



James Madison University
Traditional Report AY 2019-20
Virginia



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Thek

PHONE

(540) 568-3171

EMAIL

thelkad@jmu.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

(\$205(a)(C))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	UG	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	UG	
13.1307	Teacher Education - Health	PG	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1329	Teacher Education - Physics	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1317	Teacher Education - Social Sciences	Both	
13.1318	Teacher Education - Social Studies	Both	
13.1309	Teacher Education - Technology/Industrial Arts	PG	

Total number of teacher preparation programs:

35

Program Requirements

THIS PAGE INCLUDES:

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

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Dispositional self assessment; First Aid/CPR/AED; Child-Abuse Prevention; Dysl...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 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

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

Background checks and fingerprinting are required by the school divisions in which students are placed for student teaching, but not by JMU. Transcripts are evaluated for degree verification at the university level. There are certain courses required (earning a C or better) in order to be accepted. Certain programs do NOT have subject-matter tests (e.g. Dance, Theatre). At entry, students must have minimum SAT OR ACT, OR Praxis Core Math (or equivalent), AND VCLA (Reading and Writing).

Postgraduate Requirements

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Dispositional self assessment; First Aid/CPR/AED; Child-Abuse Prevention; Dysl...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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.)

2.75

3. 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

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

Background checks and fingerprinting are required by the school divisions in which students are placed for student teaching, but not by JMU. Transcripts are evaluated for degree verification at the university level. There are certain courses required (earning a C or better) in order to be accepted. Certain programs do NOT have subject-matter tests (Adapted SPED and post-bac general curriculum SPED). At entry, students must have minimum SAT OR ACT, OR Praxis Core Math (or equivalent) AND VCLA. Individual teacher education programs may require higher GPA for entry or exit than what is stated above; some post-bac programs require interview at entry.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	150
Number of clock hours required for student teaching	560

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

69.5

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

85

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

1152

Number of students in supervised clinical experience during this academic year

1208

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

In 2019-20 there were 1,553 total field placements (practicum 866, student teaching 687). 27 FT faculty served as supervisors; 85 PT faculty served as supervisors While most of our professional education preparation programs require 560 clock hours, some are approved with 420 hours (ECED BIS and ECSE).

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	1179
Subset of Program Completers	285

Gender	Total Enrolled	Subset of Program Completers
Male	177	45
Female	1002	240
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	4	1
Asian	42	9
Black or African American	32	8
Hispanic/Latino of any race	30	9
Native Hawaiian or Other Pacific Islander	3	0
White	1027	252

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	41	6

Teachers Prepared

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

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 2019-20.

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\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="52"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="126"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	25
13.1210	Teacher Education - Early Childhood Education	37
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	8
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	12
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	11
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	1
13.1311	Teacher Education - Mathematics	21
13.1312	Teacher Education - Music	23
13.1314	Teacher Education - Physical Education and Coaching	11
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	16
13.1317	Teacher Education - Social Science	16
13.1318	Teacher Education - Social Studies	16
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	1
13.1328	Teacher Education - History	16
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text" value="2"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="3"/>
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 2019-20. 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.

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="1"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
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	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<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"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	2
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	1
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	11
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	1
27	Mathematics and Statistics	11
30	Multi/Interdisciplinary Studies	151
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	3
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	32
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	14

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

1. Program 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:

Regular meetings with local education agencies and professional educators are conducted to review current needs and share program responses. Recently, LEA representatives indicated a need for enhanced professional development for regarding gifted and limited English proficiency learners, and our institution responded by developing programs to address these needs. Our involvement in actively supervising student teachers assists in gaining knowledge from the observations and discussions with cooperating teachers as to the needs of the schools and students. Annual employer and alumni surveys are disseminated and reviewed to identify needs of schools and issues/instructional decisions facing new teachers. There is a program requirement that all special education teacher candidates must take and pass the Elementary Education Praxis Subject Assessment test as a program requirement. General education teacher candidates receive instruction in teaching diverse students through coursework and field experiences. Field experiences are reviewed to ensure that candidates have experiences in diverse settings; however, due to the nature of our region, our candidates have limited access to urban settings, whereas they have extensive access to rural settings. Collaborations between our programs and urban schools

