title **II**
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James Madison University
Traditional Program

2017 | Title II Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: James Madison University
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Virginia

Address: MSC 6916
800 S Main Street
Harrisonburg, VA, 22807

Contact Name: Dr. Amy Thelk
Phone: 540-568-3171
Email: thelkad@jmu.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a 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 http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education	No
Dance Education	No
Early Childhood post bac MAT	No
Early Childhood Special Education post bac MAT	No
Elementary Education 5-year MAT	No

Foreign Language PreK-12	No
Inclusive Early Childhood 5-year MAT	No
K-12 Visual Impairment post bac MAT	No
K12 Special Education Adapted Curriculum post bac MAT	No
K12 Special Education General Curriculum 5-year MAT	No
K12 Special Education General Curriculum post bac MAT	No
Middle Education 5-year MAT	No
Music Education - Instrumental	No
Music Education - Vocal	No
Physical and Health Education Teacher Education 5-year MAT	No
Secondary Education 5-year MAT	No
TESOL PK-12 licensure	No
TESOL post bac MAT	No
Theatre Education	No
Total number of teacher preparation programs: 19	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Other   When they meet all admissions requirements

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
https://www.jmu.edu/coe/esc/admission-licensure.shtml

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

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	No	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	No	No
Other Dispositional self assessment; First Aid/CPR/AED; Child-Abuse Prevention	Yes	Yes

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.36

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2015-16

3.44

Please provide any additional comments 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. TESOL, Dance, Theatre).

At entry, students must have minimum SAT OR ACT, OR Praxis Core (or equivalent).

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	No	No
Other Dispositional self assessment; First Aid/CPR/AED; Child-Abuse Prevention	Yes	Yes

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.24

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.96

Please provide any additional comments 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, TESOL).

At entry, students must have minimum SAT OR ACT, OR Praxis Core (or equivalent).

Individual teacher education programs may require higher GPA for entry or exit than what is stated above.

Section I.c Enrollment

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.

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 2015-16:	993
Unduplicated number of males enrolled in 2015-16:	112
Unduplicated number of females enrolled in 2015-16:	881

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	43
Race	
American Indian or Alaska Native:	3
Asian:	25
Black or African American:	17
Native Hawaiian or Other Pacific Islander:	1
White:	873
Two or more races:	23

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	150
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	43.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1716
Number of students in supervised clinical experience during this academic year	1263

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

Note: Mentoring/induction support not offered at this institution -- N/A.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	67
Teacher Education - Early Childhood Education	34
Teacher Education - Elementary Education	152
Teacher Education - Junior High/Intermediate/Middle School Education	18
Teacher Education - Secondary Education	57
Teacher Education - Multiple Levels	115
Teacher Education - Agriculture	
Teacher Education - Art	13
Teacher Education - Business	
Teacher Education - English/Language Arts	20
Teacher Education - Foreign Language	4
Teacher Education - Health	7
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	18
Teacher Education - Music	42
Teacher Education - Physical Education and Coaching	7
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	19
Teacher Education - Social Science	
Teacher Education - Social Studies	32
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	7
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	32
Teacher Education - Physics	1
Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	9
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	1
Anthropology	
Economics	

Geography and Cartography	
Political Science and Government	3
Sociology	
Visual and Performing Arts	62
History	23
Foreign Languages	4
Family and Consumer Sciences/Human Sciences	
English Language/Literature	16
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
Mathematics and Statistics	5
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	1
Physics	1
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Interdisciplinary Liberal Studies - 237; Kinesiology - 7; Unknown (postbacs) - 6	250

Section I.f Program Completers

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

2015-16: 369

2014-15: 366

2013-14: 402

Section II 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 http://www2.ed.gov/about/offices/list/ope/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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

1

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

In 2014-15 and 2015-16, a total of 30 completers were prepared in mathematics. Our goal is to have 79 or more completers within the 5 year period 2014-15 through 2018-19.

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

Provide any additional comments, exceptions and explanations below:

From 2009-10 through 2013-14, a total of 78 completers were prepared in mathematics. For the time period 2014-15 through 2018-19 our goal is to increase the number of completers; if resources allow.

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

From 2009-10 through 2013-14, a total of 78 completers were prepared in mathematics. For the time period 2014-15 through 2018-19 our goal is to increase the number of completers; if resources allow.

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

1

Provide any additional comments, exceptions and explanations below:

From 2009-10 through 2013-14, a total of 78 completers were prepared in mathematics. For the time period 2014-15 through 2018-19 our goal is to increase the number of completers; if resources allow.

Section II 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 http://www2.ed.gov/about/offices/list/ope/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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

1

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

In 2014-15 and 2015-16, a total of 27 completers were prepared in science (biology, chemistry, physics and earth science). Our goal is to have 47 or more completers within the 5 year period 2014-15 through 2018-19.

