

Commonwealth of Virginia Department of Education

Biennial Report: 2017-2019 Approved Teacher Education Programs Compliance - Accountability Measurements 1 through 7

Presented to the Virginia Board of Education on October 17, 2019

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Executive Summary

Introduction

Thirty-six institutions of higher education (IHE) in Virginia have Virginia Board of Education approved programs for the preparation of instructional personnel. Twenty-one 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*.

For the purposes of this review, IHEs were directed to report achievement based on *Regulations Governing the Review and Approval of Education Programs in Virginia*, 8VAC20-542. These regulations were repealed on August 23, 2018; and *Regulations Governing the Review and Approval of Education Programs in Virginia*, 8VAC20-543 became effective granting colleges and universities two years to align their existing approved programs with this chapter.

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, 2017 through August 31, 2019. 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 2017-19 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, 8VAC20-542*), 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	Assessment	Pass
Education	Program		Rate (%)
James Madison University	Reading Specialist	Virginia Reading Assessment (VRA or RVE)	41.7%

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. (A description of all assessment requirements for Virginia licensure is published on http://www.doe.virginia.gov/teaching/licensure/index.shtml.) 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 C.)

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 = 99.3%.

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 = 99.1%.

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; English as a Second Language; 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. An assessment also is required in Braille for the Special Education – Blindness and Visual Impairments PreK-12 endorsement.

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 = 98.8%.

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

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

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

"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, 2017, 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, 2017, 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, 2017, 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, 2017, 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 D.

Table 1 - Accountability Measure 2 Status Results for Education Programs

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	5	0
Bluefield College	9	0
Bridgewater College	11	0
Christopher Newport University	11	0
Eastern Mennonite University	13	0
Emory and Henry College	10	0
Ferrum College	4	0
George Mason University	24	0
Hampton University	6	0
Hollins University	5	0
James Madison University	26	0
Liberty University	18	0
Longwood University	17	0
Mary Baldwin University	10	0
Marymount University	8	0
Norfolk State University	7	0
Old Dominion University	26	0
Radford University	20	0
Randolph College	6	0
Randolph-Macon College	8	0
Regent University	7	0
Roanoke College	3	0
Shenandoah University	13	0
Sweet Briar College	4	0
University of Lynchburg	9	0
University of Mary Washington	18	0
University of Richmond	11	0
University of Virginia	16	0
University of Virginia's College at Wise	10	0
Virginia Commonwealth University	16	0
Virginia State University	6	0
Virginia Tech	15	0
Virginia Union University	5	0
Virginia Wesleyan College	7	0
Washington and Lee University	7	0
(Rockbridge Consortium)		
William & Mary	13	0
TOTALS	404	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</u> Education Programs in Virginia, 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, 2017, 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, 2017, 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, 2017, 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, 2017, 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 D.

Table 2 - Accountability Measure 3 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	7	0
Bluefield College	10	0
Bridgewater College	12	0
Christopher Newport University	11	0
Eastern Mennonite University	13	0
Emory and Henry College	11	0
Ferrum College	4	0
George Mason University	27	0
Hampton University	7	0
Hollins University	5	0
James Madison University	31	0
Liberty University	22	0
Longwood University	19	0
Mary Baldwin University	10	0
Marymount University	10	0
Norfolk State University	10	0
Old Dominion University	29	0
Radford University	25	0
Randolph College	6	0
Randolph-Macon College	8	0
Regent University	10	0
Roanoke College	3	0
Shenandoah University	16	0
Sweet Briar College	4	0
University of Lynchburg	11	0
University of Mary Washington	21	0
University of Richmond	15	0
University of Virginia	21	0
University of Virginia's College at Wise	12	0
Virginia Commonwealth University	19	0
Virginia State University	10	0
Virginia Tech	17	0
Virginia Union University	5	0
Virginia Wesleyan College	7	0
Washington and Lee University	7	0
(Rockbridge Consortium)		
William & Mary	18	0
TOTALS	473	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, 8VAC20-542-40.4</u>

"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, 2017, 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, 2017, 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, 2017, 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, 2017, 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 D.

Table 3 - Accountability Measure 4 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	7	0
Bluefield College	10	0
Bridgewater College	12	0
Christopher Newport University	11	0
Eastern Mennonite University	13	0
Emory and Henry College	11	0
Ferrum College	4	0
George Mason University	27	0
Hampton University	7	0
Hollins University	5	0
James Madison University	31	0
Liberty University	22	0
Longwood University	19	0
Mary Baldwin University	10	0
Marymount University	10	0
Norfolk State University	10	0
Old Dominion University	29	0
Radford University	25	0
Randolph College	6	0
Randolph-Macon College	8	0
Regent University	10	0
Roanoke College	3	0
Shenandoah University	16	0
Sweet Briar College	4	0
University of Lynchburg	11	0
University of Mary Washington	21	0
University of Richmond	15	0
University of Virginia	21	0
University of Virginia's College at Wise	12	0
Virginia Commonwealth University	19	0
Virginia State University	10	0
Virginia Tech	17	0
Virginia Union University	5	0
Virginia Wesleyan College	7	0
Washington and Lee University	7	0
(Rockbridge Consortium)		
William & Mary	18	0
TOTALS	473	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</u> Education Programs in Virginia, 8VAC20-542-40.5

"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 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, 2017, 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, 2017, 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, 2017, 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, 2017, 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 D.

Table 4 - Accountability Measure 5 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	7	0
Bluefield College	10	0
Bridgewater College	12	0
Christopher Newport University	11	0
Eastern Mennonite University	13	0
Emory and Henry College	11	0
Ferrum College	4	0
George Mason University	27	0
Hampton University	7	0
Hollins University	5	0
James Madison University	31	0
Liberty University	22	0
Longwood University	19	0
Mary Baldwin University	10	0
Marymount University	10	0
Norfolk State University	10	0
Old Dominion University	29	0
Radford University	25	0
Randolph College	6	0
Randolph-Macon College	8	0
Regent University	10	0
Roanoke College	3	0
Shenandoah University	16	0
Sweet Briar College	4	0
University of Lynchburg	11	0
University of Mary Washington	21	0
University of Richmond	15	0
University of Virginia	21	0
University of Virginia's College at Wise	12	0
Virginia Commonwealth University	19	0
Virginia State University	10	0
Virginia Tech	17	0
Virginia Union University	5	0
Virginia Wesleyan College	7	0
Washington and Lee University	7	0
(Rockbridge Consortium)		
William & Mary	18	0
TOTALS	473	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, 2017, 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, 2017, 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, 2017, 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, 2017, 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 D.

Table 5 - Accountability Measure 6 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	7	0
Bluefield College	10	0
Bridgewater College	12	0
Christopher Newport University	11	0
Eastern Mennonite University	13	0
Emory and Henry College	11	0
Ferrum College	4	0
George Mason University	27	0
Hampton University	7	0
Hollins University	5	0
James Madison University	31	0
Liberty University	22	0
Longwood University	19	0
Mary Baldwin University	10	0
Marymount University	10	0
Norfolk State University	10	0
Old Dominion University	29	0
Radford University	25	0
Randolph College	6	0
Randolph-Macon College	8	0
Regent University	10	0
Roanoke College	3	0
Shenandoah University	16	0
Sweet Briar College	4	0
University of Lynchburg	11	0
University of Mary Washington	21	0
University of Richmond	15	0
University of Virginia	21	0
University of Virginia's College at Wise	12	0
Virginia Commonwealth University	19	0
Virginia State University	10	0
Virginia Tech	17	0
Virginia Union University	5	0
Virginia Wesleyan College	7	0
Washington and Lee University	7	0
(Rockbridge Consortium)		
William & Mary	18	0
TOTALS	473	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, 2017, 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, 2017, 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, 2017, 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, 2017, 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 D.

Table 6 - Accountability Measure 7 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	7	0
Bluefield College	10	0
Bridgewater College	12	0
Christopher Newport University	11	0
Eastern Mennonite University	13	0
Emory and Henry College	11	0
Ferrum College	4	0
George Mason University	27	0
Hampton University	7	0
Hollins University	5	0
James Madison University	31	0
Liberty University	22	0
Longwood University	19	0
Mary Baldwin University	10	0
Marymount University	10	0
Norfolk State University	10	0
Old Dominion University	29	0
Radford University	25	0
Randolph College	6	0
Randolph-Macon College	8	0
Regent University	10	0
Roanoke College	3	0
Shenandoah University	16	0
Sweet Briar College	4	0
University of Lynchburg	11	0
University of Mary Washington	21	0
University of Richmond	15	0
University of Virginia	21	0
University of Virginia's College at Wise	12	0
Virginia Commonwealth University	19	0
Virginia State University	10	0
Virginia Tech	17	0
Virginia Union University	5	0
Virginia Wesleyan College	7	0
Washington and Lee University	7	0
(Rockbridge Consortium)		
William & Mary	18	0
TOTALS	473	0

Appendix A - Institutions of Higher Education with Approved Education Programs

Institution of Higher Education	rett University field College gewater College stopher Newport University ry and Henry College ge Mason University ry and Henry College ge Mason University ry and University ry and Henry College ge Mason University ry and Henry College rege Mason University ry to University ry and Henry College rege Mason University ry to University ry to University ry to Henry College resembly to	PreK-12 Administrative and Supervision Personnel Preparation Programs
Averett University	~	~
Bluefield College	~	~
Bridgewater College	~	
Christopher Newport University	~	
Eastern Mennonite University	~	
Emory and Henry College	~	
Ferrum College	~	
George Mason University	~	~
Hampton University	~	~
Hollins University	~	
James Madison University	~	~
Liberty University	~	~
Longwood University	~	~
Mary Baldwin University	~	
Marymount University	~	~
Norfolk State University	~	~
Old Dominion University	~	~
Radford University	~	~
Randolph College	~	
Randolph-Macon College	~	
Regent University	~	~
Roanoke College	~	
Shenandoah University	~	~
Sweet Briar College	~	
University of Lynchburg	~	~
University of Mary Washington	~	~
University of Richmond	~	~
University of Virginia	~	~
University of Virginia's College at Wise	~	
Virginia Commonwealth University	~	~
Virginia State University	~	~
Virginia Tech	✓	~
Virginia Union University	~	
Virginia Wesleyan College	✓	
Washington and Lee University	~	
(Rockbridge Consortium)		
William & Mary	✓	*

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

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: SAMPLE UNIVERSITY

0.1."									
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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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	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 App	licable (N/A) = The licensure assessment is not prescribed for the respective approved education program.								
	Instructions								
Please r	age to that if an approved education program had less than tan completers and evitors reported in the prior bigging partial program and evitors are displayed in the table below under the "Polloyer Only								

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, 2017, through August 31, 2019:

- 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	, ,				Total Completers						PR AS	VI	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				
Elementary Education PreK-6					0																Not app	icable	9					
Math Specialist for Elementary/Middle Ed.					0						Not applie					icable	е			Not app	licabl	е			Not app	icable	9	
Reading Specialist					0						Not applicable			pplicable						N/A	Not app	icable	9					
School Counselor PreK-12					0 Not applicable			Not applicable					Not applicable					Not applicable										
School Psychology					0	Not app	licabl	е			Not applicable				Not applicable					Not applicable								

Approved Education Program		ly from Prior orting Period	Current Bienn Per	ial Reporting iod	Total Completers			AXIS			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 P (%)		NP I	NT I	NR	Pass Rate (%)	P N	P NT	
German PreK-12					C)										Not applica	ble				Not applic	able		
Dance Arts PreK-12					C)					Not app	licabl	le			Not applica	ble				Not applic	able		
English					C)										Not applica	ble				Not applic	able		
History and Social Sciences					C)										Not applica	ble				Not applic	able		
Mathematics					C)										Not applica	ble				Not applicable			
Science - Biology					C)										Not applica	ble				Not applicable			
Science - Chemistry					C)														Not applicable				
Science - Earth Science					İ	C)										Not applica	ble				Not applic	able	
Science - Physics					0)										Not applica	ble				Not applic	able		
Special Education - Early Childhood					0)					Not applicable			Not applicable				Not applicable						
Special Education - General Curriculum K-12					C						Not app	licabl	le								Not applic	able		
Driver Education (Add-on)					C	Not app	licabl	е			Not app	licabl	e			Not applica	ble				Not applic	able		
Mathematics - Algebra I (Add-on)					0	Not app	licabl	е			Not app	licabl	e			Not applica	ble				Not applic	able		
Administration and Supervision PreK- 12					C	Not app	licabl	е			Not app	licabl	e			Not applica	ble							
Administration and Supervision PreK- 12 (central office only)					C	Not app	licabl	е			Not app	licabl	le			Not applica	ble				Not applic	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 (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, 2017, through August 31, 2019

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 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
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

For the current biennial reporting period, i.e., September 1, 2017, through August 31, 2019, please complete the following information:

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017,</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, 2017, 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

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Nam	e of Institution:	SAMPLE UNIVER	RSITY			
By my signature, I verify (1) that the information Review and Approval o (2) that Standards 2 the Education Programs in nstitution.	submitted to docu f Education Progra rough 7 of Section	ams in Virginia is n 8VAC20-542-40	accurate and compof the Regulations	plete; and Governing the Re	eview and Approval o	f
	Name of Dean o	Anna B. Baynum r Director				
	Signature of Dean	or Director		_	Date	
Attachments: Copy of Copy of	the "Certification the "Certification of		_	g Rates" report		
Scan the signed affida Brian.Mason@d		achments and en	nail to:			

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

APPENDIX C - STANDARD 1 DETAILED RESULTS BY INSTITUTION OF HIGHER EDUCATION

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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
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.
	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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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, 2017, through August 31, 2019:

- 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		Completers		VCL	A (A	.)				SUB.			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
Reading Specialist			0	0	0						Not appli	cable								N/A	Not appli	cable		
Elementary Education PreK-6			15	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	100.0%	15	0	0	0	Not appli	cable		
Visual Arts PreK-12	9	0	0	0	9											Not appli	cable				Not appli	cable		
Health and Physical Education PreK- 12			2	0	2											Not appli	cable				Not appli	cable		
Theatre Arts PreK-12			0	0	0						Not appli	cable				Not appli	Not applicable			Not appli	cable			
Computer Science			0	0	0						Not appli	cable				Not appli	cable				Not applicable			
English	5	0	3	0	8											Not appli	cable				Not applicable			
History and Social Sciences	5	1	2	0	8											Not appli	cable				Not appli	ot applicable		

