title II
higher
education
act

2019 TITLE II REPORTS
National Teacher Preparation Data

VA

Univ. of Mary Washington - COE
Traditional Report AY 2017-18
Virginia

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

1301 College Ave.

CITY

Fredericksburg

STATE

Virginia ▼

ZIP

22401

SALUTATION

Dr. ▼

FIRST NAME

Peter

LAST NAME

Kelly

PHONE

(540) 654-1290

EMAIL

pkelly3@umw.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ **Yes**
● **No**

If yes, provide the following:

AWARD YEAR

<div style="border:1px solid #ccc; height:2em;"></div>

GRANTEE NAME

<div style="border:1px solid #ccc; height:2em;"></div>

PROJECT NAME

<div style="border:1px solid #ccc; height:2em;"></div>

GRANT NUMBER

<div style="border:1px solid #ccc; height:2em;"></div>

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ○ Residency
- ○ Pre-baccalaureate
- ○ Both Residency and Pre-baccalaureate

List of Programs

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

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

Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Computer Sciences 6-12	No	
Elementary Education PreK-6	No	
English 6-12	No	
English as a Second Language PreK-12	No	
Foreign Lang.-German PreK-12	No	
Foreign Lang.-Latin PreK-12	No	
Foreign Lang.-Spanish PreK-12	No	
Foreign Language--French PreK-12	No	
History and Social Science 6-12	No	
Mathematics 6-12	No	
Middle Education 6-8 English	No	
Middle Education 6-8 History/Social Science	No	
Middle Education 6-8 Mathematics	No	
Middle Education 6-8 Science	No	
Music Ed. - Instrumental PreK-12	No	

Total number of teacher preparation programs: 24

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Music Ed. - Vocal/Choral PreK-12	No	
Science--Chemistry 6-12	No	
Science--Physics 6-12	No	
Science-Biology 6-12	No	
Science-Earth Science 6-12	No	
Special Education: Adapated Curriculum K-12	No	
Special Education: General Curriculum K-12	No	
Theatre Arts PreK-12	No	
Visual Art PreK-12	No	
Total number of teacher preparation programs: 24		

Program Requirements

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

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

Admissions

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

Other ▼

If Other, please specify:

See additional information below

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

● Yes
○ No

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

http://www.umw.edu/admissions/

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

Admission to the five year programs is after the student has completed 12 credit hours at UMW, has a 2.5 overall GPA and has completed entrance qualifying exams, Praxis Core or substitute qualifying exams; students can be admitted to the five year programs provisionally for up to 9 credit hours without passing Praxis Core, or substitute qualifying exams; upon completion of the baccalaureate degree, students apply to continue to the final graduate year. Students can be admitted to the post-baccalaureate MEd programs provisionally for up to 6 credit hours without passing PRAXIS Core, or substitute qualifying exams.

Undergraduate Requirements

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

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

○ Yes
● No

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

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

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

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

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

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

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

Postgraduate Requirements

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

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

- ● Yes
- ○ No

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

Element	Required for Entry		Required for Exit	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	● Yes	○ No
Background check	○ Yes	● No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	○ Yes	● No	● Yes	○ No
Minimum ACT score	● Yes	○ No	○ Yes	● No
Minimum SAT score	● Yes	○ No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Resume or CV	● Yes	○ No	○ Yes	● No

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

3

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.2

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

3

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

3.95

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	300
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	24
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	105
Number of students in supervised clinical experience during this academic year	66

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

Enrollment

THIS PAGE INCLUDES:

>> Enrollment

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

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

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

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

Enrollment

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2017-18	514
Unduplicated number of males enrolled in 2017-18	80
Unduplicated number of females enrolled in 2017-18	434

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

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

2017-18	Number Enrolled
American Indian or Alaska Native	2
Asian	14
Black or African American	34
Native Hawaiian or Other Pacific Islander	0
White	403
Two or more races	30

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.

