

Biennial Report: 2019-2021 Approved Teacher Education Programs Compliance -Accountability Measurements 1 through 7

Presented to the Virginia Board of Education on November 17, 2022

Table of Contents

EXECUTIVE SUMMARY	2
ACCOUNTABILITY MEASURE 1	3
ACCOUNTABILITY MEASURE 2	6
ACCOUNTABILITY MEASURE 3	8
ACCOUNTABILITY MEASURE 4	10
ACCOUNTABILITY MEASURE 5	12
ACCOUNTABILITY MEASURE 6	14
ACCOUNTABILITY MEASURE 7	16
APPENDIX A - INSTITUTIONS OF HIGHER EDUCATION WITH APPROVED EDUCATIO PROGRAMS	
APPENDIX B - SAMPLE OF ACCOUNTABILITY MEASUREMENT TEMPLATES	19
APPENDIX C - STANDARD 1 DETAILED RESULTS BY INSTITUTION OF HIGHER EDUCATION	
APPENDIX D - STANDARDS 2 THROUGH 7 DETAILED RESULTS BY INSTITUTION OF4HIGHER EDUCATION	98

Executive Summary

Introduction

Thirty-six institutions of higher education in Virginia have Virginia Board of Education approved programs for the preparation of instructional personnel. Twenty-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*, 8VAC20-542-40.

This report specifically addresses the progress of the institutions of higher education in achieving accountability measures 1 through 7 for the biennial reporting period of September 1, 2019 through August 31, 2021. 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 2019-21 biennial period.

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

Accountability Measure 1 – Candidate progress and performance on prescribed licensure assessments

<u>Description – Excerpt from the Regulations Governing the Review and Approval of Education Programs in Virginia</u>, 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 - Excerpt from the Regulations Governing the Review and Approval of Education Programs in Virginia</u>, 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 programs fell below the minimum prescribed candidate passing rate of 80 percent for one of the assessments required for that education program:

Institution of Higher Education	Education Program	Assessment	Pass Rate (%)
Randolph-Macon College	Elementary PK-6	Praxis Subject Assessment	78.0%
Sweet Briar College	Elementary PreK-6	Praxis Subject Assessment RVE or VRA (C)	50.0% 50.0%

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

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

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

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

a) Academic Skills Assessment = 98.8%.

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

b) Content Assessment = 98.4%.

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

c) Reading Assessments = 97.1%.

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 = 97.8%.

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</u> Education Programs in Virginia, 8VAC20-542-40.2

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

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

Methodology:

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

- 1) For each education program that received approval prior to September 1, 2019, 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, 2019, 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, 2019, 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, 2019, and for which there was at least one program completer or program exiter for the current biennial reporting period. A summary of the status results by institution is displayed in Table 1. Detailed results as reported by each institution are available in Appendix E.

Table 1 - Accountability Measure 2 Status Results for Education Programs

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	9	0
Bluefield College	7	0
Bridgewater College	9	0
Christopher Newport University	10	0
Eastern Mennonite University	10	0
Emory and Henry College	12	0
Ferrum College	6	0
George Mason University	30	0
Hampton University	4	0
Hollins University	8	0
James Madison University	24	0
Liberty University	18	0
Longwood University	19	0
Mary Baldwin University	11	0
Marymount University	6	0
Norfolk State University	7	0
Old Dominion University	25	0
Radford University	19	0
Randolph College	2	0
Randolph-Macon College	10	0
Regent University	8	0
Roanoke College	15	0
Shenandoah University	13	0
Sweet Briar College	9	0
University of Lynchburg	9	0
University of Mary Washington	16	0
University of Richmond	9	0
University of Virginia	15	0
University of Virginia's College at	14	0
Wise	14	0
Virginia Commonwealth University	15	0
Virginia State University	10	0
Virginia Tech	15	0
Virginia Union University	8	0
Virginia Wesleyan College	8	0
Washington and Lee University	7	0
(Rockbridge Consortium)		U
William and Mary	11	
TOTALS	428	0

Accountability Measure 3 – Structured and integrated field experiences to include 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, 2019, 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, 2019, 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, 2019, 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, 2019, and for which there was at least one program completer or program exiter for the current biennial reporting period. A summary of the status results by institution is displayed in Table 2 (on the next page). Detailed results as reported by each institution are available in Appendix E.

Table 2 - Accountability Measure 3 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	9	0
Bluefield College	9	0
Bridgewater College	9	0
Christopher Newport University	10	0
Eastern Mennonite University	10	0
Emory and Henry College	13	0
Ferrum College	6	0
George Mason University	30	0
Hampton University	5	0
Hollins University	8	0
James Madison University	30	0
Liberty University	24	0
Longwood University	22	0
Mary Baldwin University	12	0
Marymount University	9	0
Norfolk State University	10	0
Old Dominion University	27	0
Radford University	25	0
Randolph College	2	0
Randolph-Macon College	10	0
Regent University	12	0
Roanoke College	15	0
Shenandoah University	17	0
Sweet Briar College	9	0
University of Lynchburg	11	0
University of Mary Washington	17	0
University of Richmond	12	0
University of Virginia	21	0
University of Virginia's College at	16	0
Wise	16	0
Virginia Commonwealth University	19	0
Virginia State University	13	0
Virginia Tech	18	0
Virginia Union University	8	0
Virginia Wesleyan College	8	0
Washington and Lee University	7	0
(Rockbridge Consortium)	7	0
William and Mary	15	0
TOTALS	498	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</u> Education Programs in Virginia, 8VAC20-542-40.4

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

Methodology:

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

- 1) For each education program that received approval prior to September 1, 2019, 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, 2019, 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, 2019, 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, 2019, and for which there was at least one program completer or program exiter for the current biennial reporting period. A summary of the status results by institution is displayed in Table 3. Detailed results as reported by each institution are available in Appendix E.