Approved Education Program		ly from Prior orting Period	Current Bienn Per		Completers		VCL	.A (A))			XXIS : SESS				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 (%)	Rate P NP NT NR (%)			Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	
Mathematics	•		0	0	0										Not appli	cable				Not applic	cable			
Special Education - General Curriculum K-12	2	0	5	0	7		No			Not appli	cable													
Driver Education (Add-on)			2	0	2	Not appli	Not applicable Not				Not appli	cable				Not appli	cable				Not applic	cable		
Gifted Education (Add-on)			0	0	0	Not appli	cable	<u> </u>			Not appli	cable				Not appli	cable				Not applic	cable		
Journalism (Add-on)			0	0	0	Not appli	cable	<u> </u>			Not appli	cable				Not appli	cable				Not applic	cable		
Speech Communication (Add-on)			0	0	0	Not appli	cable	<u> </u>			Not appli	cable				Not appli	cable				Not applic	cable		
Administration and Supervision PreK- 12			47	0	47	Not appli	Not applicable N			Not appli	cable				Not appli	cable				100.0%	47	0	0	
Administration and Supervision PreK- 12 (central office only)			0	0	0	Not applicable				Not appli	cable				Not appli	cable				Not applic	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, 2017, through August 31, 2019

Name of Institution: Bluefield 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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.
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, 2017, through August 31, 2019:

- 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	Rollover Onl Biennial Repo	-	Current Bienr Per	nial Reporting			VCL	.A (A)	1			SUB		VF	A or	RVE	(C)		S	LLA	(D)	
	Number of Number of Program Program		Number of Program Completers	Number of Program Exiters	Completers and Exiters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	MEN NP	. ,	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6	Completers	LAILEIS	8	0	8	(70)					(70)			(70)					Not app	licabl	е	
Business and Information Technology	4	0	1	0	5									Not appli	cable			_	Not app			
Visual Arts PreK-12	1	2	0	0	3									Not appli	cable				Not app	licabl	е	
Health and Physical Education PreK- 12	3	0	2	0	5									Not appli	cable	1			Not app	licabl	е	
Music Education - Instrumental PreK- 12	6	0	1	1	8									Not appli	cable	1			Not app	е		
Music Education - Vocal/Choral PreK- 12	6	0	1	0	7									Not appli	cable	1			Not app	licabl	е	

Approved Education Program	Rollover Onl Biennial Repo	•	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		
Theatre Arts PreK-12			0	0	0						Not app	icable	Э			Not applie	cable	9			Not appl	icable	е			
English	4	0	1	0	5											Not applie	cable	9			Not appl	icable	e			
History and Social Sciences			1	0	1											Not applie	cable	9			Not appl	icable	е			
Mathematics	3	0	3	0	6											Not applie	cable	9			Not appl	icable	е			
Science - Biology	1	0	0	0	1											Not applic	cable)			Not appl	icable	е			
Science - Chemistry	3	0	0	0	3											Not applic	cable	9			Not appl	icable	е			
Special Education - General Curriculum K-12			3	0	3						Not app	icable	Э								Not appl	icable	е			
Journalism (Add-on)	2	0	0	0	2	Not appli	cable)			Not app	icable	Э			Not applic	cable	9	-	-	Not appl	icable	е			
Mathematics - Algebra 1 (Add-on)			0	0	0	Not appli	cable	9			Not app	icable	Э			Not applic					Not appl					
Speech Communication (Add-on)	4	4	1	0	9	Not appli	cable	9			Not app	icable	9			Not applic					Not appl					
Administration and Supervision PreK- 12			0	0		Not appli					Not app					Not applic										
Administration and Supervision PreK- 12 (central office only)			0	0	0	Not appli	cable	9			Not app	icable	Э			Not applic	cable	€			Not appl	ot 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.

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Bridgewater 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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
n De	ND Not Deced. NT. Not Telem, ND. Not Described (heaving the condidate is conting on added and grown at to an existing (figure) teaching license)

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, 2017, through August 31, 2019:

- 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 Only fro Reporting		Current Bienn Peri		Total		VCL	A (A)					SUB.	JECT T (B)		VR	A or	RVE	(C)		S	LLA ([))			
	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 (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP NT			
Elementary Education PreK-6			43	1	44	100.0%	44	0	0	0	97.7%	43	1	0	0	97.7%	43	0	1	0	Not app					
French PreK-12	0	1	0	0	1											Not appli	cable				Not app	licable				
Spanish PreK-12	2	2	0	1	5											Not appli	cable				Not app	licable				
Family and Consumer Sciences	2	0	0	0	2											Not appli	cable				Not app	licable				
Visual Arts PreK-12	6	3	1	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not appli	cable				Not app	licable				
English as a Second Language PreK-12			7	0	7											Not appli	cable				Not app	Not applicable				
Health and Physical Education PreK- 12			9	0	9											Not appli	cable				Not app	lot applicable				

Approved Education Program	Rollover Only fro Reporting		Current Bienn Peri		Total		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	Completers 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-12			0	1	1											Not appli	cable				Not app	icabl	е					
Music Education - Vocal/Choral PreK-12			2	0	2											Not appli	cable				Not app							
Theatre Arts PreK-12	1	0	0	0	1						Not appli	cable	:			Not appli	cable				Not app	icabl	е					
English	8	0	5	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not appli	cable				Not app	icabl	е					
History and Social Sciences	7	0	9	0	16	100.0%	16	0	0	0	100.0%	16	0	0	0	Not appli	cable				Not app	icabl	е					
Mathematics	7	1	3	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appli	cable				Not app	icabl	е					
Science - Biology	6	0	1	0	7											Not appli	cable				Not app	icabl	е					
Science - Chemistry	2	0	0	0	2											Not appli	cable				Not app	icabl	е					
Science - Physics	2	1	0	0	3											Not appli	cable				Not applicable							
Driver Education (Add-on)	3	0	0	0 3 Not applicable Not applicable Not applicable									Not app	icabl	е													
Mathematics - Algebra I (Add-on)	6	1	1	0	8	Not appli	cable)			Not appli	cable)			Not appli	cable				Not app							

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Christopher Newport 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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, 2017, through August 31, 2019:

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	Current Bienr Per	ial Reporting iod	Total Completers		VCL	A (A)					SUB.			VR	A or I	RVE	(C)		SLI	.A (D)	
	Number of Program 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 F (%)	NP	P NT
Elementary Education PreK-6			83	0	83	100.0%	83	0	0	0	100.0%	83	0	0	0	100.0%	83	0	0	0	Not applica	able	
Spanish PreK-12	5	0	3	0	8											Not applic	cable	·			Not applica	able	
Visual Arts PreK-12	9	0	1	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applic	cable				Not applica	able	
English as a Second Language PreK- 12			2	0	2											Not applie	cable				Not applica	able	
Music Education - Instrumental PreK- 12	9	0	11	0	20	100.0%	20	0	0	0	100.0%	20	0	0	0	Not applic	cable				Not applica	able	
Music Education - Vocal/Choral PreK-12	5	0	5	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applic	cable				Not applica	able	

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)		S	LLA (D)
	Number of Number of Program 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	P NT
English			14	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not applicable					Not app	icable	
History and Social Sciences			12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicable					Not app	icable	
Mathematics			2	0	2										Not applicable						Not app	icable	
Science - Biology	6	0	4	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0				Not app	icable			
Science - Chemistry	1	0	1	0	2											Not applie	cable				Not app		
Science - Physics	4	0	0	0	4									0 0 Not applicable Not applicable Not applicable							Not app	icable	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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, 2017, through August 31, 2019:

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.

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Approved Education Program		nly from Prior porting Period		nial Reporting iod	Total Completers		VCL	.A (A))				SUB.			VR	A 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 (%)	P N	IP NT					
Early/Primary Education PreK-3	1	0	3	0	4																Not appl	Not applicable						
Elementary Education PreK-6			21	0	21	100.0%	21	0	0	0	100.0%	21	0	0	0	100.0%	21	0	0	0	Not appl	Not applicable						
Reading Specialist	1	0	10	0	11	N/A	0	0	0	11	Not appli	cable				100.0%	11	0	0	N/A	Not appl	cable						
Spanish PreK-12	7	0	0	0	7											Not appli	cable	;			Not appl	cable						
Visual Arts PreK-12	2	0	3	0	5											Not appli	cable	;			Not appl	cable						
English as a Second Language PreK-12	3	0	1	0	4						Not appli	cable	;			Not appli	cable)		Not appl	cable							
Health and Physical Education PreK- 12	6	0	2	0	8											Not appli	Not applicable Not applic											

Approved Education Program		lly from Prior porting Period	Current Bienn Per		Total Completers		VCL	A (A)						JECT IT (B)		VR	A or	RVE	(C)		SI	.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	NP	NT I	NR	Pass Rate (%)	P	IP N	Г
Music Education - Instrumental PreK-12	5	0	2	0	7											Not appli	cable				Not appli	cable		
Music Education - Vocal/Choral PreK-12	4	0	3	0	7											Not applicable					Not appli	cable		
Theatre Arts PreK-12			0	0	0						Not appl	icable)			Not applicable					Not appli	cable		
Computer Science			0	0	0						Not appl	icable	,			Not appli	cable				Not appli	cable		
English	6	0	3	0	9											Not appli	cable				Not appli	cable		
History and Social Sciences			3	0	3											Not appli	cable				Not appli	cable		
Mathematics	4	0	3	0	7											Not appli	cable				Not appli	cable		
Science - Biology	8	0	1	0	9											Not applicable					Not appli	cable		
Science - Chemistry			0	0	0											Not applicable					Not appli	cable		
Special Education - General Curriculum K-12			5	0	5						Not appl	icable)								Not appli	cable		
Journalism (Add-on)			0	0	0	Not appli	cable				Not appl	icable)			Not applicable					Not appli	cable		

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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 = 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, 2017, through August 31, 2019:

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	Rollover Onl Biennial Rep	•	Current Bienr Per	nial Reporting riod	Total Completers		VCL	.A (A)					SUB.			VF	RA 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 (%)	P	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 applica	Not applicable						
Elementary Education PreK-6			23	0	23	100.0%	23	0	0	0	100.0%	23	0	0	0	100.0%	23	0	0	0	Not applica	Not applicable						
Middle Education 6-8			17	0	17	100.0%	17	0	0	0	100.0%	17	0	0	0	Not appl	cable	!			Not applica	ble						
Reading Specialist	5	0	0	0	5						Not appli	cable)							N/A	Not applica	ble						
French	3	1	0	0	4											Not appl	cable				Not applica	ble						
Spanish			0	0	0											Not appl	cable				Not applica	lot applicable						
Business and Information Technology	7	1	1	0	9											Not appl	cable	1			Not applicable							
Visual Arts PreK-12	5	0	5	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not appl	cable				Not applica	Not applicable						

Approved Education Program	Rollover Onl Biennial Repo			nial Reporting riod	Total Completers		VCL	A (A)						JECT IT (B)		VRA o	r RVI	E (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 P (%)	NP	NT	ſ NR	Pass Rate (%)	P N	PNT
English as a Second Language PreK-12			0	0	0											Not applicab	le			Not appli	cable	
Health and Physical Education PreK-12	9	0	10	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applicab	le			Not appli	cable	
Music Education - Instrumental PreK-12	4	0	1	0	5											Not applicab	le			Not appli	cable	
Music Education - Vocal/Choral PreK-12	5	1	0	0	6											Not applicab	le			Not appli	cable	
English	5	0	2	0	7											Not applicab	le			Not appli	cable	
History and Social Sciences			7	0	7											Not applicab	le			Not appli	cable	
Mathematics	6	0	2	0	8											Not applicab	le			Not appli	cable	
Science - Biology	5	0	0	0	5											Not applicab	le			Not appli	cable	
Science - Chemistry	3	0	0	0	3											Not applicab	le			Not appli	cable	
Science - Earth Science	4	1	0	0	5											Not applicab	le			Not appli	cable	
Science - Physics	0	1	0	0	1								Ì			Not applicab	le			Not appli	cable	
Special Education - General Curriculum K-12			11	0	11	100.0%	11	0	0	0	Not appl	icable	e			100.0% 11	0	0	0	Not appli		
Driver Education (Add-on)			1	0	1	Not appli	cable				Not appl	icable	9			Not applicab	le			Not appli	cable	
Mathematics - Algebra I (Add-on)	5	1	0	0		Not appli					Not appl	icable	Э			Not applicab				Not appli		

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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
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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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 = 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, 2017, through August 31, 2019:

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.			V	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
Elementary Education PreK-6			12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	100.0%	12	0	0	0	Not appl	icable	е	
Spanish PreK-12	0	1	0	0	1											Not app	licable)			Not appl	icable	е	
Russian PreK-12			0	0	0						Not appli	cable)			Not app	licable)			Not appl	icable	е	
Agricultural Education	1	0	0	0	1						Not appli	cable)			Not applicable Not applicable					Not appl	icable	е	
Business and Information Technology			0	0	0											Not app	licable)			Not appl	icable	е	
Visual Arts PreK-12	0	1	0	0	1											Not app	licable)			Not appl	icable	е	
Health and Physical Education PreK-12			6	0	6											Not app	licable)			Not appl	icable	е	
Theater Arts PreK-12	2	0	0	0	2						Not appli	cable)			Not app	licable)			Not appl	icable	е	

Approved Education Program	Rollover Onl Biennial Rep	y from Prior orting Period	Current Bienn Per	ial Reporting	Total Completers		VCL	.A (A))					JECT IT (B)		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	NT	
Computer Science			0	0	0						Not appli	icable	9			IR Rate P NP NT				Not app	licable	е		
English	3	0	0	0	3											Not applicable Not applicable				Not app	licable	е		
History and Social Sciences	3	0	0	1	4											Not appli	cable)		Not app	licable	е		
Mathematics	4	2	0	1	7											Not appli	cable	;		Not app	licable	е		
Science - Biology	2	1	0	0	3											Not appli	cable)		Not app	licable	е		
Science - Chemistry			0	0	0											Not appli	cable)		Not app	ot applicable ot applicable ot applicable			
Journalism (Add-on)			0	0	0	Not appli	cable	,			Not appli	icable	9			Not appli	cable)		Not app	licable	е		
Mathematics - Algebra I (Add-on)	2	0	0	0	2	Not appli	cable)			Not appli	icable	9			Not appli	cable	;		Not app	licable	е		

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: George Mason 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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	sed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).

