

# Commonwealth of Virginia Department of Education

Biennial Report: SY2015-2017 Approved Teacher Education Programs Compliance - Accountability Measurements 1 through 7

Presented to the Virginia Board of Education on October 26, 2017

# Table of Contents

INTRODUCTION	PAGE 1
ACCOUNTABILITY MEASUREMENT 1	PAGE 2
ACCOUNTABILITY MEASUREMENT 2	PAGE 5
ACCOUNTABILITY MEASUREMENT 3	PAGE 7
ACCOUNTABILITY MEASUREMENT 4	PAGE 9
ACCOUNTABILITY MEASUREMENT 5	PAGE 11
ACCOUNTABILITY MEASUREMENT 6	PAGE 13
ACCOUNTABILITY MEASUREMENT 7	PAGE 15
APPENDIX A - INSTITUTIONS OF HIGHER EDUCATION WITH APPROVED EDUCATION PROGRAMS	PAGE A-1
APPENDIX B - SAMPLE OF ACCOUNTABILITY MEASUREMENT TEMPLATES	PAGE B-1
APPENDIX C - TABLE OF PRESCRIBED TESTS	PAGE C-1
APPENDIX D - STANDARD 1 DETAILED RESULTS BY INSTITUTION OF HIGHER EDUCATION	PAGE D-1
APPENDIX E - STANDARDS 2 THROUGH 7 DETAILED RESULTS BY INSTITUTION OF HIGHER EDUCATION	PAGE E-1

# **Executive Summary**

# **Introduction**

Thirty-six institutions of higher education in Virginia have Virginia Board of Education approved programs for the preparation of instructional personnel. Twenty of the 36 institutions of higher education also have an approved administration and supervision prek-12 program. (Ref. Appendix A)

The review and approval of programs for the preparation of professional school personnel is a cooperative responsibility of institutions of higher education, school divisions, and the Virginia Department of Education (VDOE). Programs are reviewed biennially and must demonstrate achievement of the accountability measures set forth in the Virginia Board of Education *Regulations Governing the Review and Approval of Education Programs in Virginia*, 8VAC20-542-40.

This report specifically addresses the progress of the institutions of higher education in achieving accountability measures 1 through 7 for the biennial reporting period of September 1, 2015 through August 31, 2017. VDOE requested that each institution complete and return the following three documents to report its progress in achieving accountability measures 1 through 7 for the current biennial reporting period:

- Certification for Standard 1 Assessment Passing Rates;
- Certification for Standards 2 through 7; and
- Affidavit for Standards 1 through 7.

(Refer to Appendix B for a sample template of each document type.) All 36 institutions of higher education completed and returned these documents to VDOE for the 2015-17 biennial period.

A description of each of the accountability measures (as set forth in the *Regulations Governing the Review and Approval of Education Programs in Virginia*), the methodology used to collect achievement results, and a summary of the institutions' achievement results for each accountability measure are provided.

# <u>Accountability Measure 1 – Candidate progress and performance on prescribed</u> licensure assessments

<u>Description – Excerpt from the Regulations Governing the Review and Approval of</u> Education Programs in Virginia, 8VAC20-542-40.1

"Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship."

<u>Definitions</u> - Excerpt from the *Regulations Governing the Review and Approval of Education Programs in Virginia*, 8VAC20-542-10

"Candidates" means individuals enrolled in education programs.

"Candidates completing a program" means individuals who have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or required internship.

"Candidates exiting a program" means individuals who have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

### *Methodology:*

The 36 institutions of higher education submitted the following data to VDOE for each education program: the number of program completers and the number of program exiters for the current biennial reporting period. (Note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters were provided by VDOE as "Rollover Only from Prior Biennial Reporting Period" and were automatically summed together with the current biennial reporting period completers and exiters submitted by the institution of higher education to arrive at "Total Completers and Exiters" for that education program on the report.)

In addition, for each program that had ten or more "Total Completers and Exiters," the institutions of higher education provided a breakout of the number of candidates who

passed, who did not pass, who did not take, and who were not required to take the applicable licensure assessment for that approved program.

If there were less than ten "Total Completers and Exiters" for an education program, then the results of the respective licensure assessments were left blank and will be rolled over, i.e., added into the candidate pool used for the next biennial report. This action was taken so as to maintain specific candidate anonymity with regards to assessment results and to assure statistical relevancy.

## Achievement Results:

The following education program fell below the minimum prescribed candidate passing rate of 80 percent for one of the assessments required for that education program:

Institution of Higher Education	Education Program	Assessment	Pass Rate (%)
Emory and Henry College	Spanish	Praxis Subject Assessment	50.0%

All other education programs met or exceeded a candidate passing rate of 80 percent or higher for each assessment required per education program as required by Accountability Measure 1. (See Appendix C to view a table of the prescribed tests by education program.) The candidate passing rate was calculated for each program with a total of ten or more completers and exiters. The candidates passing rate was calculated using the following formula:

Number of candidates who passed the assessment / Total number of completers and exiters required to take the assessment.

(Detailed results reported by each institution of higher education are displayed in Appendix D.)

The average candidate passing rate by assessment type reported for this biennial period across all qualifying education programs with a total of ten or more completers and exiters is indicated below.

a) Academic Skills Assessment = 99.0%.

The prescribed academic skills assessment is the *Virginia Communication and Literacy Assessment (VCLA)*. This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.

## b) Content Assessment = 98.7%.

The prescribed content assessment is the Praxis Subject Assessment Test. This content area (teaching area) assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Special Education – Visual Impairments PreK-12, Technology Education; and Visual Arts.

# c) Reading Assessments = 98.6%.

The prescribed reading assessment for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is either the Virginia Reading Assessment (VRA) for Elementary and Special Education Teachers, taken prior to July 1, 2011; or the Reading for Virginia Educators: Elementary and Special Education (RVE), taken after June 30, 2011. The prescribed reading assessment for the Reading Specialist endorsement is either the Virginia Reading Assessment (VRA) for Reading Specialist, taken prior to July 1, 2011; or the Reading for Virginia Educators: Reading Specialist (RVE for Reading Specialists) assessment, taken after June 30, 2011.

## d) School Leadership Assessment = 99.2%.

The prescribed leadership assessment, applicable to the Administration and Supervision Prek-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).

# <u>Accountability Measure 2 – Candidate progress and performance on licensure assessments of basic skills for individuals seeking entry into an approved education preparation program</u>

<u>Description – Excerpt from the Regulations Governing the Review and Approval of Education Programs in Virginia</u>, 8VAC20-542-40.2

"Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include the following:

- a. Results on Board of Education prescribed entry-level assessments; and
- b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies."

# *Methodology:*

For Accountability Measure 2, each institution of higher education was asked to indicate one of four status results for each of its education programs based on the following criteria:

- 1) For each education program that received approval prior to September 1, 2015, and for which there was at least one program completer or program exiter during the current biennial reporting period, indicate if you met the standard by reporting either "MET" or "NOT MET" for the program.
- 2) For each education program that received approval prior to September 1, 2015, and for which there was a total of zero program completers and program exiters for the current biennial reporting period, report "INACTIVE" for the program.
- 3) For each education program that received approval on or after September 1, 2015, report "NEW" for the program.

### Achievement Results:

All institutions of higher education submitted a status result of <u>MET</u> for programs approved prior to September 1, 2015, and for which there was at least one program completer or program exiter for the current biennial reporting period. A summary of the status results by institution is displayed in Table 1. Detailed results as reported by each institution are available in Appendix E.

Table 1 - Accountability Measure 2 Status Results for Education Programs

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	7	0
Bluefield College	9	0
Bridgewater College	13	0
Christopher Newport University	11	0
The College of William and Mary	15	0
Eastern Mennonite University	12	0
Emory and Henry College	12	0
Ferrum College	4	0
George Mason University	23	0
Hampton University	6	0
Hollins University	9	0
James Madison University	23	0
Liberty University	19	0
Longwood University	18	0
Lynchburg College	10	0
Mary Baldwin University	11	0
Marymount University	9	0
Norfolk State University	9	0
Old Dominion University	24	0
Radford University	19	0
Randolph College	10	0
Randolph-Macon College	8	0
Regent University	7	0
Roanoke College	14	0
Shenandoah University	12	0
Sweet Briar College	7	0
University of Mary Washington	16	0
University of Richmond	10	0
University of Virginia	18	0
Univ. of Virginia's College at Wise	10	0
Virginia Commonwealth University	15	0
Virginia State University	5	0
Virginia Tech	17	0
Virginia Union University	3	0
Virginia Wesleyan University	7	0
Washington and Lee University	6	0
TOTALS	428	0

# <u>Accountability Measure 3 – Structured and integrated field experiences to include</u> student teaching requirements

<u>Description – Excerpt from the Regulations Governing the Review and Approval of Education Programs in Virginia</u>, 8VAC20-542-40.3

"Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:

- a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and
- b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present."

# *Methodology:*

For Accountability Measure 3, each institution of higher education was asked to indicate one of four status results for each of its education programs based on the following criteria:

- 1) For each education program that received approval prior to September 1, 2015, and for which there was at least one program completer or program exiter during the current biennial reporting period, indicate if you met the standard by reporting either "MET" or "NOT MET" for the program.
- 2) For each education program that received approval prior to September 1, 2015, and for which there was a total of zero program completers and program exiters for the current biennial reporting period, report "INACTIVE" for the program.
- 3) For each education program that received approval on or after September 1, 2015, report "NEW" for the program.

### Achievement Results:

All institutions of higher education submitted a status result of <u>MET</u> for programs approved prior to September 1, 2015, and for which there was at least one program completer or program exiter for the current biennial reporting period. A summary of the status results by institution is displayed in Table 2 (on the next page). Detailed results as reported by each institution are available in Appendix E.

Table 2 - Accountability Measure 3 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	7	0
Bluefield College	11	0
Bridgewater College	14	0
Christopher Newport University	11	0
The College of William and Mary	19	0
Eastern Mennonite University	12	0
Emory and Henry College	14	0
Ferrum College	4	0
George Mason University	26	0
Hampton University	9	0
Hollins University	9	0
James Madison University	29	0
Liberty University	24	0
Longwood University	19	0
Lynchburg College	12	0
Mary Baldwin University	13	0
Marymount University	11	0
Norfolk State University	13	0
Old Dominion University	28	0
Radford University	23	0
Randolph College	10	0
Randolph-Macon College	8	0
Regent University	11	0
Roanoke College	14	0
Shenandoah University	16	0
Sweet Briar College	7	0
University of Mary Washington	18	0
University of Richmond	13	0
University of Virginia	25	0
Univ. of Virginia's College at Wise	12	0
Virginia Commonwealth University	17	0
Virginia State University	9	0
Virginia Tech	19	0
Virginia Union University	3	0
Virginia Wesleyan University	7	0
Washington and Lee University	6	0
TOTALS	503	0

# Accountability Measure 4 – Evidence of opportunities for candidates to participate in diverse school settings that include racial, economic, linguistic, and ethnic diversity throughout the program experiences

<u>Description – Excerpt from the Regulations Governing the Review and Approval of Education Programs in Virginia</u>, 8VAC20-542-40.4

"Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period."

## *Methodology:*

For Accountability Measure 4, each institution of higher education was asked to indicate one of four status results for each of its education programs based on the following criteria:

- 1) For each education program that received approval prior to September 1, 2015, and for which there was at least one program completer or program exiter during the current biennial reporting period, indicate if you met the standard by reporting either "MET" or "NOT MET" for the program.
- 2) For each education program that received approval prior to September 1, 2015, and for which there was a total of zero program completers and program exiters for the current biennial reporting period, report "INACTIVE" for the program.
- 3) For each education program that received approval on or after September 1, 2015, report "NEW" for the program.

### Achievement Results:

All institutions of higher education submitted a status result of <u>MET</u> for programs approved prior to September 1, 2015, and for which there was at least one program completer or program exiter for the current biennial reporting period. A summary of the status results by institution is displayed in Table 3. Detailed results as reported by each institution are available in Appendix E.

Table 3 - Accountability Measure 4 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	7	0
Bluefield College	11	0
Bridgewater College	14	0
Christopher Newport University	11	0
The College of William and Mary	19	0
Eastern Mennonite University	12	0
Emory and Henry College	14	0
Ferrum College	4	0
George Mason University	26	0
Hampton University	9	0
Hollins University	9	0
James Madison University	29	0
Liberty University	24	0
Longwood University	19	0
Lynchburg College	12	0
Mary Baldwin University	13	0
Marymount University	11	0
Norfolk State University	13	0
Old Dominion University	28	0
Radford University	23	0
Randolph College	10	0
Randolph-Macon College	8	0
Regent University	11	0
Roanoke College	14	0
Shenandoah University	16	0
Sweet Briar College	7	0
University of Mary Washington	18	0
University of Richmond	13	0
University of Virginia	25	0
Univ. of Virginia's College at Wise	12	0
Virginia Commonwealth University	17	0
Virginia State University	9	0
Virginia Tech	19	0
Virginia Union University	3	0
Virginia Wesleyan University	7	0
Washington and Lee University	6	0
TOTALS	503	0

# <u>Accountability Measure 5 – Evidence of contributions to preK-12 student</u> achievement by candidates completing the program

<u>Description – Excerpt from the Regulations Governing the Review and Approval of Education Programs in Virginia, 8VAC20-542-40.5</u>

"Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:

- a. Evidence to show that candidates know about, create, and use appropriate and effective assessments in teaching that shall provide dependable information about student achievement;
- b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and
- c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades."

## *Methodology:*

For Accountability Measure 5, each institution of higher education was asked to indicate one of four status results for each of its education programs based on the following criteria:

- 1) For each education program that received approval prior to September 1, 2015, and for which there was at least one program completer or program exiter during the current biennial reporting period, indicate if you met the standard by reporting either "MET" or "NOT MET" for the program.
- 2) For each education program that received approval prior to September 1, 2015, and for which there was a total of zero program completers and program exiters for the current biennial reporting period, report "INACTIVE" for the program.
- 3) For each education program that received approval on or after September 1, 2015, report "NEW" for the program.

## Achievement Results:

All institutions of higher education submitted a status result of <u>MET</u> for programs approved prior to September 1, 2015, and for which there was at least one program completer or program exiter for the current biennial reporting period. A summary of the status results by institution is displayed in Table 4 (on the next page). Detailed results as reported by each institution are available in Appendix E.

Table 4 - Accountability Measure 5 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	7	0
Bluefield College	11	0
Bridgewater College	14	0
Christopher Newport University	11	0
The College of William and Mary	19	0
Eastern Mennonite University	12	0
Emory and Henry College	14	0
Ferrum College	4	0
George Mason University	26	0
Hampton University	9	0
Hollins University	9	0
James Madison University	29	0
Liberty University	24	0
Longwood University	19	0
Lynchburg College	12	0
Mary Baldwin University	13	0
Marymount University	11	0
Norfolk State University	13	0
Old Dominion University	28	0
Radford University	23	0
Randolph College	10	0
Randolph-Macon College	8	0
Regent University	11	0
Roanoke College	14	0
Shenandoah University	16	0
Sweet Briar College	7	0
University of Mary Washington	18	0
University of Richmond	13	0
University of Virginia	25	0
Univ. of Virginia's College at Wise	12	0
Virginia Commonwealth University	17	0
Virginia State University	9	0
Virginia Tech	19	0
Virginia Union University	3	0
Virginia Wesleyan University	7	0
Washington and Lee University	6	0
TOTALS	503	0

# <u>Accountability Measure 6 – Evidence of employer job satisfaction with candidates completing the program.</u>

<u>Description – Excerpt from the Regulations Governing the Review and Approval of</u> Education Programs in Virginia, 8VAC20-542-40.6

"Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys."

# *Methodology:*

For Accountability Measure 6, each institution of higher education was asked to indicate one of four status results for each of its education programs based on the following criteria:

- 1) For each education program that received approval prior to September 1, 2015, and for which there was at least one program completer or program exiter during the current biennial reporting period, indicate if you met the standard by reporting either "MET" or "NOT MET" for the program.
- 2) For each education program that received approval prior to September 1, 2015, and for which there was a total of zero program completers and program exiters for the current biennial reporting period, report "INACTIVE" for the program.
- 3) For each education program that received approval on or after September 1, 2015, report "NEW" for the program.

### Achievement Results:

All institutions of higher education submitted a status result of <u>MET</u> for programs approved prior to September 1, 2015, and for which there was at least one program completer or program exiter for the current biennial reporting period. A summary of the status results by institution is displayed in Table 5 (on the next page). Detailed results as reported by each institution are available in Appendix E.

Table 5 - Accountability Measure 6 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	7	0
Bluefield College	11	0
Bridgewater College	14	0
Christopher Newport University	11	0
The College of William and Mary	19	0
Eastern Mennonite University	12	0
Emory and Henry College	14	0
Ferrum College	4	0
George Mason University	26	0
Hampton University	9	0
Hollins University	9	0
James Madison University	29	0
Liberty University	24	0
Longwood University	19	0
Lynchburg College	12	0
Mary Baldwin University	13	0
Marymount University	11	0
Norfolk State University	13	0
Old Dominion University	28	0
Radford University	23	0
Randolph College	10	0
Randolph-Macon College	8	0
Regent University	11	0
Roanoke College	14	0
Shenandoah University	16	0
Sweet Briar College	7	0
University of Mary Washington	18	0
University of Richmond	13	0
University of Virginia	25	0
Univ. of Virginia's College at Wise	12	0
Virginia Commonwealth University	17	0
Virginia State University	9	0
Virginia Tech	19	0
Virginia Union University	3	0
Virginia Wesleyan University	7	0
Washington and Lee University	6	0
TOTALS	503	0

# <u>Accountability Measure 7 – Evidence of employer job satisfaction with candidates completing the program.</u>

<u>Description – Excerpt from the Regulations Governing the Review and Approval of</u> Education Programs in Virginia, 8VAC20-542-40.7

"Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:

- a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.
- b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in leadership, and meet the qualifications for admission to advanced programs."

## *Methodology:*

For Accountability Measure 7, each institution of higher education was asked to indicate one of four status results for each of its education programs based on the following criteria:

- 1) For each education program that received approval prior to September 1, 2015, and for which there was at least one program completer or program exiter during the current biennial reporting period, indicate if you met the standard by reporting either "MET" or "NOT MET" for the program.
- 2) For each education program that received approval prior to September 1, 2015, and for which there was a total of zero program completers and program exiters for the current biennial reporting period, report "INACTIVE" for the program.
- 3) For each education program that received approval on or after September 1, 2015, report "NEW" for the program.

### Achievement Results:

All institutions of higher education submitted a status result of <u>MET</u> for programs approved prior to September 1, 2015, and for which there was at least one program completer or program exiter for the current biennial reporting period. A summary of the status results by institution is displayed in Table 6. Detailed results as reported by each institution are available in Appendix E.