continue to evolve and will continue to strengthen our responsiveness to this area of need in the next few years. Although our local schools may not be considered urban, they do provide multicultural experiences of ethnic diversity, language diversity and socioeconomic diversity, and thus reflect crucial characteristics of urban school settings. Our program completers are successful in securing employment in school divisions. Reports from hiring principals suggest that completers are performing well in the schools in which they work, often assuming leadership positions in their early years of employment. Field experiences prior to student teaching and during student teaching occur in a variety of settings that are both rural and urban and reflect the full range of socioeconomic status.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We will continue to produce teachers prepared to teach Middle School Math, Secondary Math, and Algebra I. Our goal in 2019-20 is to increase by 1 the number of completers for 2018-19 (increase from 41 to 42).

3. Did your program meet the goal?

- Yes
 No

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

The onset of COVID-19 may have delayed completion for some students. Also, changing from offering MAT only to both MAT and 4-year options may result in some fluctuations in productivity for the first few cycles.

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:

We had 11 secondary math completers, 10 completers in middle-education mathematics, and 4 completers who attained the Algebra I endorsement, for

a total of 25 mathematics teachers.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We will continue to produce teachers prepared to teach Middle School Math, Secondary Math, and Algebra I. Our goal is to increase the number of 2020-21 completers by 1 from the total of completers in 2019-20 (from 25 to 26).

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We will continue to produce teachers prepared to teach Middle School Math, Secondary Math, and Algebra I. Our goal is to increase the number of 2021-22 completers by 1 from the total of completers in 2020-21.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

In 2018-29 we prepared 19 completers in science; our goal in 2019-20 is to increase the 2018-19 total by at least 1 completer.

3. Did your program meet the goal?

- Yes
 No

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

The onset of COVID-19 may have delayed completion for some students. Also, changing from offering MAT only to both MAT and 4-year options may result in some fluctuations in productivity for the first few cycles.

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:

We had 16 science completers, 12 completers in middle education, and 4 completers at the secondary level.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

In 2020-21 we aim to increase the number of completers by at least 1 from the 2019-20 total. We had 16 in 2019-20.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

In 2021-22 we aim to increase the number of completers by at least 1 from the 2020-21 total.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

In 2018-19 we prepared 31 special educators, in 2019-20 we aim to prepare at least 32 special educators (2018-19 total + 1).

3. Did your program meet the goal?

- Yes
 No

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:

In 2019-20 we prepared 52 special educators.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our institution has set a goal to increase by 1 completer in 2020-21 over the 2019-20 total in special education. We had 52 completers in 2019-20.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our institution has set a goal to increase by 1 completer in 2021-22 over the 2020-21 total in special education.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2019-20)

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

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal in 2019-20 is to increase by 1 the number of 2018-19 completers prepared to work with students with limited English proficiency (from 3 to 4).

3. Did your program meet the goal?

- Yes
 No

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

Although we did not increase, we prepared the same amount of teacher of LEP in 2019-20 as in 2018-19.

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:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our 2020-21 goal is to increase by 1 from the total prepared in 2019-20. We prepared 3 in 2019-20.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our 2021-22 goal is to increase the number by 1 from the total prepared in 2020-21.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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.

THIS PAGE INCLUDES:

 [>> Assessment Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2019-20	3			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	10	169	10	100
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2019-20	1			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2018-19	5			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	4			
0633 -BRAILLE PROFICIENCY Educational Testing Service (ETS) All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2019-20	1			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2018-19	1			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	3			
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) All program completers, 2019-20	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2018-19	3			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	1			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	35	184	33	94
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	11	185	11	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	149	185	149	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	152	187	152	100
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	1			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	172	185	172	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	35	175	35	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	10	173	9	90

