The Changing Teacher Preparation Profession

A Report from AACTE’s Professional Education Data System (PEDS)
© 2013 by the American Association of Colleges for Teacher Education. All rights reserved. Printed in the United States of America

About PEDS

The Professional Education Data System (PEDS) provides AACTE with member-specific data on enrollment, degrees, program completion, faculty, and resources. The collection of such data creates an authoritative, aggregate database of member institutions’ professional education programs and research. AACTE will produce periodic reports drawing on PEDS data throughout the coming years. These reports will provide an opportunity to measure progress, target investments, and chart the path forward.

About AACTE

The American Association of Colleges for Teacher Education (AACTE) is a national alliance of educator preparation programs dedicated to the highest quality preparation and professional development of teachers, school leaders, and other school personnel in order to enhance PK–12 student learning. The over 800 institutions holding AACTE membership represent public and private colleges and universities in every state, the District of Columbia, the Virgin Islands, Puerto Rico, and Guam.

For more information, contact:
American Association of Colleges for Teacher Education
1307 New York Avenue, NW, Suite 300
Washington, DC 20005
Tel: (202) 293-2450
Fax: (202) 457-8095
Web: www.aacte.org
Contents

A Letter from the President and CEO ................................................................. 2

Executive Summary .......................................................................................... 3

Introduction ...................................................................................................... 5

Findings
1. The Vast Majority of New Teachers Continue to Be Prepared in Institutions of Higher Education .... 7
2. Qualifications of Teacher Candidates Are Exceeding College Admissions Requirements ............. 8
3. Clinical Preparation Is Part of All Teacher Preparation Programs ...................................................... 9
4. Infusion of Technology Use in Preparation Programs Is Ubiquitous .................................................. 10
5. Online Learning in Preparation Programs Is Widespread ................................................................. 11
6. Teacher Preparation Programs Are Implementing Performance-Based Exit Measures ..................... 12
7. A Majority of Teacher Preparation Programs Collect Data on Their Graduates ................................ 13
8. Teacher Production Shortages Persist in Key Areas ........................................................................... 14
9. Teacher Candidates Do Not Reflect the Demographic Makeup of Students in PK–12 Classrooms .... 15

Using PEDS Data: Conclusion ........................................................................ 16

Endnotes ............................................................................................................. 17

AACTE Member Institutions .............................................................................. 19
Dear Colleague,

On behalf of the American Association of Colleges for Teacher Education, I am pleased to present The Changing Teacher Preparation Profession: A Report from AACTE’s Professional Education Data System (PEDS). AACTE member institutions complete the PEDS annual survey every spring, providing a unique and rich set of data about educator preparation programs in higher education across the country.

Overall, this report paints a picture of a preparation profession that is in the midst of change—change that is and will result in a better education for our nation’s PK–12 students. Within the data found in our PEDS survey, we can see that programs are incorporating what the research is telling us good preparation entails (clinical experiences, strong selectivity standards, performance-based exit measures). Yet we can also see from the data that there is still much work to be done to ensure that everything we do in our preparation programs is aligned to the PK–12 education workforce needs.

To serve all learners, we must all assume responsibility for the ways in which we prepare educators. The leaders of our institutions of higher education—our presidents and our provosts—must embrace educator preparation as an institutional priority. Our partners in the arts and sciences must see and act on their needed contributions to developing educators with deep content knowledge. PK–12 districts and schools must partner with us to provide rich clinical experiences for our educator candidates. State and federal policy makers must adopt policies that promote research-based reforms and the partnerships that are critical to success. Finally, the leaders and faculty in schools, colleges, and departments of education must conduct programs that reflect what we know about effective preparation practices and be ever mindful of preparing educators that meet PK–12 workforce needs.

As the field moves forward with reforms, the information in this report can provide benchmarks or guideposts to inform our progress. The report’s findings will undoubtedly fuel conversation and—hopefully—action among educator preparation providers, education researchers, PK–12 practitioners, and other stakeholders.

I extend my heartfelt thanks to our colleagues in colleges and universities around the country who complete the PEDS survey each year. Their work allows us to present this report and to join with you in using these data to inform our deliberations and actions to realize a future where all PK–12 learners thrive.

Sincerely,

Sharon P. Robinson
President and CEO, AACTE
The Changing Teacher Preparation Profession: A Report From AACTE’s Professional Education Data System (PEDS) presents PEDS findings from the 2011 and 2012 surveys, which reported on the 2009–2010 and 2010–2011 school years.

The PEDS survey response rate has been consistently high. For the 2012 PEDS survey, for example, 95% of AACTE’s member institutions responded. As such, PEDS is able to provide a unique and rich set of data about educator preparation across the United States.

This report is offered in an environment where educator preparation is undergoing significant scrutiny and reform. Some of the findings in this report counter common myths about higher education-based preparation programs. Others show that there is still much work to be done. For example, PEDS data reveal that contrary to many perceptions, higher education institutions are admitting academically competitive candidates into their programs. Yet PEDS data also show that programs are still underproducing candidates in key shortage areas such as mathematics, science, English as a second language, and special education. Additionally, these findings provide a snapshot of a field undergoing transformation in areas such as clinical preparation and accountability utilizing graduate performance data.

The goal of this report is to provide interested stakeholders with an accurate glimpse of the profession and to empower those in the field of educator preparation to lead change to improve results based on what is known about current practice and production. The report is intended to inform conversation and decision making among policy makers and other stakeholders around how to chart an effective course forward.

PEDS Findings

Following is a list of selected findings from recent PEDS data.

1. The vast majority of new teachers continue to be prepared in institutions of higher education. AACTE member institutions that responded to the PEDS survey prepared 150,913 new candidates for initial teacher certification during the 2009–2010 school year. During the 2009–2010 academic year, 88% of all teacher preparation program completers came through higher education-based programs.

2. Qualifications of teacher candidates are exceeding college admissions requirements. Institutions reported that the grade point average (GPA) of students admitted in fall 2011 to teacher preparation programs at the initial certification level was significantly higher than the requirement for admission. For example, while the average undergraduate GPA entrance requirement into bachelor’s-level teacher preparation programs was 2.6, the average GPA of students actually admitted was 3.24.

3. Clinical preparation is part of all teacher preparation programs. The average number of hours spent in early field experiences ranged from 114 to 189, and the average number of hours for student teaching/internships was between 480 and 586 (approximately 13–16 weeks).

4. Infusion of technology use in preparation programs is ubiquitous. Almost 100% of responding institutions said they prepared their candidates to incorporate technology in their instruction, with 62% requiring candidates to demonstrate their technology fluency for graduation or program completion.

5. Online learning in preparation programs is widespread. Three quarters of the institutions that responded to this section of the PEDS survey offered online, college-level, credit-granting courses to teacher candidates; in addition, close to one million candidates at the institutions enrolled in at least one online course.

6. Teacher preparation programs are implementing performance-based exit measures. At the bachelor’s level, more than one third of responding teacher preparation programs required successful completion of a performance-based assessment for graduation. At the master’s and postbaccalaureate levels, almost a quarter of the programs utilized performance-based exit measures.

7. A majority of teacher preparation programs collect data on their graduates. About 70% of responding institutions had started to track their graduates into the field. While...
about half had been successful in obtaining placement data, only 8% had successfully secured state “value-added” data about their graduates.

8. **Teacher production shortages persist in key areas.** There are persistent shortages of teachers in fields such as mathematics, science, English as a second language, and special education. In 2009–2010, 13% of the bachelor’s degrees in education and of nondegree certificates in education at the initial level were awarded in these areas at responding institutions. In addition, 23% of the master’s-level education degrees and 26% of the nondegree certificates in education at the master’s/postbaccalaureate level were awarded in the shortage areas. PEDS data also show that approximately 31% of all degrees and certificates awarded for initial licensure were in elementary education, a field in which shortages generally do not occur.

9. **Teacher candidates do not reflect the demographic make-up of students in PK–12 classrooms.** The PEDS survey found that bachelor’s degrees in education were awarded predominantly to White candidates (82%). Programs that do not award education degrees but that fulfill the requirements for licensure at the bachelor’s level produced slightly more diverse teacher candidates. Additionally, over 75% of the teacher candidates produced were female.