Table 6 - Accountability Measure 7 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	7	0
Bluefield College	11	0
Bridgewater College	14	0
Christopher Newport University	11	0
The College of William and Mary	19	0
Eastern Mennonite University	12	0
Emory and Henry College	14	0
Ferrum College	4	0
George Mason University	26	0
Hampton University	9	0
Hollins University	9	0
James Madison University	29	0
Liberty University	24	0
Longwood University	19	0
Lynchburg College	12	0
Mary Baldwin University	13	0
Marymount University	11	0
Norfolk State University	13	0
Old Dominion University	28	0
Radford University	23	0
Randolph College	10	0
Randolph-Macon College	8	0
Regent University	11	0
Roanoke College	14	0
Shenandoah University	16	0
Sweet Briar College	7	0
University of Mary Washington	18	0
University of Richmond	13	0
University of Virginia	25	0
Univ. of Virginia's College at Wise	12	0
Virginia Commonwealth University	17	0
Virginia State University	9	0
Virginia Tech	19	0
Virginia Union University	3	0
Virginia Wesleyan University	7	0
Washington and Lee University	6	0
TOTALS	503	0

# Appendix A - Institutions of Higher Education with Approved Education Programs

Institution of Higher Education	PreK-12 Teacher and Support Personnel Preparation Programs	PreK-12 Administrative and Supervision Personnel Preparation Programs
Averett University	<b>✓</b>	<b>~</b>
Bluefield College	<b>✓</b>	
Bridgewater College	<b>✓</b>	
Christopher Newport University	<b>→</b>	
The College of William and Mary	<b>✓</b>	<b>→</b>
Eastern Mennonite University	<b>→</b>	
Emory and Henry College	<b>→</b>	
Ferrum College	<b>→</b>	
George Mason University	<b>✓</b>	<b>→</b>
Hampton University	<b>→</b>	<b>~</b>
Hollins University	<b>→</b>	
James Madison University	<b>→</b>	<b>~</b>
Liberty University	<b>→</b>	<b>~</b>
Longwood University	<b>→</b>	<b>→</b>
Lynchburg College	<b>✓</b>	<b>~</b>
Mary Baldwin University	<b>✓</b>	
Marymount University	<b>✓</b>	<b>→</b>
Norfolk State University	<b>✓</b>	<b>~</b>
Old Dominion University	<b>✓</b>	<b>&gt;</b>
Radford University	✓	<b>&gt;</b>
Randolph College	✓	
Randolph-Macon College	<b>✓</b>	
Regent University	<b>✓</b>	<b>&gt;</b>
Roanoke College	<b>✓</b>	
Shenandoah University	<b>~</b>	<b>&gt;</b>
Sweet Briar College	<b>✓</b>	
University of Mary Washington	<b>→</b>	<b>~</b>
University of Richmond	<b>✓</b>	<b>&gt;</b>
University of Virginia	<b>✓</b>	<b>~</b>
Univ. of Virginia's College at Wise	<b>✓</b>	
Virginia Commonwealth University	<b>✓</b>	<b>&gt;</b>
Virginia State University	<b>✓</b>	<b>&gt;</b>
Virginia Tech	<b>✓</b>	<b>&gt;</b>
Virginia Union University	✓	
Virginia Wesleyan University	✓	
Washington and Lee University	<b>✓</b>	

# Standards for Biennial Approval of Education Programs (8VAC20-542-40.1) Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2013, through August 31, 2015

Name of Institution: SAMPLE UNIVERSITY

Std. #	Description of Standard								
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.								
Ref.	Description of Assessments								
Α	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.								
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.								
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.								
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).								
	Key								

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Exiters"</u>, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are <u>less than ten "Total Completers and Exiters"</u> for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program		ly from Prior orting Period	Current Bienn Per		Total Completers	VCLA (A)					PR AS	VRA or RVE (C)					SLLA (D)													
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT						
Elementary Education PreK-6					0	)															Not app	licabl	е							
Math Specialist for Elementary/Middle Ed.					0		Not app			Not applicable				Not applicable			Not applicable			Not applicable			licabl	е			Not app	licabl	е	
Reading Specialist					0	)					Not applicable					N/			N/A	A Not applicable										
School Counselor PreK-12					0	Not applicable				Not applicable					Not applicable					Not applicable										
School Psychology					0	Not applicable				Not applicable					Not app			Not applicable												

Approved Education Program		ly from Prior orting Period	Current Bienn Per		Total Completers		PR. AS	VRA or RVE (C)					SLLA (D)												
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	
German PreK-12	Completers	LAILOIS	Completers	Exitors	0	(70)					(70)					Not app	licabl	e			Not appli	cable	<u> </u>		
Dance Arts PreK-12					0						Not appl	icable	9			Not app					Not appli				
English					0											Not app					Not appli				
History and Social Sciences					0	)										Not app	licabl	е			Not applicable				
Mathematics					0	)										Not app	Not applicable								
Science - Biology					0											Not applicable					Not applicable				
Science - Chemistry					0											Not applicable					Not applicable				
Science - Earth Science					0	)										Not app	licabl	е			Not appli	cable	)		
Science - Physics					0	)										Not app	licabl	е			Not appli	cable	)		
Special Education - Early Childhood					0						Not appl	icable	9			Not app	licabl	е			Not appli	cable	)		
Special Education - General Curriculum K-12					0		Not applicable											Not applicable							
Driver Education (Add-on)					0	Not app	licabl	е			Not appl	icable	Э			Not app	licabl	е			Not appli	cable	<del>)</del>		
Mathematics - Algebra I (Add-on)					0	Not app	licabl	e			Not appl	icable	9			Not app	licabl	е			Not appli	cable			
Administration and Supervision PreK- 12					0	0 Not applicable			Not applicable					Not applicable											
Administration and Supervision PreK- 12 (central office only)					0	0 Not applicable			Not applicable						Not applicable					Not applicable					

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision (central office only) program.

# Standards for Biennial Approval of Education Programs (8VAC20-542-40.2-7) Certification of Standards 2 through 7

Biennial Reporting Period: September 1, 2013, through August 31, 2015

Name of Institution: SAMPLE UNIVERSITY

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have
3.	the opportunity to address any deficiencies.  Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall
J.	include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and
	b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	<ul> <li>Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:</li> <li>a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;</li> <li>b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and</li> <li>c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.</li> </ul>
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	Instructions

### Instructions

For the current biennial reporting period, i.e., September 1, 2015, through August 31, 2017, please complete the following information:

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015.</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6						
Math Specialist for Elementary/Middle Ed.						
Reading Specialist						
School Counselor PreK-12	Not applicable					
School Psychology	Not applicable					
German PreK-12						

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Dance Arts PreK-12						
English						
History and Social Sciences						
Science - Physics						
Science - Chemistry						
Science - Chemistry						
Science - Earth Science						
Science - Physics						
Special Education - Early Childhood						
Special Education - General Curriculum K-12						
Driver Education (Add-on)	Not applicable					
Mathematics - Algebra I (Add-on)	Not applicable					
Administration and Supervision PreK-12	Not applicable					
Administration and Supervision PreK-12 (central	Not applicable					
office only)	.,					

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1-7)

Affidavit for Standards 1 through 7

<b>Biennial Reporting Period:</b>	September 1, 2013, through August 31, 2015	
Name of Institution:	SAMPLE UNIVERSITY	
By my signature, I verify the following: (1) that the information submitted to doc Review and Approval of Education Prog (2) that Standards 2 through 7 of Section	cument Standard 1 of Section 8VAC20-542-40 of the Frams in Virginia is accurate and complete; and n 8VAC20-542-40 of the Regulations Governing the Ren met and documentation of the evidence is on file ar	Peview and Approval of
Name of Days	Discotor	
Name of Dean	or Director	
Signature of Dear	or Director	Date
	of Standard 1 - Assessment Passing Rates" report of Standards 2 through 7" report	
Fax the signed affidavit page and atta	chments to:	

Brian A. Mason, Virginia Department of Education, Division of Teacher Education and Licensure

Fax No.: (804) 530-4510

#### **Table of Prescribed Tests:**

The table below displays the tests prescribed by the Board of Education as part of licensure assessments for approved education programs. For each approved education program, if "Yes" appears in a test type column, then that test is prescribed for that program.

Note 1: The VCLA assessment consists of the following two parts: Reading (Test Code 091) and Writing (Test Code 092).

The sum (composite) of those two scores is evaluated as part of the licensure assessment. A composite score of at least 470 is considered "Passing".

**Note 2:** The VCLA is required for an initial license. The VCLA is not required for an individual seeking a Pupil Personnel Services license with endorsements such as School Counselor, School Psychology, School Social Worker, or Speech-Language Pathologist. The VCLA is not required for add-on endorsements.

**Note 3:** Effective July 1, 2011, the Reading for Virginia Educators: Elementary and Special Education (RVE) assessment replaced the Virginia Reading Assessment (VRA); and the Reading for Virginia Educators: Reading Specialist (RVE for Reading Specialists) assessment replaced the Virginia Reading Assessment for Reading Specialists (VRA for Reading Specialists). The Virginia Board of Education set passing scores for the following RVE assessments: RVE: Elementary and Special Education Teachers Assessment (Test Code 0306 or 5306) - Passing Score 157; RVE: Reading Specialist Assessment (0304 or 5304) - Passing Score 162.

Approved Education Program	VCLA	Test Code	Passing Score	Praxis Subject Test	Test Code	Passing Score	VRA or RVE (See Note 3)	Test Code	Passing Score	SLLA	Test Code	Passing Score
Early/Primary Education preK-3	Yes	See Note 1	See Note 1	Yes	One of the	See below	Yes - See Note	One of the	See below			
- Taken before 7/1/2014					0014 or 5014	143						
- Taken before 7/1/2015					5031							
Reading and Language Arts					Subtest 5032	165						
Mathematics					Subtest 5033	164						
Social Studies					Subtest 5034	155						
Science					Subtest 5035	159						
- Taken after 7/1/2015					5001							
Reading and Language Arts					Subtest 5002	157						
Mathematics					Subtest 5003	157						
Social Studies					Subtest 5004	155						
Science					Subtest 5005	159						
- Taken before 7/1/2011								VRA-001	235			
- Taken after 7/1/2011								RVE-0306 or 5306	157			
Elementary Education preK-6	Yes	See Note 1	See Note 1	Yes	One of the tests below	See below	Yes - See Note 3	One of the tests below	See below			
- Taken before 7/1/2014					0014 or 5014	143						

Approved Education Program	VCLA	Test Code	Passing	Praxis	Test Code	Passing	VRA or RVE	Test Code	Passing	SLLA	Test Code	Passing
, , , , , , , , , , , , , , , , , , ,			Score	Subject		Score	(See Note 3)		Score			Score
				Test								
- Taken before 7/1/2015					5031							
Reading and Language Arts					Subtest	165						
					5032	101						
Mathematics					Subtest 5033	164						
Social Studies					Subtest	155						
					5034							
Science					Subtest 5035	159						
- Taken after 7/1/2015					5001							
Reading and Language Arts					Subtest	157						
					5002							
Mathematics					Subtest 5003	157						
Social Studies					Subtest	155						
Occide Cladica					5004							
Science					Subtest	159						
T.   1 ( 7/4/0044					5005			\/DA 004	205			
- Taken before 7/1/2011 - Taken after 7/1/2011	_							VRA-001 RVE-0306	235 157			
- Taken alter 7/1/2011								or 5306	157			
Middle Education 6-8: English	Yes	See Note 1	See Note 1	Yes	One of the	See below		0. 0000				
-					tests below							
- Taken before 1/1/2014					0049 or	164						
- Taken after 1/1/2014					5049 5047	164						
Middle Education 6-8: Mathematics	Yes	See Note 1	See Note 1		One of the	_						
					tests below							
- Taken before 1/1/2014					0069	163						
- Taken after 1/1/2014					5169	165						
Middle Education 6-8: Science	Yes	See Note 1	See Note 1		One of the tests below	See below						
- Taken before 7/1/2015	1				0439	162						
- Taken after 7/1/2015					5440	150						
Middle Education 6-8: History and Social	Yes	See Note 1	See Note 1		0089 or	160						
Sciences					5089							
Administration and Supervision preK-12	No	See Note 2	See Note 2							Yes	One of the tests below	See below
- Taken before before 1/14/2010											1010	165
- Taken after 1/14/2010											1011 or 6011	163
Mathematics Specialist for Elementary and	Yes	See Note 1	See Note 1								6011	
Middle Education Reading Specialist	Yes	See Note 1	See Note 1		1	<del>                                     </del>	Yes - See Note	One of the	See below			
- Todaing Openiumor	100	300 11010 1	300 14010 1				3	tests below	300 5010W			
- Taken before 7/1/2011								VRA-002	245			

Approved Education Program	VCLA	Test Code	Passing	Praxis	Test Code	Passing	VRA or RVE	Test Code	Passing	SLLA	Test Code	Passing
Approved Education Frogram	VOLA	rest oode	Score	Subject	rest oode	Score	(See Note 3)	rest oode	Score	OLLA	rest oode	Score
			000.0	Test		555.5	(200 200 2)		000.0			555.5
- Taken after 7/1/2011								RVE-0304	162			
								or 5304				
School Counselor preK-12	No	See Note 2	See Note 2									
School Psychology	No	See Note 2	See Note 2									
School Social Worker	No	See Note 2	See Note 2									
Foreign Language - Arabic	Yes	See Note 1	See Note 1									
Foreign Language - Chinese	Yes	See Note 1	See Note 1									
Foreign Language - French	Yes	See Note 1	See Note 1	Yes	One of the tests below	See below						
- Taken before 9/1/2010					0173	169						
- Taken after 9/1/2010					5174	163						
Foreign Language - German	Yes	See Note 1	See Note 1	Yes	One of the	See below						
					tests below							
- Taken before 9/1/2010					0181	162						
- Taken after 9/1/2010					5183	163						
Foreign Language - Italian	Yes	See Note 1	See Note 1									
Foreign Language - Japanese	Yes	See Note 1	See Note 1									
Foreign Language - Spanish	Yes	See Note 1	See Note 1	Yes	One of the tests below	See below						
- Taken before 9/1/2010					0191	161						
- Taken after 9/1/2010	1				5195	168						
Foreign Language - Russian	Yes	See Note 1	See Note 1									
Foreign Language - Latin	Yes	See Note 1	See Note 1									
Foreign Language - American Sign Language	Yes	See Note 1	See Note 1									
CTE - Agricultural Education	Yes	See Note 1	See Note 1									
CTE - Business and Information Technology	Yes	See Note 1	See Note 1	Yes	One of the tests below	See below						
- Taken before 9/1/2010	+				0100	590						
- Taken before 9/1/2010 - Taken after 9/1/2010					0100 0101 or	157						
					5101	157						
CTE - Marketing Education	Yes	See Note 1	See Note 1	Yes	One of the tests below	See below						
- Taken before 9/1/2008					0560	570						
- Taken after 9/1/2008	+				0561 or	147						
- Taken alter 3/1/2000					5561	147						
CTE - Technology Education	Yes	See Note 1	See Note 1	Yes	One of the	See below						
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,					tests below							
- Taken before 9/1/2011	1				0050	610						
- Taken after 9/1/2011					0051 or	162						
					5051							
CTE - Family and Consumer Sciences	Yes	See Note 1	See Note 1	Yes	One of the	See below						
					tests below							
- Taken before 9/1/2008					0120	550						
- Taken before 7/1/2015					0121 or	150						
Token offer 7/4/2015					5121	450						
- Taken after 7/1/2015					5122	153						

Approved Education Program	VCLA	Test Code	Passing Score	Praxis Subject Test	Test Code	Passing Score	VRA or RVE (See Note 3)	Test Code	Passing Score	SLLA	Test Code	Passing Score
CTE - Health and Medical Sciences	Yes	See Note 1	See Note 1									
CTE - Trade and Industrial Education	Yes	See Note 1	See Note 1									
Visual Arts preK-12	Yes	See Note 1	See Note 1	Yes	One of the tests below	See below						
- Taken before 9/1/2011					0133	159						
- Taken after 9/1/2011					0134 or 5134	158						
Dance Arts preK-12	Yes	See Note 1	See Note 1									
English as a Second Language preK-12	Yes	See Note 1	See Note 1									
Health and Physical Education prek-12	Yes	See Note 1	See Note 1	Yes	One of the tests below	See below						
- Taken before to 7/1/2015					0856 or 5856	151						
- Taken after 7/1/2015	1	1			5857	160		1			1	
Library Media preK-12	Yes	See Note 1	See Note 1		0007							
Music Education - Instrumental preK-12	Yes	See Note 1	See Note 1	Yes	0113 or 5113	160						
Music Education - Vocal/Choral preK-12	Yes	See Note 1	See Note 1	Yes	0113 or 5113	160						
Theatre Arts preK-12	Yes	See Note 1	See Note 1									
Computer Science preK-12	Yes	See Note 1	See Note 1									
English	Yes	See Note 1	See Note 1	Yes	One of the tests below	See below						
- Taken before 1/1/2014					0041 or 5041	172						
- Taken after 1/1/2014					5038	167						
History and Social Sciences	Yes	See Note 1	See Note 1	Yes	0881 or 5081	161						
Mathematics	Yes	See Note 1	See Note 1	Yes	One of the tests below	See below						
- Taken before 1/1/2014					0061 or 5061	147						
- Taken after 1/1/2014	1				5161	160						
Science - Biology	Yes	See Note 1	See Note 1	Yes	0235 or 5235	155						
Science - Chemistry	Yes	See Note 1	See Note 1	Yes	0245 or 5245	153						
Science - Earth Science	Yes	See Note 1	See Note 1	Yes	0571 or 5571	156						
Science - Physics	Yes	See Note 1	See Note 1	Yes	0265 or 5265	147						
Early Childhood (Birth - Age 5)	Yes	See Note 1	See Note 1		5205						<del> </del>	
Special Education - Adapted Curriculum K-12	Yes	See Note 1	See Note 1									
Special Education - General Curriculum K-12	Yes	See Note 1	See Note 1				Yes - See Note	One of the tests below	See below			
- Taken before 7/1/2011	<u> </u>							VRA-001	235			

Approved Education Program	VCLA	Test Code	Passing Score	Praxis Subject Test	Test Code	Passing Score	VRA or RVE (See Note 3)	Test Code	Passing Score	SLLA	Test Code	Passing Score
- Taken after 7/1/2011								RVE-0306 or 5306	157			
Special Education - Hearing Impairments preK- 12	Yes	See Note 1	See Note 1				Yes - See Note 3	One of the tests below	See below			
- Taken before 7/1/2011 - Taken after 7/1/2011								VRA-001 RVE-0306 or 5306	235 157			
Special Education - Visual Impairments preK-12	Yes	See Note 1	See Note 1	Yes	One of the tests below	See below	Yes - See Note 3	One of the tests below	See below			
- Taken before 7/1/2011					0631	168		VRA-001	235			
- Taken before 7/1/2016					0631	168		RVE-0306 or 5306	157			
- Taken after 7/1/2016					0633	157		RVE-0306 or 5306	157			
Adult English as a Second Language (Add-on)	No	See Note 2	See Note 2									
Driver Education (Add-on)	No	See Note 2	See Note 2									
Early Childhood three- and four-Year Olds (Addon)	No	See Note 2	See Note 2									
Gifted Education (Add-on)	No	See Note 2	See Note 2									
Journalism (Add-on)	No	See Note 2	See Note 2									
Keyboarding (Add-on)	No	See Note 2	See Note 2									
Mathematics - Algebra I (Add-on)	No	See Note 2	See Note 2									
Speech Communication (Add-on)	No	See Note 2	See Note 2									

# APPENDIX D - STANDARD 1 DETAILED RESULTS BY INSTITUTION OF HIGHER EDUCATION

# Standards for Biennial Approval of Education Programs (8VAC20-542-40.1) Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Averett University