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, 2019-20	149	176	149	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	152	175	152	100
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	1			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	172	175	172	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	35	176	35	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	10	176	9	90
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	149	174	149	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	152	175	152	100
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	172	176	172	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	35	173	35	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	10	173	9	90
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2019-20	149	176	149	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2018-19	152	175	152	100
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS 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 (%)
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2017-18	172	175	172	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	11	179	11	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	13	180	13	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	19	184	19	100
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	1			
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2019-20	3			
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2018-19	4			
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2017-18	7			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	2			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2019-20	11	175	11	100
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2018-19	10	174	10	100
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	10	172	10	100

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 enrolled students who have completed all noncl	7			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	11	173	11	100
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	6			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	12	168	12	100
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2019-20	1			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2018-19	3			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2017-18	4			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	9			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	10	178	10	100
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	5			
5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	8			
5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	7			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2018-19	3			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2017-18	4			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	3			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2019-20	16	173	16	100
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2018-19	1			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	13	167	13	100
5265 -PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2018-19	1			
5265 -PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	2			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) Other enrolled students	5			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2019-20	160	182	160	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2018-19	167	183	167	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2017-18	190	183	190	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) Other enrolled students	1			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	4			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2019-20	14	176	14	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2018-19	27	171	26	96
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	17	172	17	100
099 -VCLA Evaluation Systems group of Pearson All enrolled students who have completed all noncl	322	510	319	99
099 -VCLA Evaluation Systems group of Pearson Other enrolled students	474	506	459	97
099 -VCLA Evaluation Systems group of Pearson All program completers, 2019-20	283	514	281	99
099 -VCLA Evaluation Systems group of Pearson All program completers, 2018-19	256	516	256	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2017-18	293	516	293	100

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	283	281	99
All program completers, 2018-19	257	256	100
All program completers, 2017-18	293	293	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

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
- CAEP
- AAQEP
- Other specify:

SACS

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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.

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.

Programs integrate the use of technology throughout the teacher candidates' experiences. Multiple courses require teacher candidates to utilize technology while demonstrating their knowledge and understanding of the course material. Coursework is designed to have teacher candidates use technology to create and present lessons in multiple courses and practica. Candidates collect, manage and analyze data for lessons and units within their specialized licensure areas. Some programs have students also create e-professional portfolios to document student learning, highlight effective teaching practices, address state teacher evaluations and to improve teaching. They are prepared to use technology in their teaching, including: productivity software, digital image and video design and creation, interactive whiteboards, mobile devices, information literacy skills, online instructional tools and resources, etc. Candidates in all initial programs take EDUC 300 Foundations of American Education. One unit of the course is "What should teachers know about technology and its impact on schools?" Several programs have specific technology courses designed to help their candidates meet the TSIP standards; these courses include: * EDUC 540 Educational Technology * KIN 511 Technology in Health and Physical Education * MUS 150 Technological Applications in Music Clinical experience assessments provide evidence that our candidates can purposefully use and develop formative and summative assessments to guide instructional decision making, modify instruction, differentiate instruction, and can use technology to enhance learning and track student progress and growth. Technology skill and use (CAEP 1.5) is captured in the Student Teaching Assessment in three items: --C4. Integrates instructional technology in planning. --E4. Engages learners in a range of learning experiences using