P = Passed; NP = Not Passed; NI = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia

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, 2017, through August 31, 2019:

- 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		Total Completers		VCL	A (A)				XIS S ESSN				VR	A or	RVE	(C)		S	LLA ([0)	
	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			48	0	48	100.0%	48	0	0	0	100.0%	48	0	0	0	100.0%	48	0	0	0	Not applic	able		
Elementary Education PreK-6			158	0	158	100.0%	158	0	0	0	100.0%	158	0	0	0	100.0%	158	0	0	0	Not applic	able		
Math Specialist for			29	0	29	100.0%	1	0	0	28	Not applic	able				Not appli	cable	;			Not applic	able		
Elementary/Middle Ed.																								
Reading Specialist			64	0	64	100.0%	3	0	0	61	Not applic	able				100.0%	64	0	0	N/A	Not applic	able		
School Counselor PreK-12			62	0	62	Not appli	cable				Not applic	able				Not appli	cable				Not applic	able		
School Psychology			10	0	10	Not appli	cable				Not applic	able				Not appli	cable)			Not applic	able		
Arabic PreK-12			0	0	0						Not applic	able				Not appli	cable	;			Not applic	able		
Chinese PreK-12	5	0	2	0	7						Not applic	able				Not appli	cable)			Not applic	able		
French PreK-12	4	0	0	0	4											Not appli	cable)			Not applic	able		

Approved Education Program		ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	A (A)					SUB.			V	RA o	r R	VE (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		Р	N	IP	NT I	NR	Rate P	NF	NT
	Completers	Exiters	Completers	Exiters		(%)					(%)					(%)						(%)		
German PreK-12	2	0	0	0	2	2										Not app						Not applicable	9	
Japanese PreK-12	2	0	0	0	2	2					Not appli	cable	е			Not app	licabl	le				Not applicable		
Korean PreK-12			1	0	1						Not appli	cable	е			Not app					_	Not applicable		
Spanish PreK-12			1	0	1											Not app						Not applicable		
Latin PreK-12	1	0	0	0	1						Not appli					Not app						Not applicable		
Visual Arts PreK-12			12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not app						Not applicable		
Dance Arts PreK-12			0	0	0	' I					Not appli					Not app						Not applicable		
English as a Second Language PreK- 12			49	0	49	100.0%	49	0	0	0	100.0%	49	0	0	0	Not app	licabl	le				Not applicable	9	
Health and Physical Education PreK- 12			29	0	29	100.0%	29	0	0	0	100.0%	29	0	0	0	Not app	licabl	le				Not applicable	9	
Music Education - Instrumental PreK- 12			24	0	24	100.0%	24	0	0	0	100.0%	24	0	0	0	Not app	licabl	le				Not applicable)	
Music Education - Vocal/Choral PreK-12	3	0	2	0	5	5										Not app	licabl	le				Not applicable	9	
Theatre Arts PreK-12			3	0	3											Not app	licabl	le				Not applicable	9	
English			44	0	44	100.0%	44	0	0	0	100.0%	44		0	0	Not app	licabl	le				Not applicable	9	
History and Social Sciences			33	0	33	100.0%	33	0	0	0	100.0%	33		0	0	Not app	licabl	le				Not applicable	9	
Mathematics			23	0	23		23	0	0		100.0%	23		0		Not app						Not applicable		
Science - Biology			15	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not app	licabl	le				Not applicable	9	
Science - Chemistry			5	0	5	5										Not app						Not applicable		
Science - Earth Science			5	0	5	5										Not app	licabl	le				Not applicable	9	
Science - Physics			2	0	2	-										Not app	licabl	le				Not applicable	9	
Special Education - Early Childhood			45	0	45	100.0%	43	0	0	2	Not appli	cable	Э			Not app	licabl	le				Not applicable	9	
Special Education - Adapted Curriculum K-12			38	0	38	100.0%	36	0	0	2	Not appli	cable	Э			Not app	licabl	le				Not applicable)	
Special Education - General Curriculum K-12			96	0	96	100.0%	80	0	0	16	Not appli	cable	е			100.0%	6 78	3	0	0	18	Not applicable)	
Special Education - Blindness/ Visual Impairments PreK-12	1	0	3	0	4	ļ.															\exists			
Driver Education (Add-on)			0	0	0	Not appli	cable				Not appl	cable	е			Not app	licabl	le				Not applicable	9	
Gifted Education (Add-on)	5	0	0	0		Not appli					Not appli	cable	е			Not app	licabl	le				Not applicable		
Mathematics - Algebra I (Add-on)			0	0	0	Not appli	cable				Not appl	cable	е			Not app						Not applicable		
Administration and Supervision PreK- 12			247	0	247	Not appli	cable				Not appli	cable	е			Not app	Not applicable					100.0% 247		0
Administration and Supervision PreK- 12 (central office only)			0	0	0	Not appli	cable				Not appli	cable	е			Not app	licabl	le				Not applicable	9	

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, 2017, through August 31, 2019

Name of Institution: Hampton 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
	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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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.

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, 2017, through August 31, 2019:

- 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 Rep	•	Current Bienn Peri	•	Total Completers		VCL	A (A)					SUBJ MEN			VR	A 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 (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6			8	0	8																Not appli	cable		
School Counselor PreK-12	3	0	2	0	5	Not appli	cable				Not appli	cable				Not appli	cable	<u> </u>			Not appli	cable		
Health and Physical Education PreK- 12			1	0	1											Not appli	cable	•			Not appli	cable		
Music Education - Instrumental PreK-12			2	0	2											Not appli	cable	;			Not appli	cable		
Music Education - Vocal/Choral PreK-12	6	0	2	0	8											Not appli	cable	;			Not appli	cable		
English PreK-12	•		2	0	2											Not appli	cable	:			Not appli			
Mathematics	3	0	0	0	3											Not appli	cable				Not appli	cable		

Approved Education Program		ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	A (A))					JECT T (B)		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	3	0	1	0	4											Not appli	cable				Not appli	cable	Э	
Administration and Supervision PreK-12	8	0	0	0	8	Not appli	cable	:			Not appli	cable	:			Not appli	cable							
Administration and Supervision PreK-12 (central office only)	4	0	0	0	4	Not appli	cable	;			Not appli	cable)			Not appli	cable				Not appli	cable	Э	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Hollins 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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, 2017, through August 31, 2019:

- 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	Biennial Reporting Perior Number of Number Program Program		Current Bienn Peri		Total		VCL	A (A)					SUB.			VR	A or	RVE	(C)		SLL	A (D)	
	•				Completers and Exiters		-			1		ESS	IVIEIN	I (D)			-	-	-		_		
			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 F	NF	NT
	Completers	Exiters	Completers	Exiters		(%)					(%)					(%)					(%)		
Elementary Education PreK-6			11	1	12	100.0%	12	0	0	0	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applica	able	
French PreK-12	1	0	0	0	1											Not applic	cable				Not applica	able	
Spanish PreK-12	1	1	0	1	3											Not applic	cable				Not applica	able	
Latin PreK-12	3	1	0	0	4						Not applic	cable	;			Not applic	cable				Not applica	able	
Visual Arts PreK-12	1	0	1	0	2											Not applic	cable				Not applica	able	
English			6	0	6											Not applic	cable				Not applica	able	
History and Social Sciences	7	0	5	1	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applic	cable				Not applica	able	
Mathematics	2	1	0	0	3											Not applic	cable				Not applicable		
Science - Biology			0	0	0								_			Not applic	cable				Not applica	able	
Science - Chemistry	1	0	0	0	1											Not applie	cable				Not applica	able	

	Approved Education Program	Rollover On Biennial Rep	ly from Prior orting Period	Current Bienn Per		Completers		VCL	A (A)						JECT T (B)		VF	A or	RVE	(C)		S	LLA	(D)	
		Number of Program	Number of Program	Number of Program	Number of Program	and Exiters	Pass Rate	P	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Б	NP	NT
		Completers	Exiters	Completers	Exiters		(%)	•	141	7	IVIX	(%)	•	141	141	MIX	(%)		7	141	NIX	(%)	•	IVI	141
3	Science - Physics	1	0	0	0	1											Not applicable					Not app	licab	е	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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
	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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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, 2017, through August 31, 2019:

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 Bienn Per	ial Reporting iod	Completers		VCL	A (A)			PRAXIS ASSES				VF	RA 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 P (%)	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Early/Primary Education PreK-3			54	0	54	100.0%	54	0	0	0	100.0% 54	0	0	0	100.0%	54	0	0	0	Not applie	cable		
Elementary Education PreK-6			286	0	286	100.0%	286	0	0	0	100.0% 286	0	0	0	100.0%	100.0% 286 0 0 0					cable		
Middle Education 6-8			23	0	23	100.0%	23	0	0	0	100.0% 23	0	0	Not applic	cable				Not applie	cable			
Math Specialist for Elementary/Middle Ed.			0	0	0						Not applicabl		Not applie	cable				Not applie	cable				
Reading Specialist (* A correction to the 2015-2017 rollover data was made by J.M.U. and is reflected in this chart.)	5	4	5	10	24	100.0%	24	0	0	0	Not applicabl			41.7%	10	0	14	N/A	Not applic	cable			
School Counselor PreK-12			14	0	14	Not appli	cable	Not applicable							Not applic	cable				Not applie	cable		

Approved Education Program		lly from Prior porting Period		nial Reporting riod	Total Completers		VCL	LA (A	1)				SUB.			VRA	or I	RVE	(C)			SLLA	(D)	
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	and Exiters	Pass Rate (%)		NP	NT	NR	(%)		NP	NT	NR	Pass Rate (%)		NP	NT		Pass Rate (%)		NP	NT
School Psychology			35	0	35	Not appli	cable	e			Not appl	icable	9			Not applica					Not app			
French PreK-12	7	0	1	0	8											Not applica					Not app			
German PreK-12	3	0	1	0	4											Not applica	ble				Not app	icable	<u> </u>	
Italian PreK-12			0	0	0						Not appl	icable	9			Not applica	ble				Not app	iicable	Ę	
Spanish PreK-12	5	0	1	0	6											Not applica	ble				Not app	icable)	
Technology Education			1	0	1											Not applica	ble				Not app	licable	4	
Visual Arts PreK-12	8	0	18	0	26	100.0%	26	0	0	0	100.0%	26	0	0	0	Not applica					Not app	licable	و	
Dance Arts PreK-12	5	0	1	0	6						Not appl		9			Not applica					Not app	licable	<u>.</u>	
English as a Second Language PreK-		-	8	0	8											Not applica					Not app			
12																rtot applioc					ι τοι αρρ	loabit		
Health and Physical Education PreK-			20	0	20	100.0%	20	0	0	0	100.0%	20	0	0	0	Not applica	ble				Not app	icable	,	
Music Education - Instrumental PreK-			30	0	30	100.0%	30	0	0	0	100.0%	30	0	0	0	Not applica	ble				Not app	icable	<u> </u>	
Music Education - Vocal/Choral			18	0	18	100.0%	18	0	0	0	100.0%	18	0	0	0	Not applica	ble				Not app	licable	و	
PreK-12																								
Theatre Arts PreK-12	2	0	4	0	6						Not appl	icable	9			Not applica	ble				Not app	licable	و	
English		-	30	0	30	100.0%	30	0	0	0	100.0%			0	0	Not applica					Not app			
History and Social Sciences			46	0	46	100.0%	46	0	0		100.0%			0		Not applica					Not app			
Mathematics			18	0	18		18				100.0%			0		Not applica					Not app			
Science - Biology	7	0	9	0	16						100.0%			0		Not applica					Not app			
Science - Chemistry	3	0	4	0	7	100.070		Ť	Ť	Ť	100.070		Ĭ	Ť	ľ	Not applica					Not app			
Science - Earth Science	6	0	4	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applica					Not app			_
Science - Physics	5	0	4	0	9			Ť	Ť	Ť	100.070	1.0	Ť	Ť	Ť	Not applica					Not app			_
Special Education - Early Childhood	<u> </u>	Ü	37	0	37		37	0	0	0	Not appl	icable	9			Not applica					Not app			
Special Education - Adapted Curriculum K-12			4	0	4						Not appl	icable)			Not applica	ble				Not app	icable	,	
Special Education - General Curriculum K-12			29	0	29	100.0%	29	0	0	0	Not applicable Not applicable					100.0%	29	0	0	0	Not app	icable	,	
Special Education - Blindness/ Visual Impairments PreK-12			3	0	3																			
Gifted Education (Add-on)			0	0	0	Not appli	cable	е			Not appl	icable	9			Not applica	ble				Not app	licable	د	
Journalism (Add-on)	2	0	0	0		Not appli					Not applicable					Not applica					Not app			
Mathematics - Algebra I (Add-on)		-	48	0		Not appli				Not applicable						Not applica					Not app			
Administration and Supervision PreK-			43	1		Not appli				Not applicable						Not applica					97.7%			0
Administration and Supervision PreK- 12 (central office only)			27	0	27	Not appli	icable	е			Not appl	icable	9			Not applica	ble				Not app	icable	,	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Liberty 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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 = 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, 2017, through August 31, 2019:

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 <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 Peri		Total Completers		VCL	.A (A)				AXIS SESS				VR	A 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
Elementary Education PreK-6			279	4	283	100.0%	283	0	0	0	100.0%	283	0	0	0	99.6%	282	0	1	0	Not applic	able		
Middle Education 6-8			27	1	28	100.0%	28	0	0	0	100.0%	28	0	0	0	Not appli	cable	;			Not applic	able		
Math Specialist for Elementary/Middle Ed.	8	0	7	0	15	N/A	0	0	0	15	Not appli	cable				Not appli	cable	:			Not applic	able		
Reading Specialist			18	0	18	N/A	0	0	0	18	Not appli	cable				100.0%	18	0	0	N/A	Not applic	able		
School Counselor PreK-12			225	0	225	Not appli	cable				Not appli	cable				Not appli	cable	<u> </u>			Not applic	able		
Spanish PreK-12	7	2	4	0	13	100.0%	13	0	0	0	92.3%	12	1	0	0	Not appli	cable				Not applic	able		
Business and Information Technology	8	0	1	0	9											Not appli	cable				Not applic	able		
Family and Consumer Sciences			7	0	7											Not appli	cable				Not applic	able		

Approved Education Program	Rollover On Biennial Rep	ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	.A (A))				SUB SMEN			VR	A or	RVE	(C)		SL	LA (I))	
	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
Visual Arts PreK-12			11	0	11	100.0%	11	0	0	0	100.0%	11		0	0	Not applic	cable	е			Not applica	able		
English as a Second Language PreK-12			12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applie	cable	е			Not applica	able		
Health and Physical Education PreK- 12			11	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applic	cable	е			Not applica	able		
Music Education - Instrumental PreK- 12	8	0	11	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applic	cable	е			Not applica	able		
Music Education - Vocal/Choral PreK-12			12	0	12	100.0%	12		0	0	100.0%	12	0	0	0	Not applie	cable	е			Not applica	able		
Theatre Arts PreK-12	5	0	2	0	7						Not appl	icable	е			Not applic	cable	е			Not applica	able		
Computer Science	3	0	0	0	3						Not appl	icable	е			Not applic	cable	е			Not applica	able		
English			28	1	29	100.0%	29	0	0	0	100.0%	29	0	0	0	Not applic	cable	е			Not applica	able		
History and Social Sciences			36	2	38	100.0%	38	0	0	0	100.0%	38	0	0	0	Not applie	cable	е			Not applica	able		
Mathematics			12	1	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applie	cable	е			Not applica	able		
Science - Biology			5	0	5											Not applie	cable	е			Not applica	able		
Science - Chemistry	6	0	0	0	6											Not applie	cable	е			Not applica	able		
Special Education - General Curriculum K-12			220	5	225	100.0%	225	0	0	0	Not appli	icable	е			99.1%	223	2	0	0	Not applica	able		
Early Childhood 3- and 4-Year Olds (Add-on)	2	0	0	0	2	Not appl	icable)			Not appl	icable	е			Not applie	cable	е			Not applica	able		
Gifted Education (Add-on)			20	0	20	Not appl	icable)			Not appl	icable	е			Not applic	cable	е			Not applica	able		
Journalism (Add-on)			0	0	0	Not appl	icable)			Not appl	icable	е			Not applic	cable	е			Not applica	able		
Mathematics Algebra I (Add-on)			13	0	13	Not appl	icable)			Not appl	icable	е			Not applic	cable	е			Not applica	able		
Speech Communication (Add-on)			0	0	0	Not appl	icable)			Not appl	icable	e			Not applic	cable	e			Not applica	able		
Administration and Supervision PreK-12	_		90	5	95	0 Not applicable 95 Not applicable 0 Not applicable					Not appl	icable	е			Not applic	cable	e			94.7%	90	5	0
Administration and Supervision PreK-12 (central office only)			0	0	0	Not appl	icable)			Not appl	icable	е			Not applie	cable	е			Not applica	able		