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Kev

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program		ly from Prior orting Period	Current Bienn Per		Completers		VCL	.A (A)					SUB.			VR	A or	RVE	(C)		SL	LA (D	)
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P	NP NT
Elementary Education PreK-6			15	6	21	81.0%	17	2	2	0	81.0%	17	2	2	0	81.0%	17	2	2	0	Not applic	able	
Visual Arts PreK-12	7	0	2	0	9											Not appli	cable	1			Not applic	able	
Health and Physical Education PreK- 12	6	1	3	2	12	83.3%	10	2	0	0	83.3%	10	2	0	0	Not appli	cable	•			Not applic	able	
Theatre Arts PreK-12			0	0	0						Not appli	cable				Not appli	cable	1			Not applic	able	
Computer Science			0	0	0						Not appli	cable	!			Not appli	cable	!			Not applic	able	
English			5	0	5											Not appli	cable	:			Not applic	able	
History and Social Sciences	4	0	1	1	6								_			Not appli	cable	1			Not applic	able	
Mathematics	4	1	3	2	10	80.0%	8	2	0	0	80.0%	8	2	0	0	Not appli	cable	!			Not applic	able	

Approved Education Program		ly from Prior orting Period	Current Bienn Per	•		VCL	.A (A)	)				SUBJ MEN			VR	A or	RVE	(C)		SLLA (D)				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Special Education - General Curriculum K-12			2	0	2						Not applic	cable												
Driver Education (Add-on)			0	0	0	Not appli	cable				Not applic	cable				Not appli	cable				Not appli	cable		
Gifted Education (Add-on)			0	0	0	Not appli	cable	!			Not applic	cable				Not appli	cable				Not appli	cable		
Journalism (Add-on)			0	0	0	Not appli	cable	!			Not applic	cable				Not appli	cable				Not appli	cable	!	
Speech Communication (Add-on)			0	0	0	Not appli	cable				Not applic	cable				Not appli	cable				Not appli	cable		
Administration and Supervision PreK- 12			0	0	0	Not appli	cable				Not applic	cable				Not appli	cable							
Administration and Supervision PreK- 12 (central office only)			0	0	0	Not appli	cable				Not applic	cable				Not appli	cable				Not appli	cable		

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

# Standards for Biennial Approval of Education Programs (8VAC20-542-40.1) Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Bluefield College

Std. #	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key

# Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program. Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Exiters"</u>, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are <u>less than ten "Total Completers and Exiters"</u> for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Approved Education Program	Rollover Onl Biennial Repo	<del>d</del> ia dia mandra dia m	Current Bienn Per		Total Completers	VCLA (A)					PRA ASS		VRA or RVE (C)					SLLA (D)						
	Number of Number of Program Program		Number of Program	Number of Program	and Exiters	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT
	Completers	Exiters	Completers	Exiters		(%)					(%)					(%)	•				(%)			
Elementary Education PreK-6			19	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	100.0%	19	0	0	0	Not app	ot applicable		
Business and Information Technology	4	0	0	0	4											Not applic	able				Not app	Э		
Visual Arts PreK-12	1	1	0	1	3											Not applicable					Not applicable			
Health and Physical Education PreK- 12			3	0	3											Not applic	able					Not applicable		
Music Education - Instrumental PreK- 12	4	0	2	0	6											Not applicable				Not app				

Approved Education Program	Rollover Onl Biennial Repo	•	Current Bienn Per		Total Completers		PR/ ASS	V	SLLA (D)																	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT		
Music Education - Vocal/Choral PreK- 12	4	0	2	0	6											Not appl	icable				Not applicable					
Theatre Arts PreK-12			0	0	0						Not applic	cable				Not applicable					Not applicable					
English			4	0	4											Not appl	Not applicable									
History and Social Sciences	8	1	1	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not appl		Not applicable								
Mathematics	3	0	0	0	3											Not applicable					Not applicable					
Science - Biology	1	0	0	0	1											Not applicable					Not applicable					
Science - Chemistry	2	0	1	0	3											Not appl	icable				Not app	licable	е			
Special Education - General Curriculum K-12	9	0	8	0	17	100.0%	17	0	0	0	Not applie		100.0%	17	0	0	0	Not app	licable	е						
Journalism (Add-on)	1	0	1	0	2	Not appli	cable				Not applicable					Not applicable						Not applicable				
Mathematics - Algebra 1 (Add-on)			0	0	0	Not appli	cable				Not applic	cable				Not applicable						Not applicable				
Speech Communication (Add-on)	3	3	1	1	8	Not appli	cable				Not applic	cable				Not appl	icable		Not applicable							

# Standards for Biennial Approval of Education Programs (8VAC20-542-40.1) Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Bridgewater College

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Approved Education Program Rollover Only from Prior Biennia Reporting Period			ial Reporting od	Total	VCLA (A)					PR/ ASS	VRA or RVE (C)					SLLA (D)								
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	Completers and Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	
Elementary Education PreK-6			45	2	47	100.0%	47	0	0	0	95.7%	45	1	1	0	95.7%	45	0	2	0	Not app	Not applicable			
French PreK-12	0	1	0	0	1											Not appli	cable				Not applicable				
Spanish PreK-12	2	2	0	0	4											Not appli	cable				Not app	)			
Family and Consumer Sciences			2	0	2											Not applicable					Not applicable				
Visual Arts PreK-12	4	2	2	1	9											Not applicable					Not applicable				
English as a Second Language			10	0	10	100.0%	10	0	0	0	Not appli	cable				Not applicable					Not app	)			
Health and Physical Education PreK- 12			20	1	21	100.0%	21	0	0	0	95.2%	2% 20 0 1 0 Not applicable							Not app	licable	)				

Approved Education Program	Rollover Only fro Reportin		Current Bienn Peri		Total			SUB.			VR	SLLA (D)														
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	Completers and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT		
Music Education - Instrumental PreK- 12	6	1	4	0	11	100.0%	11	0	0	0	90.9%	10	0	1	0	Not applie	cable	:			Not app	ot applicable				
Music Education - Vocal/Choral PreK-12	8	0	4	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applic	cable	•			Not applicable					
Theatre Arts PreK-12	1	0	0	0	1						Not appli	cable				Not applic	cable	:			Not app	е				
English	3	0	5	0	8											Not applie	cable	:			Not applicable					
History and Social Sciences			7	0	7											Not applie	cable	:			Not applicable					
Mathematics			7	1	8											Not applie	cable	)			Not app	licable	е			
Science - Biology	5	0	1	0	6											Not applie	Not applicable					licable	е			
Science - Chemistry	1	0	1	0	2											Not applie	cable	:			Not app	licable	е			
Science - Physics	1	1	1	0	3											Not applie	cable	)	Not a			licable	е			
Driver Education (Add-on)	3	0	0	0	3	Not appli	Not applicable				Not appli			Not applic		Not applicable										
Mathematics - Algebra I (Add-on)	4	0	2	1	7	Not appli	Not applicable				Not appli	cable				Not applie	Not applicable									

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Christopher Newport University

Description of Standard
Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Description of Assessments
Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
Key

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Exiters"</u>, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are <u>less than ten "Total Completers and Exiters"</u> for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienn Per	ial Reporting iod	Total Completers		VCL	.A (A)	)					JECT T (B)		VR	A or	RVE	(C)		SLL	A (D)							
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate P	NP	NT						
Elementary Education PreK-6	Completers	LAILEIS	74	0	74	100.0%	74	0	0	0	100.0%	74	0	0	0		74	0	0	0	Not applica								
Spanish PreK-12	3	0	2	0	5											Not applie	cable				Not applica								
Visual Arts PreK-12	7	0	2	0	9											Not applie	cable				Not applica	ble							
English as a Second Language PreK- 12	9	0	6	0	15	100.0%	15	0	0	0	Not appli	cable				Not applie	cable				Not applica	ble							
Music Education - Instrumental PreK- 12	2	0	7	0	9											Not applie	cable				Not applica	ble							
Music Education - Vocal/Choral PreK-12			5	0	5											Not applie	cable				Not applica	applicable applicable applicable applicable applicable applicable							

Approved Education Program	Rollover On Biennial Rep	ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	A (A)					SUBJ MEN			VR	A or	RVE	(C)		S	LLA (C	))							
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P N	IP NT							
English			13	2	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not appli	cable	:			Not app	licable								
History and Social Sciences			17	0	17	100.0%	17	0	0	0	100.0%	17	0	0	0	Not appli	cable				Not app	licable								
Mathematics	3	0	7	1	11	100.0%	11	0	0	0	90.9%	10	1	0	0	Not appli	cable				Not app	licable								
Science - Biology	4	0	2	0	6											Not appli	cable	:			Not app	Not applicable Not applicable								
Science - Chemistry	1	0	0	0	1											Not appli	cable	:			Not app	licable								
Science - Physics	3	0	1	0	4											Not appli	cable	!			Not app	licable								

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: The College of William and Mary

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
Α	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key
<b>P</b> = Pa	ssed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Exiters"</u>, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period		nial Reporting riod	Total Completers		VCL	A (A)				XIS S				VR	RA or	RVE	(C)		S	LLA	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6			60	3	63	100.0%	63	0	0	0	100.0%	63	0	0	0	100.0%	63	0	0	0	Not appli	cable		
Reading Specialist	8	0	10	0	18	N/A	0	0	0	0 100.0% 63 0 0 1 18 Not applicable						100.0%	18	0	0	N/A	Not appli	cable		
School Counselor PreK-12			15	0	15	Not appli	cable				Not applicable  Not applicable					Not applie	cable				Not appli	cable		
School Psychology			15	0	15	Not appli	cable				Not applic	able				Not applie	cable				Not appli	cable		
Math Specialist for Elementary/Middle Ed.			0	0	0					Not applicable  Not applicable						Not appli	cable				Not appli	cable		
Chinese PreK-12	1	0	0	0	1						Not applic		Not appli	cable				Not appli	cable					
French PreK-12	8	0	2	0	10	90.0%	9	0	1	0	100.0%		0	0	0	Not appli	cable				Not appli			

Approved Education Program		ly from Prior orting Period		nial Reporting riod	Total Completers		VCL	A (A)					SUB.			VRA o	r RVE (	(C)		SLL	A (D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	NP	NT N	R R	ass ate   %)	P N	PNT
German PreK-12	3	1	1	0	5											Not applicable	)		Not	applica	ble	
Spanish PreK-12			3	0	3											Not applicable	)		Not	applica	ble	
Latin PreK-12	8	1	1	0	10	100.0%	10	0	0	0	Not applie	cable				Not applicable	9	Not	applica	ble		
English as a Second Language PreK- 12			23	0	23	N/A	0	0	0	23	Not applie	cable				Not applicable	)	Not	applica	ble		
English			19	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applicable	)		Not	applica	ble	
History and Social Sciences			27	0	27	100.0%	27	0	0	0	100.0%	27	0	0	0	Not applicable	)		Not	applica	ble	
Mathematics	7	0	6	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applicable	)		Not	applica	ble	
Science - Biology			6	0	6											Not applicable	9		Not	applica	ble	
Science - Chemistry			5	0	5											Not applicable	9		Not	applica	ble	
Science - Earth Science	6	0	3	0	9											Not applicable	9		Not	applica	ble	
Science - Physics	4	0	2	0	6											Not applicable	9		Not	applica	ble	
Special Education - General Curriculum K-12	7	0	11	0	18	100.0%	18	0	0	0	Not applic	cable				100.0% 18	0	0 (	Not	applica	ble	
Gifted Education (Add-on)	2	0	6	2	10	Not appli	cable			•	Not applic	cable				Not applicable	9		Not	applica	ble	
Mathematics - Algebra 1 (Add-on)			0	0	0	Not appli	cable				Not applic	cable				Not applicable	9		Not	applica	ble	
Administration and Supervision PreK- 12			8	0		Not appli					Not applic	cable				Not applicable	9					
Administration and Supervision PreK- 12 (central office only)	8	0	8	0	16	Not appli	cable				Not applic	cable				Not applicable	9		Not	applica	ble	

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Eastern Mennonite University

Std.#	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key
<b>P</b> = Pas	sed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienn Per	ial Reporting iod	Total Completers		VCL	A (A)					SUB.			VR	A or	RVE	(C)		SL	_A (D)							
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P NI	PNT						
Early/Primary Education PreK-3			1	0	1																Not applicable  Not applicable								
Elementary Education PreK-6			16	0	16	100.0%	16	0	0	0	100.0%	16	0	0	0	100.0%	16	0	0	0	Not applic								
Reading Specialist			1	0	1						Not appli	cable								N/A	Not applic								
Spanish PreK-12	7	0	0	0	7											Not applic	cable				Not applic	able							
Visual Arts PreK-12			2	0	2											Not applic	cable				Not applic	able							
English as a Second Language PreK-12			3	0	3						Not appli	cable				Not applic	cable				Not applic								
Health and Physical Education PreK- 12	5	0	1	0	6											Not applic	cable				Not applic	applicable							

Approved Education Program		lly from Prior porting Period	Current Bienn Per		Total Completers		VCL	A (A)				AXIS SESS				VR	A or	RVE	(C)		SLI	te P NP						
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate I (%)	P N	PNT					
Music Education - Instrumental PreK- 12	5	0	0	0	5											Not applic	able				Not applic	able						
Music Education - Vocal/Choral PreK-12	3	0	1	0	4											Not applic	able				Not applic	able						
Theatre Arts PreK-12			0	0	0						Not appli	cable				Not applic	able				Not applic	able						
Computer Science			0	0	0						Not appli	cable				Not applic	able				Not applic	able						
English	5	0	1	0	6											Not applic	able				Not applic	able						
History and Social Sciences	8	0	3	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applic	able				Not applic	able						
Mathematics	2	0	2	0	4											Not applic	able				Not applic	able						
Science - Biology	6	0	2	0	8											Not applic	able				Not applic	able						
Science - Chemistry			0	0	0											Not applic	able				Not applic	able						
Special Education - General Curriculum K-12	8	0	6	0	14	100.0%	14	0	0	0	Not appli	cable				100.0%	14	0	0	0	Not applic	able						
Journalism (Add-on)			0	0	0	Not appli	cable				Not appli	cable				Not applic	able				Not applic	able						

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Emory and Henry College

Std.	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
Α	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
·	Key
<b>P</b> = Pa	assed: NP = Not Passed: NT = Not Taken: NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program	Rollover Onl Biennial Repo		Current Bienr Per	ial Reporting iod	Total Completers		VCL	.A (A)					SUB.			VR	A or	RVE	(C)		SL	ate P NP %)  It applicable				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P NP	NT			
Early/Primary Education PreK-3	1	0	0	0	1																Not applie	able				
Elementary Education PreK-6			19	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applie	able				
Middle Education 6-8			27	0	27	100.0%	27	0	0	0	100.0%	27	0	0	0	Not appli	cable				Not applie					
Reading Specialist			5	0	5						Not applie	cable								N/A	Not applie					
French	3	1	0	0	4											Not appli	cable				Not applie					
Spanish	4	5	1	0	10	100.0%	10	0	0	0	50.0%	5	5	0	0	Not appli	cable				Not applie					
Business and Information Technology	7	1	0	0	8											Not appli	cable				Not applie	tate P NP (%)  at applicable				
Visual Arts PreK-12			5	0	5											Not appli	cable				Not applic	Pass Rate P NP				

Approved Education Program	Rollover Onl Biennial Repo	•	Current Bienr Per		Total Completers		VCL	. <b>A (A</b> )						JEC1 IT (B)		VRA	\ or	RVE	(C)		SL	.LA (	D)								
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Rate P NP (%) ot applicable									
English as a Second Language PreK-12			0	0	0						Not appl	icable	9			Not applica	able				Not appli	cable	,								
Health and Physical Education PreK-12			9	0	9											Not applica	able				Not appli	cable	,								
Music Education - Instrumental PreK-12	2	0	2	0	4											Not applica	able				Not appli	cable									
Music Education - Vocal/Choral PreK-12	2	1	3	0	6											Not applica	able				Not appli	cable	,								
English			5	0	5											Not applica	able				Not appli	Not applicable									
History and Social Sciences			16	0	16	100.0%	16	0	0	0	100.0%	16	0	0	0	Not applica	able				Not appli	cable	į								
Mathematics			6	0	6											Not applica	able				Not appli	cable	į								
Science - Biology	5	0	0	0	5											Not applica	able				Not appli	cable	į								
Science - Chemistry	3	0	0	0	3											Not applica	able				Not appli	cable	,								
Science - Earth Science	3	1	1	0	5											Not applica	able				Not appli	cable	,								
Science - Physics	0	1	0	0	1											Not applica	able				Not appli	cable	)								
Special Education - General Curriculum K-12	9	0	6	0	15	100.0%	15	0	0	0	Not appl	icable	9			100.0%	15	0	0	0	Not appli	cable									
Driver Education (Add-on)	8	0	7	0	15	Not appli	cable	,			Not appl	icable	9			Not applica	able				Not appli										
Mathematics - Algebra I (Add-on)	3	1	2	0	6	Not appli	cable				Not appl	icable	9			Not applica	able				Not appli	cable	)								

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Ferrum College

Std. #	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key
<b>P</b> = Pa	issed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	A (A)	1				SUB.			VR	A or	RVE	(C)		SLL	A (D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate P	NP	NT
Elementary Education PreK-6			17	0	17	100.0%	17	0	0	0	88.2%	15	2	0	0	0 100.0% 17 0 0 0 Not applicable					Not applica	ble	
Spanish PreK-12	0	1	0	0	1											Not applic	cable				Not applica	ble	
Russian PreK-12			0	0	0						Not appli	cable	)			Not applic	cable			Not applica	ble		
Agricultural Education	1	0	0	0	1						Not appli	cable	)			Not applic	cable				Not applica	ble	
Business and Information Technology			0	0	0											Not applie	cable				Not applica	ble	
Visual Arts PreK-12	0	1	0	0	1											Not applic	cable				Not applica	ble	
Health and Physical Education PreK- 12	8	0	6	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not applie	cable				Not applica	ble	

Approved Education Program	Rollover Onl Biennial Repo		Current Bienn Per		Total Completers		VCL	.A (A)					SUBJ MEN			VR	A or	RVE (	(C)		S	LLA (	D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT I		Pass Rate (%)	Р	NP I	NT
Theater Arts PreK-12	2	0	0	0	2						Not applic	able				(%) Not applicable Not applicable Not applicable			Ν	Not appl	icable	)		
Computer Science			0	0	0						Not applic	able				Not applic	able			Ν	Not appl	icable	)	
English	3	0	0	0	3											Not applie	able			N	Not appl	icable	)	
History and Social Sciences			3	0	3											Not applie	able			N	Not appl	icable	)	
Mathematics	4	2	0	0	6											Not applie	able			N	Not appl	icable	)	
Science - Biology	1	1	1	0	3											Not applic	able			N	Not appl	icable	)	
Science - Chemistry			0	0	0											Not applie	able			N	Not appl	icable	)	
Journalism (Add-on)		•	0	0	0	Not appli	cable				Not applic	able				Not applic	able			N	Not appl	icable	)	
Mathematics - Algebra I (Add-on)	2	0	0	0	2	Not appli	cable	;			Not applic	able				Not applic	able			N	Not appl	icable	)	

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: George Mason University

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Kev

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Exiters"</u>, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	A (A)					SUB. MEN			VF	RA or	RVE	(C)		S	LLA (	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Early/Primary Education PreK-3			37	0	37	100.0%	37	0	0	0	97.3%	36	0	1	0	100.0%	36	0	0	1	Not appli	cable		
Elementary Education PreK-6			139	0	139	100.0%	139	0	0	0	100.0%	139	0	0	0	99.3%	138	0	1	0	Not appli	cable		
Math Specialist for Elementary/Middle Ed.			20	0	20	N/A	0	0	0	20	Not appli	cable				Not appli	cable	•			Not appli	cable		
Reading Specialist			87	0	87	100.0%	9	0	0	78 Not applicable						98.9%	86	0	1	N/A	Not appli	cable		
School Counselor PreK-12			54	0	54	Not appli	cable				Not appli	cable				Not appli	cable	;			Not appli	cable		
School Psychology	8	0	6	0	14	Not appli	cable				Not appli	cable				Not appli	cable	;			Not appli	cable		
Arabic PreK-12			0	0	0						Not appli	cable				Not appli	cable	,			Not appli	cable		
Chinese PreK-12	4	0	1	0	5						Not appli	cable				Not appli	cable	)			Not appli	cable		

