



George Mason University  
Traditional Report AY 2016-17  
Virginia



100% COMPLETE

STATUS: IN PROGRESS

## Institution Information

### ADDRESS

4400 University Drive, MS 6C13

### CITY

Fairfax

### STATE

Virginia

### ZIP

22030

### SALUTATION

Ms.

### FIRST NAME

Kristine

### LAST NAME

Healy

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

☐ Yes  
☒ No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ☐ Residency
- ☐ Pre-baccalaureate
- ☐ Both Residency and Pre-baccalaureate

# List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year’s report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

## Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art Education	No	
Dance Education	No	
Early Childhood PK-3	No	
Early Childhood Special Education	No	
Elementary Education Domestic	No	
Elementary Education International	No	
English as a Second Language International	No	
Foreign Language - Arabic	No	
Foreign Language - Chinese	No	
Foreign Language - French	No	
Foreign Language - German	No	
Foreign Language - Japanese	No	
Foreign Language - Korean	No	
Foreign Language - Latin	No	
Foreign Language - Spanish	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Health and Physical Education	No	
Music Education Instrumental	No	
Music Education Vocal	No	
Reading Specialist	No	
Secondary Education - Biology	No	
Secondary Education - Chemistry	No	
Secondary Education - Earth Science	No	
Secondary Education - English	No	
Secondary Education - History & Social Studies	No	
Secondary Education - Mathematics	No	
Secondary Education - Physics	No	
Special Education Adapted Curriculum	No	
Special Education General Curriculum	No	
Special Education Visual Impairment	No	
Theatre Education	No	
Total number of teacher preparation programs: 30		

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

## Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Other

If Other, please specify:

UG – second semester sophomore year; all others - postgraduate

2. Does your initial teacher certification program conditionally admit students?

- ☐ Yes
- ☒ No

3. Provide a link to your website where additional information about admissions requirements can be found:

https://cehd.gmu.edu/admissions/

4. Please provide any additional information about or exceptions to the admissions information provided above:

## Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
- ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>

Element	Required for Entry	Required for Exit
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>Audition/Portfolio</div>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.13

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.48

6. Please provide any additional information about the information provided above:

## Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes  
☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>Resume. Portfolio</div>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.41

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.97

6. Please provide any additional information about the information provided above:

# Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17.  [\(§205\(a\)\(1\)\(C\)\(iii\), §205\(a\)\(1\)\(C\)\(iv\)\)](#)

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	30
Average number of clock hours required for student teaching	300
Average number of clock hours required for mentoring/induction support	10
Number of full-time equivalent faculty supervising clinical experience during this academic year	23
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	46
Number of students in supervised clinical experience during this academic year	423

Please provide any additional information about or descriptions of the supervised clinical experiences:



# Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Enrollment](#)

## Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2016-17	1076
Unduplicated number of males enrolled in 2016-17	260
Unduplicated number of females enrolled in 2016-17	816

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	84
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	2
Asian	84
Black or African American	41
Native Hawaiian or Other Pacific Islander	0
White	811
Two or more races	23

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

### What are CIP Codes?

☐ No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="69"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="13"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="92"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="60"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="171"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	13
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	16
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	13
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	18
13.1314	Teacher Education - Physical Education and Coaching	13
13.1315	Teacher Education - Reading	31
13.1316	Teacher Education - Science Teacher Education/General Science	15
13.1317	Teacher Education - Social Science	20
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	9
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	2
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	20
13.1329	Teacher Education - Physics	2
13.1330	Teacher Education - Spanish	3

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="4"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="27"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

☐ No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text" value="1"/>
13.10	Teacher Education - Special Education	<input type="text" value="1"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="11"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="18"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="2"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	1 <input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	19 <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	14 <input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="1"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text" value="44"/>
42	Psychology	<input type="text" value="41"/>
45.01	Social Sciences	<input type="text" value="2"/>
45.02	Anthropology	<input type="text" value="1"/>
45.06	Economics	<input type="text" value="4"/>
45.07	Geography and Cartography	<input type="text" value="2"/>
45.10	Political Science and Government	<input type="text" value="14"/>
45.11	Sociology	<input type="text" value="5"/>
50	Visual and Performing Arts	<input type="text" value="19"/>
54	History	<input type="text" value="19"/>
16	Foreign Languages	<input type="text" value="14"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text" value="8"/>
23	English Language/Literature	<input type="text" value="34"/>
38	Philosophy and Religious Studies	<input type="text" value="1"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text" value="15"/>
14	Engineering	<input type="text" value="3"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text" value="12"/>
27	Mathematics and Statistics	<input type="text" value="10"/>
40.01	Physical Sciences	<input type="text" value="2"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text" value="1"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text" value="1"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text" value="17"/>
11	Computer and Information Sciences	<input type="text" value="3"/>
99	<div>Other Specify: <input type="text" value="Hosp&amp;Trsm Mgmt; Bio Fndtns of Animal Behav; Area Stud; Intl Stud"/></div>	<input type="text" value="5"/>