Table 3 - Accountability Measure 4 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	9	0
Bluefield College	9	0
Bridgewater College	9	0
Christopher Newport University	10	0
Eastern Mennonite University	10	0
Emory and Henry College	13	0
Ferrum College	6	0
George Mason University	30	0
Hampton University	5	0
Hollins University	8	0
James Madison University	30	0
Liberty University	24	0
Longwood University	22	0
Mary Baldwin University	12	0
Marymount University	9	0
Norfolk State University	10	0
Old Dominion University	27	0
Radford University	24	0
Randolph College	2	0
Randolph-Macon College	10	0
Regent University	12	0
Roanoke College	15	0
Shenandoah University	17	0
Sweet Briar College	9	0
University of Lynchburg	11	0
University of Mary Washington	17	0
University of Richmond	12	0
University of Virginia	21	0
University of Virginia's College at	16	0
Wise	16	0
Virginia Commonwealth University	19	0
Virginia State University	13	0
Virginia Tech	18	0
Virginia Union University	8	0
Virginia Wesleyan College	8	0
Washington and Lee University	7	0
(Rockbridge Consortium)	/	0
William and Mary	15	0
TOTALS	497	0

Accountability Measure 5 – Evidence of contributions to preK-12 student 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, 2019, 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, 2019, 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, 2019, 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, 2019, and for which there was at least one program completer or program exiter for the current biennial reporting period. A summary of the status results by institution is displayed in Table 4 (on the next page). Detailed results as reported by each institution are available in Appendix E.

Table 4 - Accountability Measure 5 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	9	0
Bluefield College	9	0
Bridgewater College	9	0
Christopher Newport University	10	0
Eastern Mennonite University	10	0
Emory and Henry College	13	0
Ferrum College	6	0
George Mason University	30	0
Hampton University	5	0
Hollins University	8	0
James Madison University	30	0
Liberty University	24	0
Longwood University	22	0
Mary Baldwin University	12	0
Marymount University	9	0
Norfolk State University	10	0
Old Dominion University	27	0
Radford University	24	0
Randolph College	2	0
Randolph-Macon College	10	0
Regent University	12	0
Roanoke College	15	0
Shenandoah University	17	0
Sweet Briar College	9	0
University of Lynchburg	11	0
University of Mary Washington	17	0
University of Richmond	12	0
University of Virginia	21	0
University of Virginia's College at	16	0
Wise	16	0
Virginia Commonwealth University	19	0
Virginia State University	13	0
Virginia Tech	18	0
Virginia Union University	8	0
Virginia Wesleyan College	8	0
Washington and Lee University	7	0
(Rockbridge Consortium)	/	0
William and Mary	15	0
TOTALS	497	0

Accountability Measure 6 – Evidence of employer job satisfaction with candidates completing the program.

<u>Description – Excerpt from the Regulations Governing the Review and Approval of Education Programs in Virginia</u>, 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, 2019, 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, 2019, 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, 2019, report "NEW" for the program.

Achievement Results:

Thirty-five of the 36 institutions of higher education submitted a status result of <u>MET</u> for programs approved prior to September 1, 2019, and for which there was at least one program completer or program exiter for the current biennial reporting period. Regent University did not meet Accountability Measure 6. A summary of the status results by institution is displayed in Table 5 (on the next page). Detailed results as reported by each institution are available in Appendix E.

Table 5 - Accountability Measure 6 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	9	0
Bluefield College	9	0
Bridgewater College	9	0
Christopher Newport University	10	0
Eastern Mennonite University	10	0
Emory and Henry College	13	0
Ferrum College	6	0
George Mason University	30	0
Hampton University	6	0
Hollins University	8	0
James Madison University	30	0
Liberty University	24	0
Longwood University	22	0
Mary Baldwin University	12	0
Marymount University	9	0
Norfolk State University	10	0
Old Dominion University	27	0
Radford University	25	0
Randolph College	2	0
Randolph-Macon College	10	0
Regent University	11	1
Roanoke College	15	0
Shenandoah University	17	0
Sweet Briar College	9	0
University of Lynchburg	11	0
University of Mary Washington	17	0
University of Richmond	12	0
University of Virginia	21	0
University of Virginia's College at	16	0
Wise	16	0
Virginia Commonwealth University	19	0
Virginia State University	13	0
Virginia Tech	18	0
Virginia Union University	8	0
Virginia Wesleyan College	8	0
Washington and Lee University	7	0
(Rockbridge Consortium)		0
William and Mary	15	0
TOTALS	498	1

Accountability Measure 7 – Evidence of employer job satisfaction with candidates completing the program.

<u>Description – Excerpt from the Regulations Governing the Review and Approval of Education Programs in Virginia</u>, 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, 2019, 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, 2019, 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, 2019, 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, 2019, and for which there was at least one program completer or program exiter for the current biennial reporting period. A summary of the status results by institution is displayed in Table 6. Detailed results as reported by each institution are available in Appendix E.

Table 6 - Accountability Measure 7 Status Results

	STATUS	RESULTS
Institution of Higher Education	Met	Not Met
Averett University	9	0
Bluefield College	9	0
Bridgewater College	9	0
Christopher Newport University	10	0
Eastern Mennonite University	10	0
Emory and Henry College	13	0
Ferrum College	6	0
George Mason University	30	0
Hampton University	6	0
Hollins University	8	0
James Madison University	30	0
Liberty University	24	0
Longwood University	22	0
Mary Baldwin University	12	0
Marymount University	8	0
Norfolk State University	10	0
Old Dominion University	27	0
Radford University	24	0
Randolph College	2	0
Randolph-Macon College	10	0
Regent University	11	0
Roanoke College	15	0
Shenandoah University	17	0
Sweet Briar College	9	0
University of Lynchburg	11	0
University of Mary Washington	17	0
University of Richmond	12	0
University of Virginia	21	0
University of Virginia's College at	16	0
Wise	16	0
Virginia Commonwealth University	20	0
Virginia State University	13	0
Virginia Tech	18	0
Virginia Union University	8	0
Virginia Wesleyan College	8	0
Washington and Lee University	7	0
(Rockbridge Consortium)		0
William and Mary	15	0
TOTALS	497	0

Institution of Higher Education	PreK-12 Teacher and Support Personnel Preparation Programs	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

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 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 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.