Approved Education Program		ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	A (A)	)				SUB. SMEN			٧	/RA o	r RVE	(C)		:	SLLA	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NF	NT
French PreK-12	4	0	0	0	4											Not app	olicabl	е			Not app	licabl	е	
German PreK-12	2	0	0	0	2											Not app	olicabl	е			Not app	licabl	е	
Japanese PreK-12	2	0	0	0	2						Not appli	cable	,			Not app	olicabl	е			Not app	licabl	е	
Korean PreK-12			0	0	0						Not appli	cable	)			Not app	olicabl	е			Not app	licabl	е	
Spanish PreK-12	5	0	5	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not app	olicabl	е			Not app	licabl	е	
Latin PreK-12	1	0	0	0	1						Not appli	cable	)			Not app	olicabl	е			Not app	licabl	е	
Visual Arts PreK-12			22	0	22	100.0%	22	0	0	0	100.0%	22	0	0	0	Not app	olicabl	е			Not app	licabl	е	
Dance Arts PreK-12				0	0						Not appli	cable	)			Not app	olicabl	е			Not app	licabl	е	
English as a Second Language PreK-			90	0	90	98.9%	89	0	1	0	Not appli	cable	)			Not app	olicabl	е			Not app	licabl	е	
Health and Physical Education PreK-			31	0	31	100.0%	31	0	0	0	100.0%	31	0	0	0 Not applicable 0 Not applicable						Not app	licabl	е	
Music Education - Instrumental PreK- 12			33	0	33	97.0%	32	0	1	0	100.0%	33	0	0	0	Not app	olicabl	е			Not app	licabl	е	
Music Education - Vocal/Choral PreK- 12			3	0	3											Not app	olicabl	е			Not app	licabl	е	
Theatre Arts PreK-12	6	0	7	0	13	100.0%			0	1	Not appli	cable				Not app	olicabl	е			Not app	licabl	е	
English			40	0	40				0	0	100.0%	40	0		0	Not app					Not app	licabl	е	
History and Social Sciences			38	0	38				0	0	100.0%	38	0	0	0	Not app					Not app	licabl	е	
Mathematics			14	0	14				0	0	100.0%	14	0	0	0	Not app					Not app			
Science - Biology			21	0	21	100.0%	21		0	0	100.0%	21	0	0	0	Not app					Not app			
Science - Chemistry	7	0	4	0	11	100.0%	11		0	0	100.0%	11	0	0	0	Not app					Not app			
Science - Earth Science	8	0	7	0	15	100.0%	15	0	0	0	100.0%	15	0		0	Not app	olicabl	е			Not app	licabl	е	
Science - Physics	6	0	5	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not app	olicabl	е			Not app			
Special Education - Early Childhood	8	0	13	0	21	100.0%	21	0	0	0	Not appli	cable	)			Not app	olicabl	е			Not app	licabl	е	
Special Education - Adapted Curriculum K-12			57	0	57	100.0%	57	0	0	0	Not appli	cable	)			Not app	olicabl	е			Not app	licabl	е	
Special Education - General Curriculum K-12			173	0	173	100.0%	164	0	0	9	Not appli	cable	<del>)</del>			Not applicable   98.8%   162   0   2   9					Not app	licabl	е	
Special Education - Visual Impairments PreK-12			1	0	1																			
Driver Education (Add-on)			0	0	0	Not appli	cable				Not appli	cable	,			Not app	olicabl	е			Not app	licabl	е	
Gifted Education (Add-on)	5	0	0	0	5	Not appli	cable				Not appli	cable	)			Not app	olicabl	е			Not app	licabl	е	
Mathematics - Algebra I (Add-on)			0	0	0	Not appli	cable				Not appli	cable	)			Not app	olicabl	е			Not app	licabl	е	
Administration and Supervision PreK- 12			212	0	212	Not appli	cable				Not appli	cable	)			Not app	olicabl	e			100.09	6 212	2 0	0
Administration and Supervision PreK- 12 (central office only)			0	0	0	Not appli	cable				Not appli	cable	)			Not app	olicabl	e			Not app	licabl	e	

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Hampton University

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
А	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Kev

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program	Rollover Onl Biennial Repo		Current Bienn Peri		Total Completers		VCL	A (A)	)			AXIS SESS				VR	A or	RVE	(C)		S	LLA (I	D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Early/Primary Education PreK-3 (*Discontinued in 2017 by IHE)	1	0	0	0	1																Not applicable  Not applicable			
Elementary Education PreK-6			11	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appli	cable		
School Counselor PreK-12			3	0	3	Not appli	cable				Not appli	cable				Not appli	cable				Not appli	cable		
Health and Physical Education PreK- 12			15	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not appli	cable				Not applicable  Not applicable			
Music Education - Instrumental PreK- 12	9	0	5	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not appli	cable	!			Not appli			

Approved Education Program	Rollover Onl Biennial Rep	•	Current Bienn Peri		Total Completers		VCL	A (A)	)			AXIS SESS				VI	RA or	RVE	(C)		S	LLA (	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Music Education - Vocal/Choral PreK-12	4	0	2	0	6											Not appl	icable	•			Not appli	cable		
English PreK-12	9	0	1	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not appl	icable	)			Not appli	cable		
Mathematics	3	0	0	0	3											Not appl	icable	)			Not appli	cable		
Science - Biology	2	0	1	0	3											Not appl	icable	)			Not appli	cable		
Special Education - General Curriculum K-12 (*Discontinued in 2017 by IHE)			0	0	0						Not appli	cable				Not applicable  Not applicable					Not appli	cable		
Administration and Supervision PreK- 12			8	0	8	Not appli	cable		•	•	Not appli	cable	!			Not appl	icable	,	•					
Administration and Supervision PreK- 12 (central office only)	3	0	1	0	4	Not appli	cable				Not appli	cable				Not appl	icable	)			Not appli	cable		

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Hollins University

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	V

#### \_\_\_\_

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are <u>less than ten "Total Completers and Exiters"</u> for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienr Per	nial Reporting iod	Total Completers		VCL	.A (A)					SUB.			VR	A or	RVE	(C)		SLL	.A (D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate F (%)	NF	PNT
Elementary Education PreK-6			12	1	13	100.0%	12	0	0	1	100.0%	12	0	0	1	100.0%	12	0	0	1	Not applica	able	
French PreK-12			1	0	1											Not appli	cable				Not applica	able	
Spanish PreK-12	1	0	0	1	2											Not applicable Not applicable					Not applica	able	
Latin PreK-12	2	0	1	1	4						Not appli	cable									Not applica	able	
Visual Arts PreK-12	1	0	0	0	1											Not applie	cable	:			Not applica	able	
English	2	0	5	3	10	100.0%	7	0	0	3	100.0%	7	0	0	3	Not applie	cable	:			Not applica	able	
History and Social Sciences	4	0	3	0	7											Not appli	cable				Not applicable Not applicable		
Mathematics	2	1	0	0	3											Not applie	cable	:			Not applica	able	
Science - Biology	5	1	2	2	10	100.0%	7	0	0	3	100.0%	7	0	0	3	Not appli	cable				Not applica	able	

Approved Education Program		ly from Prior orting Period	Current Bienn Per	ial Reporting	Total Completers		VCL	.A (A)					SUB.		VR	A or	RVE	(C)		S	LLA	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass	Р	NP	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Science - Chemistry	Completers Exiters		1	0	1	(70)					(70)				Not appli					Not app			
Science - Physics			1	0	1										Not appli	cable	:			Not app	licab	le	

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: James Madison University

Std. #	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Vou

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Exiters"</u>, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		lly from Prior porting Period	Current Bienr Per	nial Reporting iod	Total Completers		VCL	.A (A)					SUBJ MEN			VF	A or	RVE	(C)		S	LLA (	D)					
	Number of Program Completers Exiters		Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT				
Early/Primary Education PreK-3			53	0	53	· · ·	53	0	0	0	100.0%	53	0	0	0	100.0%	53	0	0	0	Not appli	lot applicable						
Elementary Education PreK-6			281	0	281	100.0%	281	0	0	0	100.0%	281	0	0	0	100.0%	281	0	0	0	Not appli	cable						
Middle Education 6-8			28	0	28	100.0%	28	0	0	0	100.0%	28	0	0	0	Not appli	cable				Not appli	cable						
Math Specialist for Elementary/Middle Ed.	6	0	8	0	14	N/A	0	0	0	14	Not applic	able				Not appli	cable				Not appli	cable						
Reading Specialist			2	7	9						Not applic	able								N/A	Not appli	cable						
School Counselor PreK-12			15	0	15	Not appli	cable				Not applic	able				Not appli	cable				Not appli	cable						
School Psychology			32	0	32	Not appli	cable	,			Not applic	able				Not appli	cable				Not appli	cable						
French PreK-12	5	0	2	0	7											Not appli	cable				Not appli	cable						

Approved Education Program		ly from Prior orting Period	Current Bienr Per		Total Completers		VCL	.A (A)	)				SUB			V	RA oı	r RVE	(C)		SL	LA (C	))	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р		NT	NR	Pass Rate (%)		NP	NT
German PreK-12	3	0	0	0	3											Not app					Not applic			
Italian PreK-12			0	0	0						Not appl	icable	9			Not app	licable	е			Not applic	able		
Spanish PreK-12			5	0	5											Not app	licable	е			Not applic	able		
Technology Education			0	0	0											Not app	licable	е			Not applic	able		
Visual Arts PreK-12			8	0	8											Not app	licable	е			Not applic	able		
Dance Arts PreK-12	4	0	1	0	5						Not appl	icable	)			Not app	licable	Э			Not applic	able		
English as a Second Language PreK- 12			12	0	12	100.0%	12	0	0	0	Not appl		9			Not app					Not applic	able		
Health and Physical Education PreK- 12			17	0	17	100.0%	17	0	0	0	100.0%		0	0	0	Not app	licable	е			Not applic	able		
Music Education - Instrumental PreK- 12			37	0	37		37	0	0	0	100.0%		0	0		Not app					Not applic			
Music Education - Vocal/Choral PreK- 12			17	0	17	100.0%	17	0	0	0	100.0%	17	0	0	0	Not app	licable	Э			Not applic	able		
Theatre Arts PreK-12			2	0	2						Not appl	icable	9			Not app	licable	е			Not applic	able		
English			41	0	41	100.0%		0	0	0	100.0%	41	0	0	0	Not app	licable	е			Not applic	able		
History and Social Sciences			37	0	37	100.0%			0	0	100.0%		0	0	0	Not app	licable	е			Not applic	able		
Mathematics			15	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not app	licable	е			Not applic	able		
Science - Biology			7	0	7											Not app	licable	Э			Not applic	able		
Science - Chemistry			3	0	3											Not app	licable	е			Not applic	able		
Science - Earth Science	4	0	2	0	6											Not app	licable	Э			Not applic	able		
Science - Physics	3	0	2	0	5											Not app	licable	Э			Not applic	able		
Special Education - Early Childhood			50	0	50	100.0%	50	0	0	0	Not appl	icable	9			Not app	licable	Э			Not applic	able		
Special Education - Adapted Curriculum K-12			10	0	10	100.0%	10	0	0	0	Not appl	icable	9			Not app	licable	Э			Not applic	able		
Special Education - General Curriculum K-12			50	0	50	100.0%	50	0	0	0	Not appl	icable	)			100.0%	50	0	0	0	Not applic	able		
Special Education - Visual Impairments PreK-12			0	0	0																			
Gifted Education (Add-on)	9	0	11	0	20	Not appli	cable				Not appl	icable	9			Not app	licable	е			Not applic	able		
Journalism (Add-on)	2	0	0	0		Not appli					Not appl					Not app					Not applic			
Mathematics - Algebra I (Add-on)		*	42	0		Not appli					Not appl					Not app					Not applic			
Administration and Supervision PreK-			72	0		Not appli					Not appl					Not app							1	0
Administration and Supervision PreK- 12 (central office only)	1	0	26	0	27	Not appli	cable				Not appl	icable	9			Not app	licable	е			Not applic	able		

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Liberty University

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

P = Passed: NP = Not Passed: NT = Not Taken: NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

11010, 1110 1 1100 111110 (70)		, 20 00.00.00.00	., op. oauo		-p					∽٣₽			· · · · · ·	~ g. ~															
Approved Education Program		ly from Prior		nial Reporting			VCL	-A (A	)				SUB			VF	RA or	RVE	(C)		SL	LLA (C	D)						
	Biennial Rep	orting Period	Per	riod	Completers						AS	SES	SMEN	IT (B)	)														
	Number of	Number of	Number of	Number of	and Exiters	Pass					Pass					Pass					Pass								
	Program	Program	Program	Program		Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT					
	Completers	Exiters	Completers	Exiters		(%)					(%)					(%)					(%)								
Elementary Education PreK-6			525	9	534	100.0%	534	. 0	0	0	99.8%	533	1	0	0	100.0%	534	0	0	0	Not applic	Not applicable							
Middle Education 6-8			71	0	71	100.0%	71	0	0	0	100.0%	71	0	0	0	Not appl	icable	)			Not applic	able							
Math Specialist for			1	0	1						Not appli	icable	9			Not appl	icable	)			Not applic	able							
Elementary/Middle Ed.																													
Reading Specialist			11	0	11	N/A	0	0	0	11	Not appli	icable	9			100.0%	11	0	0	N/A	Not applic	able							
School Counselor PreK-12			322	0	322	Not appli	icable	9			Not appli	icable	9			Not appl	icable	)			Not applic	able							
Spanish PreK-12			7	2	9	)										Not appl	icable	,			Not applic	able							
Business and Information			8	0	8	3										Not appl	icable	,			Not applic	able							
Technology																						t applicable							

Approved Education Program	Rollover On Biennial Rep	-	Current Bienn Per		Total Completers		VCL	.A (A)					SUB.			VF	RA oi	r RVI	E (C)		SI	.LA (	D)	
	Number of	Number of	Number of	Number of	and Exiters	Pass	1	j			Pass					Pass	)				Pass	,		
	Program Completers	Program Exiters	Program Completers	Program Exiters		Rate (%)	Р	NP	NI	NR	Rate (%)	Р	NP	NI	NR	Rate (%)	P	NP	NI	NR	Rate (%)	Р	NP	NI
Family and Consumer Sciences	9	0	8	1	18	` '	18	0	0	0	100.0%	18	0	0	0	Not appli	cable	e			Not applic	able		
Visual Arts PreK-12	-	•	18	0	18		18	0	0	0	100.0%			0	0	Not appli					Not applic			
English as a Second Language PreK- 12			22	0	22	100.0%	22	0	0	0	Not appli	cable	9			Not appli	cable	е			Not applic	able		
Health and Physical Education PreK- 12			21	0	21	100.0%	21	0	0	0	100.0%	21	0	0	0	Not appli	cable	е			Not applic	able		
Music Education - Instrumental PreK- 12			8	0	8											Not appli					Not applic			
Music Education - Vocal/Choral PreK- 12	6	0	19	2	27	100.0%	27	0	0	0	92.6%	25		0		Not appli					Not applic			
Theatre Arts PreK-12			5	0	5						Not appli	cable	)			Not appli	cable	e			Not applic	able		
Computer Science	3	0	0	0	3						Not appli					Not appli	cable	е			Not applic	able		
English			50	4	54	96.3%	52	0	2	0	96.3%			2	0	Not appli	cable	е			Not applic	able		
History and Social Sciences			63	0	63		63	0	0	0	100.0%	63		0		Not appli					Not applic			
Mathematics			20	0	20			0	0	0	100.0%	20		0		Not appli					Not applic	able		
Science - Biology			11	2	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not appli	cable	е			Not applic	able		
Science - Chemistry	5	0	1	0	6											Not appli					Not applic	able		
Special Education - General Curriculum K-12			373	22	395	99.2%	392	3	0	0	Not appli	cable	•			97.7%	386	9	0	0	Not applic	able		
Early Childhood 3- and 4-Year Olds (Add-on)	2	0	0	0	2	Not appli	cable	)			Not appli	cable	)			Not appli	cable	е			Not applic	able		
Gifted Education (Add-on)	3	0	13	0	16	Not appli	cable	<u> </u>			Not appli	cable	)			Not appli	cable	е			Not applic	able		
Journalism (Add-on)			0	0	0	Not appli	cable	<u> </u>			Not appli	cable	)			Not appli	cable	е			Not applic	able		
Mathematics Algebra I (Add-on)	9	0	9	0	18	0 Not applicable 18 Not applicable					Not appli	cable	)			Not appli	cable	е			Not applic	able		
Speech Communication (Add-on)			0	0	0	18 Not applicable 0 Not applicable					Not appli	cable	;			Not appli	cable	е			Not applic	able		
Administration and Supervision PreK- 12			141	0	141	141 Not applicable  47 Not applicable					Not appli					Not appli	cable	е			97.9%		3	0
Administration and Supervision PreK- 12 (central office only)			47	0	47	Not appli	cable				Not appli	cable	9			Not appli	cable	е			Not applic	able		

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Longwood University

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Kev

### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Exiters"</u>, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Approved Education Program		ly from Prior orting Period		nial Reporting iod	Total Completers		VCL	.A (A)	)				SUB.			VF	RA or	RVE	(C)		S	LLA	(D)				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT			
Elementary Education PreK-6			212	3	215	100.0%	215	0	0	0	98.6%	212	3	0	0	100.0%	215	0	0	0	Not appli						
Middle Education 6-8	9	0	40	0	49	100.0%	49	0	0	0	100.0%	49	0	0	0	Not appli	cable	)			Not appli	lot applicable lot applicable					
Math Specialist for Elementary/Middle Ed.	6	0	4	0	10	N/A	0	0	0	10	Not appli	cable	;			Not appli	cable	:			Not appli	cable	:				
Reading Specialist			50	3	53	100.0%	53	0	0	0	Not appli	cable	<del>)</del>			100.0%	53	0	0	N/A	Not appli	cable	•				
School Counselor PreK-12			55	0	55	Not appli	cable	:			Not appli	cable	)			Not appli	cable	:			Not appli	ot applicable ot applicable					
French PreK-12	6	3	0	0	9											Not appli	cable	:			Not appli	Not applicable					
German PreK-12			0	0	0											Not appli	cable	<u>:</u>			Not appli						
Spanish PreK-12	7	0	0	0	7											Not appli	cable				Not appli						