**Using What We Know to Improve Results**

**Recommendations for a Path Forward in the Profession**

The PEDS data convey the complexities facing educator preparation now and in the coming years. Institutions of higher education play an essential role in ensuring high-quality teacher preparation; however, they cannot do it alone. Alignment and partnership with PK–12 schools and evidence-based local, state, and national policies are critical.

This report lays out several observations and recommendations based on the 2011 PEDS data collection. Three of these stand out as particularly important:

- Educator preparation programs are embracing research-based practices that produce effective educators: admitting academically competitive students, incorporating clinical experiences throughout their programs, and utilizing performance-based exit measures to assess the readiness of their candidates to be successful in the classroom.
- The vast majority of educators are prepared in institutions of higher education. Thus, in order to effect systemic change in educator preparation, federal, state, and philanthropic investments should be made in higher education to address chronic shortage areas, recruit and retain diverse candidates, and expand clinical preparation. State and federal policy should create a framework that promotes this investment.
- While preparation programs are making strides in meeting the workforce needs of PK–12 schools, more should be done to align the production and capacity of educators to the specific needs of school districts.

AACTE invites readers to use these PEDS findings and recommendations to continue the conversation about improving outcomes for teachers and PK–12 students and shaping the future of teacher preparation.

AACTE will continue to collect PEDS data annually and to revise and add new survey items. For example, future surveys may ask institutions for more data on the types of performance assessments they are using, the data literacy skills and technology skills of graduates, the results of programs’ graduate and employer surveys, and further clarification around what types of data their states and districts provide them about their graduates.
Introduction

As a national organization that collects extensive data on 800 institutions of higher education that offer educator preparation programs, AACTE has a commitment to share its data with its members, partners, policy makers, and the public. Valid and reliable data are essential elements of the knowledge base required to understand the state of the profession and identify trends, challenges, progress, and excellence.

This report from AACTE’s Professional Education Data System (PEDS) offers insights about how institutions of higher education can lead change to enhance teacher preparation program results. It is intended to inform conversation and decision making among stakeholders around how to chart an effective course forward.

About Higher Education-Based Teacher Preparation Programs

Currently, 88% of new teachers are prepared in institutions of higher education, and even those in nonprofit, state, or district preparation programs usually receive some of their preparation in higher education. The schools and colleges of education at higher education institutions offer programs that lead to initial teacher licensure at the undergraduate, postbaccalaureate, and graduate levels. More than 1,400 institutions—and thousands of programs within them—prepare teachers, principals, school counselors, and other school personnel. These institutions range from small, private liberal arts colleges to religiously affiliated institutions to regional universities and research-oriented universities. In other words, preparation programs are very diverse.

Some of these programs are considered traditional programs, and others are alternative programs geared toward career changers. Teacher candidates, at the undergraduate level, typically enter preparation programs in their junior year. The majority of today’s candidates also have a major in a content area for which course work is completed outside the education unit. Thus, the entire institution contributes to the quality of the candidates’ preparation. At the postbaccalaureate and graduate levels, programs for initial licensure typically last from 1 to 2 years.

About the PEDS Survey

Trend data about preparation programs—their characteristics, effectiveness, and results—can help inform critical decisions about program improvement and policy.

For the educator preparation field, PEDS is an important source of such data. The PEDS survey is completed annually by teacher preparation programs, the vast majority of which are in AACTE member institutions. PEDS provides member-specific data about enrollment, degrees, program completion, faculty, and resources.

The PEDS survey response rate has been consistently high. For the 2012 survey, for example, 95% of AACTE’s approximately 800 member institutions responded. Seventy-three nonmember institutions also completed the survey. Comparable data are available from years 2004–2012.

PEDS data are currently available in the following areas:

- Institution information (e.g., accreditation, affiliations)
- Institutional enrollment, by gender and race/ethnicity
- Enrollment in the school of education, by gender and race/ethnicity
- Education degrees conferred and certificates completed, by level and discipline area
- Faculty demographics (e.g., gender, race/ethnicity, status, course loads)
- Selected financial information (e.g., research expenditures, endowment income)
The Changing Teacher Preparation Profession

A Report from AACTE’s Professional Education Data System (PEDS)

- Technology and distance learning offerings and requirements
- Clinical preparation information (added in 2010)
- Program selectivity (added in 2010)
- Program impact data (new items added in 2010 and 2012)

PEDS data reports such as this one provide an overview of the field. Other findings and occasional data reports are used in a variety of ways:

- Detailed information on specific educator preparation fields allows researchers and policy makers to monitor the supply and demand in various fields. Because the unit of analysis is the institution, comparisons by several group variables (e.g., Carnegie classification, institutional size, regional affiliation) can be conducted. Also, PEDS data are disaggregated into gender and race/ethnicity components, which enables tracking of students and faculty diversity across programs.

- AACTE member institutions that participate in PEDS have access to their individual program data for current and previous years, which can inform their program planning and decision making.

- Select PEDS data are shared with the National Council for Accreditation of Teacher Education (NCATE) or Council for the Accreditation of Educator Preparation (CAEP) for annual accreditation reports.

Visit the AACTE web site (http://aacte.org/Professional-Education-Data-System-PEDS/) to learn more about PEDS.

About PEDS Respondents

- 88% indicated they are professionally accredited by either NCATE or the Teacher Education Accreditation Council (TEAC).
- 48% were private institutions and 52% were public institutions.
- 28% were doctorate-granting institutions, 46% were master’s-granting institutions, and 24% were bachelor’s-granting institutions.
- 37% were located in an urban setting, 20% in a rural setting, and 43% in a suburban setting.

About this Report

Several important findings surfaced in the 2011 PEDS data collection (for the 2009–2010 school year) as well as from the 2012 PEDS data collection (for the 2010–2011 school year). The findings that follow in this report are most salient to today’s policy and practice needs regarding teacher production. They present data that can be acted upon immediately for the benefit of the profession. While PEDS captures information on all the preparation programs within institutions—school leaders, counselors, and more—the findings in this report are limited to programs preparing teachers.

“The PEDS data provide us a level of accountability that is helpful for longitudinal trend analysis, forecasting of future needs, and updates on how we are progressing toward our goals.”

Corinne Mantle-Bromley, Dean
College of Education, University of Idaho
[February, 2012]
Finding

The 2011 PEDS data continue to confirm a long-standing fact: Higher education is the largest producer of beginning teachers, whether through its traditional or alternative-route programs. In fact, according to the U.S. Department of Education, more than 67% of alternative-route programs are based in higher education.

In the 2009–2010 school year, there were 241,401 program completers at the initial teacher certification level. Higher education institutions prepared 212,544 of these completers, of which 150,913 were prepared by institutions that responded to the 2011 PEDS survey. Of the latter, 87,202 were in bachelor’s-level programs, and 63,711 were in master’s-level programs.

How do these numbers relate to the job market? According to the National Center for Education Statistics, in 2007–2008 about 164,000 teachers were new hires who had never taught before—either those who came directly into teaching after finishing their preparation (97,500) or those who had delayed their entry after completing their preparation programs (66,500). While these figures suggest a good match between supply and demand overall, they do not show a supply that could support predicted overall future shortages, shortages in geographic areas, or targeted needs in particular areas (e.g., special education). According to the U.S. Department of Education’s Office of Postsecondary Education, all states project shortages in selected areas. Nationally, the projected need is for more than 1 million new teachers overall during the next 10 years, inclusive of shortage areas.

Observations

- That higher education produces the majority of new teachers bodes well, as these preparation programs are making meaningful enhancements to their programs to effect improved PK–12 student learning. University-based preparation programs that incorporate certain elements (e.g., longer field placements and student teaching experiences, subject- or content-specific course work, field work in a location similar to the teacher’s first job, field work in a grade level similar to the teacher’s first job, and course work in child and adolescent development) have been linked to increased student achievement. A literature base is emerging that documents the benefits of traditionally prepared teachers who enter the profession fully prepared; these teachers have been found to be more effective with PK–12 students than their less prepared peers. In addition, fully prepared teachers leave the profession at a much lower rate than do those who have entered the profession not fully prepared.
- Many policy makers at both the state and local levels have indicated a preference for addressing the challenges of quality teacher production by investing in providers other than higher education. The fact that the vast majority of new teachers continue to be prepared in higher education, despite significant investments in alternative providers, suggests that an investment in university-based educator preparation could speed the pace of change and greatly benefit PK–12 student learning.