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

Approved Education Program	Rollover On Biennial Rep	Total Completers	VCLA (A)					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 applicable					Not applicable				Not app	licabl	е			Not app	icable	9	
Reading Specialist					0						Not applicable					1			N/A	A Not applicable								
School Counselor PreK-12					0	0 Not applicable				Not applicable					Not applicable					Not applicable								
School Psychology					0					Not applicable					Not applicable					Not app	icable)						

Approved Education Program		ly from Prior orting Period	Current Bienn Per			PR AS	VF	RA o	r RVE	(C)	SLLA (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	Р	NP	NT	NR	Pass Rate	Р	NP	NT
German PreK-12	Completers	Exiters	Completers	Exiters	0	(%)					(%)					(%)	iaahi	la.		<u> </u>	(%)	aabla		
					0					1	NI=4 ====	: 1- 1				Not app					Not applicable			
Dance Arts PreK-12					0					1	Not app	icabi	e	1	_	Not app					Not applicable			
English					0				<u> </u>					<u> </u>		Not app					Not appli			
History and Social Sciences					0				-				ļ	-		Not app					Not applicable			
Mathematics					0				<u> </u>					<u> </u>		Not app					Not applicable			
Science - Biology					0				<u> </u>							Not appl		Not applicable						
Science - Chemistry					0											Not appl	icabl	le			Not applicable			
Science - Earth Science					0											Not appl	icabl	le			Not appli	Not applicable		
Science - Physics					0											Not appl	icabl	le			Not applicable			
Special Education - Early Childhood					0						Not app	icabl	е			Not appl	icabl	le			Not applicable			
Special Education - General					0						Not app	icabl	е								Not appli	cable	;	
Curriculum K-12																								
Driver Education (Add-on)					0	Not app	licabl	е			Not app	icabl	e			Not appl	icabl	le			Not appli	cable	;	
Mathematics - Algebra I (Add-on)						Not app					Not app					Not app					Not appli			
Administration and Supervision PreK-											Not app					Not app								
12																Tot applicable								
Administration and Supervision PreK- 12 (central office only)					0					Not applicable Not applic						Not applicable				Not appl	Not applicable			

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

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

Biennial Reporting Period: September 1, 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

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: S Name of Institution: S	eptember 1, 2017, through August 31, 2019 AMPLE UNIVERSITY	
Review and Approval of Education Program (2) that Standards 2 through 7 of Section 8	nent Standard 1 of Section 8VAC20-542-40 of the Fins in Virginia is accurate and complete; and BVAC20-542-40 of the Regulations Governing the Remet and documentation of the evidence is on file an	eview and Approval of
Ar Name of Dean or E	nna B. Baynum Director	
Signature of Dean or	Director	Date
Attachments: Copy of the "Certification of	Standard 1 - Assessment Passing Rates" report Standards 2 through 7" report	
Scan the signed affidavit page and attac	hments and email to:	

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

Brian.Mason@doe.virginia.gov

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

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
	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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note 1: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCLA	A (A)			RAXIS				RV	E or \	VRA ((C)		SL	.LA (C))*					
Programs	Number of Program	Number of Program	Number of Program	Number of Program	and Noncompleters	Pass Rate	Р	NP	NT N	Pas R Rat		NP	NT	NR	Pass Rate	P	NP	NT	NR	Pass Rate	Р	NP	NT				
	Completers	Noncompleters	Completers	Noncompleters		(%)				(%)			'`'	1412	(%)	•			I	(%)	•						
Elementary Education PreK-6	0	See Note 1 above.	19	0	19	0.0%				0.	%				0.0%					Not appli	cable						
Reading Specialist	0	See Note 1 above.	16	0	16	0.0%				Not a	plicabl	е			0.0%				N/A	Not appli	cable						
Visual Arts PreK-12	9	See Note 1 above.	2	0	11	0.0%				0.	%				Not applic	cable				Not appli	cable						
Health and Physical Education PreK-12	2	See Note 1 above.	2	0	4										Not applicable					Not appli	cable						
Theatre Arts PreK-12	0	See Note 1 above.	1	0	1					Not a	plicabl	е			Not applicable			Not applicable			Not applicable			Not appli	cable		
English	8	See Note 1 above.	3	0	11	0.0%				0.0	%				Not applicable				Not applica			_					

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A)			AXIS SESS				RV	E or	VRA	(C)		SI	_LA ([D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT N	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
History and Social Sciences	7	See Note 1 above.	3	0	10	0.0%				0.0%	0				Not appli	cable			1	Not appli	cable		
Mathematics	0	See Note 1 above.	3	0	3										Not appli	cable			1	Not appli	cable		
Special Education - General Curriculum K-12	7	See Note 1 above.	23	0	30	0.0%				Not app	licable)			0.0%				1	Not appli	cable		
Gifted Education (Add-on)	0	See Note 1 above.	0	0	0						licable)			Not appli	cable			1	Not appli	cable		
Administration and Supervision PreK-12	0	See Note 1 above.	64	0	64	Not applicable				Not applicable				Not appli	plicable			0.0%					
Administration and Supervision PreK-12	0	See Note 1 above.	0	0	0	Not applicable					Not applicable				Not applicable				Not applicable				

*NOTE: An individual who has taken the SLLA, regardless of whether the individual passed or failed, 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) program.

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
	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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCLA (A)					JECT T (B)		RV	E or	VRA	(C)		SLI	_A (D))*			
Programs	Number of Program	Number of Program	Number of Program	Number of Program	and Noncompleters	Pass Rate	PNF	D NT	NR	Pass Rate	ь	ND	NT	NP	Pass Rate	D	NP	NT N	Pa:		D	NP N	ıт		
	Completers	•	Completers	Noncompleters	rtonoompiotoro	(%)			IVIX	(%)	F	INF	14.1	INIX	(%)		INF	N' '	(%			יר ויי			
Elementary Education PreK-6	8	See Note 1 above.	5	0	13	100.0%	13			100.0%	13				100.0%	Not a	Not applicable								
School Counselor PreK-12	0	See Note 1 above.	0	0	0	Not appli	cable			Not applic	cable				Not appli				Not applicable						
Business and Information Technology	5	See Note 1 above.	0	0	5													Not a	pplica	able					
Visual Arts PreK-12	1	See Note 1 above.	1	0	2												Not a	pplica	able						
Health and Physical Education PreK-12	5	See Note 1 above.	1	0	6										Not applicable			Not applicable			Not a	pplica	able		
Music Education - Instrumental PreK-12	7	See Note 1 above.	0	0	7										Not appli	cable	:		Not applicable						

