6A

Information/Action

Legislative Committee

Status of Legislation

AGENDA INSERT

Executive Summary: This agenda item provides information on proposed federal Title II regulations for Commission consideration and discussion.

Recommended Action: For information only

Presenter: Anne L. Padilla, Consultant, Office of Governmental Relations and Teri Clark, Director, Professional Services Division

Strategic Plan Goal

III Communication and Engagement

- Advise the Governor, Legislature, and other policy makers as appropriate regarding issues affecting the quality, preparation, certification, and discipline of the education workforce.

Proposed Federal Title II Regulations of the Higher Education Act (HEA)

Summary
On November 26, 2014, the United States Department of Education (USDOE) issued a Notice of Proposed Rulemaking (NPRM) for Title II of the Higher Education Act of 1965, as amended (HEA). These proposed regulations would add many data elements to be collected and reported by both teacher preparation institutions and state education agencies, (such as the Commission on Teacher Credentialing, for Title II reporting purposes) to the USDOE. The USDOE states that these proposed regulations are intended to address shortcomings with the existing data collection and reporting processes. Through these proposed regulations, the USDOE hopes to provide teacher preparation programs, local educational agencies, prospective teachers and the general public with access to more meaningful indicators of teacher preparation program performance.

The proposed regulations were published in the Federal Register on December 3, 2014.[1] Public comments on the regulations will be accepted through February 2, 2015. The regulations are also subject to review by the federal Office of Management and Budget (OMB).

This agenda item provides Title II background information, a summary of proposed requirements, consequences for programs designated as low-performing, information on California grant allocations for the federal Teacher Education Assistance for College and Higher Education (TEACH) grants, an implementation timeframe, a discussion of the readiness to meet the proposed requirements and questions for Commission consideration. Appendix A provides a detailed comparison of current and proposed reporting requirements. Appendix B provides the federal definition of terms used in the proposed regulations.

Background
Section 207, Title II of the Higher Education Act, requires teacher preparation institutions to submit annual reports to state agencies on the quality of the teacher preparation programs. States are required to collect the information contained in these institutional reports and submit annual reports to the USDOE that detail the outcomes of teacher preparation programs and describe efforts to improve teacher quality. These report cards are also intended to inform the public of the status of teacher preparation programs. The new reporting requirements for Title II impact: (1) the sponsors of all teacher preparation programs; and (2) the state agencies that certify new teachers for service in public schools. The most recent annual report was approved by the Commission for transmission to the USDOE at the October 2014 meeting.[2]

Proposed Requirements

[1] https://www.federalregister.gov/articles/2014/12/03/2014-28218/teacher-preparation-issues
[2] http://www.ctc.ca.gov/reports/TitleII_2012-2013_AnnualRpt.pdf

Major provisions of the proposed regulations include:

- Requiring that States report data at the individual teacher preparation program level, rather the current teacher preparation institution level
- Establishing indicators that States must use to report on teacher preparation program performance including student learning growth, placement and retention rates of program graduates and survey data from past graduates and their employers
- Establishing a State rating of individual teacher preparation program performance based on the indicators (above) as: exceptional, effective, at-risk, and low-performing
- Formulating required areas that States must consider in identifying low-performing and at-risk teacher preparation programs, the actions States must take with respect to these programs and consequences for low-performing programs that lose State approval and/or financial support
- Defining terms and requirements for measuring and assessing teacher performance
- Limiting federal Teacher Education Assistance for College and Higher Education (TEACH) Grants and professional development funds to only "high quality" programs (defined as being designated as "exceptional" or "effective")

Proposed New Requirements for Teacher Preparation Programs and States

The proposed regulations would impose new requirements on both teacher preparation programs and institutions through their Institutional Report Card, and the States, through the State Report Card.

Institutions/Programs: Amendments to §612.3 would: 1) revise the annual reporting calendar beginning in October 2017 and require each institution to submit the institutional report card in October of each calendar year covering data from the prior academic year; 2) require report data at the program level rather than the Institutional level; and 3) require each teacher preparation institution to prominently and promptly post the Institutional Report Card (IRC) information on the institution's web site and, if applicable, on the teacher preparation program's portion of the institution's web site. Data required on the IRC would continue to be as specified by the U.S. Secretary of Education.