Approved Education Program	Rollover On Biennial Rep	ly from Prior orting Period	Current Bienr Per		Total Completers		VCL	-A (A)	)				SUB		-	VI	RA o	r RV	/E (C)			LLA	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NI	P N	NR	Pass Rate (%)	Р	NP	NT
Visual Arts PreK-12			10	5	15	100.0%	15	0	0	0	80.0%	12	0	3	0	Not appl	icabl	е			Not app	icable		
English as a Second Language PreK-12	7	0	1	0	8						Not appl	icable	Э			Not appl	icabl	е			Not app	icable		
Health and Physical Education PreK- 12			22	0	22	100.0%	22	0	0	0	100.0%			0	0	Not appl					Not app	icable		
Library Media PerK-12			68	4	72	N/A	0	0	0	72	Not appl		e			Not appl	icabl	е			Not app	icable		
Music Education - Instrumental PreK- 12	8	0	7	0	15	100.0%	15	0	0	0	100.0%			0	0	Not appl	icabl	е			Not app	icable		
Music Education - Vocal/Choral PreK-12	7	0	6	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not appl	icabl	е			Not app	icable		
Theater Arts PreK-12	7	0	3	0	10	100.0%	10	0	0	0	Not appl	icable	Э			Not appl	icabl	е			Not app	icable		
English			19	2	21	100.0%	21	0	0	0	90.5%	19	2	0	0	Not appl	icabl	е			Not app	icable		
History and Social Sciences			18	2	20	100.0%	20	0	0	0	90.0%	18	2	0	0	Not appl	icabl	е			Not app	icable		
Mathematics	1	0	6	2	9											Not appl	icabl	е			Not app	icable		
Science - Biology	7	1	1	1	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not appl	icabl	е			Not app	icable		
Science - Chemistry	2	1	2	1	6											Not appl	icabl	е			Not app	icable		
Science - Physics	2	0	0	0	2											Not appl	icabl	е			Not app	icable		
Special Education - General Curriculum K-12			64	0	64	100.0%	64	0	0	0	Not appl	icable	Э			100.0%	64	· C	0	0	Not app	icable		
Driver Education (Add-on)			0	0	0	Not appli	cable	)			Not appl	icable	Э			Not appl	icabl	е			Not app	icable		
Mathematics - Algebra I (Add-on)	6	0	0	0	6	Not appli	cable	)			Not appl	icable	Э			Not appl	icabl	е			Not app	icable		
Administration and Supervision PreK-12			13	0	13	Not appli	cable	)			Not appl	icable	Э			Not appl	icabl	е			100.0%	13	0	0
Administration and Supervision PreK-12 (central office only)			0	0	0	Not appli	cable	)			Not appl	icable	9			Not appl	icabl	е			Not app	icable		

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Lynchburg College

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key
<b>P</b> = Pas	ssed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are <u>less than ten "Total Completers and Exiters"</u> for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program	Rollover Onl Biennial Repo		Current Bienn Peri		Total Completers		VCL	A (A)					SUBJ MEN			VR	A or	RVE	(C)		S	Rate P NF (%) t applicable t applicable					
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT			
Elementary Education PreK-6			42	2	44	100.0%	44	0	0	0	93.2%	41	3	0	0	95.5%	42	2	0	0	Not appli						
Reading Specialist			8	0	8						Not applie	cable								N/A	Not appli	lot applicable lot applicable lot applicable					
School Counselor PreK-12			18	0	18	Not appli	cable				Not applie	cable				Not applie	cable				Not appli	cable					
French PreK-12			0	0	0											Not applie	cable				Not appli	cable					
Spanish PreK-12	1	0	0	0	1											Not applie	cable				Not appli	cable					
Visual Arts PreK-12	2	3	0	0	5											Not applie	cable				Not appli	cable					
Health and Physical Education PreK- 12			7	0	7											Not appli	cable				Not appli						
Music Education - Instrumental PreK-12	5	1	2	0	8											Not appli	cable				Not appli	cable					

Approved Education Program	Rollover Onl Biennial Repo		Current Bienn Per		Total Completers		VCL	.A (A)	)				SUB.			٧	RA or	RVE	(C)		SL	LA (D	)
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P	NP NT
Music Education - Vocal/Choral PreK-12	6	0	1	0	7											Not app	icable	9			Not applica	able	
Theatre Arts PreK-12	1	0	0	0	1						Not appl	cable				Not app	icable	9			Not applica	able	
English	2	2	1	0	5											Not app	icable	9			Not applica		
History and Social Sciences	7	1	5	1	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not app	icable	9			Not applica	able	
Mathematics			0	0	0											Not app	icable	9			Not applica	able	
Science - Biology	6	0	1	0	7											Not app	icable	Э			Not applica	able	
Science - Chemistry	1	0	0	0	1											Not app	icable	Э			Not applica	able	
Science - Earth Science			1	0	1											Not app	icable	9			Not applica	able	
Science - Physics			0	0	0											Not app	icable	9			Not applica	able	
Special Education - Early Childhood	4	0	0	0	4						Not appl	cable	<b>:</b>			Not app	icable	9			Not applica	able	
Special Education - Adapted Curriculum K-12			0	0	0						Not appl	cable	)			Not app	icable	Э			Not applica	able	
Special Education - General Curriculum K-12			8	0	8						Not appl	cable	)								Not applica	able	
Mathematics - Algebra I (Add-on)			0	0	0	Not appli	cable	)			Not appl	cable	)			Not app	icable	9			Not applica	able	
Administration and Supervision PreK-12			28	0	28	Not appli	cable	)			Not appl	cable	)			Not app	icable	9			100.0%	28	0 0
Administration and Supervision PreK-12 (central office only)			0	0	0	Not appli	cable	)			Not appl	cable	•			Not app	icable	9			Not applica	able	

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Mary Baldwin University

Std. #	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key
<b>P</b> = Pas	ssed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).
Not Ap	plicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.

- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program	Rollover On	lly from Prior porting Period	Current Bienn Peri	ial Reporting	Total Completers			A (A)			PR/	XIS	SUBJ MEN	IECT		VR	A or	RVE (	(C)		SI	LLA (	D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT N		Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6			83	10	93	92.5%	86	0	7	0	92.5%	86	4	3	0	93.5%	87	5	0 1	Not appli	cable	;		
Middle Education 6-8			22	3	25	92.0%	23	0	2	0	92.0%	23	0	2	0	Not applic	cable			١	Not appli	cable	)	
Reading Specialist			0	0	0						Not applie	cable							N	I/A N	Not appli	cable	)	
French PreK-12	3	0	0	0	3											Not applic	able			١	Not appli	cable	;	
Spanish PreK-12	3	0	1	1	5											Not applic	cable			١	Not appli	cable	)	
Business and Information Technology			0	0	0											Not applie	cable			١	Not appli	cable	)	
Visual Arts PreK-12	5	0	2	0	7											Not applic	cable			١	Not appli	cable	)	
English as a Second Language PreK-12			0	0	0						Not appli	cable				Not applie	cable			١	Not appli	cable	)	

Approved Education Program		nly from Prior porting Period	Current Bienn Peri		Total Completers		VCL	.A (A)					SUB.			VF	RA or	RVE	(C)		S	LLA (	D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Music Education - Vocal/Choral PreK-12	5	0	0	0	5											Not appli	cable				Not appl	icable	)	
Theatre Arts PreK-12	3	0	0	0	3						Not appli	cable				Not appli	cable	<u> </u>			Not appl	icable	)	
English			14	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not appli	cable	<u> </u>			Not appl	icable	)	
History and Social Sciences	7	0	6	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not appli	cable				Not appl	icable	)	
Mathematics	8	0	3	1	12	91.7%	11	0	1	0	91.7%	11	0	1	0	Not appli	cable				Not appl	icable	)	
Science - Biology			3	0	3											Not appli	cable	:			Not appl	icable	)	
Science - Chemistry	5	0	3	0	8											Not appli	cable	:			Not appl	icable	)	
Science - Earth Science	2	0	0	0	2											Not appli	cable				Not appl	icable	)	
Science - Physics	1	0	1	0	2											Not appli	cable	:			Not appl	icable	)	
Special Education - General Curriculum K-12			33	3	36	91.7%	33	0	3	0	Not appli	cable				97.2%	35	0	1	0	Not appl	icable	)	
Gifted Education (Add-on)			2	0	2	Not appli	cable				Not appli	cable	:			Not appli	cable	)			Not appl	icable	)	
Mathematics - Algebra I (Add-on)	3	0	1	0	4	Not appli	cable				Not appli	cable				Not appli	cable				Not appl	icable	)	

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Marymount University

Std.#	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		nly from Prior porting Period	Current Bienr Per	nial Reporting iod	Total Completers		VCL	A (A)					SUB.			VF	RA or	RVE	(C)		SLI	_A (D	))	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P	NP I	NT
Elementary Education PreK-6			65	0	65	100.0%	65	0	0	0	100.0%	65	0	0	0	100.0%	65	0	0	0	Not applica			
School Counselor PreK-12			18	0	18	Not appli	cable				Not appli	cable				Not appli	cable	)			Not applica	able		
Visual Arts PreK-12	5	0	0	0	5											Not applicable  Not applicable					Not applica	able		
English as a Second Language PreK-12 (*Discontinued in 2017 by IHE)	7	0	11	0	18	100.0%	18	0	0	0	Not appli	cable				Not appli	cable	•			Not applica	able		
English			7	0	7											Not appli	cable	<b>;</b>			Not applica	able		
History and Social Sciences			11	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appli	cable	)			Not applica	able		
Mathematics			5	0	5											Not appli	cable	;			Not applica	ble		

Approved Education Program		nly from Prior porting Period	Current Bienn Per	ial Reporting iod	Total Completers		VCL	A (A)					SUB.			VR	A or	RVE	(C)		S	LLA (	D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Science - Biology	1	0	8	0	9 4									Not appli	cable				Not appli	cable				
Science - Chemistry	2	1	1	0	4	4 3									Not appli	cable				Not appli	cable			
Science - Earth Science	2	0	1	0	3	3								Not appli	cable				Not appli	cable				
Science - Physics	2	2	0	0	4	3 4							Not appli	cable				Not appli	cable					
Special Education - General Curriculum K-12			9	0	9	9				Not appli	cable									Not appli	cable			
Administration and Supervision PreK- 12			35	0	35	35 Not applicable				Not appli	cable				Not appli	cable				100.0%	35	0	0	
Administration and Supervision PreK- 12 (central office only)	2	0	4	0	6						Not appli	cable				Not appli	cable							

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Norfolk State University

Std. #	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
Α	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key
<b>P</b> = Pas	sed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

### Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program. Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are <u>less than ten "Total Completers and Exiters"</u> for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienn Per	•	Total Completers		VCL	A (A)					SUB. MEN			VR	A or	RVE	(C)		S	LLA (	D)	
	Number of	Number of	Number of	Number of	and Exiters	Pass					Pass					Pass					Pass			
	Program	Program	Program	Program		Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	P	NP	NT
	Completers	Exiters	Completers	Exiters		(%)				(%) 0 100.0% 11 0 0						(%)					(%)			
Early/Primary Education PreK-3	8	0	3		11	100.0%	11	0	0	0	0 100.0% 11 0 0					100.0%	11	0	0	0	Not appl	icable		
Elementary Education PreK-6			30		30	100.0%	30	0	0	0 100.0% 30 0 0					0	100.0%	30	0	0	0	Not appl	icable		
Math Specialist for					0						Not applie	cable				Not applie	cable				Not appl	icable		
Elementary/Middle Ed.																								
School Counselor PreK-12			62		62	Not applie	cable				Not applic	cable				Not applie	cable				Not appl	icable		
School Social Worker	5	0	3		8	Not applie	cable				Not applie	cable				Not applie	cable				Not appl	icable		
French PreK-12					0						Trot applicable					Not applie	cable				Not appl	icable		
Spanish PreK-12					0											Not applie	cable				Not appl	icable		

Approved Education Program		ly from Prior orting Period	Current Bienr Per		Total Completers		VCL	.A (A)	)					JECT IT (B)		VR	A or	RVE	(C)			SLLA	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)		NP	NT
Business and Information Technology (*Discontinued in 2017 by IHE)	8	0	1		9											Not appli					Not app	plicable	)	
Visual Arts PreK-12	2	0			2											Not applie	cable	)			Not app	plicable	;	
Health and Physical Education PreK- 12	8	0	4		12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not appli	cable	)			Not app	plicable	)	
Music Education - Instrumental PreK- 12	9	0	3		12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not appli	cable	)			Not app	plicable	;	
Music Education - Vocal/Choral PreK-12	6	0	2		8											Not appli	cable	)			Not app	plicable	;	
English	5	0	2		7											Not applie	cable	)			Not app	plicable	;	
History and Social Sciences	4	0	3		7											Not applie	cable	<del>)</del>			Not app	plicable	)	
Mathematics					0											Not applie	cable	<del>)</del>			Not app	plicable	)	
Science - Biology					0											Not applie	cable	)			Not app	plicable	;	
Science - Chemistry					0											Not applie	cable	)			Not app	plicable	)	
Science - Physics					0											Not applie	cable	)			Not app	plicable	)	
Special Education - Early Childhood					0						Not appli	cable	;			Not appli	cable	)			Not app	plicable	)	
Special Education - Adapted Curriculum K-12					0						Not appli	cable	)			Not appli	cable	)			Not app	plicable	)	
Special Education - General Curriculum K-12	8	0	3		11	100.0%	11	0	0	0	Not appli	cable	)			100.0%	11	0	0	0	Not app	plicable	)	
Special Education - Visual Impairments PreK-12					0																			
Driver Education (Add-on)					0	Not appli	cable				Not appli	cable	)			Not applie	cable	)			Not app	plicable	)	
Early Childhood 3- and 4 Years Old (Add-on)					0	Not appli	cable				Not appli	cable	)			Not appli	cable	•			Not app	plicable	•	
Administration and Supervision PreK- 12		1	2		8	Not appli	cable				Not appli	cable	)			Not appli	cable	)						
Administration and Supervision PreK- 12 (central office only)			1		1	Not appli	cable	'			Not appli	cable	·			Not appli	cable	•			Not app	plicable	,	

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Old Dominion University

Std. #	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
Α	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key
<b>P</b> = Pa	ssed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

### Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program. Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period		nial Reporting riod	Completers		VCL	.A (A)	)				SUB.			VR	RA or	RVE	(C)		S	SLLA (	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Early/Primary Education PreK-3			6	1	7	1															Not appl	icable		
Elementary Education PreK-6			206	4	210	99.5%	209	0	1	0	99.0%	208	1	1	0	99.5%	209	1	0	0	Not appl	icable		
Middle Education 6-8			9	0	9	)										Not appli	cable	!			Not appl	icable	!	
Math Specialist for			0	0	0						Not appli	cable	)			Not appli	cable				Not appl	icable		
Elementary/Middle Ed.																								
Reading Specialist			8	0	8						Not appli	cable	)							N/A	Not appl	icable	!	
School Counselor PreK-12			1	0	1	Not appli	cable				Not appli	cable	,			Not appli	cable				Not appl	icable		
French PreK-12			0	0	0											Not appli	cable				Not appl	icable		
German PreK-12	6	0	0	0	6											Not appli	cable				Not appl	icable		

Approved Education Program	Rollover Onl Biennial Rep		Current Bienn Per		Total Completers		VCL	A (A)	)				SUB.			VR	A or	RVE	(C)		;	SLLA	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Spanish PreK-12			2	0	2	2										Not applie					Not app	licable		
Marketing Education	7	0	4	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applie	cable	)			Not app	licable		
Technology Education	4	0	1	0	5	5										Not applie	cable	)			Not app	licable		
Visual Arts PreK-12			16	0	16	100.0%	16	0	0	0	100.0%	16	0	0	0	Not applie	cable	)			Not app	licable		
Dance Arts PreK-12	7	0	0	0	7	,					Not appl	cable	9			Not appli	cable	)			Not app	licable		
English as a Second Language PreK-12	2	0	1	0	3						Not appl					Not appli	cable	)			Not app	licable	1	
Health and Physical Education PreK- 12			20	0	20			0	0	0	100.0%			0		Not appli					Not app			
Library Media PreK-12	1	0	22	1	24	100.0%	7	0	0	17	Not appl	cable	9			Not appli	cable	)			Not app	licable		
Music Education - Instrumental PreK- 12			9	0	9											Not appli	cable	•			Not app	licable	!	
Music Education - Vocal/Choral PreK-12	9	0	8	0	17	100.0%	17	0	0	0	100.0%	17	0	0	0	Not appli	cable	)			Not app	licable	!	
Theatre Arts PreK-12	7	0	1	0	8	3					Not appl	cable	9			Not appli	cable	)			Not app	licable		
English			38	1	39	100.0%	39	0	0	0	100.0%	39	0	0	0	Not applie	cable	)			Not app	licable		
History and Social Sciences			40	2	42	100.0%	42	0	0	0	100.0%	42	0	0	0	Not applie	cable	)			Not app	licable		
Mathematics			21	0	21	100.0%	21	0	0	0	100.0%	21	0	0	0	Not applie	cable	)			Not app	licable		
Science - Biology			12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applie	cable	)			Not app	licable		
Science - Chemistry	3	0	1	0	4	ļ										Not applie	cable	)			Not app	licable		
Science - Earth Science	7	0	10	0	17	100.0%	17	0	0	0	100.0%	17	0	0	0	Not appli					Not app	licable	!	
Science - Physics	5	1	1	0	7	<b>'</b>										Not appli	cable	)			Not app	licable	!	
Special Education - Early Childhood			2	1	3	3					Not appl	cable	9			Not appli	cable	)			Not app	licable	:	
Special Education - Adapted Curriculum K-12			8	1	9						Not appl	cable	)			Not appli	cable	)			Not app	licable		
Special Education - General Curriculum K-12			60	41	101	93.1%	94	3	4	0	Not appl	cable	9			89.1%	90	3	8	0	Not app	licable		
Special Education - Visual Impairments PreK-12			0	0	0	)																		
Driver Education (Add-on)	5	0	4	0	9	Not appl	icable				Not appl	cable	9			Not appli	cable	)			Not app	licable		
Journalism (Add-on)	1	0	0	0	1	Not appl	icable				Not appl	cable	)			Not appli	cable	)			Not app	licable		
Mathematics - Algebra I (Add-on)	1	0	1	0	2	Not appl	icable			Not applicable Not applicable						Not appli	cable	)			Not app	licable		
Administration and Supervision PreK-12			55	0	55	Not appl	icable				Not appl	cable	9			Not appli	cable	9			100.0%	55	0	0
Administration and Supervision PreK-12 (central office only)			0	0	0	Not appl	icable				Not appl	cable	•			Not appli	cable	•			Not app	licable		

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Radford University

Std. #	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
А	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Approved Education Program		ly from Prior orting Period	Current Bienr Per	nial Reporting	Total Completers		VCLA (A)					PRAXIS SUBJECT ASSESSMENT (B)						RVE	SLLA (D)							
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	PN	IP NT			
Early/Primary Education PreK-3			19	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applica	Not applicable				
Elementary Education PreK-6			150	2	152	100.0%	152	0	0	0	100.0%	152	0	0	0	100.0%	152	0	0	0	Not applicable					
Middle Education 6-8			14	1	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not applicable					Not applica	ble				
Reading Specialist			7	0	7						Not appli	cable								N/A	Not applica	ble				
School Counselor PreK-12			11	0	11	Not appli	cable				Not appli						t applicable			Not applicable						
School Psychology			10	2	12	Not appli	cable				Not appli	Not appli	icable	)			Not applicable									
School Social Worker			0	0	0	Not appli	cable				Not appli	Not appli	icable	)			Not applicable									
Spanish PreK-12			0	0	0											Not applicable					Not applicable					
Visual Arts PreK-12	9	0	21	0	30	100.0%	30	0	0	0	100.0%	Not appli	)		Not applicable											