technology. --F3. Seeks and uses information technology from professional sources (e.g., cooperating teacher, colleagues, and/or research) to improve instruction. In reviewing disaggregated, student-identifiable data for these three assessment items, the majority of candidates scored at Meets or Exceeds expectations. Those rated as Developing earned that score in the first of their placements and showed improvement on those items as indicated by a Meets Expectations or Exceeds Expectations score on those items by their final assessment in their second placement. With CAEP's revised standards for initial programs having been released in 2020, our institution will begin re-aligning program assessments with these standards. The structure of the revised standards has technology specifically modeled within and across the 5 CAEP standards instead of as a cross-cutting theme.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Art Education prepares their candidates to teach students with disabilities: through the completion of a 20-hours practicum in a local school under the guidance of a certified art teacher working with children of all abilities (hands on experience with students with disabilities, teacher aides, and experienced teachers accommodating for disabilities); through an interview with their cooperating teacher specifically about accommodations for all learners; by reading and discussing scholarly articles on disabilities specific to the art classroom in all courses; by including accommodations on their lesson plans as part of the written plan- individual research; by reading and discussing the Virginia Guidelines for Educating Students with Specific Learning Disabilities; through attending events with invited speakers who are specialists in special education. In Elementary Education (the largest initial licensure program) as well as Early Childhood Education, coursework and guest speakers thoroughly cover the topic of teaching students with disabilities effectively. Middle and Secondary Education course activities address specific learning needs including (but not limited to) dyslexia, reading/writing disorders, emotional and behavioral disorders, ADHD, and the Autism Spectrum. In EXED 520, students identify and evaluate a general continuum of instructional approaches that are effective for students with an array of learning needs (English Language Learners, Special Needs, etc.). Candidates planning to be physical education/health teachers are required to complete a course specifically intended for teaching students with disabilities (KIN 313: Adapted Physical Education). Additionally, in a later course, KIN 611: Teaching Diverse Populations, one of the topics covered is Disability. By the time they complete the program, PHETE candidates create strategy briefs to implement in their own physical education classes; learn to write lesson plans that include accommodations and modifications; and practice administering and writing up a Test of Gross Motor Development test. Music Education candidates have multiple opportunities to develop skills in working with students with special needs in multiple classes each semester. Content includes learning about legislation that protects and advocates for the needs of this population of students, and making provisions within lesson planning that include consideration of accommodations and implementations that might be used when working with students with special needs. In addition, every fall and spring a faculty residency with Dr. Alice Hammel (an expert in the field of Music for Students With Special Needs) is offered, during which specific assignments and activities are rotated through each year level of our program. Other guests who are experts in the field of working with students with special needs in Music Education (e.g. dyslexia, autism) are regularly invited to guest speak and work with Music Education candidates to further supplement the content from our music education classes. The Commonwealth of Virginia requires completion of a Dyslexia training for licensure.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Art Education prepares its candidates to participate on individualized education program (IEP) teams through: reading and discussing the Virginia Guidelines for Educating Students with Specific Learning Disabilities; attending lectures and participating in class discussions about advocacy for the art program and inclusion of all students as well as how teachers advocate for the resources they need in order to meet IEP expectations of their students. (In practice, Art teachers are rarely included in these teams in actual school settings; often the family specifically requests no accommodations for art leading to the teacher not being involved.) Candidates in Elementary and Early Childhood programs cover IEP team participation in two courses: 372 and 641. Candidates in Middle and Secondary Education programs take MSSE 675 during which they are expected to demonstrate competencies in modifying the learning environment and instructional strategies to meet the individual needs of students, including those with disabilities, gifted students, and English-language learners. Course activities include participation as a member of IEP teams when granted permission by parents/caregivers and/or school administration. In KIN 313, physical education/health candidates are assessed on their knowledge of the IEP and all laws within IDEA and ADA. During the process of Student Teaching, music education student teachers may (if allowed) be included in on IEP meetings at the invitation of their Cooperating Teacher and with the approval of the appropriate school administrative and parental/guardian parties as and if appropriate. In-depth discussion of IEPs and planning for the inclusion and successful meeting of IEP goals for sample case study students is included in some of the activities and assignments as part of the residency by Dr. Alice Hammel.

c. Effectively teach students who are limited English proficient.