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Longwood 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; English as a Second Language PreK-12; 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-Ebiology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts. Also, a Braille assessment is prescribed for the Special Education - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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 = 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, 2017, through August 31, 2019:

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 <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	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 (%)	Р	NP	NT
Elementary Education PreK-6	Completere	Exitoro	172	3	175	. ,	175	0	0	0	98.3%	172	3	0	0 98.3% 172 3 0				0	Not applic	able			
Middle Education 6-8			21	0	21	100.0%	21	0	0	0	100.0%	21	0	0	0	Not applicable					Not applic	able		
Math Specialist for Elementary/Middle Ed.			0	0	0						Not appli	cable	•			Not applicable Not applicable				Not applic	able			
Reading Specialist			41	2	43	100.0%	43	0	0	0	Not appli	cable)			95.3%	41	2	0	N/A	Not applic	able		
School Counselor PreK-12			11	0	11	Not appli	cable				Not appli	cable	;			95.3% 41 2 0 N/A					Not applic	able		
French PreK-12	6	3	0	0	9											Not applicable Not applicable				Not applic	able			
German PreK-12			0	0	0											Not applicable					Not applic	able		
Spanish PreK-12	7	0	0	0	7								_		Not applicable					Not applic	able			
Visual Arts PreK-12			6	0	6										Not applicable Not applicable						Not applic	able		

Approved Education Program	Rollover On Biennial Rep	ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	-A (A))				SUB.		•	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 (%)	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-12	8	0	6	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not appl	icable)			Not appl	cable		
Health and Physical Education PreK- 12			17	0	17	100.0%	17	0	0	0	100.0%	17	0	0	0	Not appl	icable)			Not appl	cable	,	
Library Media PreK-12			84	0	84	100.0%	84	0	0	0	Not appli	cable	,			Not applicable Not applicable					Not appl	cable	,	
Music Education - Instrumental PreK-12			4	0	4											Not appl			Not appl	cable	,			
Music Education - Vocal/Choral PreK-12			6	0	6											Not appl	icable)			Not appl	cable	,	
Theater Arts PreK-12			2	0	2						Not appli	cable)			Not appl	icable)			Not appl	cable	,	
English			10	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not appl	icable)			Not appl	cable	,	
History and Social Sciences			17	0	17	100.0%	17	0	0	0	100.0%	17	0	0	0	Not appl	icable)			Not appl	cable	,	
Mathematics	7	2	5	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not appl	icable)			Not appl	cable	,	
Science - Biology			3	0	3											Not appl	icable	9			Not appl	cable	;	
Science - Chemistry	4	2	1	0	7											Not appl	icable	9			Not appl	cable	,	
Science - Physics	2	0	0	0	2											Not appl	icable	9			Not appl	cable	,	
Special Education - General Curriculum K-12			56	0	56	100.0%	56	0	0	0	Not appli	cable	•			100.0%	56	0	0	0	Not appl	cable		
Driver Education (Add-on)			0	0	0	Not appli	cable	9			Not appli	cable)			Not appl	icable	9			Not appl	cable	<u>.</u>	
Mathematics - Algebra I (Add-on)	6	0	0	0	6	Not appli	cable	9			Not appli	cable)			Not appl	icable)			Not appl	cable	<u>.</u>	
Administration and Supervision PreK-12			164	2	166	Not appli	cable	€			Not appli	cable)			Not appl	icable)			98.8%	164	2	0
Administration and Supervision PreK-12 (central office only)			0	42	42	Not appli	cable	9			Not appli	cable	•			Not appl	icable	•			Not appl	cable		

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Mary Baldwin 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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 = 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 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, 2017, through August 31, 2019:

- 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 Bienn Peri		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 (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT			
Elementary Education PreK-6			68	3	71	100.0%	71	0	0	0	98.6%	70	0	1	0 98.6% 70 0 1 0 Not applicable					0	Not app	licable	е				
Middle Education 6-8			13	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applie	cable				Not app	licable	е				
Reading Specialist			1	0	1						Not appli	cable								N/A	Not app	licable	е				
French PreK-12	3	0	0	0	3																Not app	licable	е				
Spanish PreK-12	4	1	0	0	5											Not applie	cable				Not app	licable	е				
Business and Information Technology			1	0	1										Not applicable Not applicable					_	Not app	licable	е				
Visual Arts PreK-12	7	0	5	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applie	cable				Not app	applicable					
English as a Second Language PreK-12			0	0	0										0 0 Not applicable Not applicable					_	Not app	licable	е				

Approved Education Program		lly 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 (%)	P	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 applic	able				Not appl	icable	9	
Theatre Arts PreK-12	3	0	0	0	3						Not appli	cable	9			Not applic	able				Not appl	icable	Э	
English			7	1	8											Not applic	able				Not appl	icable	Э	
History and Social Sciences			3	1	4											Not applicable Not applicable					Not appl	icable	9	
Mathematics			1	0	1											Not applic	able				Not appl	icable	9	
Science - Biology	3	0	2	0	5											Not applic	able				Not appl	icable	9	
Science - Chemistry	8	0	0	0	8											Not applic	able				Not appl	icable	9	
Science - Earth Science	2	0	0	0	2											Not applic	able				Not appl	icable	9	
Science - Physics	2	0	0	0	2											Not applic	able				Not appl	icable	9	
Special Education - General Curriculum K-12			28	8	36	100.0%	32	0	0	4	Not appli	cable)			96.9%	31	0	1	4	Not appl	icable	9	
Gifted Education (Add-on)	2	0	0	0	2	Not appl	cable				Not appli	cable)			Not applic	able				Not appl	icable	9	
Mathematics - Algebra I (Add-on)	4	0	0	0	4	Not appl	cable				Not appli	cable)			Not applic	able				Not appl	icable	9	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Marymount 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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).

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

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, 2017, through August 31, 2019:

- 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		nly from Prior porting Period	Current Bienn Per		Total Completers		VCL	A (A))				SUBJ 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
Elementary Education PreK-6			45	0	45	100.0%	45	0	0	0	100.0%	45	0	0	0 100.0% 45 0 0 Not applicable					0	Not appli	cable		
School Counselor PreK-12			17	0	17	Not appli	cable	:			Not appli	cable	:			Not applicable					Not appli	cable		
Visual Arts PreK-12	5	0	1	0	6											Not applicable					Not appli	cable		
English	7	0	10	0	17	100.0%	17	0	0	0	100.0%	17	0	0	0	Not appl	icable				Not appli	cable		
History and Social Sciences			6	0	6											Not appl	icable				Not appli	cable		
Mathematics	5	0	6	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appl	icable				Not appli	cable		
Science - Biology	9	0	3	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0 Not applicable 0 Not applicable						Not appli	cable		
Science - Chemistry	3	1	0	0	4										Not applicable						Not appli	cable		
Science - Earth Science	3	0	0	0	3										Not applicable						Not appli	cable		
Science - Physics	2	2	1	0	5										Not applicable						Not appli	cable		

Approved Education Program		nly from Prior porting Period	Current Bienn Per	ial Reporting iod	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 (%)	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	9	0	18	0	27	100.0%	27	0	0	0	0 Not applicable				100.0%	27	0	0	0	Not appli	cable	!		
Administration and Supervision PreK-12			29	0	29	Not appli	cable	:			Not applicable					Not appli	icable				100.0%	29	0	0
Administration and Supervision PreK-12 (central office only)	6	0	0	0	6	Not appli	cable	•			Not applicable					Not appli	icable	•			Not appli	cable	!	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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
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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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, 2017, through August 31, 2019:

- Step 1 Enter the number of program completers for the current biennial reporting period.
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 - 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.			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			5		5																Not appl			
Elementary Education PreK-6			33		33	100.0%	33	0	0	0	100.0%	33	0	0	0	100.0%	33	0	0	0	Not appl	;		
Math Specialist for Elementary/Middle Ed.			0		0						Not appli	cable	!			Not appli	cable				Not appl	cable	•	
School Counselor PreK-12			46		46	Not appli	cable				Not appli	cable				Not appli	cable	•			Not appl	cable	•	
School Social Worker	8	0	30		38	Not appli	cable			Not applicable						Not appli	cable	<u>:</u>			Not appl	cable	<u> </u>	
French PreK-12		•	0		0											Not appli	cable	:			Not appl	cable		
Spanish PreK-12		•	0		0										_	Not appli	cable	,			Not appl	cable	,	
Visual Arts PreK-12	2	0	0		2											Not appli	cable)			Not appl	cable)	

Approved Education Program		ly from Prior orting Period	Current Bienr Per		Total Completers		VCL	-A (A))				SUB			VF	A 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
Health and Physical Education PreK- 12			8		8											Not appli	cable	Э			Not applic	able		
Music Education - Instrumental PreK-12			2		2											Not appli	cable	Э			Not applic	able	!	
Music Education - Vocal/Choral PreK-12	8	0	2		10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not appli	cable	е			Not applic	able		
English	7	0	1		8											Not appli	cable	Э			Not applic	able		
History and Social Sciences	7	0	0		7											Not appli	cable	Э			Not applic	able	!	
Mathematics			0		0											Not appli	cable	Э			Not applic	able		
Science - Biology			0		0											Not appli	cable	Э			Not applic	able	!	
Science - Chemistry			0		0											Not appli	cable	Э			Not applic	able		
Science - Physics			0		0											Not appli	cable	е			Not applic	able		
Special Education - Early Childhood			0		0						Not appli	cable	Э			Not appli	cable	е			Not applic	able		
Special Education - Adapted Curriculum K-12			0		0						Not appli	cable	Э			Not appli	cable	е			Not applic	able		
Special Education - General Curriculum K-12			15		15	100.0%	15	0	0	0	Not appli	cable	Э			100.0%	15	0	0	0	Not applic	able		
Special Education -Blindness/ Visual Impairments PreK-12			0		0																			
Driver Education (Add-on)			0		0	Not appli	cable)			Not appli	cable	Э			Not appli	cable	е			Not applic	able		
Early Childhood 3- and 4 Years Old (Add-on)			0		0	Not appli	cable)			Not appli	cable	Э			Not appli					Not applic	able		
Administration and Supervision PreK-12	7	1	1		9	Not appli	cable)			Not appli	cable	9			Not appli	cable	9						
Administration and Supervision PreK-12 (central office only)	1	0	0		1	Not appli	cable)			Not appli	cable	9			Not appli	cable	Э			Not applic	able		

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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.
	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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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, 2017, through August 31, 2019:

- 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.

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	ly from Prior	Current Bienn		Total		VCL	A (A)				AXIS	SUB	JECT		VR	A or	RVE	(C)		SLLA	(D)	
	Biennial Rep	orting Period	Peri	iod	Completers						ASS	SESS	MEN	T (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 P	NP	NT
	Completers	Exiters	Completers	Exiters		(%)				(%) 0 0 100.0% 13 0 0				(%)					(%)				
Early/Primary Education PreK-3	6	1	5	1	13	100.0%	13	0	0						0	91.7%	11	1	0	1	Not applicab	le	
Elementary Education PreK-6			162	18	180	99.4%	176	0	1	3 99.4% 179 0 1				1	0	98.8%	165	0	2	13	Not applicab	le	
Middle Education 6-8	9	0	8	0	17	100.0%	16	0	0	1	1 94.1% 16 0 1				0	Not appli	cable)			Not applicab	le	
Math Specialist for			2	0	2						1 94.1% 16 0 1 1 Not applicable					Not appli	cable)			Not applicab	le	
Elementary/Middle Ed.																							
Reading Specialist	8	0	26	0	34	N/A	0	0	0	34	34 Not applicable					100.0%	34	0	0	N/A	Not applicab	le	
School Counselor PreK-12	1	0	13	0	14	Not appli	cable			Not applicable Not applicable						Not appli	cable)			Not applicab	le	
French PreK-12			0	0	0					Not applicable						Not appli	cable	;			Not applicab	le	
German PreK-12	6	0	0	0	6											Not appli	cable)			Not applicab	le	
Spanish PreK-12	2	0	1	0	3											Not appli	cable)			Not applicab	le	