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

Provide any additional comments, exceptions and explanations below:

From 2009-10 through 2013-14, a total of 46 completers were prepared in science. For the time period 2014-15 through 2018-19 our goal is to increase the number of completers; if resources allow.

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

From 2009-10 through 2013-14, a total of 46 completers were prepared in science. For the time period 2014-15 through 2018-19 our goal is to increase the number of completers; if resources allow.

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

1

Provide any additional comments, exceptions and explanations below:

From 2009-10 through 2013-14, a total of 46 completers were prepared in science. For the time period 2014-15 through 2018-19 our goal is to increase the number of completers; if resources allow.

Section II 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 http://www2.ed.gov/about/offices/list/ope/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 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

1

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

In 2014-15 and 2015-16, a total of 119 completers were prepared in special education. Our goal is to have 167 or more completers within the 5 year period 2014-15 through 2018-19.

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

Provide any additional comments, exceptions and explanations below:

From 2009-10 through 2013-14, a total of 166 completers were prepared in special education. For the time period 2014-15 through 2018-19 our goal is to increase the number of completers; if resources allow.

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

From 2009-10 through 2013-14, a total of 166 completers were prepared in special education. For the time period 2014-15 through 2018-19 our goal is to increase the number of completers; if resources allow.

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

From 2009-10 through 2013-14, a total of 166 completers were prepared in special education. For the time period 2014-15 through 2018-19 our goal is to increase the number of completers; if resources allow.

Section II 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 http://www2.ed.gov/about/offices/list/ope/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 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

1

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

In 2014-15 and 2015-16, a total of 10 completers were prepared in ESL. Our goal is to have 18 or more completers within the 5 year period 2014-15 through 2018-19.

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

Provide any additional comments, exceptions and explanations below:

From 2009-10 through 2013-14, a total of 17 completers were prepared in ESL. For the time period 2014-15 through 2018-19 our goal is to increase the number of completers; if resources allow.

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

From 2009-10 through 2013-14, a total of 17 completers were prepared in ESL. For the time period 2014-15 through 2018-19 our goal is to increase the number of completers; if resources allow.

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

From 2009-10 through 2013-14, a total of 17 completers were prepared in ESL. For the time period 2014-15 through 2018-19 our goal is to increase the number of completers; if resources allow.

Section II 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.

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

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

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

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

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

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

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

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. 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. The vast majority of special education teacher candidates major in Interdisciplinary Liberal Studies, providing them with underlying content knowledge needed for core academic content knowledge. There is a program requirement that all special education teacher candidates must take and pass the Elementary Education content area PRAXIS II 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 and extensive access to rural settings. Collaborations between our programs and urban schools continue to evolve and may remedy 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.

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 range of SES from low to high. However, in examining our program, we often do not provide adequate, systematic and intentional instruction that prepares our students to work in high-poverty schools located in urban or rural areas; to provide instruction to limited English proficient students and students from low-income families. These limitations in our programs are currently being addressed through program and course revisions that are underway. As an example, the secondary education program will complete a review and develop proposed revisions of course content in providing instruction to students with disabilities and limited English proficiency during the 17-18 academic year.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company	Number taking	Avg. scaled	Number passing	Pass rate

Group	tests	score	tests	(%)
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
0134 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0134 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	8			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	6			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	12	171	12	100
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	2			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	5			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	2			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
0101 -BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
0245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
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, 2015-16	1			
0571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE	2			

Educational Testing Service (ETS) All program completers, 2013-14				
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	1			
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	13	171	13	100
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	19	176	19	100
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	66	175	66	100
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	76	178	76	100
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	88	174	88	100
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	106	179	106	100
5014.1 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	52	189	52	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	103	184	103	100
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			

5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	34	180	34	100
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	112	181	112	100
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	28	178	28	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	52	176	51	98
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	102	172	98	96
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	118	175	117	99
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	28	173	28	100
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	28	174	27	96
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	52	176	50	96
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	101	172	97	96
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	28	176	28	100
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	117	176	117	100
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	28	174	27	96
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	52	177	52	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	102	171	97	95

5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	3			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2015-16	28	175	28	100
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2015-16	117	184	117	100
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2014-15	28	186	28	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	30	185	30	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	16	181	16	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	7			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2014-15	9			
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2013-14	16	187	16	100
5041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) All program completers, 2015-16	1			
5041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) All program completers, 2014-15	6			
5041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) All program completers, 2013-14	8			
5041.1 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT).1 Educational Testing Service (ETS) All program completers, 2014-15	1			
0121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	3			
5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			
5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5183 -GERMAN: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	1			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS)	9			