Approved Education Program	Rollover On Biennial Rep		Current Bienr Per		Total Completers		VCL	.A (A)	)			AXIS				VF	RA or	RVE	(C)		SLLA (D)					
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT		
Dance Arts PreK-12	7	0	1	0	8						Not app	licable	9			Not appli	cable	9			Not applica	able				
Health and Physical Education PreK- 12			36	0	36	100.0%	36	0	0	0	100.0%	36	0	0	0	Not appli	cable	Э			Not applica					
Music Education - Instrumental PreK-12			9	0	9											Not appli	cable	Э			Not applica	Not applicable				
Music Education - Vocal/Choral PreK-12	2	0	1	1	4											Not appli	cable	Э			Not applica	able				
English			12	1	13	100.0%	13	0	0	0	100.0%			0	0	Not appli	cable	Э			Not applica	able				
History and Social Sciences			15	2	17	100.0%	17	0	0	0	100.0%	17	0	0	0	Not appli	cable	Э			Not applica	able				
Mathematics			5	1	6											Not appli	cable	Э			Not applicable					
Science - Biology	7	0	1	0	8											Not appli	cable	Э				lot applicable				
Science - Chemistry	1	0	1	0	2											Not appli	cable	Э			Not applica	ot applicable				
Science - Earth Science	5	0	4	0	9											Not appli	cable	Э			Not applica					
Science - Physics	1	0	0	0	1											Not appli	cable	Э			Not applicable					
Special Education - Early Childhood			20	0	20	100.0%	20	0	0	0	Not app	licable	)			Not appli	cable	Э			Not applicable					
Special Education - Hearing Impairments K-12	5	2	7	0	14	100.0%	14	0	0	0	Not app	licable	)			92.9%	13	0	1	0	Not applica	able				
Special Education - General Curriculum K-12			45	1	46	100.0%	46	0	0	0	Not app	licable	9			95.7%	2	0	Not applicable							
Special Education - Adapted Curriculum K-12			33	1	34	100.0%	34	0	0	0	Not app	licable	9			Not appli	cable	9			Not applica	able				
Special Education - Visual Impairments PreK-12			0	0	0																					
Driver Education (Add-on)	2	0	0	0	2	Not appli	icable	,			Not app	Not appli	cable	9			Not applica	able								
Gifted Education (Add-on)			0	0	0	- 1					Not app	licable	9			Not appli	cable	Э			Not applica	able				
Mathematics - Algebra I (Add-on)			0	0	0	Not appli					Not app	licable	9			Not appli	cable	Э			Not applica	able				
Administration and Supervision PreK-12			46	0	46	Not appli								Not appli	cable	9			100.0% 46 0							
Administration and Supervision PreK-12 (central office only)			1	0	1	Not applicable Not applicable							Not appli	cable	Э			Not applicable								

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Randolph College

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key

### Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program. Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are <u>less than ten "Total Completers and Exiters"</u> for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

P = Passed: NP = Not Passed: NT = Not Taken: NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Approved Education Program		ly from Prior orting Period	Current Bienr Per	ial Reporting iod	Completers	VCLA (A)					PRA ASS	VR	SLLA (D)												
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	
Elementary Education PreK-6	9	0	12	0	21	100.0%	21	0	0	0	100.0%	21	0	0	0	100.0%	21	0	0	0	Not app	Not applicable			
French PreK-12			0	0	0											Not appli	cable	)			Not applicable				
Spanish PreK-12	1	0	1	0	2											Not appli	Not applicable N			Not applicable					
Latin PreK-12			1	0	1						Not appli	cable				Not appli				Not applicable					
Visual Arts PreK-12	3	0	2	0	5											Not appli	Not applicable						е		
Dance Arts PreK-12	1	0	0	0	1						Not appli	cable				Not appli	cable	;			Not applicable				
Health and Physical Education PreK- 12	8	0	1	0	9												Not applicable					olicable	е		

Approved Education Program		ly from Prior orting Period		nial Reporting riod	Total Completers				SUB.			VR	SLLA (D)													
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT		
Music Education - Instrumental PreK-			0	0	0																					
12																Not applic	cable				Not app	<u> </u>				
Music Education - Vocal/Choral PreK- 12			0	0	0											Not applic	able				Not app					
Theatre Arts PreK1-2			0	0	0						Not appli	cable	)			Not applic	able				Not app	9				
English			1	0	1											Not applic	able				Not app	licable	9			
History and Social Science	9	0	1	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applic	able				Not app	licable	9			
Mathematics	3	0	1	0	4											Not applic	able				Not app	licable	9			
Science - Biology	8	0	2	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applic	able				Not app	licable	Э			
Science - Chemistry	1	0	0	0	1											Not applic	able				Not app					
Science - Earth Science			0	0	0											Not applic	able				Not app	Not applicable				
Science - Physics	1	0	0	0	1											Not applic	able				Not app					
Special Education - General Curriculum K-12			10	0	10	100.0%	10	0	0	0	Not appli	cable	· —			100.0%	10	0	0	0	Not app					
Mathematics - Algebra 1 (Add-on)			0	0	0	Not appli	cable				Not appli	cable	)			Not applic	able				Not app	licable	9			

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Randolph-Macon College

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		nly from Prior porting Period	Current Bienn Per		Total Completers		VCL	A (A)					SUB.			VR	A or	RVE	(C)		S	LLA (D)							
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P NI	P NT						
Elementary Education PreK-6			13	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	100.0%	13	0	0	0	Not app								
French PreK-12	3	1	0	0	4											Not applie	cable				Not app								
German PreK-12	1	0	0	0	1											Not applie	cable				Not app	icable							
Spanish PreK-12	3	2	0	1	6											Not applie	cable				Not app	icable							
Latin PreK-12	7	2	1	0	10	100.0%	10	0	0	0	Not applic	cable				Not applie	cable				Not app	icable							
Music Education - Instrumental PreK- 12	1	1	0	0	2											Not applie	cable				Not app								
Music Education - Vocal/Choral PreK-12	1	2	1	0	4											Not applie	cable				Not app	ot applicable							

Approved Education Program		lly from Prior porting Period	Current Bienn Per		Total Completers		VCL	.A (A)						JECT IT (B)		VF	A or	RVE	(C)		S	LLA (	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT
English			3	0	3											Not appli	cable	<u> </u>			Not app	е		
History and Social Sciences	7	1	1	0	9											Not appli	cable				Not app	е		
Mathematics	5	2	2	0	9											Not appli	cable	:			Not app	licable	е	
Science - Biology	2	0	0	0	2											Not appli	cable	:			Not app	licable	е	
Science - Chemistry	1	0	0	0	1											Not appli	cable	<u> </u>			Not app	licable	е	
Science - Physics			0	0	0											Not appli	cable				Not app	licable	е	
Special Education - General Curriculum K-12			3	0	3						Not appli	cable	•								Not app	licable	е	

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Regent University

Std. #	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key
<b>P</b> = Pa	ssed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		nly from Prior porting Period	Current Bienr Per	ial Reporting iod	Total Completers		VCL	.A (A)	)				SUB			VF	A or	RVE	(C)		SI	LLA (	D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6			36	0	36	97.2%	35	1	0	0	100.0%	36	0	0	0	100.0%	36	0	0	0	Not applie			
Math Specialist Elementary/Middle Ed. PreK-12			2	0	2						Not appli	cable				100.0% 36 0 0 0 Not applicable				Not appli	cable			
Reading Specialist			23	0	23	100.0%	23	0	0	0	Not appli	cable	<u> </u>			100.0%	23	0	0	N/A	Not applie	cable		
School Counselor PreK-12	8	0	9	0	17	Not appli	cable				Not appli	cable	:			Not appli						cable		
English as a Second Language PreK-12 (*Discontinued in 2017 by IHE)			54	0	54	N/A	0	0	0	54	Not appli	cable	•			Not appli	cable	)			Not applie	cable		
English			1	0	1											Not appli	100.0% 23 0 0 N/A Not applicable Not applicable				Not applie	cable		

Approved Education Program		nly from Prior porting Period	Current Bienr Per	ial Reporting iod	Total Completers		VCL	A (A	)					JECT IT (B)		VI	RA or	RVE	(C)		SI	.LA ([	D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT		
History and Social Sciences			0	0	0											Not appl	icable				Not applic					
Mathematics			1	0	1											Not appl	icable				Not applic					
Special Education - General Curriculum K-12			92	0	92	100.0%	92	0	0	0	Not appl	icable	•			100.0%	92	0	0	0	Not applic	able				
Gifted Education (Add-on)			43	0	43	Not appli	cable				Not appl	icable	)			Not appl	icable				Not applic	able				
Administration and Supervision PreK-12			32	0	32	Not appli	cable	!			Not appl	icable	;			Not appl	icable	!			100.0%	32	0	0		
Administration and Supervision PreK-12 (central office only)			49	0	49	Not appli	cable				Not appl	icable	)			Not appl	icable				Not applic	able				

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Roanoke College

Std. #	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
Α	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Voy

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienn Per	nial Reporting iod	Total Completers		VCL	.A (A)	)				SUB.			VR	A or	RVE	(C)		SLI	.A (D)	)					
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate F	N	P NT					
Elementary Education PreK-6			20	0	20	100.0%	20	0	0	0	100.0%	20	0	0	0	100.0%	20	0	0	0	Not applic							
French PreK-12	1	0	0	0	1											Not applie	cable	·	·		Not applic							
German PreK-12			0	0	0											Not applie	cable				Not applic	able						
Spanish PreK-12	9	0	0	0	9											Not applie	cable				Not applic	able						
Visual Arts PreK-12	7	0	2	0	9											Not applie	cable				Not applic	able						
English as a Second Language PreK- 12	2	0	1	0	3						Not appli	cable				Not appli	cable				Not applic	able						
Health and Physical Education PreK- 12	9	0	8	0	17	100.0%	17	0	0	0	100.0%	17	0	0	0	Not appli	cable				Not applic	applicable applicable applicable applicable applicable applicable applicable						

Approved Education Program	Biennial Reporting Period Number of Number of Program Program Completers Exiters		Current Bienn Per	•	Total Completers		VCL	.A (A)					SUBJ MEN			VR	A or	RVE	(C)		S	LLA	(D)	
	Program	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Music Education - Vocal/Choral PreK- 12	4	0	0	0	4											Not applic	able				Not app	licabl	е	
Theatre Arts PreK-12	4	0	2	0	6						Not applic	able				Not applic	able				Not app	licabl	е	
Computer Science			0	0	0						Not applie	able				Not applic	able				Not app	licabl	е	
English	4	0	4	0	8											Not applic	able				Not app	licabl	е	
History and Social Sciences			5	0	5											Not applic	able				Not app	licabl	е	
Mathematics	5	0	0	0	5											Not applic	able				Not app	licabl	е	
Science - Biology	4	0	0	0	4											Not applic	able				Not app	licabl	е	
Science - Chemistry	1	0	1	0	2											Not applic	able				Not app	licabl	е	
Science - Physics	1	0	0	0	1											Not applic	able				Not app	licabl	е	
Journalism (Add-on)			0	0	0	Not appli	cable	<u> </u>			Not applic		Not applic	able				Not app	licabl	е				
Mathematics - Algebra I (Add-on)			0	0	0	Not appli	cable	<u> </u>			Not applic	able				Not applic	able				Not app	licabl	е	
Speech Communication (Add-on)			0	0	0	Not appli	cable	<u> </u>			Not applie	able				Not applic	able				Not app	licabl	е	

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Shenandoah University

Std. #	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Kev

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienr Per		Total Completers		VCL	A (A)					SUB. MEN			VR	A or	RVE	(C)		S	LLA (	D)	
	Number of Program	Number of Program	Number of Program	Number of Program	and Exiters	Pass Rate	Ъ	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT
	Completers	Exiters	Completers	Exiters		(%)					(%)					(%)					(%)			
Elementary Education PreK-6			24	3	27	96.3%	26	0	1	0	92.6%	25	1	1	0	92.6%	25	0	2	0	Not appli			
Middle Education 6-8	9	0	9	1	19	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applie	cable	•			Not appli			
Reading Specialist			4	0	4						Not applie	cable								N/A	Not appli	cable		
Spanish PreK-12	2	1	0	0	3											Not appli	cable				Not appli	cable		
Business and Information Technology	6	0	3	0	9											Not appli	cable	•			Not appli			
Health and Physical Education PreK- 12			7	0	7											Not appli	cable	}			Not appli	cable		

Approved Education Program		ly from Prior orting Period	Current Bienr Per		Total Completers		VCL	.A (A)	)				SUB.			VRA o	r RVI	E (C)		SLI	.A (C	)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate P (%)	NP	NT	NR	Pass Rate (%)	P	NP N	ΙΤ
Music Education - Instrumental PreK- 12	8	0	17	0	25	100.0%	25	0	0	0	100.0%	25	0	0	0	Not applicable	е			Not applica	ıble		
Music Education - Vocal/Choral PreK-12	2	0	8	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable	е			Not applica			
English			4	2	6											Not applicable	е			Not applica	ble		
History and Social Sciences	9	0	2	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applicable	е			Not applica	ble		
Mathematics	9	0	4	1	14	92.9%	13	0	1	0	92.9%	13	1	0	0	Not applicable	е			Not applica	ble		
Science - Biology			4	0	4											Not applicable	е			Not applica	ble		
Science - Chemistry	3	0	1	0	4											Not applicable	е			Not applica	ble		
Special Education - General Curriculum K-12			27	0	27	100.0%	27	0	0	0	Not appli	cable	)			100.0% 27	0	0	0	Not applica	ıble		
Early Childhood 3- and 4 Years Old (Add-on)			0	0	0	Not appli	cable	;			Not appli	cable	)			Not applicable	е			Not applica	ble		
Gifted Education (Add-on)	4	0	19	0	23	Not appli	cable	<del>)</del>			Not appli	cable	)			Not applicable	е			Not applica	ble		
Mathematics - Algebra I (Add-on)			1	0	1	Not appli	cable	;			Not appli	cable	<del>)</del>			Not applicable	е			Not applica	ble		
Administration and Supervision PreK- 12			45	0	45	Not appli	cable	)			Not appli	cable	)			Not applicable	е			97.8%	44	1	0
Administration and Supervision PreK- 12 (central office only)			25	0	25	Not appli	cable	•			Not appli	cable	9			Not applicable	е			Not applica	ble		

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision (central office only) program.

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Sweet Briar College

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
Α	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key
<b>P</b> = Pas	ssed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		nly from Prior porting Period	Current Bienn Per	ial Reporting iod	Total Completers		VCL	-A (A)	)				SUB.			VR	A or	RVE	(C)		Ş	SLLA (	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6			4	0	4													Not app	licable	9				
French PreK-12			0	0	0											Not appli	cable	;			Not app	licable	)	
German PreK-12 (*Discontinued in 2017 by IHE)			0	0	0											Not appli	cable	;		Not app	olicable	)		
Spanish PreK-12			1	0	1											Not appli	cable	)		Not app	olicable	9		
Latin PreK-12			0	0	0						Not appli	cable	,			Not appli	cable	<b>;</b>		Not app	olicable	)		
Visual Arts PreK-12	5	0	0	0	5											Not appli	cable	;		Not app	olicable	9		
Dance Arts PreK-12	1	0	0	0	1						Not appli	cable	)			Not appli	cable	,		Not app	olicable	)		

Approved Education Program		nly from Prior porting Period	Current Bienn Per		Total Completers		VCL	A (A)	)			AXIS SESS				VF	RA or	RVE	(C)		S	LLA (	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Music Education - Vocal/Choral PreK-12			2	0	2											Not appli	icable	)			Not appl	icable	е	
Music Education - Instrumental PreK- 12			0	0	0											Not appli	icable	)			Not appl	icable	Э	
Theatre Arts PreK-12			0	0	0						Not appli	cable	:			Not appli			Not appl	icable	е			
English	5	0	2	0	7											Not appli	icable	)			Not appl	icable	е	
History and Social Sciences	6	0	0	0	6											Not appli	icable	)			Not appl	icable	е	
Mathematics	5	1	0	0	6											Not appli	icable	)			Not appl	icable	е	
Science - Biology	1	0	1	0	2											Not appli	icable	)			Not appl	icable	е	
Science - Chemistry	2	0	0	0	2											Not appli	icable	<del>)</del>			Not appl	icable	е	
Science - Physics	0	1	2	0	3											Not appli	icable	)			Not appl	icable	е	
Special Education - General Curriculum K-12	6	0	2	0	8						Not appli	cable	!								Not appl	icable	е	
Gifted Education (Add-on)			0	0	0	Not appli	cable				Not appli	cable				Not appli	icable	)			Not appl	icable	е	

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: University of Mary Washington

Std. #	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Kev

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienn Per	ial Reporting iod	Completers		VCL	-A (A)	)				SUB.			VR	A or	RVE	(C)		S	LLA (	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6			76	18	94	94.7%	89	1	4	0	96.8%	91	2	1	0	95.7%	90	0	4	0	Not appli			
Middle Education 6-8			5	7	12	91.7%	11	0	1	0	83.3%	10	0	2	0	Not appli	cable	)			Not appli	cable		
Reading Specialist			11	0	11	N/A	0	0	0	11	Not appli	cable	:			90.9%	10	0	1	N/A	Not appli	cable		
French PreK-12	6	2	0	0	8											Not appli	cable	)			Not appli	cable		
German PreK-12	2	1	0	0	3											Not appli	cable	)			Not appli	cable		
Spanish PreK-12			4	3	7								_			Not appli	cable	;			Not appli	cable		
Latin PreK-12	1	1	0	0	2						Not appli	cable	:			Not appli	cable	)			Not appli	cable		
Visual Arts PreK-12	6	2	4	4	16	93.8%	15	0	1	0	100.0%	16	0	0	0	Not appli	cable	)			Not appli	cable		

Approved Education Program	Rollover Onl Biennial Rep	•	Current Bienn Per		Total Completers		VCL	-A (A)	)				SUB.			VR	A or	RVE	(C)		SL	t applicable							
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT					
English as a Second Language PreK-			0	22	22	84.2%	16	0	3	3	Not appli	cable	;			Not appli	cable	)			Not applic	able							
Music Education - Instrumental PreK- 12	7	1	2	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not appli	cable	)		Not applic	able								
Music Education - Vocal/Choral PreK- 12	6	3	3	0	12	91.7%	11	0	1	0	100.0%	12	0	0	0	Not appli	cable	)			Not applic	able							
Computer Science	1	0	0	0	1						Not appli	cable	;			Not appli	cable	;			Not applic	able							
English			19	9	28	92.9%	26	1	1	0	92.9%	26	0	2	0	Not appli	cable	;			Not applic	able							
History and Social Sciences			12	4	16	87.5%	14	0	2	0	81.3%	13	0	3	0	Not appli	cable	;			Not applic	able							
Mathematics	5	1	3	2	11	90.9%	10	0	1	0	90.9%	10	1	0	0	Not appli	cable	<del>)</del>			Not applic	able							
Science- Biology	2	2	0	1	5											Not appli	cable	)			Not applic	able							
Science - Chemistry	2	1	0	0	3											Not appli	cable	)			Not applic	able							
Science - Earth Science	0	5	1	2	8											Not appli	cable	)			Not applic	able							
Science - Physics	1	6	0	1	8											Not appli	cable	)			Not applic	able							
Special Education - Adapted Curriculum K-12			8	14	22	95.0%	19	0	1	2	Not appli	cable				Not appli	cable	)			Not applic	able							
Special Education - General Curriculum K-12			1	11	12	91.7%	11	0	1	0	Not appli	cable	;			83.3%	10	0	2	0	Not applic	able							
Gifted Education (Add-on)			0	7	7	Not appli	cable	·			Not appli	cable	<del>)</del>			Not appli	cable	)			Not applic	able							
Journalism (Add-on)	1	0	0	0	1	Not appli	cable	)			Not appli	cable	<del>)</del>			Not appli	cable	)			Not applic	able							
Mathematics - Algebra I (Add-on)			2	0	2	Not appli	cable	)			Not appli	cable	<u> </u>			Not appli	cable	)			Not applic	able							
Speech Communication (Add-on)			1	0	1	Not appli	cable	)			Not appli	cable	<u> </u>			Not appli	cable	)			Not applic								
Administration and Supervision PreK- 12			18	0	18	Not appli	cable	)			Not appli	cable	;			Not appli	cable	)			100.0%	18	0	0					
Administration and Supervision PreK- 12 (central office only)	3	0	3	0	6	Not appli	cable	÷			Not appli	cable	,			Not appli	cable	)			Not applic	able							