### Initial Certification Level

<table>
<thead>
<tr>
<th>Degree in education</th>
<th>Bachelor’s*</th>
<th>Post-baccalaureate or master’s*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>72,073</td>
<td>45,444</td>
<td>117,517</td>
<td></td>
</tr>
<tr>
<td>Nondegree program completer</td>
<td>15,129</td>
<td>18,267</td>
<td>33,396</td>
</tr>
<tr>
<td>Total</td>
<td>87,202</td>
<td>63,711</td>
<td>150,913</td>
</tr>
</tbody>
</table>

* Initial licensure level

† Degree in education refers to programs within the college of education/education unit (under CIP13.000 of the IPEDS classification for instructional programs)

‡ Nondegree program completer refers to students completing programs for teacher licensure, but who are getting a degree in programs other than education

The majority of candidates cited in the PEDS 2011 survey were awarded a degree in education.

Read More From AACTE

**Evidence of Teacher Effectiveness by Pathway to Entry into Teaching** found at [http://aacte.org/pdf/Publications/Reports_Studies/Evidence%20of%20Teacher%20Effectiveness%20by%20Pathway.pdf](http://aacte.org/pdf/Publications/Reports_Studies/Evidence%20of%20Teacher%20Effectiveness%20by%20Pathway.pdf)

**Where We Stand: Alternative vs. Traditional Teacher Education** found at [http://aacte.org/pdf/Publications/Reports_Studies/Where%20We%20Stand%20Alternative%20vs.%20Traditional.pdf](http://aacte.org/pdf/Publications/Reports_Studies/Where%20We%20Stand%20Alternative%20vs.%20Traditional.pdf)
Finding 2. Qualifications of Teacher Candidates Are Exceeding College Admissions Requirements

Despite the common perception that teacher preparation programs attract candidates who are not academically strong, PEDS data show just the opposite. Selectivity of candidates entering the teaching field has long been debated as to which candidate qualifications result in more effective new teachers. While there are many important factors that programs consider when selecting entering candidates, academic qualifications are an important criteria.

An applicant’s grade point average (GPA) is one of several measures typically used to determine admission into teacher preparation programs. AACTE member institutions reported that the undergraduate GPA of students admitted in fall 2011 to teacher preparation programs at the initial licensure level was higher than the minimum requirement.

Students who are choosing to enter teacher preparation programs reflect strong academic preparation in their first 2 years of college. [Note: College students generally enter the teacher preparation program in their junior year.] The PEDS survey shows that

- Bachelor’s degree candidates had a mean GPA of 3.24 (median 3.28; n=361 institutions reporting). The average minimum GPA entrance requirement was 2.6.
- Postbaccalaureate candidates had a mean GPA of 3.27 (median 3.28; n=140 institutions reporting). The average minimum GPA entrance requirement was 2.7.
- Master’s degree candidates had a mean GPA of 3.31 (median 3.31; n=184 institutions reporting). The average minimum GPA entrance requirement was 2.8.

Virtually all of these GPAs are for course work taken by students throughout the university—before students declare their intention to become a teacher. These results suggest that teacher preparation programs are, in fact, attracting academically strong candidates.

Observation

Policy makers and other stakeholders should be aware that teacher preparation programs are more selective and competitive than is generally acknowledged. These data challenge the commonly held belief that selectivity of teacher preparation programs in higher education is quite low and that it is predominately students of lower caliber who enter preparation programs.
Clinical preparation is a staple of teacher preparation programs—and for good reason. Preparation programs that are focused more on the work of the classroom and that allow teachers to engage in the actual practices involved in teaching tend to produce first year teachers who are more likely to remain in the profession than those from less clinically-based programs. 12

PEDS data show that teacher preparation programs use varied settings for clinical experiences. 13 Virtually all programs require supervised student teaching or an internship for graduation, although the required duration varies: The average bachelor’s-level clinical requirement ranges from 500 to 562 total clock hours (mean = 14.50 weeks); the average master’s-level clinical requirement ranges from 480 to 586 total clock hours (mean = 14.52 weeks).

Preparation programs also require students to participate in early field experiences: The average bachelor’s-level requirement ranges from 114 to 189 clock hours; the average master’s-level requirement ranges from 111 to 164 clock hours.

Observations

- Recent high-profile reports, such as those from NCATE’s Blue Ribbon Panel 14 and the National Research Council, 15 call for reorienting teacher preparation around supervised clinical preparation and for strengthening programs’ partnerships with PK–12 schools. Even the U.S. Congress has joined the drive for this practical experience, stipulating that preservice programs include at least a year’s worth of rigorous clinical experiences in order to be eligible for a Teacher Quality Partnership grant (authorized in Title II of the Higher Education Act).

---

### Montclair State University

One of the contributing factors to the success of the preparation programs at Montclair is that they revolve around clinical experiences. Candidates in the program typically engage in field experiences through the entire program, spanning 70–140 hours at the undergraduate level and 60–120 hours at the graduate level. The student teaching component alone is 14–16 weeks long at the undergraduate and graduate levels. One of Montclair’s feature programs is its collaboration with Newark Public Schools on an initiative called Partnership for Instructional Excellence and Quality (PIE-Q). Initially, this program focused on recruiting, preparing, and supporting educators in seven public schools in the Newark district. Today, PIE-Q has expanded to 11 schools through the Newark-Montclair Urban Teacher Residency, a Teacher Quality Partnership-funded program to recruit, prepare, support, and employ new math, science, and special education teachers for Newark. The Urban Teacher Residency embeds residents full-time from day 1 in schools, focusing their master’s degree course work on classroom experiences, and provides 3 years of professional induction support in the schools where they become teachers of record. 16

---

### California State University—Fresno

California State University at Fresno partnered with the Sanger Unified School District to design a teacher preparation program that would meet the personnel needs of the district and provide an intensive clinical experience for teacher candidates. The school district has a diverse student population comprising 82% from minority groups and 25% English language learners. Over the last 8 years, the school district has moved from the bottom of California’s school index to the top, in part because of the partnership. Additionally, teacher attrition has dropped from 40% to 4.6% in 2011 and to 4.4% in 2012. Within this initiative, candidates spend a full year in the schools during their student teaching phase with extensive support from the university and the schools. Candidates practice coteaching and soloteaching, they participate in school-based professional learning communities with practicing teachers, and they receive preparation in implementing a Response to Intervention model in mathematics and reading. The university course work is offered at the school sites.
Finding 4. Infusion of Technology Use in Preparation Programs Is Ubiquitous

Educators should be prepared to use technology to support instruction, assessment, and data analysis required to implement 21st century curricular objectives. PEDS data suggest that preparation programs are rising to this challenge. Some 98% of teacher preparation programs prepare their students to use technology to deliver instruction, and 62% have a technology-related requirement for graduation or program completion.

This finding is a slight improvement over 2005 results. In that year, PEDS data showed that 95% of preparation programs expected their candidates to deliver instruction using technology, and 60% reported requiring their candidates to demonstrate technology use for program completion.

Observations

- Although it is useful to know that teacher preparation programs are infusing technology instruction and modeling technology applications as they teach candidates, this is an important topic for further inquiry.

- Specifically, information is needed on the types of instructional technology that teacher candidates are experiencing in their course work and which ones they are being taught to use with their own students. As evidence continues to emerge about the promising use of Web 2.0 tools and iDevices, and the potential of Universal Design for Learning to reshape how instruction is delivered in inclusive, diverse classrooms, teacher educators need to ensure that candidates are being prepared to incorporate cutting-edge, effective technology solutions with ease and proficiency. Future PEDS surveys will address these questions.

University of Central Florida

Innovation in the Use of Technology

At UCF’s TLE TeachLivE™ Lab, students aspiring to be teachers can practice a range of teaching skills, and veteran teachers can try out innovative ideas, with avatars in a mixed-reality classroom.

Here’s how it works: Teacher preparation students stand in front of a screen on which they see a classroom of students whose personalities include shy, defiant, and attention seeking. The avatars then respond to the teachers as would typical middle school students. For example, if a teacher fails to use appropriate content or instructional practices, the avatars react in a way that might challenge the teacher to make a different choice. Currently, UCF staff members are expanding the technology to allow for an increase in the number and diversity of the avatars and their interactive behaviors.