Other enrolled students				
5856 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	4			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	3			
5856 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	10	169	10	100
5856 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	2			
0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	11	171	11	100
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	20	166	17	85
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	5			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	8			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5061 -MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5061 -MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	3			
5061 -MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	5			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	1			
0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	2			

Educational Testing Service (ETS) Other enrolled students				
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2015-16	4			
0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2014-15	1			
0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2013-14	4			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
0069 -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	4			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	13	182	13	100
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	4			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	5			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	10	182	10	100
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	4			
5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	9			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	17	170	17	100
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	9			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	1			

0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	2			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	3			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2015-16	4			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
0113 -MUSIC: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
0113 -MUSIC: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	4			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	25	174	25	100
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	28	174	28	100
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	26	175	26	100
0265 -PHYSICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	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, 2015-16	1			
5265 -PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
5265 -PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	1			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All enrolled students who have completed all noncl	32	181	32	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) Other enrolled students	30	181	30	100

5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2015-16	217	182	217	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2014-15	168	182	168	100
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2014-15	20	178	20	100
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2013-14	92	181	92	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2013-14	123	181	123	100
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	9			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	16	177	16	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	15	169	12	80
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	26	175	26	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	14	171	14	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	4			
0191 -SPANISH: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0191 -SPANISH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	5			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	3			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS)	3			

All program completers, 2014-15				
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	4			
099 -VCLA Evaluation Systems group of Pearson All enrolled students who have completed all noncl	64	518	61	95
099 -VCLA Evaluation Systems group of Pearson Other enrolled students	276	519	264	96
099 -VCLA Evaluation Systems group of Pearson All program completers, 2015-16	337	519	337	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2014-15	329	532	328	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2013-14	365	544	365	100
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson Other enrolled students	8			
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All program completers, 2015-16	2			
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All program completers, 2013-14	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	337	336	100
All program completers, 2014-15	330	329	100
All program completers, 2013-14	365	364	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

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)?
No

Section V Use of Technology

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.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

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.

The programs consistently 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. Education students are introduced to concepts of universal design in a Foundations of American Education class. Candidates' knowledge and skills are further developed in subsequent courses and experiences offered within each licensure program. Student Teaching evaluations contain an item on whether students were able to use technology to appropriately plan methods to meet student learning outcomes. Fewer than 2% of students scored below the acceptable level on this item.

As programs conduct curriculum review and revisions, evidence of candidate competencies is examined. The Elementary Education and Early Childhood MAT programs have reviewed evidence of candidates' use of technology to effectively to collect, manage and analyze data and have planned program and course revisions which will be finalized during the 17-18 academic year.

Section VI 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.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

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.

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

General education teachers' preparation to teach students with disabilities effectively and to teach students who are limited English proficient is provided through coursework and experiences designed by each licensure program. Some programs share a common course which addresses this preparation. Other licensure programs offer coursework and practicum experiences specific to their specialized area. All programs integrate information and strategies related to teaching students with disabilities and students who are English Language Learners in coursework, including field experiences. Although not all candidates are able to experience participation on an IEP team during their student teaching, this information is integrated into their coursework.

Introductory course work related to students with disabilities and appropriate strategies for differentiating instruction are provided in our programs. However, intentional preparation related to these three areas is limited in some programs. These limitations in our program are currently be addressed through program and course revisions that are underway.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

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.

Multiple courses and numerous supervised clinical experiences address these objectives. Special education teacher candidates are provided opportunities to analyze the impact of targeted instruction on student learning, and the use of specific strategies for learners with disabilities. They are well prepared to be members of IEP teams both through their coursework, use of case studies, simulations, and actual experiences in their field placements. As an NCATE accredited program (soon to be CAEP accredited), we collect performance data on all candidates and will not allow those who fall below the predetermined proficiency level to progress in the program.

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Further evidence that our programs are in compliance with assurances related to technology and teacher training is available through review of national, state and institutional accreditation reports. Our professional education unit successfully achieved reaccreditation through NCATE (now CAEP). All of our programs have met the standards put forth by the Virginia Department of Education. Our university recognizes our programs as compliant with institutional standards of curriculum design and review. As a measure of program quality, NCTQ ranks our graduate secondary education program 15th nationally, and tied for 3rd place in the Southern region (for the 2014 rankings; see http://www.nctq.org/teacherPrep/review2014/findings/regionalFindings.jsp). Three of our programs received national recognition as of February 1, 2016, through their Specialty Professional Organizations: Middle Education (AMLE), Social Studies Education (NCSS), and English Education (NCTE). Program renewal efforts, particularly those corresponding to the upcoming (fall 2018) CAEP review are challenging because of the Commonwealth of Virginia not providing follow-up data on completers working in state K-12 public school settings. CAEP Standard 4 requires the provider "demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation."

Supporting Files

Complete Report Card

AY 2015-16

This is a United States Department of Education computer system.

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