THIS PAGE INCLUDES:
>> Teachers Prepared by Subject Area
>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	2
13.1210	Teacher Education - Early Childhood Education	0
13.1202	Teacher Education - Elementary Education	34
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1205	Teacher Education - Secondary Education	25
13.1206	Teacher Education - Multiple Levels	6

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	13
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	8
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	1
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	8
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	1
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.99	Education - Other Specify:	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1202	Teacher Education - Elementary Education	0
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1205	Teacher Education - Secondary Education	0
13.1301	Teacher Education - Agriculture	0

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0
13.1331	Teacher Education - Speech	0

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.03	Education - Curriculum and Instruction	0
13.09	Education - Social and Philosophical Foundations of Education	0
24	Liberal Arts/Humanities	0
42	Psychology	16
45.01	Social Sciences	20
45.02	Anthropology	0
45.06	Economics	0
45.07	Geography and Cartography	0
45.10	Political Science and Government	1
45.11	Sociology	4
50	Visual and Performing Arts	5
54	History	14
16	Foreign Languages	1
19	Family and Consumer Sciences/Human Sciences	0
23	English Language/Literature	17
38	Philosophy and Religious Studies	0
01	Agriculture	0
09	Communication or Journalism	0
14	Engineering	0

CIP Code	Academic Major	Number Prepared
26	Biology	3
27	Mathematics and Statistics	3
40.01	Physical Sciences	3
40.02	Astronomy and Astrophysics	0
40.04	Atmospheric Sciences and Meteorology	0
40.05	Chemistry	0
40.06	Geological and Earth Sciences/Geosciences	1
40.08	Physics	0
52	Business/Business Administration/Accounting	0
11	Computer and Information Sciences	0
99	Other Specify: Speech Pathology	1

CIP Code	Academic Major	Number Prepared

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

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

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

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

Program Completers

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

2017-18	66
2016-17	62
2015-16	70

Annual Goals

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

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

Annual Goals - Mathematics

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

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/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 2017-18

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

- ● Yes
- ○ No (leave remaining questions for year blank)

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

> 2

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

- ● Yes
- ○ No
- ○ Not applicable

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

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

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

We have shared with prospective College of Education students that this is a primary teacher shortage area in the state of Virginia, so they can ensure they will be employed upon graduation. This has not necessarily helped our goal.

Academic year 2018-19

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

- ● Yes
- ○ No (leave remaining questions for year blank)

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

> 2

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

Academic year 2019-20

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

- ● Yes
- ○ No (leave remaining questions for year blank)

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

> 2

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

Annual Goals - Science

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

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/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 2017-18

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

- ● Yes
- ○ No (leave remaining questions for year blank)

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

> 2

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

- ● Yes

○ No

○ Not applicable

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

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:

Academic year 2018-19

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

● Yes

○ No (leave remaining questions for year blank)

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

| 2 |

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

Academic year 2019-20

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

● Yes

○ No (leave remaining questions for year blank)

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

| 2 |

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

Annual Goals - Special Education

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

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/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 2017-18

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

● Yes
○ No (leave remaining questions for year blank)

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

6

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

● Yes
○ No
○ Not applicable

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

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:

Academic year 2018-19

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

● Yes
○ No (leave remaining questions for year blank)

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

6

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

Academic year 2019-20

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

● Yes
○ No (leave remaining questions for year blank)

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

4

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

Annual Goals - Instruction of Limited English Proficient Students

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

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/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 2017-18

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

- ● Yes
- ○ No (leave remaining questions for year blank)

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

> 2

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

- ● Yes
- ○ No
- ○ Not applicable

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

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:

Academic year 2018-19

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

- ○ Yes
- ● No (leave remaining questions for year blank)

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

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

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

○ Yes

● No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

[   ]

