



George Mason University
Traditional Report AY 2017-18
Virginia



REPORT COMPLETE

STATUS: CERTIFIED

Institution Information

ADDRESS

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CITY

Fairfax

STATE

Virginia

ZIP

22030

SALUTATION

Ms.

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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 Sciences	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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" 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 2017-18?

3.42

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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.52

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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" 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 2017-18?

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 2017-18?

3.96

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. [\(§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	16
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	51
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 2017-18	1509
Unduplicated number of males enrolled in 2017-18	285
Unduplicated number of females enrolled in 2017-18	1224

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\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	152
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	5
Asian	159
Black or African American	84
Native Hawaiian or Other Pacific Islander	3
White	1031
Two or more races	33

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 2017-18. 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 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="76"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="29"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="82"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="61"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="162"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	23
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	12
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	14
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	37
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	16
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	7
13.1323	Teacher Education - Chemistry	4
13.1324	Teacher Education - Drama and Dance	1
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	16
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	1

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="1"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="29"/>
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 2017-18. 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 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text" value="2"/>
13.10	Teacher Education - Special Education	<input type="text" value="3"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="8"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="19"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="3"/>
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	2 <input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	12 <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	14 <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	12 <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	1 <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	1 <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"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="1"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text" value="1"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text" value="80"/>
42	Psychology	<input type="text" value="22"/>
45.01	Social Sciences	<input type="text" value="12"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text" value="1"/>
45.10	Political Science and Government	<input type="text" value="8"/>
45.11	Sociology	<input type="text" value="7"/>
50	Visual and Performing Arts	<input type="text" value="10"/>
54	History	<input type="text" value="23"/>
16	Foreign Languages	<input type="text" value="5"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text" value="4"/>
23	English Language/Literature	<input type="text" value="31"/>
38	Philosophy and Religious Studies	<input type="text" value="4"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text" value="23"/>
14	Engineering	<input type="text" value="3"/>

CIP Code	Academic Major	Number Prepared
26	Biology	15
27	Mathematics and Statistics	4
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	5
40.06	Geological and Earth Sciences/Geosciences	1
40.08	Physics	
52	Business/Business Administration/Accounting	9
11	Computer and Information Sciences	
99	Other Specify: Music/5;Crim,Law&Society/2;Hosp,Tour&Evt Mgmt/2;Intl Aff/2 + 1/each 10 others	21

On this page, enter the total number of individuals who completed the program in AY 2017-18 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.

2017-18	<div>334</div>
2016-17	<div>337</div>
2015-16	<div>375</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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

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

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

15

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ☒ 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:

We have discussed how to recruit a more diverse pool of applicants. Thus, we are exploring how creating different pathways for internship could be essential to recruiting students who need additional financial support through the course-taking process, thus making Mason a viable option for teacher preparation.

6. 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 and were awarded an internal grant to identify key stakeholders and tasks that would be necessary 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. Since funded, we have embarked on research about developing a middle grades program to increase enrollment. Additionally, the lead faculty member has done outreach via Secondary Education's "So you want to be a teacher" outreach sessions. Additionally, we are working with faculty and staff outside of Secondary Education to create more flexible pathways to internship, as described above.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

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

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

15

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

We plan to continue the methods discussed above for recruiting. We are hoping to use the research we have gleaned from the internal grant funding to develop a middle grades program to begin fall 2020.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

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

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

10

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

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 2017-18

1. Did your program prepare teachers in science in 2017-18?

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

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

15

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ☒ Yes
☐ No
☐ Not applicable

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

We are 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, which will begin with our math licensure track but extend to science, as well. These funds and this pilot will help us apply for a future National Science Foundation Noyce Grant that would help us recruit more candidates and diversify our teacher candidate population.

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

The internal grant funds and this pilot will help us apply for a future National Science Foundation Noyce Grant that would help us recruit more candidates and diversify our teacher candidate population. We are also meeting with College of Science faculty to help them be more aware of our program and to consider how to improve advising options for science majors who are interested in teaching. We have begun to again holding "Think You Want to Be a Teacher" events, hosted by SEED program faculty. Finally, our science education faculty have written a grant to create a path from undergraduate studies in physics to the SEED Masters in Education with physics licensure.

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

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

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

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

10

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

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

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

11. How many prospective teachers does your program plan to add in science in 2019-20?

10

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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

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

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

200

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ☒ Yes
☐ No
☐ Not applicable

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

• We held face-to-face information sessions with local school divisions • We updated our web presence to include quotes from alumni/current students • We attended open house sessions on campus and in local districts to recruit • We used 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:

We have piloted two different options for introducing a “coaching” style of student teaching for on-the-job teachers who are already working in field on provisional licenses. Both pilots utilized “bug-in-ear” technology to offer feedback in real time. We have added regional meeting sites, evening hours, and virtual sessions to make advising more accessible to our students.

6. 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 continue to advocate increasing these grants in support of preparing special educators.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

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

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

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 continue to advocate increasing these grants in support of preparing special educators.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

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

11. How many prospective teachers does your program plan to add in special education in 2019-20?

200

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

We are in the process of developing an undergraduate program to prepare special educators. As with the graduate students, any funding that VDOE can offer in support of the endorsement of special education teachers is exceedingly helpful in recruiting the best and brightest to the profession.