Since 2003, the technology has spread to a network of universities using similar labs to give teacher candidates the opportunity to practice what they are learning on virtual students before they face real children in a classroom. Partner universities include Florida State University, University of Kansas, West Virginia University, Old Dominion University, University of Wisconsin Milwaukee, Miami University of Ohio, Pace University, Western Michigan University, and University Center of Greenville’s SimHub (which serves all South Carolina schools). The network is expected to grow to more than 30 sites over the next 3 years. The program estimates that 3,000 teacher candidates currently experience TeachLivE during their preparation, with approximately 600 of those candidates at UCF.

PEDS found that 74% of teacher education programs conducted some type of in-service training for teachers on technology use in 2011.
Teacher preparation is making widespread use of online learning. Of the 674 institutions that responded to this section of the PEDS survey, 74% offered online, college-level, credit-granting courses to teacher candidates during the 2009–2010 school year. What’s more, close to 1 million students at the institutions (n=497) enrolled in at least one online course.

Observation

Online courses offer many advantages. For teacher candidates, particularly career changers and paraprofessionals, who must balance their course work with jobs and family commitments, online learning affords them valuable flexibility. It also has the potential to expand access to new populations of candidates who otherwise may not be able to attend on-campus classes.
6. Teacher Preparation Programs Are Implementing Performance-Based Exit Measures

Teacher readiness cannot be measured by multiple choice or selected response tests alone, yet many states still rely on these tests for licensure. AACTE has long advocated for states to require candidates to pass valid and reliable performance assessments to receive their initial license, for the federal government to invest in performance assessments, and for programs to incorporate performance measures into their exit assessment requirements. 17

Recently, more voices are calling for the use of performance-based assessments in teacher education—including major national reports from the Council of Chief State School Officers (CCSSO) 18 and from the American Federation of Teachers, 19 as well as many higher education institutions across the country. The reasoning is straightforward: Practice is performance based, thus assessments also should be performance based.

The 2011 PEDS survey found that 38% of the programs at the bachelor’s-degree level, 23% at the postbaccalaureate level, and 23% at the master’s-degree level require performance-based exit assessments for program completion.

Observations

• Increasingly, teacher preparation programs are expanding their graduation requirements to include authentic assessments of how candidates generate and evaluate student learning, and some states are moving to requiring candidates to pass performance assessments to be eligible for initial certification. 20

• Teacher educators use these assessments’ results to strengthen their programs. 21 Many find that the data can be used to revamp courses and experiences to ensure that candidates are developing essential knowledge and skills and are focusing on areas of need. Data also can be used for candidate reflection on how well they are teaching and how well their students are learning.

edTPA™

Assessing Candidate Performance and Teaching Quality

edTPA is a summative, performance-based, preservice assessment process developed to answer the essential question, “Is this new teacher ready for the job?” edTPA is intended to be used for teacher licensure, to support state and national program accreditation, and to guide improvement in preparation programs. Focused on the act of teaching, edTPA is a nationally available, multiple-measure, performance-based assessment system aligned to state and national standards.

The edTPA assessment process—typically administered at the end of the student teaching or internship experience—requires candidates to submit a portfolio that documents teaching and learning in a 3- to 5-day learning segment with a class of students. The portfolio includes an unedited video of the candidate delivering instruction and examples of teaching materials that demonstrate how the candidate planned instruction, adapted it for diverse learners—attending both to content and the development of academic language—and assessed student work. Each assessment is scored by qualified and trained teachers and teacher educators who are subject-matter experts with experience supporting beginning teachers.

In June 2012, more than 7,000 teacher candidates in 22 states participated in a national field test of edTPA. Results showed the assessment is rigorous and valid and can be scored reliably.

edTPA is designed to help teacher preparation programs increase their focus on practice by providing a common standard of teaching quality that supports student learning. Teacher educators may use the edTPA process to examine their programs for possible areas of improvement. For example, teacher educators in Maryland are using edTPA data to refocus course content on areas where teacher candidates show need for improvement.

Stanford University, in partnership with AACTE, led the development of edTPA with collaboration from more than 700 educators from 24 states and the District of Columbia and more than 160 institutions of higher education. Available in 27 initial licensure areas, edTPA complements existing entry-level assessments used by states that focus on basic skills or subject-matter knowledge. It is aligned to the new Interstate Teacher Assessment and Support Consortium (InTASC) standards, state standards, NCATE standards, and the Common Core State Standards.
7. A Majority of Teacher Preparation Programs Collect Data on Their Graduates

Teacher education programs actively seek data that can be used to inform program improvement and demonstrate accountability. The most meaningful data capture their graduates’ success in the field. PEDS 2012 data show that of the 717 institutions responding (to the section on impact data), about 70% \( (n=495) \) have started to track their graduates into their job placements. However, only about half of these have successfully obtained placement data. A closer look at the PEDS data shows that

- 34% \( (n=245) \) were able to successfully track their graduates into job placements.
- 35% \( (n=250) \) attempted to track their graduates, but had limited success.
- 19% \( (n=136) \) are planning to track their graduates in the future, but have not done so yet.
- 7% \( (n=53) \) are not tracking graduates.

Preparation programs also are tracking other specific types of data, again with varying degrees of success. Examples follow.

- 44% \( (n=315) \) know placement rates of program graduates.
- 11% \( (n=79) \) know persistence rates of program graduates beyond the first year of teaching.
- 60% \( (n=432) \) have information about graduate satisfaction with their preparation program.
- 50% \( (n=357) \) know principals’ satisfaction with the quality of program graduates.
- 12% \( (n=89) \) have observational measures of the performance of their graduates.
- 5% \( (n=32) \) have PK–12 student growth measures related to their graduates.
- 8% \( (n=56) \) have PK–12 student value-added measures related to their graduates.

**Observations**

- Programs face significant challenges following teacher education graduates into their jobs: Most institutions do not have the human or financial resources to invest in a substantial database of their graduates, so they rely on state data systems. The graduates of many teacher preparation programs work in other states, and no state data system currently has the capacity to follow graduates out of state. Even when graduates stay in-state, few states track their job placements, evaluation results, and their impact on student learning.
- While states may have policies calling for such data systems, many are in early phases of development. Some states that already have such data systems do not share the data with teacher preparation programs. Finally, the quality of some of the data may render them inadequate or unusable for preparation programs. It is important to bear these limitations in mind as policies are considered that assume that data on program graduates are accurate and readily available.
- States are in various stages of building statewide data systems that can capture and link data on students, educators, preparation programs, and workforce outcomes. Educator preparation programs are stakeholders and should be involved in developing these data systems.

**A Data-Sharing Template**

In 2010, AACTE collaborated with the Data Quality Campaign, NCATE, and CCSSO to develop a data-sharing template to prompt discussion and strategic planning on this topic among stakeholders. *Leveraging State Longitudinal Data Systems to Inform Teacher Preparation and Continuous Improvement* lays out the types of longitudinal data items that states can share with teacher preparation programs and the analytic purpose of each. For example, it suggests collecting teacher data in the following areas:

- Career path (year hired, subjects taught and area of certification, characteristics of the school of employment, student characteristics, attrition, etc.)
- Induction experience (licensure status, satisfaction with preparation program, first-year support from district, principal satisfaction with teacher, etc.)
- Performance measures (value-added growth in student learning, performance evaluation, awards received, observational measures, etc.)

The data-sharing template document can be found at [http://www.dataqualitycampaign.org/resources/details/1008](http://www.dataqualitycampaign.org/resources/details/1008)
8. Teacher Production Shortages Persist in Key Areas

Finding 8. Teacher Production Shortages Persist in Key Areas

According to an April 2012 report from the U.S. Department of Education’s Office of Postsecondary Education, the current high-need fields in schools that serve low-income students include English language acquisition, mathematics, science, and special education.

In 2009–2010, AACTE member institutions (n=617 institutions reporting) awarded 72,073 bachelor’s degrees and 15,129 nondegree certificates in education at the bachelor’s level for initial licensure. Of those:

- 5% of bachelor’s degrees and 9% of completers were awarded in mathematics and sciences.
- 7% of bachelor’s degrees and 2% of completers were awarded in special education.
- Less than 1% of bachelor’s degrees and 2% of completers were in bilingual education or teaching English to speakers of other languages (TESOL).