Approved Education Program	Rollover Onl Biennial Rep		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 (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Marketing Education			4	1	5											Not appli	cable	Э			Not appl	icable)	
Technology Education	5	0	3	0	8											Not appli	cable	Э			Not appl	icable)	
Visual Arts PreK-12			9	0	9											Not appli	cable	Э			Not appl	icable)	
Dance Arts PreK-12	7	0	0	0	7						Not appl	icable	е			Not appli	cable	Э			Not appl	icable	;	
English as a Second Language PreK-12	3	0	0	2	5											Not appli	cable	Э			Not appl	icable)	
Health and Physical Education PreK-12			24	3	27	100.0%	27	0	0	0	96.3%	26	0	1	0	Not appli	cable	9			Not appl	icable)	
Library Media PreK-12			78	11	89	100.0%	5	0	0	84	Not appl	icable	е			Not appli	cable	Э			Not appl	icable)	
Music Education - Instrumental PreK-12	9	0	11	1	21	100.0%	21	0	0	0	100.0%	21	0	0	0	Not appli	cable	Э			Not appl	icable)	
Music Education - Vocal/Choral PreK-12			6	0	6											Not appli	cable	Э			Not appl	icable)	
Theatre Arts PreK-12	8	0	2	0	10	100.0%	10	0	0	0	Not appl	icable	е			Not appli	cable	Э			Not appl	icable)	
English			41	3	44		42	0	1	1	100.0%	44		0	0	Not appli	cable	Э			Not appl	icable)	
History and Social Sciences			26	2	28	96.4%	27	0	1	0	92.9%	26	0	2	0	Not appli	cable	Э			Not appl	icable)	
Mathematics			8	3	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appli	cable	Э			Not appl	icable)	
Science - Biology			24	0	24	95.8%	23	0	1	0	100.0%	24	0	0	0	Not appli	cable	Э			Not appl	icable)	
Science - Chemistry	4	0	1	0	5											Not appli	cable	Э			Not appl	icable)	
Science - Earth Science			5	0	5											Not appli	cable	Э			Not appl	icable)	
Science - Physics	6	1	1	0	8											Not appli	cable	Э			Not appl	icable)	
Special Education - Early Childhood	2	1	10	1	14	100.0%	13	0	0	1	Not appl	icable	е			Not appli	cable	Э			Not appl	icable)	
Special Education - Adapted Curriculum K-12	8	1	31	4	44	97.4%	38	0	1	5	Not appl	icable	Э			Not appli	cable	Э			Not appl	icable)	
Special Education - General Curriculum K-12			47	12	59	96.4%	53	0	2	4	Not appl	icable	Э			90.2%	37	1	3	18	Not appl	icable	;	
Special Education - Blindness/ Visual Impairments PreK-12			1	1	2																			
Driver Education (Add-on)	9	0	0	0	9	Not appli	cable				Not appl	icable	Э			Not appli	cable	Э			Not appl	icable)	
Journalism (Add-on)	1	0	0	0	1	Not appli	cable				Not appl	icable	е			Not appli	cable	Э			Not appl	icable)	
Mathematics - Algebra I (Add-on)	2	0	2	0		Not appl					Not appl					Not appli					Not appl			
Administration and Supervision PreK-12			107	2		Not appli					Not appl					Not appli					94.5%			6
Administration and Supervision PreK-12 (central office only)			0	0	0	0 Not applicable Not applicable								Not appli	cable	Э			Not appl	icable)			

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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
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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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 = 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

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, 2017, through August 31, 2019:

- 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 Per	ial Reporting iod	Total Completers		VCL	A (A))				SUB.			VR	A 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 (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Early/Primary Education PreK-3			18	0	18	100.0%	18	0	0	0	100.0%	18	0	0	0	100.0%	0	0	0	Not appli	cable			
Elementary Education PreK-6			115	3	118	100.0%	118	0	0	0	100.0%	118	0	0	0	100.0%	118	0	0	0	Not appli	cable		
Middle Education 6-8			17	2	19	100.0%	19	0	0	0	100.0%	19	0	0	0	Not appli	cable)			Not applie	cable		
Reading Specialist	7	0	14	1	22	N/A	0	0	0	22	Not appli	cable)			95.5%	21	0	1	N/A	Not applie	cable		
School Counselor PreK-12			10	0	10	Not appli	cable				Not appli	cable)			Not appli	cable)			Not applie	cable		
School Psychology			15	0	15	Not appli	cable	•			Not appli	cable)			Not appli	cable)			Not applie	cable		
School Social Worker			1	0	1	Not appli	cable	<u>:</u>			Not appli	cable	;			Not appli	cable	;			Not applie	cable		
Spanish PreK-12			0	0	0											Not appli	cable)			Not applie	cable		
Visual Arts PreK-12			13	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not appli	cable)			Not appli	cable		
Dance Arts PreK-12	8	0	3	0	11	100.0%	11	0	0	0	Not appli	cable)			Not appli	,			Not appli	cable			

Approved Education Program	Rollover Onl Biennial Rep	•	Current Bienr Per		Total Completers		VCL	-A (A))				SUB.			VF	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
Health and Physical Education PreK-12			24	0	24	100.0%	24	0	0	0	100.0%	24	0	0	0	Not appl	cable				Not applie	able		
Music Education - Instrumental PreK-12	9	0	9	0	18	100.0%	18	0	0	0	100.0%	18	0	0	0	Not appl	cable	:			Not applie	able		
Music Education - Vocal/Choral PreK-12	3	1	6	0	10				0	0	100.0%	10		0		Not appl					Not applie			
English			16	0	16				0	0	100.0%			0		Not appl					Not applie			
History and Social Sciences			17	1	18	100.0%	18	0	0	0	100.0%	18	0	0	0	Not appl					Not applic			
Mathematics	6	0	1	2	9											Not appl					Not applie			
Science - Biology	8	0	1	0	9											Not appl	cable)			Not applie	able		
Science - Chemistry	2	0	1	0	3											Not appl					Not applie	able		
Science - Earth Science	9	0	2	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appl	cable)			Not applie	able		
Science - Physics	1	0	2	0	3											Not appl	cable)			Not applie	able		
Special Education - Early Childhood			24	0	24	100.0%	24	0	0	0	Not appli	cable	9			Not appl	cable	;			Not applic	able		
Special Education - Deaf and Hard of Hearing PreK-12			2	0	2						Not appli	cable)								Not applic	able		
Special Education - General Curriculum K-12			31	0	31	100.0%	31	0	0	0	Not appli	cable)			100.0%	31	0	0	0	Not applie	able		
Special Education - Adapted Curriculum K-12			21	0	21	100.0%	21	0	0	0	Not appli	cable)			Not appl	cable)			Not applie	able		
Special Education - Blindness/ Visual Impairments PreK-12			0	0	0																			
Driver Education (Add-on)	2	0	5	0	7	Not appl	icable)			Not appli	cable)			Not appl	cable	;			Not applic	able		
Gifted Education (Add-on)			0	0	0	Not appl	icable	9			Not appli		Not appl	cable	;			Not applic	able					
Mathematics - Algebra I (Add-on)			0	0		Not appl					Not appli					Not appl					Not applic			
Administration and Supervision PreK-12			41	0	41	Not appl	icable)			Not appli	cable)			Not appl	cable)			100.0%	41	0	0
Administration and Supervision PreK-12 (central office only)	1	0	0	0	1	Not appl	icable	9			Not appli	cable	9			Not appl	cable	•			Not applic	able		

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Randolph 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 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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.

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- 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	nial Reporting riod	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	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6	•		12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	100.0%	12	0	0	0	Not appl	icable	е	
French PreK-12					0											Not appli		Not appl	icable	е				
Spanish PreK-12	2	0			2											Not applicable Not applicable					Not appl	icable	е	
Latin PreK-12	1	0			1						Not applie	cable				Not appli	cable				Not appl	icable	е	
Visual Arts PreK-12	5	0			5											Not appli	cable				Not appl	icable	е	
Dance Arts PreK-12	1	0			1						Not applic	cable				Not appli	cable				Not appl	icable	е	
Health and Physical Education PreK- 12	9	0			9											Not appli		Not appl	icable	е				
Music Education - Instrumental PreK- 12					0											Not appli			Not appl	icable	е			

Approved Education Program		ly from Prior orting Period	Current Bienn 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
Music Education - Vocal/Choral PreK-12	·				0											Not appli	icable				Not app	licable)	
Theatre Arts PreK1-2					0						Not appli	cable)			Not appli	icable				Not app	licable)	
English	1	0	2	0	3											Not appli	icable				Not app	licable)	
History and Social Science			2	0	2											Not appli	icable	:			Not app	licable)	
Mathematics	4	0			4											Not appli	icable				Not app	licable)	
Science - Biology			4	0	4											Not appli	icable	:			Not app	licable)	
Science - Chemistry	1	0			1											Not appli	icable				Not app	licable)	
Science - Earth Science					0											Not appli	icable				Not app	licable)	
Science - Physics	1	0	3	0	4											Not appli	icable	:			Not app	licable)	
Special Education - General Curriculum K-12			10	0	10			0	0		Not applicable Not applicable					100.0%		0	0		Not app			
Mathematics - Algebra 1 (Add-on)					0	Not appli	cable		•	•	Not appli	cable	;			Not appli	icable				Not app	licable	;	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Randolph-Macon 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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 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, 2017, through August 31, 2019:

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.

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Approved Education Program		nly from Prior porting Period		nial Reporting iod	Total Completers		VCL	.A (A))					JECT T (B)		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 (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT					
Elementary Education PreK-6			25	0	25	100.0%	25	0	0	0	84.0%	21	0	4	0	96.0%	24	0	1	0	Not app								
French PreK-12	3	1	0	0	4											Not appli	cable	;			Not app	licabl	е						
German PreK-12	1	0	0	0	1											Not appli	cable	;			Not app	е							
Spanish PreK-12	3	3	2	0	8											Not appli	cable)			Not app	licabl	е						
Latin PreK-12			2	0	2						Not appli	cable	;			Not appli	cable	;			Not app	licabl	е						
Music Education - Instrumental PreK-12	1	1	0	0	2											Not appli	cable)			Not app	lot applicable							
Music Education - Vocal/Choral PreK-12	2	2	1	0	5											Not appli	cable)			Not app	Not applicable							
English	3	0	5	0	8											Not appli	cable)			Not app	ot applicable							

Approved Education Program		ly from Prior orting Period	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	NR	Pass Rate (%)	Р	NP I	NT
History and Social Sciences	8	1	6	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not applicable					Not app	licable	į	
Mathematics	7	2	0	0	9											Not applicable Not applicable					Not app	licable	Ę	
Science - Biology	2	0	1	0	3											Not appli	cable)			Not app	licable)	
Science - Chemistry	1	0	0	0	1											Not appli	cable)			Not app	licable	Ę	
Science - Physics			0	0	0											Not appli	cable	,			Not app	licable	è	
Special Education - General Curriculum K-12	3	0	13	0	16	100.0%	16	0	0	0	Not appli	cable	!			Not applicable					Not app	licable	,	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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
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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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
$\mathbf{P} = \mathbf{Pa}$	ssed: NP = Not Passed: NT = Not Taken: NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license)

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, 2017, through August 31, 2019:

- 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		nly from Prior porting Period		nial 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 Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Early/Primary Education PreK-3			0	0	0																Not appli			
Elementary Education PreK-6			45	0	45	97.8%	44	1	0	0	97.8%	44	1	0	0	100.0%	45	0	0	0	Not appli			
Math Specialist Elementary/Middle Ed. PreK-12	2	0	24	0	26	100.0%	4	0	0	22	Not appli	cable)			Not appli						cable		
Reading Specialist			18	0	18	100.0%	1	0	0	17	Not appli	cable)			100.0%	18	0	0	N/A	Not appli	cable		
School Counselor PreK-12			14	0	14	Not appli	cable)			Not appli	cable)								Not appli	cable		
English	1	0	4	0	5											Not appli	cable	<u> </u>			Not appli	cable		
History and Social Sciences			3	0	3											Not applicable					Not appli	cable		
Mathematics	1	0	1	0	2											Not appli	cable				Not appli	cable		

Approved Education Program		nly from Prior porting Period	Current Bienn Per	ial Reporting iod	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 (%)	Р	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Special Education - General Curriculum K-12			40	0	40	100.0%	39	0	0	1	Not applicable			100.0%	40	0	0	0	Not appl	icable	9			
Gifted Education (Add-on)			8	0	8	Not appli	cable)			Not appli	cable	;			Not appli	cable)			Not appl	icable)	
Administration and Supervision PreK-12			67	0	67	Not applicable			Not appli	cable)			Not appli	cable)			97.0%	65	2	0		
Administration and Supervision PreK-12 (central office only)			62	0	62	Not appli	cable	9			Not appli	cable	;			Not appli	cable	9			Not appl	icable	9	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Roanoke 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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, 2017, through August 31, 2019:

- 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	ial Reporting iod	Total Completers		VCL	A (A))				SUB.			VI	RA or	RVE	(C)		SI	LA (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 (%)	P	NP	NT
Elementary Education PreK-6			36	0	36	100.0%	36	0	0	0	100.0%	36	0	0	0	100.0%	36	0	0	0	Not appli	cable)	
Middle Education 6-8			0	0	0											Not appl	icable)			Not appli	cable)	
French PreK-12	1	0	0	0	1											Not appl	icable)			Not appli	cable	;	
German PreK-12			0	0	0											Not appl	icable)			Not appli	cable)	
Spanish PreK-12	9	0	0	0	9											Not appl	icable)			Not appli	cable)	
Visual Arts PreK-12	9	0	0	0	9											Not appl	icable)			Not appli	cable	;	
English as a Second Language PreK-	3	0	3	0	6											Not appl	icable)			Not appli	cable)	
Health and Physical Education PreK- 12			0	0	0											Not appl	icable)			Not appli	cable)	

Approved Education Program	Rollover Onl Biennial Rep	ly from Prior orting Period	Current Bienn Per	ial Reporting iod	Total Completers			AXIS SESS				VF	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	0	0	4											Not appli	cable	1			Not app				
Theatre Arts PreK-12	6	0	0	0	6						Not appli	cable				Not appli	Not applicable								
Computer Science			0	0	0									Not appli	Not applicable										
English	8	0	0	0	8											Not appli		Not applicable							
History and Social Sciences	5	0	6	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applicable					Not applicable				
Mathematics	5	0	0	0	5											Not applicable					Not applicable				
Science - Biology	4	0	0	0	4											Not applicable					Not applicable				
Science - Chemistry	2	0	0	0	2							Not applicable					Not app	olicab	le						
Science - Physics	1	0	0	0	1										Not appli		Not applicable								
Journalism (Add-on)			0	0	0	Not applicable					Not appli	Not appli		Not applicable											
Mathematics - Algebra I (Add-on)		•	0	0	0						Not appli	cable				Not appli	Not applicable								
Speech Communication (Add-on)			0	0	0						Not appli	cable				Not appli	cable		Not applicable						

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Shenandoah 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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.
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, 2017, through August 31, 2019:

- 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		PRA ASS	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 P (%)	NF	NT		
Elementary Education PreK-6			31	4	35	97.1%	34	0	1	0	94.3%	33	1	1	0	100.0%	35	0	0	0	Not applicat	le			
Middle Education 6-8			3	1	4											Not appl	icable)			Not applicable				
Reading Specialist	4	0	10	0	14	100.0%	14	0	0	0	Not applie	cable				100.0%	14	0	0	N/A	Not applicable				
Spanish PreK-12	2	1	0	1	4											Not appl	icable)			Not applicable				
Business and Information Technology	9	0	2		11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appl	icable	•			Not applicable				
Health and Physical Education PreK- 12	7	0	7	1	15	93.3%	14	0	1	0	100.0%	15	0	0	0	Not appl	icable	•		Not applicable					
Music Education - Instrumental PreK-12			8	1	9											Not appl	icable	•			Not applicable				