On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

## Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2016-17	<div>337</div>
2015-16	<div>375</div>
2014-15	<div>431</div>

# Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

15

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ☒ Yes
- ☐ No
- ☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

Coordination with Bachelor's to Accelerated Master's program to provide smooth transitions for undergraduate mathematics majors into the master's in mathematics education program.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We have learned that flexibility is key in meeting our goal of increasing our numbers. Providing a variety of pathways for students to join the master's program via Bachelor's Accelerated Master's gives students several opportunities to join the program.

**6. Provide any additional comments, exceptions and explanations below:**

We have begun working with CEHD's marketing office to make our program more visible. Additionally, Secondary Education Mathematics faculty continues to do outreach with the Mathematics Department as well as the Bachelor's Accelerated Master's (BAMs) and undergraduate coordinators as the numbers of undergraduates enrolling in either BAMs or an undergraduate pathway continue to grow.

**Academic year 2017-18**

**7. Is your program preparing teachers in mathematics in 2017-18?**

- ☒ Yes  
☐ No (leave remaining questions for year blank)

**8. How many prospective teachers did your program plan to add in mathematics in 2017-18?**

15

**9. Provide any additional comments, exceptions and explanations below:**

We are still working with the CEHD marketing office to make our program more visible. We have applied for an internal grant to create a middle grades program. These funds will help us apply for a future NSF Noyce Grant that would help us recruit more candidates and diversify our preservice teacher population. Additionally, we are embarking on doing research about developing a middle grades program to increase enrollment.

**Academic year 2018-19**

**10. Will your program prepare teachers in mathematics in 2018-19?**

- ☒ Yes  
☐ No (leave remaining questions for year blank)

**11. How many prospective teachers does your program plan to add in mathematics in 2018-19?**

15

**12. Provide any additional comments, exceptions and explanations below:**

We plan to continue the methods discussed above for recruiting. We also hope to have our plans for a middle grades program underway.

## Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 2016-17**

**1. Did your program prepare teachers in science in 2016-17?**

- ☒ Yes  
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

5

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ☒ Yes  
☐ No  
☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

Offered two “Think you want to be a Science Teacher” information sessions in the College of Science to undergraduates. Offered one-on-one meetings with prospective students from in-state and out-of-state. While doing research in Geology classes, offered a brief overview of the Bachelor’s to Accelerated Master’s program.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Will continue to build relationships with College of Science faculty to clearly communicate our Bachelor to Accelerated Master’s program and other offerings. Will write a PhysTec grant to recruit more Physics undergraduate majors into teaching.

6. Provide any additional comments, exceptions and explanations below:

We continued to strengthen partnerships with local education agencies (LEAs), including adding new partnership schools, inviting LEAs leadership to our bi-annual advisory board meetings, and recommending current/recent students to fill teaching vacancies. We have also continued to recruit Bachelor to Accelerated Master’s students. Additionally, we have streamlined the course schedule in order to reduce the number of days students need to drive to campus for classes.

## Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

15

9. Provide any additional comments, exceptions and explanations below:

## Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

12. Provide any additional comments, exceptions and explanations below:

## Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

200

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- ☒ Yes
- ☐ No
- ☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

- Information sessions with local school divisions - Web-based information updated and revised to include quotes from alumni/current students - Use of endorsement grant funds to support tuition for provisionally licensed teachers seeking full licensure

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Our on-the-job teacher candidates responded well to the integration of online options within our outreach model to better support local educators seeking licensure. We are exploring additional ways to make advising more accessible to our students.

6. Provide any additional comments, exceptions and explanations below:

Funds offered by the Virginia Department of Education (VDOE) in support of the endorsement of special education teachers are exceedingly helpful in recruiting provisionally licensed educators into a program as well as retaining those who struggle with the expense of completing required coursework. We will advocate retaining or increasing these grants in support of preparing special educators.

### Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

200

9. Provide any additional comments, exceptions and explanations below:

Funds offered by the VDOE in support of the endorsement of special education teachers are exceedingly helpful in recruiting provisionally licensed educators into a program as well as retaining those who struggle with the expense of completing required coursework. We will advocate retaining or increasing these grants in support of preparing special educators.

### Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

200

12. Provide any additional comments, exceptions and explanations below:

Funds offered by the VDOE in support of the endorsement of special education teachers are exceedingly helpful in recruiting provisionally licensed educators into a program as well as retaining those who struggle with the expense of completing required coursework. We will advocate retaining or increasing these grants in support of preparing special educators.

## Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

80

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- ☐ Yes
- ☒ No
- ☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Our unofficial records indicate that we admitted 81 students in instruction of limited English proficient students in 2016-17. Our secondary graduate certificate process explains the reason for the discrepancy. Students are admitted into our Master of Education in Curriculum and Instruction with a concentration in Teaching Culturally, Linguistically Diverse & Exceptional Learners only and add a secondary graduate certificate in ESL during their second semester of graduate work. Official University admissions data is only available for students admitted to the master's program, not when they add on the secondary certificate in ESL. We will continue to offer our online ESOL endorsement program in partnership with Virginia Department of Education (VADOE). Additionally, through a partnership with VADOE and local school divisions, we hope to create an ESOL provisional licensing program which can increase the number of prospective teachers we can serve next year. We also continue to work with K-12 school divisions to create school-based cohorts to support licensed teachers seeking endorsement in ESOL.

### Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

80

9. Provide any additional comments, exceptions and explanations below:

Our unofficial records indicate that we admitted 49 students in instruction of limited English proficient students in 2017-18. We have seen a downturn in enrollment of our ESOL endorsement program this year since VDOE changed its policy to requiring only passing PRAXIS II ESOL for licensed teachers to get an endorsement on their license. Last year we had school-based cohorts doing our ESOL endorsement program in Arlington County Public Schools, Fairfax County Public Schools, Prince William Public Schools, Schools, and Loudoun County Public Schools. However, with the change in policy, we no longer have ESOL endorsement cohorts in ACPS, FCPS, and PWPS. Our numbers decreased due to the change in VDOE endorsement requirements. Therefore, our enrollment falls in line with our current expectations. Through a partnership with VDOE and local school divisions, we hope to create an ESOL provisional licensing program which can increase the number of prospective teachers we can serve next year. We also plan to offer our online ESOL endorsement program to teachers throughout the state of Virginia that can lead into an M.Ed. in Curriculum and Instruction with a concentration in Teaching Culturally and Linguistically Diverse and Exceptional Learners Program.

### Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

12. Provide any additional comments, exceptions and explanations below:

## Assurances

Please certify that your institution is in compliance with the following assurances.  [\(§205\(a\)\(1\)\(A\)\(iii\), §206\(b\)\)](#) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ☒ Yes  
☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- ☒ Yes  
☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- ☐ Yes  
☒ No  
☐ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- ☒ Yes  
☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- ☒ Yes  
☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- ☒ Yes  
☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- ☒ Yes  
☐ No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

The special education programs collaborate with Old Dominion University, Norfolk State University, Virginia Commonwealth University, Radford University, the University of Virginia and James Madison University in consortia and outreach programs. Extensive partnerships with approximately 40 school divisions in Northern and Northwestern Virginia (Regions 4&5) provide collaborative programs designed to meet the demands for teachers in special education in Virginia. There are over 4000 special education teachers in VA currently working on provisional licenses. All general education teacher candidates complete field experiences in schools which represent diverse populations including differences in ethnicity, socioeconomic [percentage of students on free and reduced lunch], programs, mobility, ESOL, and special needs. All general education teacher candidates explore the diversity of today's schools along cultural, linguistic, SES, and ability dimensions through in-class and field experience strategies which include: 1) development of units that include lessons that address the needs of a different student populations including English language learners and special needs students; 2) evaluation of teacher candidate ability to modify, adapt, and assess students who require individualized and differentiated instruction;



3) examination of lesson adaptations, assessments that are used, re-teaching possibilities and reflection on the potential to meet student needs. ESL teacher preparation uses curricular structures which facilitate the knowledge and skills needed to work in international classrooms and requires that all teacher candidates take courses in English as Second Language pedagogy to prepare for teaching in linguistically diverse environments.

