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**Some Texas-specific guidance for using the IPRC** (Please note that this document DOES NOT supersede USDE or Westat policy and procedures.)

- Do we combine our ACPs, Post bacs and undergraduate programs?
  - You will have to answer once for all “traditional” candidates and a second time for “alternative” candidates, if you have both routes. A post-baccalaureate program is considered alternative. We realize that doesn’t make sense for some programs – but the distinguisher – already having a bachelor’s degree – can be consistent and easily determined across Texas.
  - If you do have both “traditional” and “alternative” programs, you use the same log-in and password. Use the “change program” link to toggle between them. If the other type of program isn’t available, contact Westat: [title2@westat.com](mailto:title2@westat.com). If they have questions which you should have access to, they’ll check with us.
- What if our site was new or inactive in 2011-2012?
  - You still must complete the IPRC, but you can enter zero for any numerical questions.
- Can two people be working on parts of the IPRC at the same time?
  - Unfortunately, each institution only gets one login.

### **Going through the IPRC**

Section 1b. Total enrolled: does this mean education majors or accepted during the year?

- This means how many currently enrolled in your program, no matter when they were originally admitted.

Section 1c. How do we define “supervised clinical experience”?

- This is a compilation of what we in Texas call student teaching, clinical teaching, and internship.

Section 1c. How do we define “supervised clinical experience” and “student teaching”?

- The curriculum policies of each state and its institutions will identify coursework that is clinical and nonclinical. Again, there is a huge variety of when and where you require your students to do their field experiences, often far above state-required rules. Therefore, this is a compilation of what we in Texas call student teaching, clinical teaching, and internship. Again, we realize that “one size fits all” does not adequately reflect your differences, so we encourage you to explain them in the narrative boxes.

So, a translation:

- Average number of clock hours required prior to student teaching.
  - = *Average number of clock hours required prior to student teaching, clinical teaching, or internship.*
- Average number of clock hours required for student teaching.
  - = *Average number of clock hours required for student teaching, clinical teaching, or internship.*
  - A math note: you may want to use a weighted average if you are combining multiple programs. (Program A has 200 students and Program B has 50 students – you may want to count A four times more than B).
- Number of full-time equivalent faculty in supervised clinical experience during this academic year.
  - = *Number of full-time equivalent faculty in student teaching, clinical teaching, or internship during this academic year.*
- Number of full time equivalent adjunct faculty in supervised clinical experience during this academic year.
  - = *Number of full-time equivalent adjunct faculty in student teaching, clinical teaching, or internship during this academic year.*
- Number of students in supervised clinical experience during this academic year.
  - = *Number of students in student teaching, clinical teaching, or internship during this academic year.*
  - Don't forget your part-timers. You might have to estimate someone as 0.80 FTE or 0.5 FTE, depending on the load they carry as compared to your full-time folks doing the same thing.

Section 1d. Subject Area and Academic Major. Wow, this is long and involved!

- Yep, sure is – sorry, but it’s required by law. Westat has pre-populated fields for you based on previous year’s reporting, but there is an “other” category also.
- For Subject fields (where they’re training to get certified), we created a chart called “CIP Code Crosswalk.” It contains every finisher field reported in ASEP this past year, minus those which should not be considered for Title II, because they’re supplemental or post-initial.
- You may want to use your ASEP 2011-2012 finisher lists to count.

Section 1d. Some candidates in our program finish two fields at the same time. Do I count them twice?

- It’s very possible that a candidate gets his or her initial certificate in two fields at the same time: math and biology, generalist and music, generalist and special ed, etc. Say the fields are math and biology: you’ll count them once on the “math” line and once on the “biology” line. But when you list the total number, that person counts only once. Therefore, your total might not match the sum of the individual lines.
- An “additional” certificate, which is ignored by Title II, would be one for principals, counselors, master teachers, etc, or anyone who holds a certificate but returns for specific training for another one. Example: some certified teachers return to school to learn how to teach the Visually Impaired. This is, for them, an “additional” certificate since they already are certified. We’ve also put all supplemental certificates in this category, because they can’t be earned alone.

Section 1e. How do we define completer?

- Same as “finisher.” Per Texas Administrative Code §229, pass rates beginning with 2009-2010 are applicable to “those who have finished all educator preparation program requirements for coursework; training; and internship, student teaching, clinical teaching, or practicum by the end of that academic year.”
- The data for these pass rates were taken from your ASEP finisher lists for 2011-2012.

Section 2: Goals and assurances

- Please note many of these are also required by TAC §229. We hope to import that data to ASEP from this IPRC.

Section 3: How do we do pass rates?

- Programs do not have to compute pass rates for Section 3. ETS is computing these, thanks to the input many of you gave last fall, and will upload them directly to Westat in April.

Section 3: Why won’t the pass rate files match what’s in ASEP?

- Title II pass rates only encompass initial teacher certifications: your principals, counselors, etc., aren’t included, nor are any supplemental or “additional” certificates: like a certified teacher who comes to you for coursework in a Career and Technology field, a Visually Impaired teacher training, or a master teacher program.

Section 3. Why are some lines on the pass rate form blank?

- Because there are less than 10 test-takers. Per law, pass rates are not calculated in those instances. There is no need to look up or complete the missing information.

Section 3. Are we having separate pass rates for our traditional completers and our alternate completers?

- Yes.

Section 4. What does low-performing mean?

- That your accreditation status for 2011-2012 (determined by SBEC at its February 2013 meeting) is “accredited-warned,” or “accredited-under probation.” Otherwise, you are not considered low-performing.

Sections 5 and 6. Don't we have to give that info under ASEP/TAC 229 also?

- Please note many of these are also required by TAC 229. We hope to import that data to ASEP from this IPRC, so that you won't be asked to re-send the same information in the fall.

Section 7. Do we have to complete this?

- No, this section is completely optional. It is, however, your chance to explain what's unique about your program or explain any data to think does not adequately portray your program.

Submit. It's not working!

- “Submit” won't be possible until the pass rates are uploaded. You'll have to save your responses and then hit “submit” after the pass rates are uploaded.