Approved Education Program		ly from Prior orting Period	Current Bienr Per	nial Reporting iod	Total Completers		VCL	.A (A))			AXIS				VF	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	
Music Education - Vocal/Choral PreK-12			8	0	8							Not appli	cable	e		Not applicable									
English History and Social Sciences	4	2	5	1	12	100.0%	12	0	0	0	91.7%	Not appli					Not applicable Not applicable								
Mathematics		_	2	1	3							Not appli		Not applicable											
Science - Biology Science - Chemistry	4	0	0	0	4							-				Not appli Not appli		Not applicable Not applicable							
Special Education - General Curriculum K-12			19	1	20	100.0%	20	0	0	0	Not app	licable	Э		100.0%	20	0	0	0	Not applic	able				
Early Childhood 3- and 4 Years Old (Add-on)			0	0	0	Not appli	cable)			Not applicable					Not applicable					Not applicable				
Gifted Education (Add-on)			16	0	16	Not applicable					Not app	licable	Э			Not appli	cable	Э			Not applic	able			
Mathematics - Algebra I (Add-on)	1	0	0	0	1						Not app	licable	Э			Not appli	cable	Э			Not applic	able			
Administration and Supervision PreK-12			30	5	35						Not app							Not applicable						0	
Administration and Supervision PreK-12 (central office only)			32	0	32	Not appli	cable)			Not app	licable	9			Not appli	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 PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Sweet Briar 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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 = 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 Ap	policable (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, 2017, through August 31, 2019:

- 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 porting Period	Current Bienn Per		Total Completers		PR/ AS	VF	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 (%)	P	NP N	IT
Elementary Education PreK-6	4	0	3	0	7																Not applic	able		
French PreK-12			0	0	0											Not appli	Not applicable							
Spanish PreK-12	1	0	0	0	1											Not appli	Not applicable							
Latin PreK-12			0	0	0						Not appli	cable)			Not applicable					Not applicable			
Visual Arts PreK-12	5	0	0	0	5										Not applicable					Not applicable				
Dance Arts PreK-12	1	0	1	0	2										Not applicable					Not applicable				
Music Education - Vocal/Choral PreK-12	2	0	0	0	2								Not appli			Not applicable								
Music Education - Instrumental PreK-12			0	0	0											Not appli	cable	!	Not applicable					

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 (%)	Р	NP	NT
Theatre Arts PreK-12			0	0	0						Not applic	cable	,			Not applic	able				Not app	licabl	e	
English	7	0	1	0	8											Not applic	able				Not app	licabl	le	
History and Social Sciences	6	0	0	0	6											Not applic	able				Not app	licabl	e	
Mathematics	5	1	0	0	6											Not applic	able				Not app	licabl	le	
Science - Biology	2	0	0	0	2											Not applic	able				Not app	licabl	le	
Science - Chemistry	2	0	0	0	2											Not applic	able				Not app	licabl	le	
Science - Physics	2	1	0	0	3											Not applic	able				Not app	licabl	le	
Special Education - General Curriculum K-12	8	0	2	0	10	100.0%	10	0	0	0	Not applie	cable)			100.0%	10	0	0	0	Not app	licabl	le	
Gifted Education (Add-on)			0	0	0	Not applie	cable				Not applic	cable	,			Not applic	able				Not app	licabl	le	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: University of Lynchburg

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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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, 2017, through August 31, 2019:

- 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	Rollover Onl Biennial Rep	ly from Prior orting Period	Current Bienn Peri		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 (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6			25	7	32	100.0%	32	0	0	0	87.5%	28	4	0	0	90.6%	29	3	0	0	Not appli			
Reading Specialist	8	0	8	1	17	100.0%	17	0	0	0	Not appli	cable	:			94.1%	16	1	0	N/A	Not appli	cable		
School Counselor PreK-12			8	1	9	Not appli	cable				Not appli	cable				Not appli	cable				Not appli	cable		
French PreK-12			0	0	0											Not appli	cable				Not appli	cable		
Spanish PreK-12	1	0	0	0	1											Not appli	cable				Not appli	cable		
Visual Arts PreK-12	2	3	0	0	5											Not appli	cable				Not appli	cable		
Health and Physical Education PreK- 12	7	0	4	2	13	100.0%	13	0	0	0	92.3%	12	1	0	0	Not appli	cable				Not appli			
Music Education - Instrumental PreK-12	7	1	3	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appli	cable				Not appli	cable		

Approved Education Program	Rollover Onl Biennial Repo		Current Bienn Per		Total Completers		VCL	.A (A))			AXIS SESS				VRA	or F	RVE ((C)		SLL	Pass Rate 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	NF	NT	NR	Pass Rate F (%)	•	NP	NT	NR		P	IP NT					
Music Education - Vocal/Choral PreK-12	7	0	2	0	9											Not applicab	le				Not applical							
Theatre Arts PreK-12	1	0	0	0	1						Not app	licable	9			Not applicab	le				Not applical							
English	3	2	2	1	8											Not applicab	le				Not applical							
History and Social Sciences			0	0	0											Not applicab	le				Not applical	ble						
Mathematics			0	3	3											Not applicab	le				Not applical	ble						
Science - Biology	7	0	0	1	8											Not applicab	le				Not applical	ble						
Science - Chemistry	1	0	0	0	1											Not applicab	le				Not applical	ble						
Science - Earth Science	1	0	0	0	1											Not applicab	le				Not applical	ble						
Science - Physics			0	0	0											Not applicab	le				Not applical	ble						
Special Education - Early Childhood	4	0	0	0	4						Not app	licable	9			Not applicab	le				Not applical	ble						
Special Education - Adapted Curriculum K-12			0	0	0						Not app	licable	9			Not applicab	le				Not applical	ble						
Special Education - General Curriculum K-12	8	0	8	0	16	100.0%	16	0	0	0	Not app	licable)			100.0% 1	6	0	0	0	Not applical	ble						
Mathematics - Algebra I (Add-on)			0	0	0	Not appli	cable)			Not app	licable	9			Not applicab	le				Not applical	ble						
Administration and Supervision PreK-12			31	0	31	Not appli	cable)			Not app	licable	9			Not applicab	le				100.0% 3	31	0 0					
Administration and Supervision PreK-12 (central office only)			0	0	0	Not appli	cable)			Not app	licable	9			Not applicab	le				Not applical	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, 2017, through August 31, 2019

Name of Institution: University of Mary Washington

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 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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).
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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, 2017, through August 31, 2019:

- 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	Total Completers		VCL	.A (A)						JECT T (B)		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			68	24	92	93.5%	86	0	6	0	85.9%	79	2	11	0	85.9%	79	0	13	0	Not applicable							
Middle Education 6-8			2	9	11	81.8%	9	0	2	0	81.8%	9	0	2	0	Not appli	cable)			Not appl							
Reading Specialist			9	0	9						Not appli	cable								N/A	Not appl	icable						
French PreK-12	6	2	1	0	9											Not appli	cable)			Not appl	icable						
German PreK-12	2	1	0	0	3											Not appli	cable)			Not appl	Not applicable						
Spanish PreK-12	4	3	3	3	13	100.0%	13	0	0	0	84.6%	11	2	0	0	Not appli	cable)			Not appl	Not applicable						
Latin PreK-12	1	1	1	0	3						Not appli	cable			-	Not appli	cable	9			Not appl	icable						
Visual Arts PreK-12			4	3	7											Not appli	cable)			Not appl	icable						

Approved Education Program	Rollover On Biennial Rep	ly from Prior orting Period	Current Bienn Per		Total Completers		VCL	-A (A))				SUB.			VF	A or	RVE	(C)		S	Rate (%) of 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- 12			0	9	9											Not appl	cable)			Not appl	cable						
Music Education - Instrumental PreK- 12			1	0	1											Not appl	cable)			Not appl	Not applicable						
Music Education - Vocal/Choral PreK- 12			2	0	2											Not appl	cable	;			Not appl	cable						
Computer Science	1	0	0	0	1						Not appli	cable	,			Not appl	cable)			Not appl	cable	<u>ڊ</u>					
English			22	8	30	93.3%	28	0	2	0	93.3%	28	0	2	0	Not appl	cable)			Not appl	cable	<u>.</u>					
History and Social Sciences			14	4	18	94.4%	17	0	1	0	88.9%	16	0	2	0	Not appl	cable	;			Not appl	cable	<u>۔</u>					
Mathematics			5	1	6											Not appl	cable)			Not appl	cable	<u>ڊ</u>					
Science- Biology	2	3	3	1	9											Not appl	cable)			Not appl	cable	}					
Science - Chemistry	2	1	0	0	3											Not appl	cable)			Not appl	cable	<u>ڊ</u>					
Science - Earth Science	1	7	1	0	9											Not appl	cable)			Not appl	cable	è					
Science - Physics	1	7	0	1	9											Not appl	cable	;			Not appl	cable)					
Special Education - Adapted Curriculum K-12			3	4	7						Not appli	cable	;			Not appl	cable	;			Not appl	cable						
Special Education - General Curriculum K-12			1	11	12	90.0%	9	0	1		Not appli					80.0%	8	0	2		Not appl							
Gifted Education (Add-on)	0	7	0	0	7	Not appli	cable	9			Not appli	cable)			Not appl	cable)			Not appl	cable	<u> </u>					
Journalism (Add-on)	1	0	0	0		Not appli					Not appli					Not appl					Not appl							
Mathematics - Algebra I (Add-on)	2	0	0	0	2	Not appli	cable	9			Not appli	cable	;			Not appl	cable)			Not appl	cable	<u> </u>					
Speech Communication (Add-on)	1	0	1	0	2	Not appli	cable	9			Not appli	cable	;			Not appl	cable)			Not appl	cable)					
Administration and Supervision PreK- 12			20	0	20	Not appli	cable	•			Not appli	cable	•			Not appl	cable)			95.0%	19	1	0				
Administration and Supervision PreK- 12 (central office only)	6	0	3	0	9	Not appli	cable	•			Not appli	cable	•			Not appl	cable	;			Not appl	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, 2017, through August 31, 2019

Name of Institution: University of Richmond

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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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, 2017, through August 31, 2019:

- 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.

	pproved Education Program Rollover Only fro				-	1														_		_		$\overline{}$
Approved Education Program		nly from Prior porting Period		nial Reporting riod	Completers		VCL	_A (A))				SUB.			VR	RA 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 (%)	PN	NP	NT
Elementary Education PreK-6			48	3	51	100.0%	51	0	0	0	100.0%	51	0	0	0	100.0%	51	0	0	0	Not applica			
French PreK-12	5	0	0	0	5	5									Not applicable						Not applica	ble		
German PreK12	1	0	0	0	1											Not applicable					Not applica	ble		
Spanish PreK-12	2	3	0	1	6	6										Not appli	cable				Not applica	ble		
Latin PreK-12	4	1	0	0	5	5					Not appli	cable)			Not appli	cable				Not applica	ble		
Visual Arts PreK-12	5	0	2	0	7	'										Not appli	cable				Not applica	ble		
Dance Arts PreK-12	1	0	0	0	1						Not appli	cable)			Not appli	cable				Not applica	ble		
English as a Second Language PreK-12	1	0	1	0	2	2										Not appli	cable				Not applica	ble		
Theatre Arts PreK-12	1	0	1	0	2	2					Not appli	cable)			Not appli	cable				Not applica	ble		

Approved Education Program		nly from Prior porting Period		nial Reporting iod	Total Completers		VCL	-A (A))				SUB. SMEN			VRA	or F	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	2	5											Not applicab	le				Not appli	;						
History and Social Sciences			11	2	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applicab	le				Not appli	cable)					
Mathematics	2	0	1	3	6											Not applicab	le				Not appli	cable)					
Science - Biology	7	0	4	1	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicab	le				Not appli	cable	:					
Science - Chemistry	6	0	2	0	8											Not applicab	ole				Not appli	cable	:					
Science - Physics	1	0	0	0	1											Not applicab	le				Not appli	Not applicable Not applicable Not applicable						
Special Education - General Curriculum K-12			5	0	5						Not appl	icable	Э								Not appli	cable	•					
Gifted Education (Add-on)	3	0	4	0	7	Not appl	cable	,			Not appl	icable	Э			Not applicab	ole				Not appli	cable	;					
Journalism (Add-on)			1	0	1	Not appl	cable)			Not app	icable	Э			Not applicab	le				Not appli	cable)					
Mathematics - Algebra I (Add-on)			0	0	0	Not appl	cable	9			Not appl	icable	Э			Not applicab	ole				Not appli	cable	:					
Speech Communication (Add-on)			0	0	0	Not appl	cable)			Not app	icable	Э			Not applicab					Not appli	cable)					
Administration and Supervision PreK-12			46	0	46	Not appl	cable)			Not appl	icable	9			Not applicab	ole				100.0%	tot applicable						
Administration and Supervision PreK-12 (central office only)			11	0	11	Not appl	cable	9			Not appl	icable	9			Not applicab	ole				Not appli	cable	;					

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: University of Virginia

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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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, 2017, through August 31, 2019:

- 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		lly from Prior porting Period	Current Bienn Peri		Total Completers		VCL	A (A))					JECT T (B)		VR	A or F	RVE	(C)		S	LLA ((D)					
	Number of	Number of	Number of	Number of	and Exiters	Pass	О	ND.	NT	2	Pass	Р	ND	NT	10	Pass	В	ND	NT	ND	Pass	,	ND	NT				
	Program Completers	Program Exiters	Program Completers	Program Exiters		Rate (%)	Р	NP	NI	INK	Rate (%)		NP	NI	INK	Rate (%)	P	INP	NI	NK	Rate (%)	Р	NP	NI				
Elementary Education PreK-6			126	1	127	100.0%	127	0	0	0	100.0%	127	0	0	0	100.0%	127	0	0	0	Not applicable Not applicable							
Reading Specialist			159	0	159	N/A	0	0	0	159	Not appli	cable)			100.0%	159	0	0	N/A	Not appli							
School Counselor PreK-12			43	0	43	Not appli	cable				Not appli	cable)			Not appli	cable				Not appli	cable						
School Psychology			11	0	11	Not appli	cable				Not appli	cable)			Not appli	cable				Not appli	cable						
Chinese PreK-12	2	0	0	0	2						Not appli	cable)			Not appli	cable				Not appli	cable						
French PreK-12			1	0	1											Not appli	cable				Not appli	Not applicable Not applicable						
German PreK-12	7	0	1	0	8											Not appli	cable				Not appli	lot applicable						
Spanish PreK-12	8	0	10	0	18	100.0%	18	0	0	0	100.0%	18	0	0	0	Not appli	cable				Not appli	cable						
Latin PreK-12	1	0	2	0	3						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.			VF	A or	RVE	(C)		SL	LA (D)
	Number of Program	Number of Program	Number of Program	Number of Program	and Exiters	Pass Rate	Р	NP	NT	NR		Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR		P I	NP NT
	Completers	Exiters	Completers	Exiters		(%)					(%)					(%)					(%)		
English as a Second Language PreK-12			13	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not appli	cable)			Not applica	able	
Health and Physical Education PreK- 12	7	0	2	0	9											Not appli	cable)			Not applica	able	
English			34	0	34	100.0%	34	0	0	0	100.0%	34	0	0	0	Not appli	cable)			Not applica	able	
History and Social Sciences			49	0	49	100.0%	49	0	0	0	100.0%	49	0	0	0	Not appli	cable)			Not applica	able	
Mathematics			15	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not appli	cable)			Not applica	able	
Science - Biology			25	0	25	100.0%	25	0	0	0	100.0%	25	0	0	0	Not appli	cable)			Not applica	able	
Science - Chemistry			5	0	5											Not appli	cable)			Not applica	able	
Science - Earth Science			3	0	3											Not appli	cable)			Not applica	able	
Science - Physics	8	0	3	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appli	cable)			Not applica	able	
Special Education - Early Childhood	4	0	0	0	4						Not appli	cable	•			Not appli	cable)			Not applica	able	
Special Education - General			48	0	48	100.0%	48	0	0	0	Not appli	cable)			100.0%	48	0	0	0	Not applica	able	
Curriculum K-12																							
Early Childhood 3- and 4-Year Olds (Add-on)	2	0	0	0	2	Not appl	icable	9			Not appli	cable	:			Not appli	cable)			Not applica	able	
Gifted Education (Add-on)			6	0	6	Not appl	icable	Э			Not appli	cable	<u> </u>			Not appli	cable)			Not applica	able	
Mathematics - Algebra I (Add-on)	4	0	3	0	7	Not appl	icable	9			Not appli	cable	•			Not appli	cable)			Not applica	able	
Administration and Supervision PreK-12			80	0	80	Not appl	icable	9			Not appli	cable				Not appli	cable)			100.0%	80	0 0
Administration and Supervision PreK-12 (central office only)	9	0	0	0	9	Not appl	icable	9			Not appli	cable				Not appli	cable)			Not applica	able	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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