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCLA (A)			AXIS SESS				RV	E or \	/RA (C)	s	LLA (D)*							
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	P NF	P N	r NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT NF	Pass Rate (%)	Р	NP	NT						
Music Education - Vocal/Choral PreK-12	7	See Note 1 above.	0	0	7										Not appli	cable			Not appl	icable								
Theatre Arts PreK-12	0	See Note 1 above.	0	0	0					Not appl	icable				Not appli	cable			Not appl	icable								
English	5	See Note 1 above.	1	0	6										Not appli	cable			Not appl	icable								
History and Social Sciences	1	See Note 1 above.	1	0	2										Not appli	cable			Not appl	icable								
Mathematics	6	See Note 1 above.	1	0	7										Not appli	ot applicable			Not applicable				icable					
Science - Biology	1	See Note 1 above.	0	0	1										Not applicable							Not applicable			Not appl	icable		
Science - Chemistry	3	See Note 1 above.	0	0	3										Not appli	cable			Not appl	icable								
Special Education - General Curriculum K-12	3	See Note 1 above.	5	0	8					Not appl	icable								Not appl	icable								
Journalism (Add-on)	2	See Note 1 above.	0	0	2	Not applicable					icable				Not appli	cable			Not appl	icable								
Mathematics - Algebra 1 (Add-on)	0	See Note 1 above.	0	0	0	Not applicable					icable				Not appli	cable			Not appl	icable								
Speech Communication (Add-on)	5	See Note 1 above.	0	0	5	Not appli		Not appl	icable				Not appli	cable			Not appl	icable										
Administration and Supervision PreK-12	0	See Note 1 above.	2	0	2	Not applicable					Not applicable				Not applicable													
Administration and Supervision PreK-12	0	See Note 1 above.	3	0	3	Not applicable				Not appl	icable				Not appli	cable			Not appl	icable								
(central office only)							lot applicable																					

*NOTE: An individual who has taken the SLLA, regardless of whether the individual passed or failed, 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) program.

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Bridgewater College

Std.#	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

<u>Note</u>: The current *Regulations Governing the Review and Approval of Education in Virginia* became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCLA (A)				SUB.			RV	/E or	VRA	(C)		SL	.LA (I	D)*						
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	PN	P N1	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT					
Elementary Education PreK-6	0	See Note 1 above.	29	•	29	100.0%	29			100.0%	29				100.0%	29			ı	lot applicable								
French PreK-12	0	See Note 1 above.	0		0																Not applicable			Not appli	cable			
Spanish PreK-12	2	See Note 1 above.	0		2																				Not appli	cable		
Family and Consumer Sciences	2	See Note 1 above.	1		3										Not applicable										Not appli	cable		
Visual Arts PreK-12	7	See Note 1 above.	0		7										Not applicable			Not applicable			Not applicable				Not appli	cable		
English as a Second Language PreK-12	7	See Note 1 above.	5		12	100.0%	12			100.0%	12				Not appli	cable	able			Not appli	cable							

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCLA	(A)				AXIS SESS				RV	E or	VRA ((C)		SL	LA ([O)*			
Programs	Number of Program	Number of Program	Number of Program	Number of Program	and Noncompleters	Pass Rate	PN	1P	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT N		Pass Rate	Р	NP	NT		
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)					
Health and Physical Education PreK-12	9	See Note 1 above.	7		16	100.0%	16				100.0%	16				Not appli	cable			N	lot applic	able				
Music Education - Instrumental PreK-12	0	See Note 1 above.	5		5											Not appli	cable			N	lot applic	able				
Music Education - Vocal/Choral PreK-12	2	See Note 1 above.	2	1	5											Not appli	cable			N	lot applic	able				
Theatre Arts PreK-12	1	See Note 1 above.	0		1						Not applic	cable				Not appli	cable			N	lot applic	able				
English	0	See Note 1 above.	1		1											Not appli	cable			N	lot applic	able				
History and Social Sciences	0	See Note 1 above.	5		5											Not appli	cable			N	lot applic	able				
Mathematics	0	See Note 1 above.	2		2											Not appli	cable			N	lot applic	able				
Science - Biology	7	See Note 1 above.	0		7											Not appli	cable			N	lot applic	able				
Science - Chemistry	2	See Note 1 above.	0		2											Not appli	cable			N						
Science - Physics	2	See Note 1 above.	1		3											Not appli	cable			N	Not applicable Not applicable					
Driver Education (Add-on)	3	See Note 1 above.	0		3	Not appli	cable		·		Not applic	t applicable Not applicable Not applicable														
Mathematics - Algebra I (Add-on)	7	See Note 1 above.	1		8	Not appli	cable	e Not applicable								Not appli	cable			N	lot applic	able				

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Eiology; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were
D	required.] 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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note: The current *Regulations Governing the Review and Approval of Education in Virginia* became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

		0 l (D '										\/! ^												
Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A))				SUB. MEN			RV	E or	VRA (C)		SL	.LA (C))*	
Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass					Pass			
	Program	Program	Program	Program	Noncompleters	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP I	1T
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)			
Elementary Education PreK-6	0	See Note 1 above.	46	0	46	100.0%	46	0	0	0	100.0%	46	0	0	0	100.0%	46	0	0	0	Not appli	cable		
Spanish PreK-12	8	See Note 1 above.	2	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applic	cable				Not appli	cable		
Visual Arts PreK-12	0	See Note 1 above.	3	0	3											Not applicable					Not appli	cable		
English as a Second Language PreK-12	2	See Note 1 above.	3	0	5											Not applie	cable				Not appli	cable		
Music Education - Instrumental PreK-12	0	See Note 1 above.	12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applie	cable				Not appli	cable		
Music Education - Vocal/Choral PreK-12	0	See Note 1 above.	6	0	6											Not applie	cable		<u> </u>		Not appli	cable		

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCLA	A (A)					SUB. MEN			R\	/E or	VRA	(C)		S	LLA (D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
English	0	See Note 1 above.	7	0	7											Not applicable					Not appli	cable		
History and Social Sciences	0	See Note 1 above.	12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not appli	cable				Not appli	cable	!	
Mathematics	2	See Note 1 above.	6	0	8											Not applicable					Not appli	cable	!	
Science - Biology	0	See Note 1 above.	1	0	1										Not applicable					Not appli	cable			
Science - Chemistry	2	See Note 1 above.	0	0	2											Not applicable					Not appli	cable		
Science - Physics	4	See Note 1 above.	0	0	4											Not applicable					Not appli	cable		