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

Assurances

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

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

● Yes

○ No

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

● Yes

○ No

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

● Yes

○ No

○ Program does not prepare special education teachers

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

● Yes

○ No

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

● Yes

○ No

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

● Yes

○ No

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

● Yes

○ No

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

The College of Education offers a five-year M.S. in Elementary Education, a five-year M.ED, and a post-baccalaureate M.ED. The M.S and M.Ed. program faculty and administrators regularly meet with public school partners to discuss the needs of local school districts where many of the program completers will be employed. The College of Education places over 300 students each semester in field experiences and student teaching which offer candidates the opportunity to learn about the needs of schools and the daily instructional decisions made in a classroom. University faculty work closely and regularly with mentor teachers, principals, and other school district Central Office staff to identify specific instructional, pedagogical, and other needs of those schools districts, and train our students to meet those needs. Special education candidates complete a series of courses to prepare them to teach core academic subjects. In EDCI 511: Goals and Practices: Middle or Secondary, candidates work with a content area specialist to study methods of teaching math, social studies or English. Candidates receive additional methods instruction at the elementary level in EDCI 507, Early Literacy and Language Development. In EDSE 519: General and Special Education Goals and Practices: Elementary, candidates study methods for teaching math. To complete the M.Ed initial licensure candidates in general education students are required to take EDSE 531: Survey of Special Education: Characteristics and Legal Issues examining characteristics and instructional needs of students with varying disabilities programs and TESL 514: Cross-Cultural Education to address the educational needs of LEP students. The study of working with children from low-income families as well as working with students in rural and urban settings is addressed across the professional studies sequence of courses such as EDCI 500: Teaching and the Development of the Learner and EDCI 506: Foundations of American Education. These courses also address the instructional needs of PK-12 students with disabilities and/or limited English proficiency for all post-baccalaureate initial licensure general education candidates. Students in the MS, and five-year Secondary or PK-12 programs receive training in their classes on how to effectively provide instruction to students with disabilities, students from low-income families, and with limited English proficiency. Students in the MS, and five-year Secondary or PK-12 programs have extensive field experiences and care is taken to place students in a variety of area schools so that they experience, urban, rural and suburban school settings. Through their practica and student teaching, students become very familiar with the needs of the schools and decision-making responsibilities of the classroom teachers. Program faculty regularly supervises student teachers and is in the elementary and secondary schools on a bi-weekly basis speaking with area teachers and administrators. Through this regular and on-going interaction with mentor teachers, principals, and Central Office staff, faculty stay abreast of current issues of importance to educational institutions in the region. They are then able to provide instruction and supervision that is timely and relevant.

Assessment Pass Rates

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

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

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 enrolled students who have completed all noncl	2			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	3			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	2			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	2			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	6			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	3			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	2			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	11	178	11	100
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	11	174	11	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	42	179	40	95
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	34	182	34	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	24	181	24	100
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	5			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	4			
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	9			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	37	175	34	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	34	178	34	100
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	6			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	23	176	23	100
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	9			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	4			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	39	177	37	95
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	34	175	34	100
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	6			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	23	176	23	100
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	10	187	10	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	3			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	39	174	38	97
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2017-18	34	175	34	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2016-17	23	176	23	100
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2016-17	6			
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2015-16	10	191	10	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2015-16	3			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	11	182	11	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	13	179	13	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	9			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	10	180	10	100
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	5			
5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
5161 -MATHEMATICS: CONTENT KNOWLEDGE 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 (%)
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	1			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2016-17	1			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2015-16	1			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	1			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2016-17	1			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2015-16	1			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	2			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	2			
5265 -PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) Other enrolled students	36	180	36	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2017-18	34	178	34	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2016-17	32	181	32	100
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2016-17	1			
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2015-16	5			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2015-16	31	180	31	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	6			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	7			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	5			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	7			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	4			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	4			
099 -VCLA Evaluation Systems group of Pearson All enrolled students who have completed all noncl	25	525	24	96
099 -VCLA Evaluation Systems group of Pearson Other enrolled students	240	507	220	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
099 -VCLA Evaluation Systems group of Pearson All program completers, 2017-18	66	515	66	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2016-17	62	526	62	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2015-16	70	536	70	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Summary Pass Rates

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	66	66	100
All program completers, 2016-17	62	62	100
All program completers, 2015-16	70	69	99

Low-Performing

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

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

Low-Performing

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

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

- ◉ Yes
- ○ No

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

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

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

- ○ Yes
- ◉ No

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.

   All candidates in the post-baccalaureate initial teacher licensure program are required to take INDT 501: Instructional Technologies. The course provides opportunities for students to learn to use technology tools, develop the skills necessary to effectively integrate technology, and become knowledgeable in proven teaching practices that can be incorporated into instruction to improve teaching and student learning. Across methods courses and during field experiences candidates have opportunities to develop their ability to use technology as an instructional tool and explore strategies to use new technologies to respond to the needs of individual learners. Candidates in the post-baccalaureate initial teacher licensure program continue to document their ability to integrate technology into their practice during student teaching as they prepare an electronic portfolio to document the experience. A component of the portfolio is the Impact Study where candidates use technology to summarize student assessment data in a graphic display, to analyze that data, and to calculate student learning gains. For students in the five- year MS, and five-year Secondary or PK-12 programs, instruction on the use of technology is integrated throughout courses in all the programs. Students in the five year MS, and five year Secondary or PK-12 programs learn and practice how they might use technology in the context of the course topics: such as, literacy, mathematics, science, special education, or social studies. Students in one class would be introduced to Power Point software and Interactive White Boards, focusing on multimedia and hypermedia capabilities. In another class, students learn how to develop virtual field trips and webquests that address selected Virginia Standards of Learning (SOL). Students also learn how to use various technologies that allow the teachers to collect data while teaching. These include technology

that provides both instant feedback and also records the data in grade book form for later analysis. Students also learn to use alternative methods for assessment, such as screencasts of students' work on interactive white boards, and audio and video assessments. Students develop their own technology-based teaching resource materials, fitting the resource to individual classes and students in their field placements. As appropriate, the College of Education will provide additional funding for students to acquire new instructional tools for use in their practica and internships. This background and experience in developing a variety of lessons and teaching resources, including those that involve technology, prepares the pre-service teachers to use the principles of universal design for learning. The program encourages flexibility in designing instruction and assessment, providing opportunities and resources for meeting the interests and needs of a diverse group of learners, and providing appropriate accommodations, scaffolding, and individual attention while maintaining high standards.

Teacher Training

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

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

Teacher Training

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

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   In the both the five-year and post baccalaureate M.Ed initial licensure programs, general education teacher candidates have many opportunities to develop the knowledge and skills necessary for working with diverse learners. In EDSE 531: Survey of Special Education: Characteristics and Legal Issues, candidates examine characteristics and instruction needs of students with varying disabilities. Students demonstrate knowledge of the IEP process via a team project that includes the development of an IEP. The course also examines collaboration between the special educator and the general education teacher to support student learning in the least restrictive environment. In EDCI 500: Teaching and the Development of the Learner, teacher candidates study the cultural influences on physical, social, emotional, and cognitive development. In TESL 514: Cross-Cultural Education, candidates are introduced to the characteristics and educational needs of LEP students. Field placements for each student are made by taking into account opportunities to provide experiences in schools with diverse student bodies and to provide students with the opportunity to implement the skills and strategies they have learned. In the five year M.S., and five year Secondary or PK-12 programs, all pre-service general education teachers are required to successfully complete at least one course in which they learn how to provide effective instruction to students with disabilities. Students in the five year M.S. elementary program are required to take two courses specifically addressing the needs of students with disabilities and the students in the five year Secondary and PK-12 programs are required to complete one such course. In these courses, pre-service teachers learn the characteristics of learners with disabilities and examine the educational implications and the regulatory and legal requirements related to special education. The pre-service teachers study instructional methods for differentiating the curriculum and academic environment for learners with and without special needs. They gain an increased understanding of how general education and special education teachers collaborate to meet the needs of exceptional students, including writing and implementing the IEP and participation on IEP teams. Courses in all programs also provide instruction on teaching students with limited English proficiency. Students in the five year MS, and five year Secondary or PK-12 programs are presented with theories of second language acquisition, differences between conversational and academic language, effective strategies in working with limited English proficient students, and the