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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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 App	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, 2017, through August 31, 2019:

- 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 porting Period	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 P (%)	NP	NT
Elementary Education PreK-6			36	4	40	97.5%	39	1	0	0	97.5%	39	1	0	0	97.5%	39	1	0	0	Not applical	ole	
French PreK-12	2	0	0	0	2											Not applie	cable				Not applicat	ole	
Spanish PreK-12	5	0	0	0	5											Not applie	cable				Not applicat	ole	
Business and Information Technology	4	0	0	0	4											Not applie	cable				Not applicat	ole	
Health and Physical Education PreK- 12	6	0	9	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not applic	cable	!			Not applicat	ole	
Library Media PreK-12	2	0	0	0	2						Not appli	cable				Not applie	cable				Not applicat	ole	
Music Education - Instrumental PreK-12			1	0	1											Not applic	cable	1			Not applicat	ole	

Approved Education Program		nly from Prior porting Period	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 (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Music Education - Vocal/Choral PreK-12	7	0	1	0	8											Not appli			Not app	licabl	е			
Theatre Arts PreK-12	1	0	1	0	2						Not appli	cable				Not applicable Not applicable					Not app	licabl	е	
English			5	0	5											Not applicable					Not app	licabl	е	
History and Social Sciences			4	0	4																Not app	licabl	е	
Mathematics	5	0	3	1	9											Not appli	cable				Not app	licabl	е	
Science - Biology			2	1	3											Not appli	cable				Not app	licabl	е	
Science - Chemistry	1	2	0	0	3											Not appli	cable				Not app	licabl	е	
Science - Earth Science			0	0	0											Not appli	cable				Not app	licabl	е	
Special Education - General Curriculum K-12			18	0	18	100.0%	18	0	0	0	Not appli	cable	!			Not applicable					Not app	licabl	е	
Driver Education (Add-on)			3	0	3	Not appli	cable		·		Not appli	cable	!	·		Not appli	cable	!			Not app	licabl	е	
Mathematics - Algebra I (Add-on)			2	0	2	Not appli	cable				Not appli	cable				Not applicable Not applicable					Not app	licabl	е	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Virginia Commonwealth 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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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, 2017, through August 31, 2019:

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)						JECT T (B)		VR	A or	RVE	(C)		SL	.LA (I	D)	
	Number of Program	Number of Program	Number of Program	Number of Program	and Exiters	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Б	NP	NT	NR	Pass Rate	Р	NP	NT
	Completers	Exiters	Completers	Exiters		(%)	-				(%)	-				(%)	-				(%)	1		
Elementary Education PreK-6			169	27	196	100.0%	196	0	0	0	100.0%	196	0	0	0	100.0%	196	0	0	0	Not applic	able		
Math Specialist for			31	0	31	N/A	0	0	0	31	Not appli	cable				100.0% 196 0 0 0 Not applicable					Not applic	able		
Elementary/Middle Ed.																								
Reading Specialist			21	0	21	N/A	0	0	0	21 Not applicable					100.0%	21	0	0	N/A	Not applic	able			
School Counselor PreK-12			44	0	44	Not appli	cable			21 Not applicable Not applicable					Not appli	cable	!			Not applic	able			
School Social Worker			31	0	31	Not appli	cable			Not applicable Not applicable					Not appli	cable				Not applic	able			
Visual Arts PreK-12			45	7	52	100.0%	52	0	0	0	100.0%	52	0	0	0	Not appli	cable				Not applic	able		
Music Education - Instrumental PreK-	•		13	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not appli	cable				Not applic	able		
12																								

Approved Education Program		ly from Prior orting Period	Current Bienr Per		Total Completers		VCL	A (A)					SUB. MEN			VR	۹ 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 (%)	PN	IP NT
Music Education - Vocal/Choral PreK-12	6	0	8	0	14		14	0	0	0	100.0%	14	0	0	0	Not applic	able)			Not applica	ble	
English			17	2	19	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applic	able)			Not applica	ble	
History and Social Sciences			23	0	23	100.0%	23	0	0	0	100.0%	23	0	0	0	Not applic	able)			Not applica	ble	
Mathematics			8	2	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applic	able)			Not applica	ble	
Science - Biology			9	0	9											Not applic	able)			Not applica	ble	
Science - Chemistry	9	0	3	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applic	able)			Not applica	ble	
Science - Earth Science	4	0	2	0	6											Not applic	able)			Not applica	ble	
Science - Physics	5	0	1	0	6											Not applic	able)			Not applica	ble	
Special Education - Early Childhood			7	0	7						Not appli	cable				Not applic	able)			Not applica	ble	
Special Education - General Curriculum K-12			38	8	46	91.3%	42	0	4	0	Not appli	cable	!			93.5%	43	3	0	0	Not applica	ble	
Special Education - Adapted Curriculum K-12	9	0	13	1	23	100.0%	23	0	0	0	Not appli	cable	!			Not applic	able	9			Not applica	ble	
Administration and Supervision PreK-12			28	0	28	Not appli	cable				Not appli	cable	!			Not applic	able	9			96.4% 2	27	1 0
Administration and Supervision PreK-12 (central office only)			0	0	0	Not appli	cable				Not appli	cable				Not applic	able	9			Not applica	ble	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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
Ref.	Education, and/or who may not have completed supervised student teaching or required internship. Description of Assessments
Kei.	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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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 = 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, 2017, through August 31, 2019:

- 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	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
Elementary Education PreK-6	-		17	0	17	100.0%	17	0	0	0	94.1%	16	1	0	0	100.0%	17	0	0	0	Not appli	cable		
Math Specialist for	6	0	0	0	6						Not appli	cable				Not applicable					Not appli	cable		
Elementary/Middle Ed.																								
School Counselor PreK-12			18		18	Not appli	cable	;			Not applicable					Not appli	cable				Not appli	cable		
Agricultural Education	5	0	0	0	5						Not appli	applicable applicable				Not appli	cable				Not appli	cable		
Family and Consumer Sciences	2	0	0	0	2											Not appli	cable				Not appli	cable		
Health and Physical Education PreK- 12			4	0	4											Not appli	cable				Not appli	cable		
Music Education - Instrumental PreK-12	5	0	2	0	7											Not appli	cable				Not appli	cable		

Approved Education Program		ly from Prior orting Period	Current Bienr Per	nial Reporting riod	Total Completers		VCL	-A (A))				SUB.			VRA	or I	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 F (%)	,	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Music Education - Vocal/Choral PreK-12	1	0	0	0	1											Not applicable Not applicable					Not applie	cable		
English	3	0	0	0	3																Not applie	cable		
History and Social Sciences	5	1	0	0	6																Not applie	cable		
Mathematics			1	4	5											Not applicable Not applicable					Not applie	cable		
Science - Biology	2	0	1	0	3											Not applicable Not applicable Not applicable					Not applie	cable		
Science - Chemistry	1	0	0	0	1											Not applical	ole				Not applie	cable		
Science - Physics			0	0	0											Not applical	ole				Not applie	cable		
Special Education - General Curriculum K-12			10	0	10	100.0%	10	0	0	0	Not appl	icable	9			Not applicable Not applicable 100.0% 10 0 0					Not applie	cable		
Driver Education (Add-on)	5	0	1	0	6	Not appli	cable)			Not appl	icable)			Not applical	ole				Not applie	cable		
Mathematics - Algebra I (Add-on)			0	0	0	Not appli	cable)			Not appl	icable)			Not applical	ole				Not applie	cable		
Administration and Supervision PreK-12			7	0	7	Not appli	cable)			Not appl	icable	9			Not applicat	ole							
Administration and Supervision PreK-12 (central office only)			3	0	3	Not appli	cable)			Not appl	icable)			Not applicat	ole				Not applie	cable		

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Virginia Tech

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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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).

F = Fassed, NF = Not Fassed, NT = Not Takeri, NK = Not Required (because the candidate is seeking an added endotsement to an

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, 2017, through August 31, 2019:

- 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)				XXIS SESS				VR	A or	RVE	(C)		SL	LA (I	D)	
	Number of Program 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			48	0	48	100.0%	48	0	0	0	100.0%	48	0	0	0	100.0%	48	0	0	0	Not applic	able		
Math Specialist for			0	0	0						Not appli	cable				100.0% 48 0 0 0 Not applicable					Not applic	able		
Elementary/Middle Ed.																								
Reading Specialist			10	0	10	100.0%	10	0	0	0	Not appli	lot applicable				100.0%	10	0	0	N/A	Not applic	able		
School Counselor PreK-12			14	0	14	Not appli	cable				Not appli	cable				Not appli	cable	;			Not applic	able		
Agricultural Education			10	0	10	100.0%	10	0	0	0	Not appli	cable				Not appli	cable				Not applic	able		
Business and Information	4	0	4	0	8											Not appli	cable	;			Not applic	able		
Technology																								
Marketing Education			2	0	2											Not appli	cable	:			Not applic	able		
Family and Consumer Sciences	9	0	1	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not appli	cable				Not applic	able		

Approved Education Program		ly from Prior orting Period		nial Reporting riod	Total Completers		VCL	.A (A))				SUB.			VRA	\ or	RVE	(C)		SLI	.A ([0)	
	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
Music Education - Instrumental PreK-12	6	0	7	0	13	(%)					100.0%	13	0	0	0	Not applic	able)			Not applica	ble		
Music Education - Vocal/Choral PreK-12	5	0	3	0	8											Not applic	able)			Not applica	ble		
English			18	0	18	100.0%	18	0	0	0	100.0%	18	0	0	0	Not applic	able	<u>:</u>			Not applica	ble		
History and Social Sciences			19	0	19	8				100.0%	19	0	0	0	Not applic	able	•			Not applica	ble			
Mathematics			15	0	15	19 100.0% 19 0 0 0 10					100.0%	15	0	0	0	Not applic	able	<u>:</u>			Not applica	ble		
Science - Biology			7	0	7											Not applic	able	•			Not applica	ble		
Science - Chemistry	3	0	3	0	6											Not applic	able	<u>:</u>			Not applica	ble		
Science - Earth Science			1	0	1											Not applic	able	;			Not applica	ble		
Science - Physics	8	0	12	0	20	1					100.0%	20	0	0	0	Not applic	able	•			Not applica	ble		
Journalism (Add-on)			0	0	0	0 Not applicable					Not appli	cable)			Not applic	able	:			Not applica	ble		
Administration and Supervision PreK-12			64	0	64	0 Not applicable 64 Not applicable					Not appli	cable	•			Not applic	able	•			100.0%	64	0	0
Administration and Supervision PreK-12 (central office only)			0	0	0	Not applicable					Not appli	cable	•			Not applic	able	•			Not applica	ble		

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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, 2017, through August 31, 2019:

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- 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		aly from Prior porting Period	Current Bienn Per		Total Completers		VCL	A (A)					SUB.			VR	A or	RVE	(C)		SL	LA (E	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	IT.
Elementary Education PreK-6	7	0	1	0	8																Not applic	able		
Business and Information Technology			0	1	1											Not appli		Not applic	able					
English			0	0	0											Not appli	cable				Not applic	able		
History and Social Sciences	3	1	0	0	4											Not appli	cable				Not applic	able		
Mathematics	1	0	1	0	2											Not appli	cable				Not applic	able		
Science - Biology			1	0	1											Not appli	cable				Not applic	able		
Science - Chemistry			0	0	0											Not appli	cable				Not applic	able		
Special Education - General Curriculum K-12	2	1	1	0	4						Not appli	cable	:								Not applic	able		

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Virginia Wesleyan 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
	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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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 App	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.

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- 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		nial 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
Elementary Education PreK-6			15	2	17	100.0%	17	0	0	0	88.2%	15	2	0	0	100.0%	17	0	0	0	Not appl	icable	е	
French PreK-12	1	1	0	0	2											Not appli	cable				Not appl	icable	е	
German PreK-12			0	1	1											Not appli	cable				Not appl	icable	е	
Spanish PreK-12	0	1	2	0	3											Not appli	cable				Not appl	icable	е	
Latin PreK-12			0	0	0						Not appli	cable)			Not appli	cable				Not appl	icable	е	
Visual Arts PreK-12	7	0	0	0	7											Not appli	cable				Not appl	icable	е	
Music Education - Vocal/Choral PreK-12	1	1	1	0	3											Not appli	cable				Not appl	е		
Theatre Arts PreK-12			0	0	0						Not appli	cable)			Not appli	cable				Not appl	icable	е	
English	5	3	3	0	11	90.9%	10	0	1	0	90.9%	10	0	1	0	Not appli	cable				Not appl	icable	е	

Approved Education Program		ly from Prior orting Period	Current Bienn Per	ial Reporting iod	Completers		VCL	A (A))				SUB.			VF	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
History and Social Sciences	5	0	1	0	6											Not appli	cable	9			Not app	licab	le	
Mathematics	4	3	0	0	7											Not appli	cable)			Not app	olicab	le	
Science - Biology	1	0	0	0	1											Not appli	cable)			Not app	olicab	le	
Science - Chemistry	2	0	0	0	2											Not appli	cable)			Not app	olicab	le	
Science - Earth Science	3	2	1	0	6											Not appli	cable)			Not app	olicab	le	
Special Education - General Curriculum K-12	1	0	0	0	1						Not appli	cable)								Not app	olicab	le	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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
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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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).