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Noncompleters,"</u> then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note 1: The current *Regulations Governing the Review and Approval of Education in Virginia* became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement) Programs		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCLA	A (A)						JECT T (B)		R۱	/E or	· VRA	(C)		SL	.LA (C))*	
	Number of Program Completers	Number of Program	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP I	JT
Early/Primary Education PreK-3	4	See Note 1 above.	0	0	4																Not appli	cable		
Elementary Education PreK-6	0	See Note 1 above.	17	0	17	100.0%	17	0	0	0	100.0%	17	0	0	0	100.0%	17	0	0	0	Not appli	cable		
Reading Specialist	0	See Note 1 above.	0	0	0						Not applie	cable								N/A	Not appli	cable		
School Counselor PreK-12	0	See Note 1 above.	0	0	0	Not appli	cable				Not applie	cable				Not appli	icable	Э			Not appli	cable		
Spanish PreK-12	7	See Note 1 above.	0	0	7											Not appli	icable	Э			Not appli	cable		
Visual Arts PreK-12	5	See Note 1 above.	1	0	6											Not appli	icable	Э			Not appli	cable		
English as a Second Language PreK-12	4	See Note 1 above.	2	0	6											Not appli	icable	Э			Not appli	cable		

Health and Physical Education PreK-12	8	See Note 1 above.	1	0	9											Not applicable	Not applicable
Music Education - Instrumental PreK-12	7	See Note 1 above.	1	0	8											Not applicable	Not applicable
Music Education - Vocal/Choral PreK-12	7	See Note 1 above.	1	0	8											Not applicable	Not applicable
Computer Science	0	See Note 1 above.	0	0	0											Not applicable	Not applicable
English	9	See Note 1 above.	1	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable	Not applicable
History and Social Sciences	3	See Note 1 above.	5	0	8								Not applicable	Not applicable			
Mathematics	7	See Note 1 above.	5	0	12	100:070 12 0 0 1		100.0%	12	0	0	0	Not applicable	Not applicable			
Science - Biology	9	See Note 1 above.	2	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applicable	Not applicable
Science - Chemistry	0	See Note 1 above.	0	0	0											Not applicable	Not applicable
Special Education - General Curriculum K-6	0	See Note 1 above.	0	0	0	Not appli	cable				Not appli	cable				Not applicable	Not applicable
(Add-on)																	
Journalism (Add-on)	0	See Note 1 above.	0	0	0	Not appli	cable	·	·	·	Not appli	cable		·	·	Not applicable	Not applicable

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Emory and Henry 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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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
= 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).
lot App	licable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Noncompleters,"</u> then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note 1: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)	_	from Prior Biennial rting Period	Current Bienni	al Reporting Period	Total Completers		VCLA	(A)					SUB.			R	√E or	VRA	(C)		SI	.LA (I	D)*	
Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass					Pass			
Fiograms	Program	Program	Program	Program	Noncompleters	Rate	PI	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)			
Elementary Education PreK-6	0	0	27	0	27	100.0%	27	0	0	0	100.0%	27	0	0	0	100.0%	27	0	0	1 0	lot appli	cable	,	

Middle Education 6-8	0	0	6	0	6	6 0	0 0	6 0	0	0 Not applicable	Not applicable
Reading Specialist	5	0	0	0	5	5 0	0 0 Not appl	icable		5 0 0 N/A	Not applicable
French	3	0	1	0	4	4 0	0 0	4 0	0	0 Not applicable	Not applicable
Spanish	0	0	0	0	0	0 0	0 0	0 0	0	0 Not applicable	Not applicable
Visual Arts PreK-12	0	0	2	0	2	2 0	0 0	0 0	0	0 Not applicable	Not applicable
Health and Physical Education PreK-12	0	0	4	0	4	4 0	0 0	4 0	0	0 Not applicable	Not applicable
Music Education - Instrumental PreK-12	5	0	4	0	9	9 0	0 0 100.0%	9 0	0	0 Not applicable	Not applicable
Music Education - Vocal/Choral PreK-12	5	0	2	0	7	7 0	0 0	7 0	0	0 Not applicable	Not applicable
English	7	0	2	0	9	9 0	0 0 100.0%	9 0	0	0 Not applicable	Not applicable
History and Social Sciences	7	0	8	0	15	100.0% 15 0	0 0 100.0%	15 0	0	0 Not applicable	Not applicable
Mathematics	8	0	3	0	11	100.0% 11 0	0 0 100.0%	11 0	0	0 Not applicable	Not applicable
Science - Biology	5	0	1	0	6	6 0	0 0	6 0	0	0 Not applicable	Not applicable
Science - Chemistry	3	0	0	0	3	3 0	0 0	3 0	0	0 Not applicable	Not applicable
Science - Earth Science	4	0	0	0	4	4 0	0 0	4 0	0	0 Not applicable	Not applicable
Science - Physics	0	0	0	0	0	0 0	0 0	0 0	0	0 Not applicable	Not applicable
Special Education - General Curriculum K-12	0	0	9	0	9	9 0	0 0 Not appl	icable		9 0 0 0	Not applicable
Driver Education (Add-on)	1	0	1	0	2	Not applicable	Not appl	icable		Not applicable	Not applicable

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: <u>Ferrum College</u>

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
	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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A))					JECT T (B)		R\	/E or	VRA	(C)		SI	LLA (I	D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	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	See Note 1 above.	9	0	9															Not applicable				
Middle Education 6-8	0	See Note 1 above.	0	0	0											Not appli	cable)			Not appli	cable		
Agricultural Education	1	See Note 1 above.	4	0	5						Not appli	cable	!			Not applicable					Not appli	cable		
Health and Physical Education PreK-12	6	See Note 1 above.	3	0	9											Not appli	pplicable Not appli							
English	3	See Note 1 above.	2	0	5											Not appli	cable)			Not appli	cable		
History and Social Sciences	3	See Note 1 above.	2	0	5			•						•		Not appli	cable)			Not appli	cable		

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCLA	(A)					SUB.			R	/E or `	VRA (C)		SLLA	(D)*	
Programs	Number of Program	Number of Program	Number of Program	Number of Program	and Noncompleters	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT N	Pass Rate		NP	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)				(%)			
Mathematics	4	See Note 1 above.	0	1	5											Not appl	icable			Not ap	plicable	Э	
Special Education - General Curriculum K-6 (Add-on)	0	See Note 1 above.	2	0	2	Not appli	cable				Not appli	icable				Not appl	icable			Not ap	olicabl	Э	