States: While many of the proposed regulation impacts would affect institutional teacher preparation programs, the majority of work relative to the start-up policies and actions requires State leadership. The proposed regulations would require that States:

- Consult with stakeholders (as specified) to devise a "fair and equitable" teacher preparation program rating system based on federally defined indicators (student learning growth, placement and retention rates of program graduates and survey data from past graduates and their employers) that includes at least the following performance levels: exceptional, effective, at-risk and low-performing
- Assess State individual teacher preparation programs on indicators of content knowledge and teaching skills of new teachers. Indicators must include at a minimum:
    - student learning (based on student learning growth, teacher evaluation including student learning growth, or both)

    - new teacher employment (based on placement and retention data)
    - surveys (based on both new teacher and employer surveys)
    - specialized accreditation[3] or production of teacher candidates with content and pedagogical knowledge and quality clinical preparation who have met rigorous teacher candidates entry and exit qualifications, as defined
- Provide technical assistance to programs deemed at-risk or low-performing
- Beginning April 2019 and annually thereafter, report to the USDOE for each teacher preparation program that produces 25 or more new teachers in a reporting year[4]:
    - disaggregated data for each of the indicators
    - assurance that each program is either accredited by a specialized agency, or produces teacher candidates with content and pedagogical knowledge and quality clinical preparation who have met rigorous teacher candidates entry and exit qualifications, as defined
    - State's weighting of the different indicators
    - State-level rewards or consequences associated with the designated performance levels
    - State procedures used in establishing the performance levels and the examination of its data collection and reporting in the April 2018 Report Card and every four years thereafter (or in any year that the performance levels, indicators or weighting have been substantively changed). State procedures are to include at a minimum indicator weighting, aggregation of data, state level rewards or consequences, process for programs to challenge the accuracy of their performance data and program classification.

Appendix A of this item provides a table describing current requirements under Title II, HEA and those anticipated under the proposed regulations.

Proposed Consequences for Teacher Preparation Programs Designated as Low-Performing [5]

Beginning in the 2020-21 reporting cycle, any teacher preparation program for which the State has withdrawn approval or terminated financial support as a result of the program's identification as a low-performing teacher preparation program would be ineligible for federal professional development funding or federal aid under Title IV, HEA, TEACH grants. Programs identified as low-performing (for two out of the last three reporting cycles) would be required to notify the USDOE Secretary of this designation, would be prohibited from enrolling new candidates, and must also: 1) notify their current candidates who receive federal aid (described above) of this status and provide transition support for them; and 2) disclose the designation on their web site and in promotional materials. Regulations also would provide a process by which a teacher preparation program may regain eligibility to accept or enroll students receiving Title IV, HEA program funds after the loss of the State's approval and/or financial support.

---

[3] Defined as accreditation under the Council for the Accreditation of Educator Preparation (CAEP), Teacher Education Accreditation Council (TEAC) or the National Council for the Accreditation of Teacher Education (NCATE)

[4] Regulations provide special reporting processes for programs with fewer than 25 new teachers

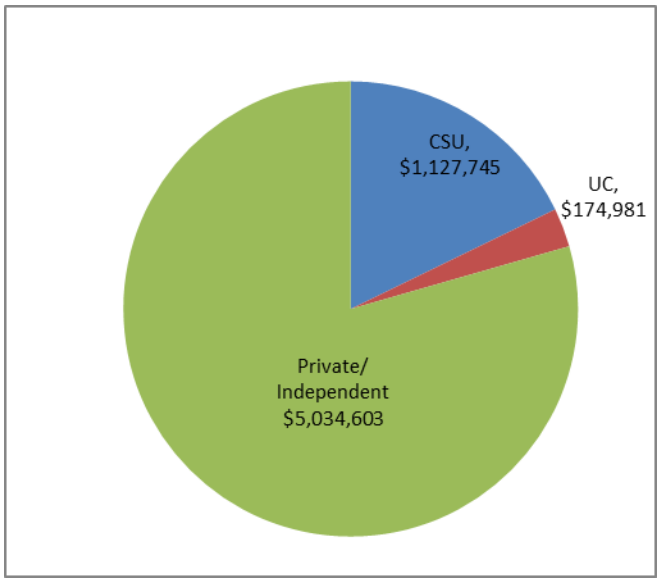
[5] Proposed Regulation, §612.7

Special consideration would be given to TEACH eligible science, technology, engineering or math (STEM) programs. The metric for these STEM programs would be that at least 60% of the program's recent TEACH recipients completed at least one year of teaching in fulfillment of the TEACH service obligation within three years of completing the program. This special definition was added as candidates participating in STEM programs are majoring in a STEM discipline (not in education) but their institutions are arranging for them to take the courses needed for them to enter teaching.