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 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ☒ 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 2017-18?

80

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ☐ Yes
- ☒ No
- ☐ Not applicable

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

We have been reaching out and talking to school divisions to understand their needs for English learners, also described as limited English proficient students.

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

See below.

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

Our unofficial records indicate that we admitted 45 students in instruction of limited English proficient students in 2017-18. This includes: • 16 new students enrolled in the ESL licensure certificate program in 2017-2018 • 29 new students admitted to the MED-TCLD who indicated the ESL licensure certificate program as their area in 2017-2018 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

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ☒ 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 2018-19?

50

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

So far, our unofficial records indicate that we admitted 33 students in instruction of limited English proficient students in 2018-19. This includes: • 9 new students enrolled in the ESL licensure program in 2018-2019 • 24 new students admitted to the MED-TCLD who indicated the ESL licensure certificate program as their area in 2018-2019

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- ☒ 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 2019-20?

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

We will keep our previous goal for this upcoming year, even though we have had many challenges with the VDOE PRAXIS II ESOL test policy mentioned above that has decreased the number of students in our program. We continue to reach out to school divisions to understand their needs and work on enrolling new students into our ESL licensure program. We hope to tailor our program to the needs of prospective teachers and have implemented a survey for current students and alumni to find out preferred program length and structure.

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, 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. GMU, in collaboration with local school divisions, works with special education teachers on provisional licenses to complete necessary coursework to earn their full license. 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 (%)
0134 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	7			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	4			
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			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	6			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	7			

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) All program completers, 2016-17	9			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	13	171	13	100
0633 -BRAILLE PROFICIENCY Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
0633 -BRAILLE PROFICIENCY Educational Testing Service (ETS) All program completers, 2016-17	1			
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	3			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	4			
5245 -CHEMISTRY: 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 enrolled students who have completed all noncl	3			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	2			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	3			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	2			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
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	
5014.1 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2015-16	1				
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	178	12	100	
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	92	184	91	99	
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	101	179	101	100	
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	8				
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	82	183	82	100	
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	
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	173	12	100	
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	91	175	90	99	
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	2				
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	1				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	100	173	100	100
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			
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	36	178	36	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	6			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	177	12	100
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	90	176	89	99
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	1			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	100	173	100	100
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
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	174	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	91	175	90	99
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	2			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2017-18	100	173	100	100
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2017-18	1			
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2016-17	7			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2016-17	83	177	83	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2015-16	5			
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2015-16	37	184	37	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	188	13	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	23	185	23	100
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
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	13	177	13	100

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) Other enrolled students	8			
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2017-18	29	184	29	100
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2016-17	4			
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2015-16	1			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	170	10	100
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	5			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	12	170	12	100
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	13	165	13	100
5856 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	12	167	12	100
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	4			
0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	174	11	85
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	8			

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			
5061 -MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	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	4			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	8			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	14	174	14	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
0265 -PHYSICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
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, 2017-18	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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All enrolled students who have completed all noncl	60	178	59	98
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) Other enrolled students	89	178	87	98
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) Other enrolled students	1			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2017-18	144	178	144	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2016-17	134	179	134	100
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2015-16	5			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2015-16	118	179	118	100
5304 -READING FOR VA EDUCATORS READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	5			
5304 -READING FOR VA EDUCATORS READING SPECIALIST Educational Testing Service (ETS) All program completers, 2017-18	37	185	37	100
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
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	11	182	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	16	173	16	100
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
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	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			
099 -VCLA Evaluation Systems group of Pearson All enrolled students who have completed all noncl	174	519	173	99
099 -VCLA Evaluation Systems group of Pearson Other enrolled students	307	520	302	98
099 -VCLA Evaluation Systems group of Pearson All program completers, 2017-18	327	520	327	100
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	345	530	345	100
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
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	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, 2017-18	334	334	100
All program completers, 2016-17	337	337	100
All program completers, 2015-16	379	379	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.

All candidates within teacher licensure programs in CEHD must demonstrate initial licensure technology knowledge and skills for alignment with the standards of the Council for the Accreditation of Educator Preparation (CAEP). Educators must be effective at modeling and applying a variety of technological applications to enrich student learning experiences and professional practice. Several programs within the college have specific technology requirements embedded in the scope and sequence of the curriculum. Faculty, both campus and school-based, model effective use of appropriate technologies, including online instructional components. Knowing that technology is a cross-cutting theme of CAEP, technology skills were incorporated into four common assessments created by the college that are implemented in all initial licensure programs: Critical Incident Analysis task, Lesson Planning task, Individualized Planning and Assessment task, and the Internship Evaluation and Technology Assessment. The Internship Evaluation and Technology Assessment serves as the primary assessment in which technology knowledge and skills must be demonstrated. This assessment is aligned with the 2017 draft Virginia Department of Education’s Technology for Instructional Personnel (TSIP) standards: 1. Lifelong Learner: Teachers engage in ongoing professional learning related to content, pedagogy and technology. 2. Digital Leadership: Teachers model safe and ethical practices for their students. 3. Learning Facilitator: Teachers support student learning by harnessing the power of technology. 4. Skilled Technology User: Understand the fundamental concepts of technology operations and troubleshooting as well as basic uses of technology in instruction. The TSIP standards are comparable to the draft International Society for Technology in Education standards.