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40) Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A)						ECT T (B)		RV	E or	VRA ((C)		SL	LA (C)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	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	See Note 1 above.	69	0	69	100.0%	69	0			100.0%	69				100.0%	69				Not applic	cable		
Elementary Education PreK-6	0	See Note 1 above.	122		122	100.0%	122				100.0%	122				100.0%	122				Not applic	able		
Math Specialist for Elementary/Middle Ed.	0	See Note 1 above.	79	0	79	100.0%	2			77	Not applic	cable				Not applic	cable				Not applic	cable		
Reading Specialist	0	See Note 1 above.	80	0	80	0.0%				0	Not applicable					100.0%	80			N/A	Not applic	cable		
School Counselor PreK-12	0	See Note 1 above.	52	0	52	Not appli	cable				Not applicable					Not applic	cable				Not applic	cable		

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCLA	(A)					SUBJE MENT			ı	RVE (or VR/	A (C))	S	LLA	(D)*		
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	Р	NP I	NT	NR	Pass Rate (%)		NP	N.	T NR	Pass Rate (%)	Р	NP	P N	T
School Psychology	Offipieters	See Note 1 above.	9	∩ Noncompleters	9	Not applic	ahla				Not appli	icable				Not ap	olicah	مام			Not app	licabl			
Arabic PreK-12	0	See Note 1 above.	1	0	1	Ινοι αρριιο	abic	I			Not appli					Not ap					Not app			\vdash	
Chinese PreK-12	7	See Note 1 above.	1	0	8						Not appli					Not ap					Not app			-	
French PreK-12	1	See Note 1 above.	0	0	0						посаррі	lcable	; 	Т		Not ap					Not app			-	
German PreK-12	2	See Note 1 above.	1	0	3											Not ap					Not app			-	
Japanese PreK-12	2	See Note 1 above.	0	0	2						Not appli	icable	<u> </u>			Not ap					Not app			-	
Korean PreK-12	1	See Note 1 above.	3	0	1						Not appli					Not ap					Not app			-	
Spanish PreK-12	1	See Note 1 above.	2	0	3						посаррі	lcable	; 	Т		Not ap					Not app			-	
Latin PreK-12	1	See Note 1 above.	1	0	2						Not appli	icable	<u> </u>			Not ap					Not app			-	
Visual Arts PreK-12	0	See Note 1 above.	12	0	12	100.0%	12				100.0%		,	Т		Not ap					Not app				
Dance Arts PreK-12	0	See Note 1 above.	0	0	0	100.070	14				Not appli					Not ap					Not app				
English as a Second Language PreK-12	0	See Note 1 above.	33	0	33	100.0%	33				100.0%		; 	Т		Not ap					Not app				
Health and Physical Education PreK-12	0	See Note 1 above.	28	0	28		28				100.0%		\vdash	\dashv		Not ap					Not app				
Music Education - Instrumental PreK-12	0	See Note 1 above.	20	0	20		20				100.0%					Not ap					Not app			-	
Music Education - Vocal/Choral PreK-12	5	See Note 1 above.	9	0	14	714.3%					714.3%		 	-		Not ap								_	
	3	See Note 1 above.		0	8	7 14.5%	100														Not app			_	
Theatre Arts PreK-12	0		5	0							Not appli	Table	; 	Т		Not ap					Not app			=	
Computer Science	· · · ·	See Note 1 above.	0	Ů.	0	400.00/	44				400.00/	44				Not ap					Not app				
English	0	See Note 1 above.	41	0	41	100.0%					100.0%					Not ap					Not app			_	
History and Social Sciences	0	See Note 1 above.	39	0	39		39	-			100.0%	39				Not ap					Not app				
Mathematics	0	See Note 1 above.	31	0	31		31				100.0%	31				Not ap					Not app			_	
Science - Biology	0	See Note 1 above.	11	0	11		11				100.0%	11	-			Not ap					Not app				
Science - Chemistry	5	See Note 1 above.	5	0	10	100.0%	10				100.0%	10	-			Not ap					Not app				
Science - Earth Science	5	See Note 1 above.	4	0	9											Not ap	•				Not app				
Science - Physics	2	See Note 1 above.	3	0	5											Not ap					Not app				
Special Education - Early Childhood	0	See Note 1 above.	18	0	18		18				Not appli	icable	;			Not ap	olicab	le			Not app	licabl	е		
Special Education - Adapted Curriculum K- 12	0	See Note 1 above.	20	0	20	100.0%	20				Not appli	icable)			Not ap	olicab	le			Not app	licable	Э		
Special Education - General Curriculum K- 12	0	See Note 1 above.	77	0	77	100.0%	77				Not appli	icable)			100.0	% 77	7			Not app	licable	е		
Special Education - Blindness/ Visual Impairments PreK-12	4	See Note 1 above.	3	0	7																Not app				
Special Education - General Curriculum K-6 (Add-on)	0	See Note 1 above.	0	0	0	Not applic	able				Not appli	icable)			Not ap	olicab	le			Not app	licable	Э		
Special Education - General Curriculum 6-8 (Add-on)	0	See Note 1 above.	0	0	0	Not applic	able				Not appli	icable)			Not ap	olicab	le			Not app	licable	Э		
Special Education - General Curriculum 6- 12 (Add-on)	0	See Note 1 above.	0	0	0	Not applic	cable				Not appli	icable)			Not ap	olicab	le			Not app	licable	Э		
Driver Education (Add-on)	0	See Note 1 above.	0	0	0	Not applic	able				Not appli	icable	,			Not ap	plicab	le			Not app	licabl	e		
Gifted Education (Add-on)	5	See Note 1 above.	0	0	5	Not applic					Not appli					Not ap					Not app				
Mathematics - Algebra I (Add-on)	0	See Note 1 above.	0	0	0	Not applic					Not appli					Not ap	•				Not app				
Administration and Supervision PreK-12	0	See Note 1 above.	224	0	224	Not applic					Not appli					Not ap					100.0%			\top	
Administration and Supervision PreK-12	0	See Note 1 above.	0	0	0	Not applic					Not appli					Not ap					Not app				
(central office only)						-1-1-1					-1-1-1										1 2 7 7				

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Biennia	al Reporting Period	Total Completers		VCL	A (A)					JECT T (B)		RV	E or	/RA ((C)		SI	LA (C	D)*				
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	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	8	See Note 1 above.	5	0	13	100.0%	13	0	0 0	100.0%	13	0	0	0	100.0%	13	0	0	1 0	Not applicable						
School Counselor PreK-12	5	See Note 1 above.	4	0	9	Not appli	cable			Not appli	cable				Not appli	cable			1	Not appli	cable					
Music Education - Instrumental PreK-12	2	See Note 1 above.	2	0	4										Not appli	cable			1	Not appli	cable					
Music Education - Vocal/Choral PreK-12	8	See Note 1 above.	0	0	8										Not appli	cable			1	lot applicable						
English	2	See Note 1 above.	0	0	2										Not appli	cable			1	Not appli	ot applicable					
Mathematics	3	See Note 1 above.	1	0	4										Not appli	cable			1	Not appli						

