

Standards for Biennial Approval of Education Programs (8VAC20-542-40.2-6)
Certification of Standards 2 through 6

Biennial Reporting Period: September 1, 2009, through August 31, 2011

Name of Institution: George Mason University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of a. Results on Board of Education prescribed entry-level assessments; and b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following: a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to PreK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when PreK-12
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to PreK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following

← Narrate how deficiencies are met, i.e. Praxis workshop

← Narrate integration of field experience with core values

← Narrate program's involvement in process, placement and tracking of candidates to assure compliance

← Narrate diversity of field experience and internship sites and activities vis a vis work across populations, environments and settings

← Narrate how program's candidates positively affected PK-12 students

	<p>a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;</p> <p>b. Evidence to document faculty have made provisions for evaluating effects that candidates have on PreK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and</p> <p>c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.</p>
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys .
NOTE	Documentation of the evidence of Standards 2 through 6 above must be maintained at the IHE and made available for audit upon request by VDOE.

- ↩ Narrate program candidates' use of reliable, proven student achievement measures
- ↩ Narrate program faculty's methods for candidate evaluation and efficacy of teaching and student outcomes
- ↩ Narrate program's use of evaluation data and collection methods
- ↩ Narrate program's process and success in documenting employer satisfaction with candidate performance