# Assessment Pass Rates

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0134 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
0134 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	8			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	13	176	13	100
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	7			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	11	175	11	100
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	5			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	9			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	13	171	13	100
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	11	171	11	100
0633 -BRAILLE PROFICIENCY Educational Testing Service (ETS) Other enrolled students	1			
0633 -BRAILLE PROFICIENCY Educational Testing Service (ETS) All program completers, 2016-17	1			
0631 -BRAILLE PROFICIENCY Educational Testing Service (ETS) All program completers, 2014-15	2			
0245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	5			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	2			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
0571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	2			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	22	179	22	100
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	98	177	98	100
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	7			
5014.1 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2015-16	1			
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	21	175	21	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	64	179	63	98
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	82	183	82	100
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	8				
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	36	180	36	100	
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	6				
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	2				
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	19	175	19	100	
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4				
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	62	172	61	98	
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	1				
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	82	177	82	100	
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	8				
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	6				
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	36	178	36	100	
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	6				
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	2				
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	4				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	19	176	19	100
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	61	174	60	98
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	9			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	81	178	81	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	4			
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	38	176	38	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	2			
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	6			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	19	173	19	100
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	1			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	62	172	61	98
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2016-17	83	177	83	100
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2016-17	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2015-16	37	184	37	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2015-16	5			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2014-15	2			
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2014-15	6			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	183	12	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	16	185	16	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	22	185	22	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	27	183	27	100
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2014-15	6			
5041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) All program completers, 2014-15	4			
5041.1 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT).1 Educational Testing Service (ETS) All program completers, 2015-16	1			
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	181	14	100
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	10	179	9	90

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2016-17	3			
5183 -GERMAN: WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5183 -GERMAN: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	1			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	8			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	13	165	13	100
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	4			
5856 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	12	167	12	100
5856 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	18	170	18	100
0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	165	8	67
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	11	171	11	100
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
5061 -MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	1			
5061 -MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
0113 -MUSIC: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	13	175	13	100
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	18	174	18	100
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	17	172	17	100
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	14	174	14	100
0265 -PHYSICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
0265 -PHYSICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5265 -PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
5265 -PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5265 -PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	2			
5265 -PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	3			
5265 -PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All enrolled students who have completed all noncl	63	176	61	97
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) Other enrolled students	3			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) Other enrolled students	60	176	57	95
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2016-17	134	179	134	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2015-16	118	179	118	100
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2015-16	5			
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2014-15	18	179	18	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2014-15	167	181	167	100
5304 -READING FOR VA EDUCATORS READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	14	186	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5304 -READING FOR VA EDUCATORS READING SPECIALIST Educational Testing Service (ETS) All program completers, 2016-17	30	184	30	100
5304 -READING FOR VA EDUCATORS READING SPECIALIST Educational Testing Service (ETS) All program completers, 2015-16	51	185	51	100
5304 -READING FOR VA EDUCATORS READING SPECIALIST Educational Testing Service (ETS) All program completers, 2014-15	16	188	16	100
0304 -READING FOR VA EDUCATORS READING SPECIALIST Educational Testing Service (ETS) All program completers, 2014-15	2			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	17	174	17	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	6			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	20	178	20	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	16	179	16	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	26	179	26	100
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	3			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	2			
099 -VCLA Evaluation Systems group of Pearson All enrolled students who have completed all noncl	162	522	162	100
099 -VCLA Evaluation Systems group of Pearson Other enrolled students	286	521	277	97
099 -VCLA Evaluation Systems group of Pearson All program completers, 2016-17	328	521	328	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2015-16	352	530	352	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2014-15	422	542	422	100
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson Other enrolled students	2			
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All program completers, 2016-17	3			
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All program completers, 2015-16	5			
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All program completers, 2014-15	4			

# Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	337	337	100
All program completers, 2015-16	382	382	100
All program completers, 2014-15	430	430	100

# Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. [\(\\$205\(a\)\(1\)\(D\), \\$205\(a\)\(1\)\(E\)\)](#)

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☒ State
- ☒ NCATE
- ☐ TEAC
- ☐ CAEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(\\$205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

b. use technology effectively to collect data to improve teaching and learning

- ☒ Yes
- ☐ No

c. use technology effectively to manage data to improve teaching and learning

- ☒ Yes
- ☐ No

d. use technology effectively to analyze data to improve teaching and learning

- ☒ Yes
- ☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Teacher candidates (TC) create technology presentations to select a web site, software program, or a technology product for differentiating instruction, identifying strengths and needed re-teaching, and conducting assessments. Class discussions include ways to employ hand-helds and tablets as tools for conducting instructional assessments. General education candidates enroll in classes aligned with content in Reading/Language Arts/Literacy, Mathematics, Science, Social Studies and Fine Arts that provide: 1) technological tools to teach the content material, and 2) examples of technology that can be used to assess and provide individualized instruction. TC are required to identify ways to assess and organize student data, and consider ways to use the technology to individualize instruction in at least one lesson that is planned and taught. In field experiences TC are evaluated on their ability to use technology in different ways to document and assess student learning and to modify, adapt, and individualize materials.