In 2009–2010, AACTE member institutions (n=449 institutions reporting master’s-level programs) awarded 45,444 education degrees and 18,267 nondegree certificates in education at the master’s or postbaccalaureate initial licensure level. Of those:

- 6% of degrees and 10% of certificates were awarded in math and sciences.
- 15% of degrees and 14% of certificates were awarded in special education.
- 2% of degrees and 2% of certificates were awarded in bilingual education or TESOL.

The most frequently awarded degree in teacher preparation remains elementary education (31.4% of all degrees and certificates awarded in initial certification)—an area in which shortages generally do not occur.

Observations

- These data suggest that better alignment is needed between teacher production and workforce needs. Programs that target recruitment in these fields should be expanded.
- While production is a part of the shortage challenge, so is attrition. Shortage areas experience notably high turnover rates. Thus, more can be done to improve induction programs and working conditions to ensure that highly trained professionals remain in the teaching field after 5 years.

University of Cincinnati

The School of Education at the University of Cincinnati (UC) prepares STEM teachers to design, implement, and assess classroom activities that include project- and problem-based learning and involve deep inquiry, critical thinking, and multiple forms of communication and assessment. UC offers various options for candidates to pursue STEM certification. In 2011–2012, UC prepared 71 candidates for initial licensure in the STEM fields. This represents a 13% increase over the last three years. UC has been integral to closing the STEM teacher shortage gap in the Cincinnati area. Of particular note are two partnerships that UC has with Hughes High School and Taft Elementary School, which are designated STEM schools in the local school district. UC professors teach their classes in the public school buildings, and the schools’ STEM teachers also teach methods courses. Preservice teachers observe STEM teachers modeling best STEM practices and have opportunities to do field work and clinical internships in those classrooms. By integrating its preparation program into STEM teaching and learning experiences for PK–12 students, UC is creating innovative experiences where candidates can develop professional communication skills, apply technology to real-world situations, and become exposed to a wide range of STEM careers.

University of Northern Colorado

The University of Northern Colorado (UNC) School of Special Education has long produced high-quality special educators in significant numbers. In the 2009-2010 school year it graduated 105 special educators for initial certification. It currently has approximately 450 declared undergraduate special education majors and an additional 500 students enrolled in specialized graduate programs.

Two key features of the program include a strategic recruitment plan and ample support for the teacher candidates throughout the program. Due to the strong relationships the school maintains with area districts, faculty recruit heavily from high schools and utilize extensive online strategies. Faculty also participate in every university recruitment activity to promote special education as a “cool” teaching career to students on campus. One way the school has strengthened the support it provides candidates is through its implementation of an “early warning system” to identify early on those teacher candidates struggling in the program and to develop professional improvement plans to support them. UNC has significantly reduced special education shortages in its nearby school districts through its strong program.
The 2008 Census Bureau reported that the school-aged population of students was growing more diverse and would continue to do so in future years. Census data also revealed that 47% of children younger than 5 are members of a racial or ethnic minority. Census Bureau projections indicate that by 2050, no group will constitute a 50% majority in the United States. While more diverse teachers have entered the profession in recent years, their numbers have not kept pace with the PK–12 population shift. An analysis of the National Center for Education Statistics (2012) data showed that students of color made up more than 45% of the PK–12 population, whereas teachers of color made up only 17.5% of the educator workforce.

Current teacher candidates do not reflect the demographic makeup of PK–12 classrooms. The PEDS survey found that in 2009–2010, bachelor’s degrees in education were awarded to the following:

- 82% White candidates
- 6% Black/African American candidates
- 4.2% Hispanic candidates
- 4.2% race/ethnicity unknown or more than 2 identifications
- 1.6% Asian/Pacific Islander candidates
- 0.9% American Indian candidates
- 0.4% candidates from outside the United States

Programs that do not award education degrees but that provide requirements for licensure at the bachelor’s level produced slightly more diverse teacher candidates. Their program completers included

- 76.5% White candidates
- 7.3% Black/African American candidates
- 8.4% Hispanic candidates
- 5.1% race/ethnicity unknown or more than 2 identifications
- 1.8% Asian/Pacific Islander candidates
- 0.4% American Indian candidates
- 0.4% candidates from outside the United States

PEDS data also show that 75% of the candidates produced by institutions were female. Additionally, minority-serving institutions produced proportionately more minority teachers than other institutions. Programs for initial licensure at the postbaccalaureate or master’s level produced more diverse candidates than bachelor’s-level programs.

**Observations**

- Recruitment practices should be examined to understand whether they are facilitative or pose obstacles to entry into teacher preparation. Alternative routes to licensure have been more successful in recruiting minority and male candidates and could inform traditional programs’ recruitment efforts. The 2011 PEDS data provide additional evidence that alternative programs produced higher percentages of minority teachers. Future PEDS surveys will collect data on programs’ recruitment practices.
- Retention methods should be studied to understand why minority teachers continue to leave the field at higher rates than their White peers.

---

**Call Me MISTER Initiative**

**Recruiting Teachers From Diverse Backgrounds**

The Call Me MISTER (acronym for Mentors Instructing Students Toward Effective Role Models) initiative was established at Clemson University in 2000 to increase the pool of available teachers from a broader, more diverse background, particularly for the lowest performing elementary schools. In fact, the program estimates that it has increased the percentage of Black male teachers at elementary schools in South Carolina by 40% since the program began. The initiative provides

- Tuition assistance through scholarships and loan-forgiveness programs for admitted students pursuing approved programs of study in teacher education at participating colleges.
- An academic support system to help ensure their success.
- A peer cohort system for social and cultural support.

Now, 12 years since its inception, the initiative has graduated 84 MISTERs who are teaching in South Carolina schools, and another 178 MISTERs are currently enrolled in the program across 15 colleges in South Carolina. In addition, nearly 100 students are enrolled in 7 other participating states. (Source: Clemson University, [www.callmemister.clemson.edu](http://www.callmemister.clemson.edu))
The PEDS findings tell a story of the dynamic and rapidly changing work of preparing U.S. teachers. Teacher preparation programs are attracting students with GPAs that far exceed the minimum requirement for college entry and graduation. They are designing alternative routes to licensure to attract more qualified and diverse candidates. With the increasing use of performance-based measures, teacher educators are ensuring as never before that candidates are ready to teach. Technology is being integrated into course work and expanded to accommodate distance learners. Candidates universally participate in student teaching or other clinical experiences, which has been identified as one of the most important activities associated with future teacher success. And teacher educators are actively seeking program outcome data for the purpose of continuous improvement.

Moving Forward

The findings in this report also present an agenda for the profession to build on progress made so far and to resolve persistent challenges. AACTE has always used the data found in the PEDS collection to inform the programmatic and policy work it undertakes. The results of the 2011 PEDS data collection, in many ways, confirm that the Association’s priorities have been rightly focused, but they also provide AACTE with impetus to act more urgently on challenges the findings underscore.

As a national association that represents over 800 institutions of higher education, AACTE is committed to furthering the following agenda:

- Collecting, synthesizing, and disseminating data on the preparation profession. AACTE will continually revise its PEDS survey to collect needed information related to emerging challenges and practices. Subsequent surveys will examine the types of performance assessments programs are using; the data literacy, assessment, and technology skills of programs’ graduates; the results of programs’ graduate and employer surveys; recruitment practices for minority candidates and men; and further clarification around what types of data states and districts provide programs about their graduates.

- Ensuring that every preparation program adopts performance-based exit measures as part of their educator candidate assessments. AACTE will support its members’ implementation of these measures and urge those in its membership who have not yet incorporated performance assessments into their exit requirements to do so.

- Advocating for expanded clinical experiences during preparation with a goal of a full year residency program. Research indicates that extended clinical preparation has a significant impact on generating teachers who are effective in the classroom on day one. While the number of one-year residencies is growing, currently they are found in only 5% of programs.

- Advocating for closer alignment of teacher production with education workforce needs. AACTE will call on and support its membership and school districts to work closely together to ensure an ample teacher pipeline into shortage areas. Also, the Association will continue to advocate for stronger federal investments in supporting the preparation of teachers in critical shortage areas.

- Advocating for state initial educator licensure and program approval policies that are grounded in research. Such policies would require candidates to have—and programs to include—strong clinical preparation and performance assessments for initial certification.

- Creating, elevating, and supporting initiatives to diversify the profession so that educators better reflect the demographics of the PK–12 student population.