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.

In response to the development of the 2013 standards of the Council for the Accreditation of Educator Preparation (CAEP), the college created common assessments that were implemented across all initial licensure programs in spring 2016. These assessments were developed to ensure candidate demonstration of understanding of the ten Interstate Teacher Assessment and Support Consortium (InTASC) standards in the following categories: the learner and learning; content; instructional practice; and professional responsibility. The outcome of the Individualized Planning and Assessment Plan, is the following: The candidate will use knowledge of individual learning differences and assessment to develop an instructional plan for a learner with developmental, learning, physical, or linguistic differences. This assessment addresses the following InTASC Standards 1, 2, 5, 6, 7, 8:

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Successful completion of this assessment may serve as potential preparation for candidates to participate as a member of an individualized education program team and prepares candidates to work

students with limited English proficiency. An additional requirement across all initial licensure programs is the state licensure requirement to complete the Dyslexia Awareness Module. In addition to these initiatives implemented across all programs, faculty have access to resources on the CEHD website for working with student with disabilities. Individual programs also provided additional training. For example, the Health and Physical Education program has a course, PHED 308 Adapted Physical Education, dedicated to working with students with disabilities.

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.

We provide comprehensive state approved programs to prepare special education teacher candidates to work with K-12 students who access the general curriculum (i.e., mild/moderate disabilities), K-12 students who access the adapted curriculum (i.e., students with severe disabilities), and P-12 students with visual impairments (VI). Programs offered on campus, off campus (face to face in partnership with local school districts) and through distance education (hybrid and online courses) are identical in terms of content and delivery. All of our special education programs participate in the college-wide common assessments that assess licensure program candidates' abilities to meet the 10 Interstate Teacher Assessment and Support Consortium (InTASC) standards as required by the Council for the Accreditation of Educator Preparation (CAEP). Specifically, all of our candidates are assessed on the college-wide common assessment, the Individualized Planning and Assessment Plan, in which the objective is for candidates to use knowledge of individual learning differences and assessment to develop an instructional plan for a learner with developmental, learning, physical, or linguistic differences. This assessment provides evidence that all candidates are prepared to work with students with disabilities, including those who are limited English proficient, and serves as an initial indicator of skills to serve as a member of an IEP team. In addition to alignment with the InTASC standards, our special education licensure programs are also aligned with the Council for Exceptional Children (CEC; the recognized leader in developing standards for special education teachers) standards. Throughout each program, assessments are embedded to ensure that candidates demonstrate these standards successfully and are prepared to teach students with disabilities effectively, including the following:

- Program key assessments to demonstrate that candidates have knowledge of the IEP components, IEP process and legal requirements, and the collaborative process required as part of an IEP team (assessments included in General Curriculum course EDSE 662, Adapted Curriculum course EDSE 531, and VI course EDSE 613)
- Program key assessments to demonstrate that candidates can create lesson plans that differentiate and individualize instruction for students with disabilities, including those with other differences (e.g., limited English proficiency), and address IEP goals (assessments included in General Curriculum course EDSE 629, Adapted Curriculum course EDSE 669, and VI course EDSE 513)
- Program key assessments administered in culminating internships to demonstrate that candidates meet both InTASC standards and CEC standards. This includes evaluation of candidates' abilities to effectively implement IEPs, participate as an IEP team member, and plan and deliver instruction effectively to students with disabilities and students with limited English proficiency (assessments included in General Curriculum course EDSE 783, Adapted Curriculum course EDSE 784, and VI course EDSE 785)

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.

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 **1509**.

Number of program completers from Section I: Program Information, Program Completers is **334**.

For a total enrollment of **1843**.

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:

Kristine Healy

TITLE:

Director of Academic Reporting and Pre-Education Transitions

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:

Dr. Mark Ginsberg

TITLE:

Dean, College of Education and Human Development

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	1076	1509	40.24%
Male Enrollment	260	285	9.62%
Female Enrollment	816	1224	50.00%
Hispanic/Latino Enrollment	84	152	80.95%
American Indian or Alaska Native Enrollment	2	5	150.00%
Asian Enrollment	84	159	89.29%
Black or African American Enrollment	41	84	104.88%
Native Hawaiian or Other Pacific Islander Enrollment	0	3	

Item	Last Year	This Year	Change
White Enrollment	811	1031	27.13%
Two or more races Enrollment	23	33	43.48%
Average number of clock hours required prior to student teaching	30	30	0.00%
Average number of clock hours required for student teaching	300	300	0.00%
Average number of clock hours required for mentoring	10	10	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	23	16	-30.43%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	46	51	10.87%
Number of students in supervised clinical experience during this academic year	423	423	0.00%
Total completers for current academic year	337	334	-0.89%
Total completers for prior academic year	375	337	-10.13%
Total completers for second prior academic year	431	375	-12.99%