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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.

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- 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	ial Reporting iod	Total Completers		VCL	A (A)					SUBJ MEN			VF	A 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 (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6			7	0	7										Not applicable						Not appl	icable	9	
Middle Education 6-8			2	0	2											Not appli			Not appl	icable	Э			
Chinese PreK-12			0	0	0						Not appli	cable	:			Not appli	cable				Not appl	icable	Э	
French PreK-12			0	0	0											Not applicable Not applicable					Not appl	icable	Э	
German PreK-12			0	0	0											Not appli	cable				Not appl	icable	Э	
Spanish PreK-12	3	0	1	0	4											Not appli			Not appl	icable	Э			
Latin PreK-12			0	0	0											Not appli			Not appl	icable	Э			
Visual Arts PreK-12	1	0	0	0	1											Not appli			Not appl	icable	Э			
Music Education - Instrumental PreK- 12	2	0	1	0	3											Not appli	cable				Not appl	icable	Э	

Approved Education Program	Rollover Only from Prior Biennial Reporting Period Number of Program Completers 2 0 5 0 2 0 3 0 3 0		Current Bienr Per	nial Reporting iod	Total Completers		VCL	A (A))				SUB.			VF	RA or	RVE ((C)		S	LLA	(D)	
	Program	Program	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	2	0	2	0	4											Not appli	cable				Not app	licab	e	
Theatre Arts PreK-12			0	0	0											Not appli	cable				Not app	licab	е	
Computer Science			0	0	0											Not appli	cable				Not app	licab	е	
English	5	0	2	0	7											Not appli	cable				Not app	licab	е	
History and Social Sciences	2	0	1	0	3											Not appli	cable				Not app	licab	е	
Mathematics			0	0	0											Not appli	cable				Not app	licab	е	
Science - Biology	3	0	0	0	3											Not appli	cable				Not app	licab	е	
Science - Chemistry			0	0	0											Not appli	cable				Not app	licab	е	
Science - Earth Science			0	0	0											Not appli	cable				Not app	licab	е	
Science - Physics			0	0	0											Not appli	icable				Not app	licab	е	
Journalism (Add-on)	2	0	0 0 2 Not applicable Not applicable					Not appli	cable				Not app	licab	е									
Mathematics - Algebra 1			0	0	0	Not appli	cable				Not appli	cable)			Not appli	cable				Not app	licab	е	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: William & Mary

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; English as a Second Language PreK-12; 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 - Blindness/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-Deaf and Hard of Hearing PreK-12, or Special Education-Blindness/Visual Impairments PreK-12 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.
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, 2017, through August 31, 2019:

- 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.

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Approved Education Program		ly from Prior orting Period		nial Reporting	Total Completers		VCL	A (A)				XIS S				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			48	0	48	100.0%	48	0	0	0	100.0%	0	100.0%	48	0	0	0	Not appl	cable					
Reading Specialist			7	0	7						Not applicable									N/A	Not appl	cable		
School Counselor PreK-12			16	0	16	Not appli	cable				Not applicable					Not applie	cable	9			Not appl	cable		
School Psychology			8	0	8	Not appli	cable				Not applicable Not applicable					Not applie	cable)			Not appl	cable		
Math Specialist for Elementary/Middle Ed.			18	0	18	N/A	0	0	0	18	Not applic	cable				Not appli	cable	9			Not appl	cable		
Chinese PreK-12	1	0	0	0	1						Not applic	cable				Not applie	cable)			Not appl	cable		
French PreK-12			0	0	0									ĺ		Not applie	cable)	·		Not appl	cable	·	
German PreK-12	4	1	0	0	5											Not applie	cable)			Not appl	cable		
Spanish PreK-12	3	0	0	0	3											Not applie	cable)			Not appl	cable		

Approved Education Program		ly from Prior orting Period	Current Bienr Per	nial Reporting riod	Total Completers		VCL	A (A)	1				SUB. SMEN			٧	RA oı	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	NF	PN	T N	Pass Rate (%)		NP	NT
Latin PreK-12			1	0	1						Not appli	cable)			Not app	licable	е			Not ap	plicab	le	
English as a Second Language PreK-12			31	0	31	100.0%	1	0	0	30	100.0%	26	0	0	5	Not app	licable	е			Not ap	plicab	le	
English			26	0	26	100.0%	26	0	0	0	100.0%	26	0	0		Not app	licable	е			Not ap	plicab	le	
History and Social Sciences			24	0	24	100.0%	24	0	0	0	100.0%	24	0	0		Not app	licable	е			Not ap	plicab	le	
Mathematics			10	0	10	100.0%	10	0	0	0	100.0%	10	0	0		Not app	licable	е			Not ap	plicab	le	
Science - Biology	6	0	14	0	20	100.0%	20	0	0	0	100.0%	20	0	0		Not app	licable	е			Not ap	plicab	le	
Science - Chemistry	5	0	2	0	7											Not app	licable	е			Not ap	plicab	le	
Science - Earth Science	9	0	4	0	13	92.3%	12	0	1	0	92.3%	12	0	1	0	Not app	licable	е			Not ap	plicab	le	
Science - Physics	6	0	1	0	7											Not app	licable	е			Not ap	plicab	le	
Special Education - General Curriculum K-12			9	0	9						Not appli	cable	9								Not ap	plicab	le	
Gifted Education (Add-on)			1	0	1	Not appli	cable	:			Not appli	cable	9			Not app	licable	е			Not ap	plicab	le	
Mathematics - Algebra 1 (Add-on)			0	0	0	Not appli	cable	<u> </u>			Not appli	cable	9			Not app	licable	е			Not ap	plicab	le	
Administration and Supervision PreK-12	8	0	12	0	20	Not appli	cable	•			Not appli	cable	•			Not app	licable	е			100.0	% 20	0	0
Administration and Supervision PreK-12 (central office only)			8	0	8	Not appli	Not appli	cable	9			Not app	licable	е			Not ap	plicab	le					

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

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017</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, 2017,</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
Reading Specialist	NEW	NEW	NEW	NEW	NEW	NEW
Elementary Education PreK-6	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
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
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	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					
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	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, 2017, through August 31, 2019

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.	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
NOTE	request by VDOE.
	In a toward borne

Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017,</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, 2017,</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
Business and Information Technology	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

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	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
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra 1 (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Speech Communication (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12	Not	NEW	NEW	NEW	NEW	NEW
	applicable					
Administration and Supervision PreK-12 (central office on	Not	NEW	NEW	NEW	NEW	NEW
	applicable					

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: Bridgewater College

 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: Results on Board of Education prescribed entry-level assessments; and 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. Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following: Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) in 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 experiences 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 experiences in the diagnosis and remediation of reading difficulties.) 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 provide exper	Std.#	Description of Standard
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 experiences 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	2.	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
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 pro	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
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In advant the second	NOTE	request by VDOE.

Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017,</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, 2017,</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
Family and Consumer Sciences	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	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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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, 2017, through August 31, 2019

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

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017,</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, 2017,</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
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	MET	MET	MET	MET	MET	MET
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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 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, 2017</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.
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- 3) For each approved education program listed below that received <u>approval on or after September 1, 2017,</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	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	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, 2017, through August 31, 2019

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 see 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 incluracial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this stand 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, 2017</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.
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- 3) For each approved education program listed below that received <u>approval on or after September 1, 2017,</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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
French	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Spanish	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Business and Information Technology	MET	MET	MET	MET	MET	MET
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	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
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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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

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- 2) For each approved education program listed below that received <u>approval prior to September 1, 2017,</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, 2017, 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	MET	MET	MET	MET	MET	MET
Science - Biology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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, 2017, through August 31, 2019

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. 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, 2017</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, 2017,</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, 2017,</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
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
Control Counsciol Front 12	applicable	IVILI	IVIL I	IVIL	IVIE I	IVILI
School Psychology	Not	MET	MET	MET	MET	MET
	applicable	IVILI	IVIL I	IVIL	IVIE I	IVILI
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	MET	MET	MET	MET	MET	MET
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 - Blindness/ Visual Impairments PreK-12	MET	MET	MET	MET	MET	MET
Driver Education (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Gifted Education (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics - Algebra I (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Administration and Supervision PreK-12	Not applicable	MET	MET	MET	MET	MET
Administration and Supervision PreK-12 (central office only)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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, 2017</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, 2017,</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, 2017, 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
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
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
English PreK-12	MET	MET	MET	MET	MET	MET
Mathematics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Biology	MET	MET	MET	MET	MET	MET
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					

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017,</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, 2017,</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	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	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	INACTIVE	INACTIVE	NOT MET	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

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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.	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, 2017</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, 2017</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, 2017,</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
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					
School Psychology	Not	MET	MET	MET	MET	MET
	applicable					
French PreK-12	MET	MET	MET	MET	MET	MET
German PreK-12	MET	MET	MET	MET	MET	MET
Italian PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	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	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	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - Blindness/ Visual Impairments PreK-	MET	MET	MET	MET	MET	MET
12						
Gifted Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
, ,	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, 2017, through August 31, 2019

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, 2017</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, 2017,</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, 2017, select "NEW" from the dropdown box for each standard.

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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
Control Countries 17 1610 12	applicable					
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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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
,	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, 2017, through August 31, 2019

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 request by VDOE.
	Instructions

Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017,</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, 2017, 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.	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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 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
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	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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.
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Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017,</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, 2017, 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
Spanish PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Business and Information Technology	MET	MET	MET	MET	MET	MET
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	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
Gifted Education (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, 2017, through August 31, 2019

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.
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Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017,</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, 2017, 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
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
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	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
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, 2017, through August 31, 2019

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

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017,</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, 2017,</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
French PreK-12	applicable INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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
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	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	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education -Blindness/ Visual Impairments PreK- 12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Driver Education (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Early Childhood 3- and 4 Years Old (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Administration and Supervision PreK-12	Not applicable	MET	MET	MET	MET	MET
Administration and Supervision PreK-12 (central office only)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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.

Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017,</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, 2017,</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
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					
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 - Blindness/ Visual Impairments PreK- 12	MET	MET	MET	MET	MET	MET
Driver Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Zirioi Zaadaaloii (riaa dii)	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, 2017, through August 31, 2019

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, 2017</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, 2017,</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, 2017, select "NEW" from the dropdown box for each standard.

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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	MET	MET	MET	MET	MET
	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	MET	MET	MET	MET	MET	MET
Special Education - Early Childhood	MET	MET	MET	MET	MET	MET
Special Education - Deaf and Hard of Hearing PreK-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 - Blindness/ Visual Impairments PreK- 12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Driver Education (Add-on)	Not applicable	MET	MET	MET	MET	MET
Gifted Education (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics - Algebra I (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Administration and Supervision PreK-12	Not applicable	MET	MET	MET	MET	MET
Administration and Supervision PreK-12 (central office only)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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.	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, 2017</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, 2017,</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, 2017,</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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Latin PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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
Dance Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Health and Physical Education PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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	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	MET	MET	MET	MET	MET	MET
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, 2017, through August 31, 2019

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, 2017</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, 2017,</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, 2017,</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	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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Biology	MET	MET	MET	MET	MET	MET
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, 2017, through August 31, 2019

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.	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, 2017</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, 2017,</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, 2017, select "NEW" from the dropdown box for each standard.

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Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7		
Early/Primary Education PreK-3	NEW	NEW	NEW	NEW	NEW	NEW		
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		

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					
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
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, 2017, through August 31, 2019

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.	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, 2017</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, 2017,</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, 2017,</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	NEW	NEW	NEW	NEW	NEW	NEW
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
Visual 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	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
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	NOT MET	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
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, 2017, through August 31, 2019

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, 2017</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, 2017,</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, 2017, 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
Spanish PreK-12	MET	MET	MET	MET	MET	MET
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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Early Childhood 3- and 4 Years Old (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Gifted 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, 2017, through August 31, 2019

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.

Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017,</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, 2017, 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
Latin PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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
Dance Arts PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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	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
Gifted Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: University of Lynchburg

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, 2017</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, 2017,</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, 2017,</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
Reading Specialist	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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 - 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, 2017, through August 31, 2019

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, 2017</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, 2017,</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, 2017, 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	MET	MET	MET	MET	MET	MET
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	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
Music Education - Vocal/Choral 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	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 applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Journalism (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics - Algebra I (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Speech Communication (Add-on)	Not applicable	MET	MET	MET	MET	MET
Administration and Supervision PreK-12	Not applicable	MET	MET	MET	MET	MET
Administration and Supervision PreK-12 (central office only)	Not applicable	MET	MET	MET	MET	MET

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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, 2017</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, 2017,</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, 2017,</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 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
11						
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	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
Gifted Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Journalism (Add-on)	Not	MET	MET	MET	MET	MET
	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, 2017, through August 31, 2019

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.	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
NOTE	request by VDOE.
	In a toward borne

Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017,</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, 2017,</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
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	MET	MET	MET	MET	MET
	applicable					
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
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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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					
Mathematics - Algebra I (Add-on)	Not	MET	MET	MET	MET	MET
3.1.1.	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				3	

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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, 2017</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, 2017,</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, 2017,</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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Business and Information Technology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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	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 - 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, 2017, through August 31, 2019

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, 2017</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, 2017,</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, 2017,</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.	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 Social Worker	Not	MET	MET	MET	MET	MET
	applicable					
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
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
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, 2017, through August 31, 2019

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.							
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							

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- 3) For each approved education program listed below that received <u>approval on or after September 1, 2017,</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
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Agricultural Education	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

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	MET	MET	MET	MET	MET	MET
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	MET	MET	MET	MET	MET	MET
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
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, 2017, through August 31, 2019

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.
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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.
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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.
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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
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
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, 2017, through August 31, 2019

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. 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

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- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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, 2017,</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, 2017, 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	MET	MET	MET	MET	MET	MET
English	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
History and Social Sciences	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
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

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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.
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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.
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Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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.
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- 3) For each approved education program listed below that received <u>approval on or after September 1, 2017,</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	MET	MET	MET	MET	MET	MET
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
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	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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Biennial Reporting Period: September 1, 2017, through August 31, 2019

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.
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Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2017</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.
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- 3) For each approved education program listed below that received <u>approval on or after September 1, 2017,</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
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	MET	MET	MET	MET	MET	MET
Latin PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts 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
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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
. ,	applicable					
Mathematics - Algebra 1	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					

Biennial Reporting Period: September 1, 2017, through August 31, 2019

Name of Institution: William & 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.
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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	MET	MET	MET	MET	MET
Series : System segy	applicable					
Math Specialist for Elementary/Middle Ed.	MET	MET	MET	MET	MET	MET
Chinese PreK-12	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
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					