TEACH Grants in California

In 2013-14, California Institutions of Higher Education (IHE) teacher preparation program candidates received a total of 2,441 TEACH grants for a total of $6,337,329, which calculates to 8% of all grants nationwide and 7% of the nationwide funding.

2013-14 California TEACH Grants by IHE Segment[6]



Implementation Timeframe[7]

The USDOE anticipates the following timeline for implementation of the new regulations:

- January 2, 2015 — Deadline for comments on regulations to OMB
- February 2, 2015 — Close of public comment to USDOE
- September 2015 — Final regulations published
- 2015-16 — States consult and design systems
- 2016-17 — States and providers begin data collection
- October 2017 — Providers report Academic Year 2016-17 data to States
- April 2018 — Pilot year:
  - States submit first/pilot reports with data on new indicators

[6] https://studentaid.ed.gov/about/data-center/student/title-iv
[7] http://www.ed.gov/teacherprep , Presentation slides, #28

	• Identify low-performing/at-risk programs • Option to identify effective/exceptional programs
• April 2019	States submit first report with full ratings • "Official" reports with data on new indicators • Required to identify 4+ performance categories for all programs
• April 2020	States submit second reports

Readiness to Meet the Proposed Title II Regulations Requirements

The Commission is well positioned to comply with several of the proposed Title II regulation State requirements. As reported at the Commission's October 2014 meeting, efforts to streamline and strengthen California's teacher preparation accreditation system are currently underway.[8] Six task groups with focus on specific aspects of standards, assessments and outcome data are beginning work on recommendations for:

- *Preliminary Teacher Preparation Standards:* recommend revisions to the preliminary multiple and single subject standards.
- *Induction Standards, Policies and Regulations:* review recent policy changes and recommend revisions to induction standards and regulations governing the General Education (Multiple Subject and Single Subject) Clear Credential.
- *Performance Assessments:* provide guidance regarding teacher and administrator performance assessments, including standards governing the development and implementation of performance assessments.
- *Outcomes and Data:* review and redesign surveys based on changes in standards, make recommendations regarding useful reporting practices and formats, and standardize the use of this information in accreditation.
- *Accreditation Policy Procedures:* recommend needed changes in accreditation policy and procedures based on new standards, assessments, and outcomes data.
- *Public Access and Data Dashboards:* recommend ways to improve public access to information about preparation programs and institutions.

As a part of this effort, the Commission piloted in 2014 a series of teacher preparation program completer surveys.[9] These surveys probed candidates' experience in Multiple Subject, Single Subject and Educational Specialist teacher preparation programs.

The 2014 surveys focus on the knowledge, skills, and abilities defined in the Commission's program standards, including field experiences. The pilot was available to individuals who were recommended and paid for preliminary teaching or administrative services credentials between January 1, 2014 and August 30, 2014. "Reminder" emails were also sent to ensure that the largest number of responders could complete the survey by its close in September.

Program completer surveys for Preliminary Teaching Credentials--Multiple Subject, Single Subject, and Education Specialist--focused on the following for respondents:

[8] http://www.ctc.ca.gov/commission/agendas/2014-10/2014-10-3A.pdf
[9] http://www.ctc.ca.gov/educator-prep/completer-surveys.html

- Demographics
- Views about the preparation received in the area of pedagogical skills and methods for teaching in their respective credential area
- Views about the quality of the program they completed
- View about specific program features, including the ability to grow professionally and the Clinical Experience provided by the program

This survey process and procedures places the State in good position to comply with the new federal regulations concerning surveys of new teachers. This survey can also be expanded to be consistent with the proposed Title II requirements to survey new teacher employers.

Additionally, the requirement that the State assure that each program is either accredited by a specialized agency, or produces teacher candidates with content and pedagogical knowledge and quality clinical preparation who have met rigorous teacher candidates entry and exit qualifications is addressed because the Commission sets credential requirements and requires all of California's educator preparation programs to participate in the Commission's accreditation system.

Other portions of the proposed HEA regulations would require coordination between data on teacher preparation and certification, maintained at the Commission, and data on teacher employment and retention, currently maintained at the California Department of Education. Additional resources would be necessary to provide the new data elements outlined in the proposed HEA regulations.