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year’s report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Teacher Training](#)

## Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.  [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

☒ Yes

☐ No

b. participate as a member of individualized education program teams

☒ Yes

☐ No

c. teach students who are limited English proficient effectively

☒ Yes

☐ No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

General Education teacher candidates are required to participate in a presentation that contains background information, describes all special needs categories, applications for practice in general education classrooms, the IEP process, and the role and responsibility of each teacher in the IEP process. The laws governing the IEP process are also discussed and covered on course examinations. General Education teacher candidates prepare lessons using the framework of Least Restrictive Environment. Authentic examples of IEPs and the process for initiating an IEP, the referral process and a teacher’s roles and responsibilities in that process are examined. All teacher candidates are required to develop lessons plans prior to and during internships that demonstrate adaptations for students with IEPs. General Education teacher candidates also consider the diversity of today’s schools along cultural, linguistic, SES, and ability dimensions through in-class and field based experiences. These experiences include development of units that include lessons that address the needs of English language learners and evaluation of teacher candidate ability to modify, adapt, and assess students who require individualized and differentiated instruction.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

☒ Yes



- ☐ No
- ☐ Program does not prepare special education teachers

**b. participate as a member of individualized education program teams**

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

**c. teach students who are limited English proficient effectively**

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

**4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Our programs provide comprehensive state approved programs in mild disabilities (accessing the general curriculum), severe disabilities (accessing the adapted curriculum), and vision impairments. Programs offered on campus, off campus (face to face) and through distance education (face to face video conferencing) are identical in terms of content and delivery and students may take individual courses through any of the above delivery formats. Core content is met through the HOUSE system in Virginia and our program offers preparation for Praxis 2 elementary content to meet the state core requirements where needed.

# Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The College of Education and Human Development (CEHD) is committed to preparation excellence, innovation, and collaboration in research. CEHD prepares professionals for the highest level of practice and service in diverse schools, organizations, and communities. CEHD also provides leadership in transforming schools and communities through research, teaching, and collaboration. CEHD faculty prepare practitioners through multidisciplinary programs of study that facilitate the understanding, integration, and application of knowledge. Through research activities, faculty and students expand and refine the knowledge base for teaching and learning. In response to the richness and complexity of a pluralistic society, CEHD infuses diversity into academic programs and research. Faculty develop and support knowledgeable, caring, and reflective professionals who facilitate excellence and equity for all learners. CEHD faculty and students demonstrate their growth and development in ways meaningful to their communities and professional organizations. Innovative programs and the integration of technology provided opportunities for students to develop, examine, evaluate, and practice professional knowledge, skills, and dispositions. Our Elementary Professional Development Schools and Secondary Education Professional Development Schools (middle and high school) relationships have been designed in collaboration with area school divisions and school faculty to meet their specific, identified student learning needs.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **1076**.

Number of program completers from Section I: Program Information, Program Completers is **337**.

For a total enrollment of **1413**.

☐ I certify the total enrollment shown above is correct.

## Certification of submission

☐ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

## Certification of review of submission

☐ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

TITLE:

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	1110	1076	-3.06%
<a href="#">Male Enrollment</a>	275	260	-5.45%
<a href="#">Female Enrollment</a>	835	816	-2.28%
<a href="#">Hispanic/Latino Enrollment</a>	75	84	12.00%
<a href="#">American Indian or Alaska Native Enrollment</a>	4	2	-50.00%
<a href="#">Asian Enrollment</a>	88	84	-4.55%
<a href="#">Black or African American Enrollment</a>	42	41	-2.38%

Item	Last Year	This Year	Change
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	2	0	
<a href="#">White Enrollment</a>	801	811	1.25%
<a href="#">Two or more races Enrollment</a>	29	23	-20.69%
<a href="#">Average number of clock hours required prior to student teaching</a>	30	30	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	300	300	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	10	10	0.00%
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	24	23	-4.17%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	47	46	-2.13%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	406	423	4.19%
<a href="#">Total completers for current academic year</a>	375	337	-10.13%
<a href="#">Total completers for prior academic year</a>	431	375	-12.99%
<a href="#">Total completers for second prior academic year</a>	329	431	31.00%