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: University of Richmond

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key

#### Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are <u>less than ten "Total Completers and Exiters"</u> for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

P = Passed: NP = Not Passed: NT = Not Taken: NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Approved Education Program		nly from Prior porting Period	Current Bienr Per	nial Reporting iod	Total Completers		VCL	.A (A)					SUB.			VF	RA or	RVE	(C)		S	LLA (	D)					
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT				
Elementary Education PreK-6			66	2	68	100.0%	68	0	0	0	100.0%	68	0	0	0	98.5%	67	0	1	0	Not appli	,						
French PreK-12	5	0	0	0	5											Not appli	cable				Not appli	cable						
German PreK12	1	0	0	0	1											Not appli	cable				Not appli	cable						
Spanish PreK-12	1	2	1	1	5											Not appli	cable				Not appli	cable						
Latin PreK-12	4	1	0	0	5						Not appli	cable			•	Not appli	cable				Not appli	cable						
Visual Arts PreK-12			5	0	5											Not appli	cable				Not appli	ot applicable						
Dance Arts PreK-12	1	0	0	0	1						Not appli	cable				Not appli	cable				Not appli	cable						
English as a Second Language PreK-			1	0	1						Not appli	cable				Not appli	cable				Not appli	cable						

Approved Education Program		ly from Prior orting Period	Current Bienr Per	nial Reporting	Total Completers		VCL	-A (A)	)				SUB			VRA	or	RVE	(C)		SLI	.A (D	)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	PN	NP N	Т
Theatre Arts PreK-12	1	0	0	0	1						Not appl	icable	)			Not applica	ble				Not applica	ble		
English			10	3	13	92.3%	12	0	1	0	100.0%	13	0	0	0	Not applica	ble				Not applica	ble		
History and Social Sciences			9	1							100.0%	10	0	0	0	Not applica	ble				Not applica	ble		
Mathematics			2	0	2											Not applica	ble				Not applica	ble		
Science - Biology			7	0	7											Not applica	ble				Not applica	ble		
Science - Chemistry	4	0	2	0	6											Not applica	ble				Not applica	ble		
Science - Physics	1	0	0	0	1											Not applica	ble				Not applica	ble		
Special Education - General Curriculum K-12			17	1	18	100.0%	18	0	0	0	Not appl	icable	)			94.4% 1	7	0	1	0	Not applica	ble		
Gifted Education (Add-on)			3	0	3	Not appli	cable	)			Not appl	icable	)			Not applica	ble				Not applica	ble		
Journalism (Add-on)			0	0	0	Not appli	cable	)			Not appl	icable	)			Not applica	ble				Not applica	ble		
Mathematics - Algebra I (Add-on)			0	0	0	Not appli	cable	)			Not appl	icable	)			Not applica	ble				Not applica	ble		
Speech Communication (Add-on)			0	0	0							icable	)			Not applica	ble				Not applica	ble		
Administration and Supervision PreK- 12			39	0	39 Not applicable Not a							icable	)			Not applica	ble				100.0%	39	0	0
Administration and Supervision PreK- 12 (central office only)			14	0							Not appl	icable	•			Not applica	ble				Not applica	ble		

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: University of Virginia

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Approved Education Program		nly from Prior porting Period	Current Bienr Per		Total Completers		VCL	.A (A)	)				SUB.			VF	RA or	RVE	(C)		S	LLA (	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6			135	2	137	100.0%	136	0	0	1	100.0%	136	0	0	1	100.0%	136	0	0	1	Not appli	cable		
Math Specialist for Elementary/Middle Ed. (*Discontinued in 2017 by IHE)			0	0	0						1 100.0% 136 0 0 1					Not appli	cable				Not appli	cable	•	
Reading Specialist			25	0	25	N/A	0	0	0	25	Not appl	cable	)			100.0%	25	0	0	N/A	Not appli	cable	:	
School Counselor PreK-12			51	0	51	Not appli	cable	<del>)</del>			Not appl		Not appli	cable				Not appli	cable					
School Psychology			10	0	10	Not appli	cable	;			Not appl	Not appli	cable				Not appli	cable						
Chinese PreK-12			2	0	2									Not appli	cable				Not appli	cable				
French PreK-12	7	0	5	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not appli	cable				Not appli	cable		

Approved Education Program		lly from Prior porting Period	Current Bienn Per		Total Completers		VCL	- <b>A (A</b> )	)				SUB MEN			VF	RA o	r RV	/E (C)		;	SLLA	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	N	P N	ΓNR	Pass Rate (%)	Р	NP	NT
German PreK-12	6	0	1	0	7											Not appli	cable	е			Not app	licabl	9	
Spanish PreK-12			8	0	8											Not appli	cable	е			Not app	licabl	9	
Latin PreK-12			1	0	1						Not appli	cable	;			Not appli	cable	е			Not app	licabl	Э	
English as a Second Language PreK-12			24	0	24	100.0%	24	0	0	0	Not appli	cable	)			Not appli	cable	е			Not app	licabl	9	
Health and Physical Education PreK- 12			7	0	7											Not appli	cable	е			Not app	licabl	e	
English			25	1	26	100.0%	25	0	0	1	100.0%	25	0	0	1	Not appli	cable	е			Not app	licabl	9	
History and Social Sciences			46	1	47	100.0%	46	0	0	1	100.0%	46	0	0	1	Not appli	cable	е			Not app	licabl	)	
Mathematics			17	0	17	100.0%	17	0	0	0	100.0%	17	0	0	0	Not appli	cable	е			Not app	licabl	9	
Science - Biology	4	0	7	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appli	cable	е			Not app	licabl	)	
Science - Chemistry	9	0	4	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not appli	cable	е			Not app	licabl	9	
Science - Earth Science	9	0	1	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not appli	cable	е			Not app	licabl	9	
Science - Physics	4	0	4	0	8											Not appli	cable	е			Not app	licabl	9	
Special Education - Early Childhood			4	0	4						Not appli	cable	•			Not appli	cable	е			Not app	licabl	9	
Special Education - General Curriculum K-12			61	0	61	100.0%	61	0	0	0	Not appli	cable	•			100.0%	61	C	0	0	Not app	licabl	9	
Early Childhood 3- and 4-Year Olds (Add-on)	1	0	1	0	2	Not appli	cable	•			Not appli	cable	:			Not appli	cable	е			Not app	licabl	9	
Gifted Education (Add-on)	8	0	7	0	15	Not appli	cable	;			Not appli	cable	<del>)</del>			Not appli	cable	е			Not app	licabl	9	
Mathematics - Algebra I (Add-on)	2	0	2	0	4	4 Not applicable Not applicable No								Not appli	cable	е			Not app	licabl	9			
Administration and Supervision PreK-12			58	0	58	58 Not applicable Not applicable										Not appli	cable	е			100.0%	58	0	0
Administration and Supervision PreK-12 (central office only)			9	0	9										Not appli	cable	е			Not app	licabl	9		

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: University of Virginia's College at Wise

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are <u>less than ten "Total Completers and Exiters"</u> for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Approved Education Program		lly from Prior porting Period	Current Bienn Per		Total Completers		VCL	A (A)					SUB.	JECT T (B)		VR	A or	RVE	(C)		\$	SLLA (I	D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	PI	NP N	IΤ
Elementary Education PreK-6			34	0	34	100.0%	34	0	0	0	100.0%	34	0	0	0	100.0% 34 0 0				0	Not app	olicable	!	
French PreK-12	2	0	0	0	2											Not applicable					Not app	olicable		
Spanish PreK-12	4	0	1	0	5											Not applie	cable				Not app	licable	:	
Business and Information Technology	3	0	1	0	4											Not applicable Not applicable					Not app	olicable	1	
Health and Physical Education PreK- 12			6	0	6										Not applicable					Not app	olicable			
Library Media PreK-12	2	0	0	0	2						Not appli	cable				Not appli				Not app	licable			

Approved Education Program		nly from Prior porting Period	Current Bienn Per	•	Total Completers		VCL	.A (A)					SUB.			VR	A or	RVE	(C)		SI	LA ([	))	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	PN	IP NT	
Music Education - Instrumental PreK- 12	7	0	4	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applie	able				Not appli	cable		
Music Education - Vocal/Choral PreK-12	3	0	4	0	7											Not applie	cable				Not appli	cable		
Theatre Arts PreK-12	1	0	0	0	1						Not appli	cable	)			Not applie	able				Not appli	cable		
English	8	0	4	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applie	able				Not appli	cable		
History and Social Sciences	7	0	4	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applie	able				Not appl	cable		
Mathematics			5	0	5											Not applie	able				Not appli	cable		
Science - Biology			0	0	0											Not applie	able				Not appli	cable		
Science - Chemistry	1	2	0	0	3	0							Not applie	able				Not appli	cable					
Science - Earth Science			0	0	0											Not applie	cable				Not appli	cable		
Special Education - General Curriculum K-12			19	0	19	19 100.0% 19 0 0 0 Not applicable							100.0%	19	0	0	0	Not appli	cable					
Driver Education (Add-on)	8	0	2	0	10	Not appli	cable	<b>;</b>			Not appli	cable	)			Not applie	able				Not appli	cable		
Mathematics - Algebra I (Add-on)	8	0	2	0	10	Not appli	cable	)			Not appli	cable	9			Not applie	able				Not appl	cable		Ī

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Virginia Commonwealth University

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key
P = Pas	ssed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	A (A)	)			XIS S				VF	A or	RVE	(C)		S	LLA (	D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6			185	0	185	98.9%	183	0	2	0	100.0%	185	0	0	0	(%)					Not appli	cable		
Math Specialist for			0	0	0						Not appli	cable				Not appli	cable				Not appli	cable		
Elementary/Middle Ed.																								
Reading Specialist			19	0	19	#DIV/0!	0	0	0	19	Not appli	cable				89.5%	17	0	2	N/A	Not appli	cable		
School Counselor PreK-12			54	0	54	Not appli	cable				Not appli	cable				Not appli	cable	:			Not appli	cable		
School Social Worker			0	0	0	Not appli	cable				Not appli	cable				Not appli	cable				Not appli	cable		
Visual Arts PreK-12			46	0	46	97.8%	45	0	1	0	100.0%	46	0	0	0	Not appli	cable	<u> </u>			Not appli	cable		
English as a Second Language PreK-12			0	0	0						Not appli	cable				Not appli	cable				Not appli	cable		

Approved Education Program		ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	.A (A)					SUB.			V	RA oi	rRV	E (C)			SLLA	(D)	
	Number of	Number of	Number of	Number of	and Exiters	Pass					Pass					Pass					Pass			
	Program	Program	Program	Program		Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NF	N.	ΓNR	Rate	P	NP	NT
	Completers	Exiters	Completers	Exiters		(%)					(%)					(%)					(%)			
Health and Physical Education PreK- 12			15	0	15	80.0%	12	0	3	0	100.0%	15	0	0	0	Not app	icabl	е			Not app	olicabl	Э	
Music Education - Instrumental PreK- 12			20	0	20	90.0%	18	0	2	0	100.0%	20	0	0	0	Not app	icabl	е			Not app	olicabl	Э	
Music Education - Vocal/Choral PreK-12			6	0	6											Not app	icabl	е			Not app	olicabl	Э	
English			23	0	23	100.0%	23	0	0	0	100.0%	23	0	0	0	Not app	icable	е			Not ap	olicabl	е	
History and Social Sciences			30	0	30	100.0%	30	0	0	0	100.0%	30	0	0	0	Not app	icable	е			Not ap	olicabl	е	
Mathematics	8	0	3	0	11	100.0%		0	0	0	100.0%	11	0	0	0	Not app	icabl	е			Not ap	olicabl	е	
Science - Biology	8	0	7	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not app	icabl	е			Not ap	olicabl	е	
Science - Chemistry	6	0	3	0	9											Not app	icable	е			Not ap	olicabl	e	
Science - Earth Science	2	0	2	0	4											Not app	icabl	е			Not ap	olicabl	е	
Science - Physics	5	0	0	0	5											Not app	icable	е			Not ap	olicabl	e	
Special Education - Early Childhood			11	0	11	100.0%	11	0	0	0	Not appli	cable	:			Not app	icabl	е			Not app	olicabl	₽	
Special Education - General Curriculum K-12			32	0	32	96.6%	28	0	1	3	Not appli	cable	)			96.6%			1	3	Not app	olicabl	е	
Special Education - Adapted Curriculum K-12			9	0	9						Not appli	cable				Not app					Not app	olicabl	Э	
Administration and Supervision PreK-12			24	0	24	Not appli	cable	•			Not appli	cable				Not app	icabl	е			100.09	% 24	0	0
Administration and Supervision PreK-12 (central office only)			0	0	0	Not appli	cable	;			Not appli	cable	)			Not app	icabl	е			Not app	olicabl	Э	

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision (central office only) program.

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Virginia State University

Std. #	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
Α	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key
<b>P</b> = Pa	ssed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Exiters"</u>, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienr Per	ial Reporting iod	Total Completers		VCL	. <b>A (A</b> )					SUB.			VR	A or	RVE	(C)		S	LLA (	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6			20	0	20	100.0%	20	0	0	0	100.0%	20	0	0	0	100.0%	20	0	0	0	Not appl	icable		
Math Specialist for Elementary/Middle Ed.	6	0	0	0	6											Not appli	cable	•			Not appl	icable		
School Counselor PreK-12			13	0	13	Not appli	cable	1			Not appli	cable				Not appli	cable	<del>)</del>			Not appl	icable		
Agricultural Education	4	0	1	0	5						Not appli	cable				Not appli	cable	;			Not appl	icable		
Family and Consumer Sciences	2	0	0	0	2											Not applie	cable	)			Not appl	icable		
Health and Physical Education PreK- 12	9	0	5	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not appli	cable	)			Not appl	icable		

Approved Education Program		ly from Prior orting Period		nial Reporting riod	Total Completers		VCL	A (A	)				SUB			VR	A or	RVE	(C)		SL	LA (D	)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	PN	NP I	NT
Music Education - Instrumental PreK- 12	5	0	0	0	5											Not applic	able	)			Not applic	able		
Music Education - Vocal/Choral PreK-12	1	0	0	0	1											Not applic	able	;			Not applic	able		
English	3	0	0	0	3	3										Not applic	able	)			Not applic	able		
History and Social Sciences	5	1	0	0	6	5										Not applic	able	;			Not applic	able		
Mathematics	6	1	4	0	11	100.0%	11	0	0	0	90.9%	10	1	0		Not applic					Not applic	able		
Science - Biology	2		0	0	2											Not applic	able	)			Not applic	able		
Science - Chemistry	1	0	0	0	1											Not applic	able	<b>;</b>			Not applic	able		
Science - Physics			0		0											Not applic	able	;			Not applic	able		
Special Education - General Curriculum K-12			15	0	15	100.0%	15	0	0	0	Not appl	icable	)			100.0%	15	0	0	0	Not applic	able		
Driver Education (Add-on)			5	0	5	Not appli	icable	,			Not appl	icable	9			Not applic		Not applic	able					
Mathematics - Algebra I (Add-on)			0		0	Not appli	icable	;			Not appl	icable	9			Not applic	;		Not applic	able				
Administration and Supervision PreK-12	9	0	6	0	15	Not appli	icable	)			Not appl	icable	)			Not applic	able	;			86.7%	13	2	0
Administration and Supervision PreK-12 (central office only)			23	0	23	Not appli	icable	)			Not appl	icable	9			Not applic	able	)			Not applic	able		

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Virginia Tech

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key

### Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program. Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are <u>less than ten "Total Completers and Exiters"</u> for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Approved Education Program		lly from Prior porting Period	Current Bienn Per	ial Reporting iod	Total Completers		VCL	A (A)				XIS SESS				VR	A or	RVE	(C)		SL	LA (D	)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P	NP N	١T
Elementary Education PreK-6			51	0	51	100.0%	51	0	0	0	100.0%	51	0	0	0		51	0	0	0	Not applic	able		
Math Specialist for Elementary/Middle Ed.			12	0	12	100.0%	12	0	0	0	Not appli	cable				100.0% 51 0 0 0 Not applicable					Not applic	able		
Reading Specialist	6	0	6	0	12	100.0%	12	0	0	0	Not applie	cable				100.0%	12	0	0	N/A	Not applic	able		
School Counselor PreK-12			13	0	13	Not appli	cable				Not applic	cable				Not applie	cable				Not applic	able		
French PreK-12 (*Discontinued in 2017 by IHE)	4	0	0	0	4											Not applicable  Not applicable					Not applic	able		
German PreK-12 (*Discontinued in 2017 by IHE)	2	0	0	0	2																Not applic	able		

Approved Education Program		ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	-A (A)	)				SUB			VR	A or	rRVI	E (C)		Si	LA (	D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	N	ΓNR	Pass Rate (%)	Р	NP	NT
Spanish PreK-12 (*Discontinued in 2017 by IHE)	2	0	0	0	2											Not appli	cable	Э			Not applie	able		
Latin PreK-12 (*Discontinued in 2017 by IHE)	4	0	0	0	4						Not appli	cable	)			Not appli	cable	Э		Not applie	able			
Agricultural Education	9	0	5	0	14	100.0%	14	0	0	0	Not appli	cable	)			Not appli	cable	Э			Not applie	able		
Business and Information Technology			4	0	4											Not appli	cable	Э		Not applie	able			
Marketing Education	8	0	5	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applie	cable	Э			Not applie	able		
Family and Consumer Sciences	8	0	1	0	9											Not applie	cable	Э			Not applie	able		
English as a Second Language PreK-12			11	0	11	100.0%	11	0	0	0	Not appli	cable	)			Not appli	cable	Э		Not appli	able			
Music Education - Instrumental PreK- 12			6	0	6											Not appli	cable	Э			Not appli	able		
Music Education - Vocal/Choral PreK-12			5	0	5											Not appli	cable	Э			Not applie	able		
English			13	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applie	cable	Э			Not applie	able		
History and Social Sciences			13	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applie	cable	Э			Not applie	able		
Mathematics			21	0	21	100.0%	21	0	0	0	100.0%	21	0	0	0	Not applie	cable	Э			Not applie	able		
Science - Biology			11	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appli	cable	Э			Not applie	able		
Science - Chemistry			3	0	3											Not appli	cable	Э			Not applie	able		
Science - Earth Science	7	0	3	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not appli	cable	Э			Not applie	able		
Science - Physics	5	0	3	0	8											Not appli	cable	Э		Not applie	able			
Journalism (Add-on)			0	0	0	Not appli	cable	)			Not appli	cable	)			Not appli	cable	Э			Not applie			
Administration and Supervision PreK- 12			61	0	61	Not appli	cable	)			Not appli	cable	)			Not appli	cable	Э			100.0%	61	0	0
Administration and Supervision PreK- 12 (central office only)			0	0	0	Not appli	cable	•			Not appli	cable	÷			Not appli	cable	Э			Not appli	able		

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Virginia Union University

Std. #	Description of Standard
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
С	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key
<b>P</b> = Pas	sed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

Step 1 Enter the number of program completers for the current biennial reporting period.