- Advocating for preparation programs and their partners to have access to data on programs’ graduates, and advocating for the data to be used responsibly by states and others. This advocacy takes a high priority given that many states are moving to make high-stakes decisions about programs’ quality based on outcome measures and that institutions need the data for program improvement purposes.

- Advocating for state and federal policies that promote and invest in research-based reform and innovation that address the pressing needs of today’s educator workforce.

The educator preparation profession will strengthen as it examines its efforts and results and acts, in partnership, on what the data reveal. AACTE invites readers to use PEDS findings and recommendations to continue the conversation about improving outcomes for teachers and PK–12 students and inventing the future of teacher preparation.
The Changing Teacher Preparation Profession


2 Ibid.

3 The College of Education at the University of Kentucky provides a compilation of certification requirements in all 50 states and the District of Columbia (http://www.uky.edu/Education/TEP/usacert.html). The National Association of State Directors of Teacher Education and Certification also provides a link to the state certification requirements (http://www.nasdtec.org).


5 Ibid.


13 Institutions reported using Title I schools, low-performing schools, and high-performing schools in equal proportions for candidates’ clinical experiences. Suburban schools were used slightly more frequently than urban and rural schools as clinical sites. Fewer clinical experiences took place in professional development schools, especially those in rural areas. Full-time teacher residencies are offered in only 5% of teacher preparation programs.
The Changing Teacher Preparation Profession

ENDNOTES


16 The residency will continue through the Woodrow Wilson Teaching Fellowship and send graduates to more high-need New Jersey school districts beginning in 2014.


20 The following states require passage of edTPA as either an initial certification, program approval, or program completion requirement: IL, MN, NY, OH, TN, WA, and WI. A limited number of other states require candidates to pass a teacher performance assessment for initial certification.


22 U.S. Department of Education, Office of Postsecondary Education. (2012). Teacher shortage areas nationwide listing 1990–1991 through 2012–2013. Retrieved from http://www2.ed.gov/about/offices/list/ope/pol/tsa.doc. Although the report revealed regional differences among various shortage areas, special education shortages were noted in nearly every state. Shortages may be even more pronounced in hard-to-staff rural and urban schools with students from disadvantaged backgrounds. As a result, students with the greatest needs may not have licensed teachers.

23 Some 42% of bachelor’s degrees, 21% of nondegree certificates at the bachelor’s level, 22% of master’s degrees, and 30% of certificates at the postbaccalaureate level were in elementary education.

24 For example, the attrition rate of special education teachers is twice that of general educators (see Center on Personnel Studies in Special Education. [2004]. Retaining qualified special education teachers: Understanding why teachers leave and what school districts can do about it. Special Education Workforce Watch: Insights from Research. Gainesville, FL: Author). Science and math teachers are often drawn from the classroom to more lucrative opportunities in the private sector.

25 Options include the Woodrow Wilson Fellowship program, which supports teacher residencies to prepare STEM teachers, an NCATE-accredited online Master of Education in STEM, graduate certificates, and continuing education programs.


AACTE MEMBER INSTITUTIONS

**Alabama**
- Alabama A&M University
- Alabama State University
- Athens State University
- Auburn University
- Auburn University Montgomery
- Birmingham Southern College
-Jacksonville State University
- Miles College
- Samford University
- Spring Hill College
- Stillman College
- Troy University
- Tuskegee University
- University of Alabama
- University of Alabama at Birmingham
- University of Alabama Huntsville
- University of Mobile
- University of Montevallo
- University of North Alabama
- University of South Alabama
- University of West Alabama

**Alaska**
- University of Alaska Anchorage
- University of Alaska Fairbanks
- University of Alaska Southeast

**Arizona**
- Arizona State University
- Grand Canyon University
- Northcentral University
- Northern Arizona University
- University of Arizona
- University of Phoenix Arizona

**Arkansas**
- Arkansas State University
- Arkansas Tech University
- Harding University
- Henderson State University
- John Brown University
- Lyon College
- Ouachita Baptist University
- Philander Smith College
- Southern Arkansas University
- University of Arkansas
- University of Arkansas at Little Rock
- University of Arkansas at Monticello
- University of Arkansas at Pine Bluff
- University of Arkansas Fort Smith
- University of Central Arkansas
- University of the Ozarks

**California**
- Alliant International University
- Azusa Pacific University
- California Lutheran University
- California Polytechnic State University
- California State Polytechnic University Pomona
- California State University Bakersfield
- California State University Channel Islands
- California State University Chico
- California State University Dominguez Hills
- California State University East Bay
- California State University Fresno
- California State University Fullerton
- California State University Long Beach
- California State University Los Angeles
- California State University Northridge
- California State University Sacramento
- California State University San Bernardino
- California State University San Marcos
- California State University Stanislaus
- Chapman University
- Claremont Graduate University
- Loyola Marymount University
- National University
- Pepperdine University
- Point Loma Nazarene University
- Saint Mary’s College of California
- San Diego State University
- San Jose State University
- Santa Clara University
- Sonoma State University
- Stanford University
- Touro University California
- University of California Los Angeles
- University of La Verne
- University of San Diego
- University of San Francisco
- University of Southern California
- University of the Pacific

**Colorado**
- Colorado College
- Colorado Mesa University
- Colorado State University
- Colorado College
- Fort Lewis College
- Jones International University
- Metropolitan State College
- University of Colorado at Boulder
- University of Colorado Colorado Springs
- University of Colorado Denver
- University of Denver
- University of Northern Colorado

**Connecticut**
- Central Connecticut State University
- Eastern Connecticut State University
- Fairfield University
- Quinnipiac University
- Sacred Heart University
- Southern Connecticut State University
- University of Connecticut
- University of Hartford
- University of Saint Joseph
- Western Connecticut State University

**Delaware**
- Delaware State University
- University of Delaware
- Wesley College
- Wilmington University

**District of Columbia**
- American University
- Catholic University of America
- Gallaudet University
- George Washington University
- Howard University
Trinity University
University of the District of Columbia

Florida
Bethune Cookman University
Broward College
Edison State College
Florida A&M University
Florida Atlantic University
Florida Gulf Coast University
Florida International University
Florida Memorial University
Florida State University
Miami Dade College
Nova Southeastern University
Saint Leo University
St. Petersburg College
University of Central Florida
University of Florida
University of Miami
University of North Florida
University of South Florida

Georgia
Albany State University
Armstrong Atlantic State University
Augusta State University
Berry College
Brenau University
Clark Atlanta University
Clayton State University
College of Coastal Georgia
Columbus State University
Emory University
Fort Valley State University
Georgia College & State University
Georgia Gwinnett College
Georgia Southern University
Georgia Southwestern State University
Georgia State University
Kennesaw State University

Guam
University of Guam

Hawaii
University of Hawaii at Manoa
University of Hawaii - West Oahu

Idaho
Boise State University
College of Idaho
Idaho State University
Lewis Clark State College
Northwest Nazarene University
University of Idaho

Illinois
Augustana College
Aurora University
Bradley University
Chicago State University
Columbia College Chicago
Concordia University
Dominican University
Elmhurst College
Governors State University
Greenville College
Illinois College
Illinois State University
Lewis University
Loyola University Chicago
McKendree University
Millikin University
National Louis University
North Park University
Northeastern Illinois University
Northern Illinois University
Olivet Nazarene University

Indiana
Anderson University
Ball State University
Butler University
Calumet College of St. Joseph
Franklin College
Goshen College
Grace College
Huntington University
Indiana Institute of Technology
Indiana State University
Indiana University Bloomington
Indiana University East
Indiana University Kokomo
Indiana University Northwest
Indiana University Purdue University Fort Wayne
Indiana University Purdue University Indianapolis
Indiana University South Bend
Indiana University Southeast
Indiana Wesleyan University
Manchester University
Oakland City University
Purdue University
Purdue University Calumet
Purdue University North Central
Saint Joseph’s College
Saint Mary of the Woods College
Saint Mary’s College
Taylor University
University of Evansville
University of Indianapolis
University of Notre Dame
University of Phoenix Indiana
University of Southern Indiana
Valparaiso University

Roosevelt University
Saint Xavier University
Southern Illinois University Carbondale
Southern Illinois University Edwardsville
University of Illinois at Chicago
Western Illinois University
Wheaton College
A Report from AACTE’s Professional Education Data System (PEDS)