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Biennia	al Reporting Period	Total Completers		VCL	A (A))				JECT T (B)		RV	E or	VRA	(C)		SI	LA (I	D)*	
Programs	Number of Program	Number of Program	Number of Program	Number of Program	and Noncompleters	Pass Rate	Р	NP	NT NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)				(%)					(%)					(%)			
Science - Biology	4	See Note 1 above.	0	1	5					(70)					Not appli	cable			1	Not appli	cable		
Science - Chemistry	0	See Note 1 above.	0	0	0					+ + + + +					Not appli	cable			1	Not appli	cable		
Administration and Supervision PreK-12	8	See Note 1 above.	0	0	8	Not applicable				Not appli	cable)			Not appli	cable							
Administration and Supervision PreK-12	4	See Note 1 above.	0	0	4	Not applicable				Not appli	cable)			Not appli	cable	!		1	Not appli	cable		
(central office only)						пот арріісаріе																	

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40) Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: **Hollins University**

Std.#	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Key

= 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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Biennia	al Reporting Period	Total Completers		VCL	A (A)						JECT T (B)		RV	E or	VRA	(C)		s	LLA ([D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	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	See Note 1 above.	10	1	11	100.0%	11				100.0%	11				100.0% 11 0 Not app						icable		
French PreK-12	1	See Note 1 above.	0	0	1											Not appli	cable				Not appl	icable		
Spanish PreK-12	1	See Note 1 above.	0	2	3											Not appli	cable				Not appl	icable		
Latin PreK-12	3	See Note 1 above.	0	1	4						Not appli	cable				Not appli	Not applicable Not applicable Not applicable							
Visual Arts PreK-12	2	See Note 1 above.	2	1	5											Not appli	cable				Not appl	icable		
English	6	See Note 1 above.	2	1	9											Not appli	cable		Not appl	icable				

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A)					JECT T (B)		RV	E or	VRA (C)		SLLA	(D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT N	Pass R Rate (%)		NP	NT
History and Social Sciences	0	See Note 1 above.	0	1	1										Not appli	cable			Not ap	plicab	le	
Mathematics	2	See Note 1 above.	0	1	3										Not appli	cable			Not ap	plicab	le	
Science - Biology	0	See Note 1 above.	1	1	2										Not appli	cable			Not ap	plicab	le	
Science - Chemistry	1	See Note 1 above.	0	0	1										Not appli	cable			Not ap	plicab	le	
Science - Physics	1	See Note 1 above.	0	0	1	·									Not appli	cable		•	Not ap	plicab	le	

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: <u>James Madison University</u>

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Biennia	al Reporting Period	Total Completers		VCL	A (A)				XIS S				R\	/E or	VRA	(C)		s	LLA (I	D)*	
Programs	Number of Program	Number of Program	Number of Program	Number of Program	and Noncompleters	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)			
Early/Primary Education PreK-3	0	See Note 1 above.	67		67	100.0%	67				100.0%	67				100.0%	67				Not appl	icable		
Elementary Education PreK-6	0	See Note 1 above.	274		274	100.0%	274				100.0%	274				100.0%	274				Not appl	icable		
Middle Education 6-8	0	See Note 1 above.	24		24	100.0%	24				100.0%	24				Not appli	icable)			Not appl	icable		
Math Specialist for Elementary/Middle Ed.	0	See Note 1 above.	0		0						Not applic	able				Not appli	icable				Not appl	icable		
Reading Specialist	0	See Note 1 above.	16		16	100.0%	16	•		•	Not applic	able		<u> </u>		93.8%	15		1	N/A	Not appl	icable		

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A)				RAXIS S				RVE o	r VR	A (C)		SLL	A (D)*	*
Programs	Number of	Number of	Number of	Number of	and Noncompleters	Pass Rate	D	NP	NT	5	Pass		ND.	NT	ND	Pass	10	NT	ā	Pass	P NI	IP NT
	Program Completers	Program Noncompleters	Program Completers	Program Noncompleters	Noncompleters	(%)		NP	NI	NK	Rate (%)	P	NP	NI	NK	Rate P	NP	INI	NK	Rate F	ואן ל	PINI
School Counselor PreK-12	0	See Note 1 above.	15		15	Not appli	icable	<u> </u>			Not appl	licable	<u> </u>		١	lot applicab	le			Not applica	ble	
School Psychology	0	See Note 1 above.	27		27	Not appli					Not appl	licable				lot applicab				Not applica		
French PreK-12	8	See Note 1 above.	1		9										١	lot applicab	le			Not applica	ble	
German PreK-12	4	See Note 1 above.	0		4										١	lot applicab	le			Not applica	ble	
Italian PreK-12	0	See Note 1 above.	0		0						Not appl	licable			N	lot applicab	le			Not applica	ble	
Spanish PreK-12	6	See Note 1 above.	3		9										١	lot applicab	le			Not applica	ble	
Visual Arts PreK-12	0	See Note 1 above.	20		20	100.0%	20				100.0%	20			١	lot applicab	le			Not applica	ble	
Dance Arts PreK-12	6	See Note 1 above.	2		8						Not appl				N	lot applicab	le			Not applica	ble	
English as a Second Language PreK-12	8	See Note 1 above.	10		18	100.0%					100.0%	18			١	lot applicab	le			Not applica	ble	
Health and Physical Education PreK-12	0	See Note 1 above.	16		16	100.0%	16				100.0%	16			١	lot applicab	le			Not applica	ble	
Music Education - Instrumental PreK-12	0	See Note 1 above.	44		44	100.0%	44				100.0%	44			١	lot applicab	le			Not applica	ble	
Music Education - Vocal/Choral PreK-12	0	See Note 1 above.	19		19	100.0%	19				100.0%	19			١	lot applicab	le			Not applica	ble	
Theatre Arts PreK-12	6	See Note 1 above.	3		9		10				Not appl				N	lot applicab	le			Not applica	ble	
English	0	See Note 1 above.	27		27	100.0%	27				100.0%				١	lot applicab	le			Not applica	ble	
History and Social Sciences	0	See Note 1 above.	43		43	100.0%					100.0%	43			١	lot applicab	le			Not applica	ble	
Mathematics	0	See Note 1 above.	28		28	100.0%	28				100.0%	28			١	lot applicab	le			Not applica	ble	
Science - Biology	0	See Note 1 above.	4		4										١	lot applicab	le			Not applica	ble	
Science - Chemistry	7	See Note 1 above.	3		10	100.0%	10				100.0%	10			١	lot applicab	le			Not applica	ble	
Science - Earth Science	0	See Note 1 above.	5		5										١	lot applicab	le			Not applica	ble	
Science - Physics	9	See Note 1 above.	2		11	100.0%	11				100.0%	11			١	lot applicab	le			Not applica	ble	
Special Education - Early Childhood	0	See Note 1 above.	46		46	100.0%	46				Not appl	licable			Ν	lot applicab	le			Not applica	ble	
Special Education - Adapted Curriculum K- 12	4	See Note 1 above.	26		30	100.0%	30				Not appl				N	lot applicab	le			Not applica	ble	
Special Education - General Curriculum K- 12	0	See Note 1 above.	28		28	100.0%	28				Not appl	licable				100.0% 28				Not applica	ble	
Gifted Education (Add-on)	0	See Note 1 above.	0		0	Not appli	icable				Not appl	licable			N	lot applicab	le			Not applica	ble	
Mathematics - Algebra I (Add-on)	0	See Note 1 above.	6			Not appli					Not appl					lot applicab				Not applica	ble	
Administration and Supervision PreK-12	0	See Note 1 above.	71			Not appli					Not appl					lot applicab				93.0% 6		5
Administration and Supervision PreK-12 (central office only)	0	See Note 1 above.	63			Not appli					Not appl					lot applicab				Not applica	ble	