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	.A (A)					SUB. SMEN			VR	RA or	RVE	(C)		<i></i>	SLLA	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6	6	0	1	0	7																Not app	licable	е	
Business and Information Technology			0	0	0											Not appli	cable	9	•		Not app	olicable	е	
English			0	0	0											Not appli	cable	9			Not app	licable	е	
History and Social Sciences	1	1	2	0	4											Not appli	cable	)			Not app	licable	е	
Mathematics			1	0	1											Not appli	cable	9			Not app	licable	е	
Science - Biology			0	0	0											Not appli	icable				Not app	licable	е	
Science - Chemistry			0	0	0											Not appli	cable	9			Not app	licable	е	

Approved Education Program		nly from Prior porting Period	Current Bienn Per		Total Completers		VCL	A (A)	)			AXIS SESS			VF	A or	RVE	(C)		S	LLA	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass		Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT		
Special Education - General Curriculum K-12	2	1	0	0	3						Not appli	cable								Not app	licabl	le	

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Virginia Wesleyan University

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key
P = Pas	ssed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

### Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program. Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienr Per	nial Reporting iod	Completers		VCL	.A (A)	)				SUB.			VR	A or	RVE	(C)		00	SLLA	(D)	
	Number of Program	Number of Program	Number of Program	Number of Program	and Exiters	Pass Rate	В	ND	NT	ND	Pass Rate	Р	ND	NT	ND	Pass Rate	В	NP	NIT	ND	Pass Rate	D	NP	NT
	Completers	Exiters	Completers	Exiters		(%)		INF	141	INIX	(%)	-	INF	INI	IVIX	(%)	-	INF	141	MIX	(%)	F	INF	N
Elementary Education PreK-6			10	1	11	100.0%	11	0	0	0	100.0%	11	0	0	0	0 100.0% 11 0 0			0	Not app	licabl	е		
Middle Education 6-8																0 100.0% 11 0 0								
(*Discontinued in 2017 by IHE)	3	0	0	0	3											Not appli	cable				Not app	licabl	е	
French PreK-12	1	1	0	0	2											Not appli	cable				Not app	licabl	е	
German PreK-12			0	0	0											Not appli	cable				Not app	licabl	е	
Spanish PreK-12	0	1	0	0	1											Not applicable				Not app	licabl	е		
Latin PreK-12			0	0	0						Not appli	cable				Not applicable					Not app	licabl	е	
Visual Arts PreK-12	7	0	0	0	7											Not appli	cable				Not app	licabl	e	

Approved Education Program	Rollover On Biennial Rep	ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	A (A)					SUB.			VR	A or	RVE (	(C)		S	LLA	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Music Education - Vocal/Choral PreK-12	•		1	1	2											Not applicable				Not app	licabl	e		
Theatre Arts PreK-12			0	0	0						Not appli	cable			Not applicable  Not applicable				Not app	licabl	е			
English	4	3	1	0	8											Not appli	cable				Not app	licabl	е	
History and Social Sciences			5	0	5											Not appli	cable				Not app	licabl	е	
Mathematics	4	2	0	1	7											Not appli	cable				Not app	licabl	е	
Science - Biology	1	0	0	0	1											Not appli	cable				Not app	licabl	е	
Science - Chemistry	2	0	0	0	2											Not appli	cable				Not app	licabl	е	
Science - Earth Science	3	1	0	1	5										Not applicable				Not app	licabl	е			
Special Education - General Curriculum K-12			1	0	1						Not appli	cable									Not app	licabl	е	

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Washington and Lee University (Rockbridge Teacher Education Consortium)

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	Description of Assessments
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA). This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.
В	Content Assessment: The prescribed test is the <i>Praxis Subject Assessment</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Visual Impairments PreK-12 endorsement.
	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education (RVE). The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key

P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

#### Instructions

Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2015, through August 31, 2017:

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program exiters for the current biennial reporting period.
  - Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Exiters", then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.
- Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Approved Education Program		ly from Prior orting Period	Current Bienr Per	nial Reporting iod	Total Completers		VCL	A (A)					SUB.								ţ	SLLA (	D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR		Р	NP	NT	NR	Pass Rate (%)	Р	NP I	NT
Elementary Education PreK-6	_		10	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	0 100.0% 10 0 0			0	Not app	olicable	<u>,                                      </u>		
Middle Education 6-8			0	0	0											0 100.0% 10 0 0 Not applicable				Not app	licable	į		
Chinese PreK-12			0	0	0						Not appli	cable				Not applie	cable				Not app	licable	į	
French PreK-12			0	0	0											Not applie	cable				Not app	licable	į	
German PreK-12			0	0	0											Not applie	cable				Not app	licable	)	
Spanish PreK-12	3	0	0	0	3											Not applicable				Not app	licable	į		
Latin PreK-12			0	0	0											Not applicable					Not app	licable	è	
Visual Arts PreK-12			1	0	1											Not applie	cable				Not app	licable	è	

Approved Education Program		ly from Prior orting Period	Current Bienr Per		Total Completers		VCL	.A (A)	)				SUB.			VI	RA oi	RVE	(C)		S	LLA	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Music Education - Instrumental PreK-	4	0	4	0	2											Not onal	iaahli				Not one	liaahl	_	
Music Education - Vocal/Choral PreK-	1	0	1	0	2												t applicable				Not app			
Theatre Arts PreK-12			0	0	0											Not appl	icable	9			Not app			
Computer Science			0	0	0											Not appl	icable	9			Not app	licabl	е	
English	5	0	0	0	5											Not appl	icable	9			Not app	licabl	е	
History and Social Sciences			2	0	2											Not appl	icable	9			Not app	licabl	е	
Mathematics			0	0	0											Not appl	icable	9			Not app	licabl	е	
Science - Biology	1	0	2	0	3											Not appl	icable	9			Not app	licabl	е	
Science - Chemistry			0	0	0											Not appl	icable	9			Not app	licabl	е	
Science - Earth Science			0	0	0											Not appl	icable	)			Not app	licabl	е	
Science - Physics	•		0	0	0											Not appl	icable	9			Not app	licabl	е	
Journalism (Add-on)	2	0	0	0	2	Not appli	cable			-	Not appl	icable		-	-	Not appl	icable	9			Not app	licabl	е	
Mathematics - Algebra 1			0	0	0	Not appli	cable	!			Not appl	icable				Not appl	icable	)			Not app	licabl	е	

# APPENDIX E - STANDARDS 2 THROUGH 7 DETAILED RESULTS BY INSTITUTION OF HIGHER EDUCATION

### Standards for Biennial Approval of Education Programs (8VAC20-542-40.2-7) Certification of Standards 2 through 7

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Averett University

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	Instructions

#### Instructions

For the current biennial reporting period, i.e., September 1, 2015, through August 31, 2017, please complete the following information:

- 1) For each approved education program listed below that received approval prior to September 1, 2015, and for which you had at least one program completer or program exiter during the current biennial reporting period, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received approval prior to September 1, 2015, for which you had a total of zero program completers and program exiters for the current biennial reporting period, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Computer Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Driver Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Gifted Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Speech Communication (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12 (central office	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
only)	applicable					

# Standards for Biennial Approval of Education Programs (8VAC20-542-40.2-7) Certification of Standards 2 through 7

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Bluefield College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	<ul> <li>Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:</li> <li>a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;</li> <li>b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and</li> <li>c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.</li> </ul>
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

#### Instructions

For the current biennial reporting period, i.e., September 1, 2015, through August 31, 2017, please complete the following information:

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Business and Information Technology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	NEW	NEW	NEW	NEW	NEW	NEW
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Biology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Chemistry	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Journalism (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Mathematics - Algebra 1 (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Speech Communication (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					

# Standards for Biennial Approval of Education Programs (8VAC20-542-40.2-7) Certification of Standards 2 through 7

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Bridgewater College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	lead made the man

#### Instructions

For the current biennial reporting period, i.e., September 1, 2015, through August 31, 2017, please complete the following information:

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Family and Consumer Sciences	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Driver Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra I (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Christopher Newport University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	Instructions

#### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	MET	MET	MET	MET	MET	MET

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: The College of William and Mary

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

## Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
School Psychology	Not applicable	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Chinese PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
French PreK-12	MET	MET	MET	MET	MET	MET
German PreK-12	MET	MET	MET	MET	MET	MET
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Gifted Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Mathematics - Algebra 1 (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12 (central office	Not	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Eastern Mennonite University

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Early/Primary Education PreK-3	MET	MET	MET	MET	MET	MET
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
Spanish PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Computer Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Emory and Henry College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	Instructions

#### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Early/Primary Education PreK-3	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
French	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Spanish	MET	MET	MET	MET	MET	MET
Business and Information Technology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	NEW	NEW	NEW	NEW	NEW	NEW
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Driver Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Mathematics - Algebra I (Add-on)	Not	MET	MET	MET	MET	MET
,	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Ferrum College

Std. #	Description of Standard								
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.								
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]								
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.								
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.								
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.								
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.								
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.								

## Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Spanish PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Russian PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Agricultural Education	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Business and Information Technology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Visual Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Theater Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Computer Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra I (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
- ',	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: George Mason University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Early/Primary Education PreK-3	MET	MET	MET	MET	MET	MET
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Cohool Courseles Brol/ 40	Not	MET	MET	NACT	NACT	NACT
School Counselor PreK-12	Not	MET	MEI	MET	MET	MET
Cabaal Davahalami	applicable	MET	MET	MET	MET	MET
School Psychology	Not	MEI	MEI	MEI	IVIE	IVIE I
Anabia Dual( 40	applicable	INTO OTIVE	INIA OTIVE	INTO OTTO /E	INIA OTIVE	INIA OTIVE
Arabic PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Chinese PreK-12	MET	MET	MET	MET	MET	MET
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
German PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Japanese PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Korean PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Dance Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Special Education - Early Childhood	MET	MET	MET	MET	MET	MET
Special Education - Adapted Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - Visual Impairments PreK-12	MET	MET	MET	MET	MET	MET
Driver Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Official Enteresting (Add an)	applicable	INTO OTIVE	INIA OTIVE	INTO OTIVE	INIA OTIVE	INIA OTIVE
Gifted Education (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics - Algebra I (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
, ,	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
·	applicable					
Administration and Supervision PreK-12 (central office	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Hampton University

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Early/Primary Education PreK-3 (*Discontinued in 2017	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
by IHE)						
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
English PreK-12	MET	MET	MET	MET	MET	MET
Mathematics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Biology	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
(*Discontinued in 2017 by IHE)						
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
·	applicable					
Administration and Supervision PreK-12 (central office	Not	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Hollins University

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	Instructions

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
French PreK-12	MET	MET	MET	MET	MET	MET
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: James Madison University

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	<ul> <li>Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:</li> <li>a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;</li> <li>b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and</li> <li>c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.</li> </ul>
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Early/Primary Education PreK-3	MET	MET	MET	MET	MET	MET
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
School Psychology	Not	MET	MET	MET	MET	MET
	applicable					
French PreK-12	MET	MET	MET	MET	MET	MET
German PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Italian PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Technology Education	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Dance Arts PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Special Education - Early Childhood	MET	MET	MET	MET	MET	MET
Special Education - Adapted Curriculum K-12	NEW	NEW	NEW	NEW	NEW	NEW
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - Visual Impairments PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Gifted Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra I (Add-on)	Not	MET	MET	MET	MET	MET
- , ,	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
'	applicable					
Administration and Supervision PreK-12 (central office	Not	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Liberty University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

## Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

are pas with box for each standard.								
Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7		
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET		
Middle Education 6-8	MET	MET	MET	MET	MET	MET		
Math Specialist for Elementary/Middle Ed.	MET	MET	MET	MET	MET	MET		
Reading Specialist	MET	MET	MET	MET	MET	MET		

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
Oction Counsciol Field 12	applicable	IVIE I	IVIE I	IVIL	IVILI	IVIL I
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Business and Information Technology	MET	MET	MET	MET	MET	MET
Family and Consumer Sciences	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	MET	MET	MET	MET	MET	MET
Computer Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Early Childhood 3- and 4-Year Olds (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
, , ,	applicable					
Gifted Education (Add-on)	Not	MET	MET	MET	MET	MET
,	applicable					
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
,	applicable					
Mathematics Algebra I (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Speech Communication (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
<b>,</b>	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
'	applicable					
Administration and Supervision PreK-12 (central office	Not	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Longwood University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.  Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon
IVOIL	request by VDOE.
	Instructions

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
German PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Library Media PerK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theater Arts PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Driver Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra I (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12 (central office	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Lynchburg College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	Not applicable	MET	MET	MET	MET	MET
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Spanish PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - Early Childhood	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - Adapted Curriculum K-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Mathematics - Algebra I (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12 (central office	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Mary Baldwin University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

## Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Reading Specialist	NEW	NEW	NEW	NEW	NEW	NEW
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Business and Information Technology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music Education - Vocal/Choral PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Gifted Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Mathematics - Algebra I (Add-on)	Not	MET	MET	MET	MET	MET
_ ,	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Marymount University

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	Instructions

## Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

diopactiff box for outsituding.								
Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7		
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET		
School Counselor PreK-12	Not	MET	MET	MET	MET	MET		
	applicable							
Visual Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE		

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
English as a Second Language PreK-12 (*Discontinued	MET	MET	MET	MET	MET	MET
in 2017 by IHE)						
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12 (central office	Not	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Norfolk State University

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	Instructions

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Early/Primary Education PreK-3	MET	MET	MET	MET	MET	MET
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
School Social Worker	Not	MET	MET	MET	MET	MET
	applicable					
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Business and Information Technology (*Discontinued in 2017 by IHE)	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Biology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - Early Childhood	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - Adapted Curriculum K-12	INACTIVE	INACTIVE	NOT MET	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - Visual Impairments PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Driver Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Early Childhood 3- and 4 Years Old (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12 (central office	Not	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Old Dominion University

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	In admired house

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Early/Primary Education PreK-3	MET	MET	MET	MET	MET	MET
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Reading Specialist	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
German PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Marketing Education	MET	MET	MET	MET	MET	MET
Technology Education	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Dance Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Library Media PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Special Education - Early Childhood	MET	MET	MET	MET	MET	MET
Special Education - Adapted Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - Visual Impairments PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Driver Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra I (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
,	applicable					
Administration and Supervision PreK-12 (central office	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Radford University

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

are pas with box for each each each each each each each each						
Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Early/Primary Education PreK-3	MET	MET	MET	MET	MET	MET
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
School Psychology	Not	MET	MET	MET	MET	MET
	applicable					
School Social Worker	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Spanish PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Dance Arts PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - Early Childhood	MET	MET	MET	MET	MET	MET
Special Education - Hearing Impairments K-12	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - Adapted Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - Visual Impairments PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Driver Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Gifted Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra I (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12 (central office	Not	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Randolph College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	<ul> <li>Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:</li> <li>a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;</li> <li>b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and</li> <li>c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.</li> </ul>
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Dance Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music Education - Vocal/Choral PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Theatre Arts PreK1-2	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Science	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Earth Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Mathematics - Algebra 1 (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Randolph-Macon College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
French PreK-12	INACTIVE	INACTIVE	INACTIVE	NOT MET	INACTIVE	INACTIVE
German PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Music Education - Instrumental PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Regent University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	<ul> <li>Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:</li> <li>a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;</li> <li>b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and</li> <li>c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.</li> </ul>
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

#### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Math Specialist Elementary/Middle Ed. PreK-12	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
English as a Second Language PreK-12 (*Discontinued	MET	MET	MET	MET	MET	MET
in 2017 by IHE)						
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Gifted Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12 (central office	Not	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Roanoke College

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	<ul> <li>Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:</li> <li>a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;</li> <li>b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and</li> <li>c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.</li> </ul>
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

#### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
French PreK-12	MET	MET	MET	MET	MET	MET
German PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	MET	MET	MET	MET	MET	MET
Computer Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra I (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Speech Communication (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Shenandoah University

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Reading Specialist	NEW	NEW	NEW	NEW	NEW	NEW
Spanish PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Business and Information Technology	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Early Childhood 3- and 4 Years Old (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
	applicable					
Gifted Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Mathematics - Algebra I (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
·	applicable					
Administration and Supervision PreK-12 (central office	Not	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Sweet Briar College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	land made the man

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
German PreK-12 (*Discontinued in 2017 by IHE)	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Visual Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Dance Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Gifted Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: University of Mary Washington

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	Instructions

#### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
German PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET		MET	MET	MET
Computer Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science- Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Special Education - Adapted Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Gifted Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra I (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Speech Communication (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12 (central office	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: University of Richmond

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
German PreK12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Dance Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Gifted Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra I (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Speech Communication (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12 (central office	Not	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: University of Virginia

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	<ul> <li>Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:</li> <li>a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;</li> <li>b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and</li> <li>c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.</li> </ul>
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
(*Discontinued in 2017 by IHE)						
Reading Specialist	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
School Psychology	Not	MET	MET	MET	MET	MET
, 3,	applicable					
Chinese PreK-12	MET	MET	MET	MET	MET	MET
French PreK-12	MET	MET	MET	MET	MET	MET
German PreK-12	MET	MET	MET	MET	MET	MET
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Special Education - Early Childhood	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Early Childhood 3- and 4-Year Olds (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Gifted Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Mathematics - Algebra I (Add-on)	Not	MET	MET	MET	MET	MET
, ,	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
·	applicable					
Administration and Supervision PreK-12 (central office	Not	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: University of Virginia's College at Wise

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	Instructions

#### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2015.</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
French PreK-12	INACTIVE	INACTIVE	INACTIVE	MET	MET	MET
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Business and Information Technology	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Library Media PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Earth Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Driver Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Mathematics - Algebra I (Add-on)	Not	MET	MET	MET	MET	MET
·	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Virginia Commonwealth University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.  Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon
	request by VDOE.
	Instructions

#### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Reading Specialist	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
School Social Worker	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
School Social Worker	applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - Early Childhood	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - Adapted Curriculum K-12	MET	MET	MET	MET	MET	MET
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12 (central office	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Virginia State University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.  Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon
	request by VDOE.
	Instructions

#### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
School Counselor PreK-12	Not applicable	MET	MET	MET	MET	MET
Agricultural Education	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Family and Consumer Sciences	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music Education - Vocal/Choral PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
History and Social Sciences	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	INACTIVE	INACTIVE	INACTIVE	MET	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Driver Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Mathematics - Algebra I (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
·	applicable					
Administration and Supervision PreK-12 (central office	Not	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Virginia Tech

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	Instructions

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
French PreK-12 (*Discontinued in 2017 by IHE)	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
German PreK-12 (*Discontinued in 2017 by IHE)	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12 (*Discontinued in 2017 by IHE)	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Latin PreK-12 (*Discontinued in 2017 by IHE)	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Agricultural Education	MET	MET	MET	MET	MET	MET
Business and Information Technology	MET	MET	MET	MET	MET	MET
Marketing Education	MET	MET	MET	MET	MET	MET
Family and Consumer Sciences	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
·	applicable					
Administration and Supervision PreK-12 (central office	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
only)	applicable					

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Virginia Union University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	Instructions

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Business and Information Technology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Science - Biology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Virginia Wesleyan University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.
	Instructions

#### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8 (*Discontinued in 2017 by IHE)	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
German PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Latin PreK-12	NEW	NEW	NEW	NEW	NEW	NEW
Visual Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Earth Science	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET

Biennial Reporting Period: September 1, 2015, through August 31, 2017

Name of Institution: Washington and Lee University (Rockbridge Teacher

**Education Consortium**)

Std.#	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include:  a. Results on Board of Education prescribed entry-level assessments; and  b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:  a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and  b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present. [*Note: Reading Specialist endorsement programs must provide evidence of practicum experience in the diagnosis and remediation of reading difficulties.]
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:  a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;  b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and  c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:  a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.  b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

### Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2015</u>, and for which you had <u>at least one program completer or program exiter during the current biennial reporting period</u>, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received <u>approval prior to September 1, 2015,</u> for which you had a total of <u>zero program completers and program exiters for the current biennial reporting period</u>, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2015, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Chinese PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
German PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Latin PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Computer Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Earth Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra 1	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE