provide the total number of teacher educators in your unit.

16. How many teacher educators hold a degree (at any level - bachelors, master’s, or doctorate) in at least one of their areas of instruction? For this item, if a teacher educator teaches in multiple areas, at least one degree must align to at least one of the areas taught. For example, if one individual teaches reading methods, elementary methods, ABS methods, a bachelor’s, master’s, or doctorate degree in elementary education would count.

17. How many teacher educators hold a bachelor’s degree in their area of instruction? For this item, if a teacher educator teaches in multiple areas, the bachelor’s degree must align to at least one of the areas taught. If a teacher educator instructs elementary science methods and elementary math methods, a bachelor's degree in science would be in the area of instruction.
18. How many teacher educators hold a graduate degree in their area of instruction? For this item, if a teacher educator teaches in multiple areas, the graduate degree must align to at least one of the areas taught.

19. Please provide the average years of experience teacher educators at your unit have as B-12 teachers of record. You may count experience in both public and private schools. Round to the nearest hundredth.

20. Please provide the average years of experience teacher educators at your unit have as K-12 administrators (principal, superintendent, director of special education, etc.). You may count experience in both public and private schools. Round to the nearest hundredth.

**Common Metrics Exit Survey Response Data**

If you are an additional licensure ONLY provider, you may enter “NA” for this entire section.

21. Please provide the number of Common Metrics “Exit” survey responses received to the question, “would you recommend your teacher education program to another prospective teacher?”

22. Please provide the Common Metrics “Exit” survey response rate to the question, “would you recommend your teacher education program to another prospective teacher?” Enter the percentage as a number rounded to the nearest hundredth with no % symbol.

23. Please provide the average score, rounded to the nearest hundredth, for “Exit” responses to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA” (e.g., additional licensure only provider).

24. Please provide the average score, rounded to the nearest hundredth, for “Exit” responses from Alaskan Native or American Indian program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”

25. Please provide the average score, rounded to the nearest hundredth, for “Exit” responses from Asian program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”
26. Please provide the average score, rounded to the nearest hundredth, for “Exit” responses from Black program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”

27. Please provide the average score, rounded to the nearest hundredth, for “Exit” responses from Native Hawaiian or Pacific Islander program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”

28. Please provide the average score, rounded to the nearest hundredth, for “Exit” responses from Hispanic program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”

29. Please provide the average score, rounded to the nearest hundredth, for “Exit” responses from White program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”

30. Please provide the average score, rounded to the nearest hundredth, for “Exit” responses from Multiracial program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”

**Common Metrics “Transition to Teaching” Survey Data**

31. Please provide the number of “Transition to Teaching” responses received to the question, “would you recommend your teacher education program to another prospective teacher?” If you are an additional licensure only provider, you may enter “NA” for this entire section.

32. Please provide the “Transition to Teaching” response rate to the question, “would you recommend your teacher education program to another prospective teacher?” Enter the percentage as a number rounded to the nearest hundredth with no % symbol.

33. Please provide the average score, rounded to the nearest hundredth, for all “Transition to Teaching” responses to the question, “would you recommend your teacher education
program to another prospective teacher?” If you received no responses, you may enter “NA.”

34. Please provide the average score, rounded to the nearest hundredth, for “Transition to Teaching” responses from Alaskan Native or American Indian program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”

35. Please provide the average score, rounded to the nearest hundredth, for “Transition to Teaching” responses from Asian program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”

36. Please provide the average score, rounded to the nearest hundredth, for “Transition to Teaching” responses from Black program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”

37. Please provide the average score, rounded to the nearest hundredth, for “Transition to Teaching” responses from Native Hawaiian or Pacific Islander program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”

38. Please provide the average score, rounded to the nearest hundredth, for “Transition to Teaching” responses from Hispanic program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”

39. Please provide the average score, rounded to the nearest hundredth, for “Transition to Teaching” responses from White program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”

40. Please provide the average score, rounded to the nearest hundredth, for “Transition to Teaching” responses from Multiracial program completers to the question, “would you recommend your teacher education program to another prospective teacher?” If you received no responses, you may enter “NA.”

41. Please provide the number of “Supervisor” responses. Additional licensure only providers should enter "NA" for this section.
42. Please provide the “Supervisor” response rate. Enter the percentage as a number rounded to the nearest hundredth with no % symbol.

43. Provide your unit’s average "Supervisor" score, rounded to the nearest hundredth, for the prompt: "Effectively teach students from culturally and ethnically diverse backgrounds and communities."

44. Provide your unit’s average "Supervisor" score, rounded to the nearest hundredth, for the prompt: "Differentiate instruction for a variety of learning needs."

45. Provide your unit’s average "Supervisor" score, rounded to the nearest hundredth, for the prompt: "Select instructional strategies to align with learning goals and standards."

46. Provide your unit’s average "Supervisor" score, rounded to the nearest hundredth, for the prompt: "Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected."

47. Provide your unit’s average "Supervisor" score, rounded to the nearest hundredth, for the prompt: "Provide students with meaningful feedback to guide next steps in learning."

48. Provide your unit’s average "Supervisor" score, rounded to the nearest hundredth, for the prompt: "Collaborate with parents and guardians to support student learning."

**COMMON METRICS SURVEY DATA – AVERAGE EXIT SURVEY SCORES**

*Round all scores to the nearest hundredth.*

49. Provide the average Common Metrics "Exit" survey score your unit received on the prompt: "Effectively teach students from culturally and ethnically diverse backgrounds and communities."

50. Provide the average Common Metrics "Exit" survey score your unit received on the prompt: "Differentiate instruction for a variety of learning needs."

51. Provide the average Common Metrics "Exit" survey score your unit received on the prompt: "Select instructional strategies to align with learning goals and standards."

52. Provide the average Common Metrics "Exit" survey score your unit received on the prompt: "Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected."
53. Provide the average Common Metrics "Exit" survey score your unit received on the prompt: "Provide students with meaningful feedback to guide next steps in learning."

54. Provide the average Common Metrics "Exit" survey score your unit received on the prompt: "Collaborate with parents and guardians to support student learning."

**Common Metrics Survey Data – Average Transition to Teaching Survey Scores**

55. Provide the average Common Metrics "Transition to Teaching" survey score your unit received on the prompt: "Effectively teach students from culturally and ethnically diverse backgrounds and communities."

56. Provide the average Common Metrics "Transition to Teaching" survey score your unit received on the prompt: "Differentiate instruction for a variety of learning needs."

57. Provide the average "Transition to Teaching" score your unit received on the prompt: "Select instructional strategies to align with learning goals and standards."

58. Provide the average Common Metrics "Transition to Teaching" survey score your unit received on the prompt: "Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected."

59. Provide the average Common Metrics "Transition to Teaching" survey score your unit received on the prompt: "Provide students with meaningful feedback to guide next steps in learning."

60. Provide the average "Transition to Teaching" score your unit received on the prompt: "Collaborate with parents and guardians to support student learning."

**Additional Comments**

61. Please provide any additional information we may need about this data.