The work already underway to streamline and strengthen the accreditation process could potentially be augmented to address the areas of the proposed HEA regulations that require consultation with stakeholders, particularly in establishing the required teacher preparation program indicators and performance levels.

Questions for the Commission to Consider Concerning the Proposed Federal Regulations

- The draft regulations require teacher preparation programs and states to submit data on student learning. California does not use K-12 student achievement data at the state level to assess the quality of teacher preparation. What other measures could California and its teacher preparation programs use to satisfy the proposed requirements?
- The proposed regulations would require data on teacher employment once the preliminary credential has been earned as well as retention in teaching. How could this data be collected at the institution and state level?
- What are the data systems implications for the Commission and for teacher preparation programs in order to comply with the proposed enhanced data requirements?
- What are the budgetary implications of meeting the proposed federal regulations for the Commission and for teacher preparation programs?

- Does the Commission wish to submit formal comments to the OMB or USDOE on the proposed regulations?

Next Steps

Should the Commission decide that an official response to the regulations is warranted, comments would need to be submitted by January 2, 2015 for the OMB, and February 2, for the USDOE.

Appendix A

Current and Proposed HEA Requirements

Key Issues that would impact TPP and State	Requirements under Current HEA regulations and Continued under Proposed HEA Regulations	Requirements under Proposed HEA Regulations
Annual Reporting - Data elements reported	Pass Rate Data for Assessments (submitted at the individual level, but reported at the aggregate): • Basic Skills • Subject Matter • RICA	
	Institutional and Program Data (aggregate level): • Teacher Quality Partnership • Admission data (GPA, Enrollment, Clinical Experience, Teachers Prepared by Subject Area, Teachers Prepared by Academic Major) • Annual Goals and Assurances • Assessment Pass Rates (individual and summary) • Low Performing • Use of Technology • Teacher Training • Contextual Information (optional)	
Reporting timeframe for TPP	Submission of Institutional and Program Report Card (IPRC) to the State – **April 30**	**October** *(Note – submission dates for teacher preparation programs are moved six months earlier in the proposed regulations)*
Reporting timeframe for State	Submission of State Report Card (STRC) to USDOE – **October 31**	**April** *(Note – submission dates for states are moved six months earlier in the proposed regulations)*
Penalty for TPP	$27,500 if accurate data was not submitted in a timely manner by TPP	Loss of TEACH Grant eligibility for low-performing or at-risk programs
Penalty for State	none	No specific penalty mentioned in the regs
Reporting level	Data are reported for all initial teacher preparation offered by the sponsor (Entity Level)	Data will be reported for each teacher preparation program (not at the Entity level)
New requirements		**Indicator #1: Student Learning Outcomes** - Data on the aggregate learning outcomes of student taught by new teachers trained by each teacher preparation program in the State. - State would choose to calculate the data

Key Issues that would impact TPP and State	Requirements under Current HEA regulations and Continued under Proposed HEA Regulations	Requirements under Proposed HEA Regulations
		on student learning outcomes using measures of student growth, teacher evaluation measures, or both.
New Requirements	*Note: CTC in the process of developing Employer Survey that will be piloted in Spring 2015*	**Indicator #2: Employment Outcomes** - Teacher placement rate - Teacher placement rate calculated for high-need schools - Teacher retention rate - Teacher retention rate calculated for high-need schools
New Requirements	*Note: CTC has conducted Pilot surveys for Program Completers in Summer 2014; currently in the process of modifying Program Completers Surveys*	**Indicator #3: Survey Outcomes** Qualitative and Quantitative data collected through survey instruments, including, but not limited to, a teacher survey and an employer survey, designed to capture perceptions of whether new teachers who are employed as teachers in their first year of teaching in the State where the teacher preparation program is located have the skills needed to succeed in the classroom.
Low-performing TPP	Currently there are two categories for Low-Performing institutions (At risk and Low Performing). California has defined At-Risk as an institution with an accreditation decision of **Accreditation with Major Stipulations** and Low Performing as **Accreditation with Probationary Stipulations.**	**Indicator #4: Program Characteristics** - An assurance that the program is accredited by a specialized accreditation agency recognized by the Secretary for accreditation of professional teacher education programs - Program produces teacher candidates with content and pedagogical knowledge, produces teacher candidates with quality clinical preparation, produces teacher candidates who have met rigorous teacher candidate entry and exit qualifications - According to the new regs, there will be four distinct categories of teacher preparation programs: Low-performing, at-risk, effective, and exceptional

Appendix B

Title II Federal Regulations §612.2 Definitions.