The Changing Teacher Preparation Profession

AACTE MEMBER INSTITUTIONS

**Iowa**
- Ashford University
- Central College
- Clarke University
- Drake University
- Graceland University
- Iowa State University of Science and Technology
- Kaplan University
- Morningside College
- Mount Mercy College
- Northwestern College
- Saint Ambrose University
- Simpson College
- University of Iowa
- University of Northern Iowa
- Wartburg College

**Kansas**
- Baker University
- Benedictine College
- Bethany College
- Emporia State University
- Fort Hays State University
- Kansas State University
- MidAmerica Nazarene University
- Ottawa University
- Pittsburg State University
- Tabor College
- University of Kansas
- University of Saint Mary
- Washburn University
- Wichita State University

**Kentucky**
- Asbury College
- Bellarmine University
- Berea College
- Brescia University
- Campbellsville University
- Eastern Kentucky University
- Georgetown College
- Kentucky State University
- Lindsey Wilson College
- Morehead State University
- Murray State University
- Northern Kentucky University
- Spalding University
- Thomas More College
- Transylvania University
- Union College
- University of Kentucky
- University of Louisville
- University of Pikeville
- University of the Cumberlands
- Western Kentucky University

**Louisiana**
- Grambling State University
- Louisiana College
- Louisiana State University Alexandria
- Louisiana State University Shreveport
- Louisiana Tech University
- Nicholls State University
- Northwestern State University
- Southeastern Louisiana University
- Southern University and A&M College at Baton Rouge
- Southern University at New Orleans
- University of Louisiana at Lafayette
- University of Louisiana at Monroe
- Xavier University of Louisiana

**Maine**
- University of Maine
- University of Maine at Farmington
- University of Southern Maine

**Maryland**
- Bowie State University
- Coppin State University
- Frostburg State University
- Hood College
- Johns Hopkins University School of Education
- Loyola University Maryland
- McDaniel College
- Morgan State University
- Mount Saint Mary’s University
- Salisbury University
- Stevenson University
- Towson University
- University of Maryland Baltimore County
- University of Maryland College Park
- University of Maryland Eastern Shore
- University of Maryland University College

**Massachusetts**
- Boston College
- Boston University
- Bridgewater State University
- Eastern Nazarene College
- Framingham State University
- Lesley University
- Northeastern University
- Salem State College
- Suffolk University
- University of Massachusetts Amherst
- University of Massachusetts Boston
- University of Massachusetts Dartmouth
- University of Massachusetts Lowell
- Westfield State University
- Wheelock College

**Michigan**
- Andrews University
- Calvin College
- Central Michigan University
- Eastern Michigan University
- Ferris State University
- Grand Valley State University
- Madonna University
- Michigan State University
- Northern Michigan University
- Oakland University
- Saginaw Valley State University
- Spring Arbor University
- University of Detroit Mercy
- University of Michigan
- University of Michigan Flint
- Wayne State University
- Western Michigan University
## AACTE Member Institutions

### Minnesota
- Augsburg College
- Bemidji State University
- Bethel University
- Capella University
- College of Saint Benedict Saint John’s University
- College of Saint Scholastica
- Concordia College
- Concordia University St. Paul
- Gustavus Adolphus College
- Hamline University
- Metropolitan State University
- Minnesota State University Mankato
- Minnesota State University Moorhead
- Northwestern College
- Saint Catherine University
- Saint Cloud State University
- Saint Olaf College
- University of Minnesota Crookston
- University of Minnesota Duluth
- University of Minnesota Morris
- University of Minnesota Twin Cities
- University of Saint Thomas
- Walden University
- Winona State University

### Mississippi
- Alcorn State University
- Blue Mountain College
- Delta State University
- Jackson State University
- Millsaps College
- Mississippi College
- Mississippi State University
- Mississippi University for Women
- Mississippi Valley State University
- University of Mississippi
- University of Southern Mississippi
- William Carey College

### Missouri
- Avila University
- Culver-Stockton College
- Drury University
- Evangel University
- Fontbonne University
- Harris-Stowe State University
- Lincoln University
- Lindenwood University
- Maryville University of Saint Louis
- Missouri Baptist University
- Missouri Southern State University
- Missouri State University
- Missouri Western State University
- Northwest Missouri State University
- Park University
- Southeast Missouri State University
- University of Central Missouri
- University of Missouri at Kansas City
- University of Missouri Columbia
- University of Missouri Saint Louis
- Washington University in St. Louis
- Webster University
- William Jewell College

### Montana
- Montana State University
- Montana State University Billings
- Salish Kootenai College
- University of Great Falls
- University of Montana
- University of Montana Western

### Nevada
- Nevada State College
- University of Nevada Las Vegas
- University of Phoenix Las Vegas

### New Hampshire
- Keene State College
- Plymouth State University
- Southern New Hampshire University
- University of New Hampshire

### New Jersey
- Caldwell College
- College of New Jersey
- Felician College
- Georgian Court University
- Kean University
- Monmouth University
- Montclair State University
- New Jersey City University
- Princeton University
- Ramapo College of New Jersey
- Richard Stockton College of New Jersey
- Rider University
- Rowan University
- Rutgers University New Brunswick
- Seton Hall University
- William Paterson University of New Jersey

### New Mexico
- Eastern New Mexico University
- New Mexico Highlands University
- New Mexico State University
- University of New Mexico
- Western New Mexico University

### New York
- Adelphi University
- Bank Street College of Education
- Brooklyn College of City University of New York
- City College of New York
- College of Saint Rose
- College of Staten Island City University of New York
### AACTE Member Institutions

<table>
<thead>
<tr>
<th>State University of New York at Fredonia</th>
<th>State University of New York at Geneseo</th>
</tr>
</thead>
<tbody>
<tr>
<td>State University of New York at New Paltz</td>
<td>State University of New York at Oswego</td>
</tr>
<tr>
<td>State University of New York Buffalo State College</td>
<td>State University of New York College at Brockport</td>
</tr>
<tr>
<td>State University of New York at Cortland</td>
<td>State University of New York College at Oneonta</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>Touro College</td>
</tr>
<tr>
<td>Utica College</td>
<td>Wagner College</td>
</tr>
<tr>
<td>York College of City University of New York</td>
<td>Appalhashian State University</td>
</tr>
<tr>
<td>Barton College</td>
<td>Bennett College</td>
</tr>
<tr>
<td>Campbell University</td>
<td>Chowan University</td>
</tr>
<tr>
<td>Davidson College</td>
<td>East Carolina University</td>
</tr>
<tr>
<td>Elizabeth City State University</td>
<td>Elon University</td>
</tr>
<tr>
<td>Fayetteville State University</td>
<td>Gardner-Webb University</td>
</tr>
<tr>
<td>Greensboro College</td>
<td>Johnson C. Smith University</td>
</tr>
<tr>
<td>Lees McRae College</td>
<td>Lenoir Rhyne University</td>
</tr>
<tr>
<td>Livingstone College</td>
<td>Meredith College</td>
</tr>
<tr>
<td>Methodist University</td>
<td>North Carolina A&amp;T State University</td>
</tr>
<tr>
<td>North Carolina Central University</td>
<td>North Carolina State University</td>
</tr>
<tr>
<td>Saint Augustine’s College</td>
<td>Salem College</td>
</tr>
<tr>
<td>Shaw University</td>
<td>University of North Carolina at Chapel Hill</td>
</tr>
<tr>
<td>University of North Carolina at Charlotte</td>
<td>University of North Carolina at Greensboro</td>
</tr>
<tr>
<td>University of North Carolina at Pembroke</td>
<td>University of North Carolina Wilmington</td>
</tr>
<tr>
<td>Wake Forest University</td>
<td>Western Carolina University</td>
</tr>
<tr>
<td>William Peace University</td>
<td>Wingate University</td>
</tr>
<tr>
<td>Wingate University</td>
<td>Winston-Salem State University</td>
</tr>
</tbody>
</table>

**North Dakota**

- Dickinson State University

**Ohio**

- Baldwin-Wallace College
- Bluffton University
- Bowling Green State University
- Capital University
- Case Western Reserve University
- Central State University
- Cleveland State University
- College of Wooster
- Heidelberg University
- Hiram College
- John Carroll University
- Kent State University
- Lourdes University
- Malone University
- Marietta College
- Miami University
- Mount Vernon Nazarene University
- Notre Dame College
- Ohio Dominican University
- Ohio Northern University
- Ohio State University
- Ohio University
- Ohio Wesleyan University
- Otterbein University
- Shawnee State University
- University of Akron
- University of Cincinnati
- University of Dayton
- University of Findlay
- University of Rio Grande
- University of Toledo
- Urbana University
- Walsh University
- Wittenberg University
- Wright State University
- Xavier University