Art Education prepares its candidates to teach students who are limited English proficient by: completing 20 hours of practicum in a local school under the guidance of a certified art teacher working with children of all language abilities (hands-on experience assisting student with limited English); researching and writing lesson plans with accommodations for English language learners; attending class lectures on best practices for English-language learners in the art classroom. TESOL candidates have to differentiate instruction and assessment based on students' proficiency levels. In addition, they demonstrate how they scaffold instruction for English learners. This scaffolding includes various supports, such as sensory (visuals, media materials, manipulatives, etc.), interpersonal (partner, small group, etc.) and graphic (charts, timelines, graphs, etc.). Elementary and Early Childhood Education candidates address IEP participation through the program's diversity course (e.g. ECED 511, ELED 310, and ECED 304 for BIS). Foci are on increased awareness and understandings, exemplifying/debriefing strategies for inclusive practices. Candidates in Middle and Secondary Education programs are required to take MSSE 370 during which they learn how to promote the development of all students' abilities for academic achievement and continued learning; provide learning opportunities that support students' intellectual, social, and personal development; create instructional opportunities adapted to the needs of diverse learners. In EXED 520 they identify and evaluate a general continuum of instructional approaches that are effective for students with an array of learning needs (English language learners, special needs, etc.). Physical education/health candidates are given practical experience related to teaching English-language learners in the lab portion of KIN 313. One of the topics in KIN 611: Teaching Diverse Populations addresses understanding and teaching English Language Learners. Although not a major focus in Music Education, this topic is covered in MUED 271: Introduction to MUED. Candidates work on a "Teaching Without Talking" assignment, the idea of which is to focus their attention to other ways of communicating and showing instruction to students including those for whom English is a second language. Overall: At the heart of teaching English learners well, our candidates need to understand how equity, social justice, and learners' knowledge play a role in implementing culturally responsive teaching. Our candidates' understanding of these issues will hopefully make them cognizant that teaching English-language learners requires more than good teaching; advocacy for students and families being is key. In EXED 200 and EDUC 310 (taken by majority of initial licensure candidates) modules are being created to include important English-language support information.

2. Does your program prepare special education teachers?

- Yes
- No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

Through coursework, practicum and field experiences, the programs offered by our institution in Special Education (General Curriculum, Adapted Curriculum, Early Childhood Special and Inclusive Early Childhood) are founded upon creating high-quality resilient teachers prepared to effectively work with all students. The IECE 300: Issues and Trends of Inclusive Early Childhood Education class introduces key practices in early intervention and early-childhood special education. Candidates are also required to complete lesson plans in all their Special Education method classes that require thinking and learning about differentiation. Candidates also take a Medical Aspects course that focuses on students with more severe disabilities. The Commonwealth of Virginia requires that candidates complete a dyslexia training module for professional licensure.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Candidates in Special Education take EXED 475 (Instructional Programs & Planning) and EXED 485 (Systematic Behavioral Intervention); both courses address preparation for IEP team involvement. In Student Teaching (EXED 650) candidates are routinely involved in IEP meetings and planning with their cooperating teacher for individuals within the classrooms they work. Our local community has a high limited-English-proficiency student population with over 50 different languages spoken within the P-12 setting. IEPs are first introduced in IECE 300 and then covered in more detail in IECE 612, during which candidates are required to develop an IEP.

c. Effectively teach students who are limited English proficient.

Special Education candidates take EXED 474 (Assessment and Evaluation) and EXED 476 (practicum) in tandem. Both courses address working with high limited-English-proficiency students and the practicum placement is in a high-diversity setting. Working with limited-English-proficiency students is introduced in LED 355 and then covered in more detail in LED 456.

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.

In 2018, due to legislative changes in Virginia, institutions with teacher education programs were permitted to develop and offer teacher education majors we added 4-year-program options and plan to phase out many of our MAT programs. This will allow earlier entry into the workforce and provide one year of savings on graduate tuition to teacher-education candidates. One Special Education student was able to finish in the 4-year program in 2019-2020 (had started in MAT track and decided to transfer) and starting in 2020-21 we will continue to see more graduates in our four-year-education major programs and fewer in the 5-year MAT programs. We expect by 2024 or so the MATs will be through their programs, and only Secondary Education (6-12) will continue to have a 5 year MAT. For the foreseeable future there will be a variety of post-bac MAT options offered in Secondary, Middle, and Special Education.

Supporting Files

College of Education Impact Report 2019-20	
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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.

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:

Amy Thelk

TITLE:

Assistant Dean of Assessment, Accreditation and Accountability

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:

Mark L'Esperance

TITLE:

Dean, College of Education