Published on November 25, 2014

At-risk teacher preparation program: A teacher preparation program that is identified as at-risk of being low-performing by a State based on the State's assessment of teacher preparation program performance under §612.4.

Candidate accepted into a teacher preparation program: An individual who has been admitted into a teacher preparation program but who has not yet enrolled in any coursework that the institution has determined to be part of that teacher preparation program.

Candidate enrolled in a teacher preparation program: An individual student who has been accepted into a teacher preparation program and is in the process of completing coursework but has not yet completed the teacher preparation program.

Content and pedagogical knowledge: An understanding of the central concepts and structures of the discipline in which a teacher candidate has been trained, and how to create effective learning experiences that make the discipline accessible and meaningful for all students, including a distinct set of instructional skills to address the needs of English language learners and students with disabilities, in order to assure mastery of the content by the students, as described in applicable professional, State, or institutional standards.

Effective teacher preparation program: A teacher preparation program that is identified as effective by a State based on the State's assessment of teacher preparation program performance under §612.4.

Employer survey: A survey of employers or supervisors designed to capture their perceptions of whether the new teachers they employ or supervise, who attended teacher preparation programs in the State where the new teachers are employed or supervised, were effectively prepared.

Employment outcomes: Data, measured by the teacher placement rate, the teacher placement rate calculated for high-need schools, the teacher retention rate, and the teacher retention rate calculated for high-need schools, on the effectiveness of a teacher preparation program in preparing, placing, and supporting new teachers consistent with local education agency (LEA) needs.

Exceptional teacher preparation program: A teacher preparation program that is identified as exceptional by a State based on the State's assessment of teacher preparation program performance under §612.4.

High-need school: A school that, based on the most recent data available, meets one or both of the following:

(i) The school is in the highest quartile of schools in a ranking of all schools served by a local educational agency (LEA), ranked in descending order by percentage of students from low-income families enrolled in such schools, as determined by the LEA based on one of the following measures of poverty:

(A) The percentage of students aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary.

(B) The percentage of students eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.].

(C) The percentage of students in families receiving assistance under the State program funded under part A of title IV of the Social Security Act [42 U.S.C. 601 et seq.].

(D) The percentage of students eligible to receive medical assistance under the Medicaid program.

(E) A composite of two or more of the measures described in paragraphs (i)(A) through (D) of this definition.

(ii) In the case of--

(A) An elementary school, the school serves students not less than 60 percent of whom are eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act; or

(B) Any other school that is not an elementary school, the other school serves students not less than 45 percent of whom are eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act.

Low-performing teacher preparation program: A teacher preparation program that is identified as low-performing by a State based on the State's assessment of teacher preparation program performance under §612.4.

New teacher: A recent graduate or alternative route participant who, within the last three title II reporting years, as defined in the report cards pursuant to §§ 612.3 and 612.4, has received a level of certification or licensure that allows him or her to serve in the State as a teacher of record for K-12 students and, at a State's discretion, preschool students.

Quality clinical preparation: Training that integrates content, pedagogy, and professional coursework around a core of pre-service clinical experiences. Such training must, at a minimum-

(i)Be provided, at least in part, by qualified clinical instructors, including school and LEA-based personnel, who meet established qualification requirements and who use a training standard that is made publicly available;

(ii)Include multiple clinical or field experiences, or both, that serve diverse, rural, or underrepresented student populations in elementary through secondary school, including English language learners and students with disabilities, and that are assessed using a performance-based protocol to demonstrate teacher candidate mastery of content and pedagogy; and

(iii) Require that teacher candidates use research-based practices, including observation and analysis of instruction, collaboration with peers, and effective use of technology for instructional purposes.

Recent graduate: An individual whom a teacher preparation program has documented as having met all the requirements of the program within the last three Title II reporting years, as defined in the report cards prepared under §§ 612.3 and 612.4. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, whether an individual has or has not been hired as a full-time teacher or been recommended to the State for initial certification or licensure may not be used as a criterion for determining if the individual is a recent graduate.

Rigorous teacher candidate entry and exit qualifications: Qualifications of a teacher candidate established by a teacher preparation program prior to the candidate's completion of the program using, at a minimum, rigorous entrance requirements based on multiple measures, and rigorous exit criteria based on an assessment of candidate performance that relies on validated professional teaching standards and measures of the candidate's effectiveness that include, at a minimum, measures of curriculum planning, instruction of students, appropriate plans and modifications for all students, and assessment of student learning.