**North Carolina**

- Appalachian State University
- Barton College
- Bennett College
- Campbell University
- Chowan University
- Davidson College
- East Carolina University
- Elizabeth City State University
- Elon University
- Fayetteville State University
- Gardner-Webb University
- Greensboro College
- Johnson C. Smith University
- Lees McRae College
- Lenoir Rhyne University
- Livingstone College
- Meredith College
- Methodist University
- North Carolina A&T State University
- North Carolina Central University
- North Carolina State University
- Saint Augustine’s College
- Salem College
- Shaw University
- University of North Carolina at Chapel Hill
- University of North Carolina at Charlotte
- University of North Carolina at Greensboro
- University of North Carolina at Pembroke
- University of North Carolina Wilmington
- Wake Forest University
- Western Carolina University
- William Peace University
- Wingate University
- Winston-Salem State University

**North Dakota**

- Dickinson State University

**Ohio**

- Baldwin-Wallace College
- Bluffton University
- Bowling Green State University
- Capital University
- Case Western Reserve University
- Central State University
- Cleveland State University
- College of Wooster
- Heidelberg University
- Hiram College
- John Carroll University
- Kent State University
- Lourdes University
- Malone University
- Marietta College
- Miami University
- Mount Vernon Nazarene University
- Notre Dame College
- Ohio Dominican University
- Ohio Northern University
- Ohio State University
- Ohio University
- Ohio Wesleyan University
- Otterbein University
- Shawnee State University
- University of Akron
- University of Cincinnati
- University of Dayton
- University of Findlay
- University of Rio Grande
- University of Toledo
- Urbana University
- Walsh University
- Wittenberg University
- Wright State University
- Xavier University
## AACTE Member Institutions

<table>
<thead>
<tr>
<th>State</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oklahoma</strong></td>
<td>Youngstown State University, Cameron University, East Central University, Langston University, Northeastern State University, Northwestern Oklahoma State University, Oklahoma Baptist University, Oklahoma Christian University, Oklahoma City University, Oklahoma Panhandle State University, Oklahoma State University, Oklahoma Wesleyan University, Oral Roberts University, Southeastern Oklahoma State University, Southern Nazarene University, Southwestern Oklahoma State University, University of Central Oklahoma, University of Oklahoma, University of Science and Arts of Oklahoma, Edinboro University of Pennsylvania, Gannon University, Indiana University of Pennsylvania, King’s College, Kutztown University, Lincoln University of Pennsylvania, Lock Haven University, Mansfield University, Millersville University of Pennsylvania, Penn State Harrisburg, Penn State University, Robert Morris University, Saint Joseph’s University, Shippensburg University, Temple University, University of Pittsburgh, University of Scranton, Villanova University, West Chester University of Pennsylvania, Widener University</td>
</tr>
<tr>
<td><strong>Oregon</strong></td>
<td>Concordia University, Corban University, George Fox University, Lewis and Clark College, Oregon State University, Pacific University, Portland State University, Southern Oregon University, University of Oregon, University of Portland, Western Oregon University, Willamette University, Limestone College, Morris College, Newberry College, Presbyterian College, South Carolina State University, University of South Carolina, University of South Carolina Aiken, University of South Carolina Beaufort, University of South Carolina Upstate, Winthrop University, Wofford College</td>
</tr>
<tr>
<td><strong>Pennsylvania</strong></td>
<td>University of Puerto Rico Rio Piedras, Providence College, Rhode Island College, Roger Williams University, University of Rhode Island, Anderson University, Benedict College, Charleston Southern University, Citadel Military College of South Carolina, Claflin University, Clemson University, Coastal Carolina University, College of Charleston, Erskine College, Francis Marion University, Furman University, Lander University</td>
</tr>
<tr>
<td><strong>South Dakota</strong></td>
<td>Augustana College, Black Hills State University, Dakota State University, Dakota Wesleyan University, Mount Marty College, Northern State University, Presentation College, South Dakota State University, University of South Dakota, University of Puerto Rico Rio Piedras, Providence College, Rhode Island College, Roger Williams University, University of Rhode Island, Anderson University, Benedict College, Charleston Southern University, Citadel Military College of South Carolina, Claflin University, Clemson University, Coastal Carolina University, College of Charleston, Erskine College, Francis Marion University, Furman University, Lander University</td>
</tr>
<tr>
<td><strong>Tennessee</strong></td>
<td>Aquinas College, Austin Peay State University, Belmont University, Bethel University, Carson-Newman College, Christian Brothers University, Cumberland University, East Tennessee State University, Fisk University, Freed Hardeman University, Lane College, Lee University, LeMoyne Owen College, Lincoln Memorial University, Lipscomb University, Middle Tennessee State University, Milligan College, South College, Southern Adventist University, Tennessee State University</td>
</tr>
</tbody>
</table>

---

Page 24
<table>
<thead>
<tr>
<th>State</th>
<th>Institutions</th>
</tr>
</thead>
</table>
| Tennessee | Tennessee Technological University  
Trevecca Nazarene University  
Union University  
University of Memphis  
University of Tennessee at Chattanooga  
University of Tennessee at Martin  
University of Tennessee Knoxville  
Vanderbilt University Peabody College  
Vanderbilt University Victory University |
| Texas | Abilene Christian University  
Angelo State University  
Austin College  
Baylor University  
Lamar University  
Midwestern State University  
Our Lady of the Lake University of San Antonio  
Prairie View A&M University  
Sam Houston State University  
Southwestern University  
St. Edward’s University  
Stephen F. Austin State University  
Texas A&M International University  
Texas A&M University Commerce  
Texas A&M University Kingsville  
Texas Christian University  
Texas Southern University  
Texas State University San Marcos  
Texas Tech University  
Texas Woman’s University  
Trinity University  
University of Houston  
University of Houston Clear Lake  
University of Houston Victoria  
University of Mary Hardin Baylor  
University of North Texas  
University of Saint Thomas  
University of Texas at Arlington  
University of Texas at El Paso  
University of Texas of the Permian Basin |
| Utah | Brigham Young University  
University of Utah  
Utah State University  
Utah Valley University  
Western Governors University |
| Vermont | University of Vermont |
| Virgin Islands | University of the Virgin Islands |
| Virginia | Bridgewater College  
College of William and Mary  
Eastern Mennonite University  
George Mason University  
Hampton University  
James Madison University  
Liberty University  
Longwood University  
Mary Baldwin College  
Marymount University  
Norfolk State University  
Old Dominion University  
Radford University  
Regent University  
Saint Paul’s College  
University of Mary Washington  
University of Virginia  
Virginia Commonwealth University  
Virginia Polytechnic Institute and State University  
Virginia State University  
Virginia Union University |
| Washington | Central Washington University  
Eastern Washington University  
Evergreen State College  
Gonzaga University  
Pacific Lutheran University  
Saint Martin’s University  
Seattle Pacific University  
Seattle University  
University of Puget Sound  
University of Washington Seattle  
Washington State University  
Western Washington University  
Whitworth University |
| West Virginia | Alderson Broaddus College  
Bethany College  
Bluefield State College  
Concord University  
Davis & Elkins College  
Fairmont State University  
Glenville State College  
Salem International University  
Shepherd University  
West Liberty University  
West Virginia State University  
West Virginia University  
West Virginia University at Parkersburg  
West Virginia Wesleyan College |
| Wisconsin | Alverno College  
Cardinal Stritch University  
Edgewood College  
Marian University  
Marquette University  
Mount Mary College  
Ripon College  
Silver Lake College  
University of Wisconsin Eau Claire  
University of Wisconsin Green Bay  
University of Wisconsin La Crosse  
University of Wisconsin Madison  
University of Wisconsin Milwaukee  
University of Wisconsin Oshkosh  
University of Wisconsin Parkside  
University of Wisconsin Platteville  
University of Wisconsin River Falls  
University of Wisconsin Stevens Point  
University of Wisconsin Stout  
University of Wisconsin Whitewater  
Viterbo University |
| Wyoming | University of Wyoming |