importance of incorporating students' cultures in the classroom. Students are also prepared to effectively teach elementary and secondary students with special needs and those who are limited English proficient through assignments in their methods courses where students must differentiate instruction to meet the needs of all students. These pre-service teachers also benefit from extensive and robust field experiences in a variety of different schools with diverse populations of students.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

   - ● Yes
   - ○ No
   - ○ Program does not prepare special education teachers

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

   - ● Yes
   - ○ No
   - ○ Program does not prepare special education teachers

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

   - ● Yes
   - ○ No
   - ○ Program does not prepare special education teachers

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

   In the both the five-year M.Ed. and the post baccalaureate M.Ed. program, special education licensure candidates have many opportunities to develop their knowledge and skills to be effective practitioners. In EDSE 531: Survey of Special Education: Characteristics and Legal Issues, candidates learn about the Individualized Education Plan (IEP) and its instructionally relevant components. In EDSE 535: Collaborative Consultation and Transition Planning, candidates learn and practice collaborative behaviors that assist them in becoming effective instructional team members. The ways in which these techniques apply to the teaching of students who are limited English proficient is explored in EDSE 521: Language and Literacy for Special Populations, and its requisite practicum. In EDCI 500: Teaching and the Development of the Learner, teacher candidates study the cultural influences on physical, social, emotional, and cognitive development. In EDSE 534: Assessment, Evaluation, and Instructional Planning, candidates learn about assessment requirements related to eligibility for LEP students to receive special education services. Field experiences in schools with diverse student bodies provide the students with the opportunity to implement the skills and strategies they have learned.

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.

Contextual Information

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

The programs in the College of Education emphasize the importance of teachers' abilities to critically analyze their practice as it affects student learning and achievement. Program candidates complete action research within their course work and clinical experience placements. Program faculty are continuously engaged in program reviews and audits that focus on candidate effectiveness with diverse P-12 student populations and on preparing candidates to effectively educate students in 21st century skills, understandings and dispositions. Our programs in high needs areas regularly experience no completers because area school divisions hire our candidates just prior to their culminating internships. These candidates become teachers of record with provisional licensure awarded through the school divisions.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **514**.

Number of program completers from Section I: Program Information, Program Completers is **66**.

For a total enrollment of **580**.

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:

Dr. Pete Kelly

TITLE:

Dean, College of Education, University of Mary Washington

Certification of review of submission

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

NAME OF REVIEWER:

Dr. Nina Mikhalevsky

TITLE:

Provost, University of Mary Washington

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	468	514	9.83%
Male Enrollment	57	80	40.35%
Female Enrollment	411	434	5.60%
Hispanic/Latino Enrollment	20	18	-10.00%
American Indian or Alaska Native Enrollment	0	2	
Asian Enrollment	13	14	7.69%
Black or African American Enrollment	26	34	30.77%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	376	403	7.18%
Two or more races Enrollment	25	30	20.00%
Average number of clock hours required prior to student teaching	100	100	0.00%
Average number of clock hours required for student teaching	300	300	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	17	24	41.18%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	109	105	-3.67%
Number of students in supervised clinical experience during this academic year	62	66	6.45%
Total completers for current academic year	62	66	6.45%
Total completers for prior academic year	70	62	-11.43%
Total completers for second prior academic year	62	70	12.90%