Student achievement in non-tested grades and subjects: For purposes of determining student growth in grades and subjects in which assessments are not required under section 1111(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA), measures of student learning and performance, such as student results on pre-tests and end-of-course tests; objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous, comparable across schools, and consistent with State guidelines.

Student achievement in tested grades and subjects: For purposes of determining student growth for grades and subjects in which assessments are required under section 1111(b)(3) of the ESEA--

(i) A student's score on the State's assessments under section 1111(b)(3) of the ESEA and, as appropriate;

(ii) Other measures of student learning, such as those described in the definition of

Student achievement in non-tested grades and subjects, provided that the measures are rigorous, comparable across schools, and consistent with State guidelines.

Student growth: For an individual student, the change in student achievement in tested grades and subjects and the change in student achievement in non-tested grades and subjects between two or more points in time.

Student learning outcomes: For each teacher preparation program in a State, data on the aggregate learning outcomes of students taught by new teachers. These data are calculated by the State using a student growth measure, a teacher evaluation measure, or both.

Survey outcomes: Qualitative and quantitative data collected through survey instruments, including, but not limited to, a teacher survey and an employer survey, designed to capture perceptions of whether new teachers who are employed as teachers in their first year teaching in the State where the teacher preparation program is located possess the skills needed to succeed in the classroom.

Teacher evaluation measure: By grade span and subject area and consistent with statewide guidelines, the percentage of new teachers rated at each performance level under an LEA teacher evaluation system that differentiates teachers on a regular basis using at least three performance levels and multiple valid measures in determining each teacher's performance level. For purposes of this definition, multiple valid measures of performance levels must include, as a significant factor, data on student growth for all students (including English language learners and students with disabilities), and other measures of professional practice (such as observations based on rigorous teacher performance standards or other measures which may be gathered through multiple formats and sources such as teacher portfolios and student and parent surveys).

Teacher placement rate: (i) Calculated annually and pursuant to §612.5(a), the combined non-duplicated percentage of new teachers and recent graduates who have been hired in a full-time teaching position for the grade level, span, and subject area in which the teachers and recent graduates were prepared.

(ii) At the State's discretion, the rate calculated under paragraph (i) of this definition may exclude one or more of the following, provided that the State uses a consistent approach to assess and report on all of the teacher preparation programs in the State:

(A) New teachers or recent graduates who have taken teaching positions in another State.

(B) New teachers or recent graduates who have taken teaching positions in private schools.

(C) New teachers or recent graduates who have taken teaching positions that do not require State certification.

(D) New teachers or recent graduates who have enrolled in graduate school or entered military service.

Teacher preparation entity: An institution of higher education or other organization that is authorized by the State to prepare teachers.

Teacher preparation program: A program, whether traditional or alternative route, offered by a teacher preparation entity that leads to a specific State teacher certification or licensure in a specific field.

Teacher retention rate: (i) Calculated annually and pursuant to §612.5(a), any of the following rates, as determined by the State provided that the State uses a consistent approach to assess and report on all of the teacher preparation programs in the State:

(A) The percentage of new teachers who have been hired in full-time teaching positions and served for periods of at least three consecutive school years within five years of being granted a level of certification that allows them to serve as teachers of record.

(B) The percentage of new teachers who have been hired in full-time teaching positions and reached a level of tenure or other equivalent measure of retention within five years of being granted a level of certification that allows them to serve as teachers of record.

(C) One hundred percent less the percentage of new teachers who have been hired in full-time teaching positions and whose employment was not continued by their employer for reasons other than budgetary constraints within five years of being granted a level of certification or licensure that allows them to serve as teachers of record.

(ii) At the State's discretion, the rates calculated under this definition may exclude one or more of the following, provided that the State uses a consistent approach to assess and report on all teacher preparation programs in the State:

(A) New teachers who have taken teaching positions in other States.

(B) New teachers who have taken teaching positions in private schools.

(C) New teachers who are not retained due to particular market conditions or circumstances particular to the LEA beyond the control of teachers or schools.

(D) New teachers who have enrolled in graduate school or entered military service.

Teacher survey: A survey of new teachers serving in full-time teaching positions for the grade level, span, and subject area in which the teachers were prepared that is designed to capture their perceptions of whether the preparation that they received from their teacher preparation programs was effective.