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: <u>Liberty University</u>

04-1-4	Deposite the most Oten dend
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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
Ref.	Description of Assessments
А	Academic Skills Assessment: The prescribed test is the <i>Virginia Communication and Literacy Assessment (VCLA).</i> 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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)	_	rfrom Prior Biennial rting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A))			AXIS : SESS				RV	/E or	VRA	(C)		SL	.LA ([O)*	
Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass					Pass			
i rograms	Program	Program	Program	Program	Noncompleters	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP N	IT.
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)			
Elementary Education PreK-6	0	See Note 1 above.	429	6	435	100.0%	435	0	0	0	98.6%	429	4	2	0	99.5%	433	0	2	0	Not applic	cable		
Middle Education 6-8	0	See Note 1 above.	39		39	100.0%	39	0	0	0	97.4%	38	1	0	0	Not appli	cable				Not applie	cable		
Math Specialist for Elementary/Middle Ed.	0	See Note 1 above.	5		5						Not appli	icable	•			Not appli	cable				Not applic	cable		
Reading Specialist	0	See Note 1 above.	34	1	35	0.0%					Not appli	icable				97.1%	34	0	1	N/A	Not applic	cable		

Approved Education (Endorsement)	_	from Prior Biennial rting Period	Current Bienni	al Reporting Period	Total Completers		VCL	- A (A))			AXIS SESS				R\	/E or \	VRA (C)	SL	LA (D)	k
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Ρ	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT NR	Pass Rate (%)	PN	PNT
School Counselor PreK-12	0	See Note 1 above.	378	11	389	Not appl	icable)			Not app	licable)			Not appli	cable			Not appli	cable	
Spanish PreK-12	0	See Note 1 above.	4		4											Not appli	cable			Not appli	cable	
Business and Information Technology	9	See Note 1 above.	11	1	21	100.0%			0	0	100.0%	21	0	0	0	Not appli	cable			Not appli	cable	
Family and Consumer Sciences	7	See Note 1 above.	4		11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appli	cable			Not appli	cable	
Engineering	0	See Note 1 above.			0						Not app		9			Not appli	cable			Not appli	cable	
Visual Arts PreK-12	0	See Note 1 above.	15	1	16	100.0%			0	0	100.0%		0	0	0	Not appli	cable			Not appli	cable	
English as a Second Language PreK-12	0	See Note 1 above.	17		17	100.0%			0	0	100.0%		0	0	0	Not appli	cable			Not appli	cable	
Health and Physical Education PreK-12	0	See Note 1 above.	15		15	100.0%			0	0	100.0%		0	0	0	Not appli	cable			Not appli	cable	
Music Education - Instrumental PreK-12	0	See Note 1 above.	19		19	100.0%	19	0	0	0	100.0%	19	0	0	0	Not appli	cable			Not appli	cable	
Music Education - Vocal/Choral PreK-12	0	See Note 1 above.	18		18	100.0%	18	0	0	0	100.0%	18	1	0	0	Not appli	cable			Not appli	cable	
Theatre Arts PreK-12	7	See Note 1 above.			7						Not app	licable)			Not appli	cable			Not appli	cable	
Computer Science	3	See Note 1 above.			3											Not appli	cable			Not appli	cable	
English	0	See Note 1 above.	44	3	47	100.0%	47	0	0	0	100.0%	47	0	0	0	Not appli	cable			Not appli	cable	
History and Social Sciences	0	See Note 1 above.	51	1	52	100.0%	52	0	0	0	100.0%	52	0	0	0	Not appli	cable			Not appli	cable	
Mathematics	0	See Note 1 above.	16	2	18	100.0%	18	0	0	0	100.0%	18	0	0	0	Not appli	cable			Not appli	cable	
Science - Biology	5	See Note 1 above.	25	1	31	100.0%	31	0	0	0	100.0%	31	0	0	0	Not appli	cable			Not appli	cable	
Science - Chemistry	6	See Note 1 above.	4		10	100.0%	10	0	0	0	90.0%	9	1	0	0	Not appli	cable			Not appli	cable	
Science - Earth Science	0	See Note 1 above.			0											Not appli	cable			Not appli	cable	
Science - Physics	0	See Note 1 above.			0											Not appli	cable			Not appli	cable	
Special Education - Early Childhood	0	See Note 1 above.			0						Not app	licable				Not appli	cable			Not appli	cable	
Special Education - Adapted Curriculum K- 12	0	See Note 1 above.			0						Not app					Not appli				Not appli		
Special Education - General Curriculum K-12	0	See Note 1 above.	236	4	240	99.2%	238	2	0	0	Not app	licable	€			98.8%	237	1	2 0	Not appli	cable	
Special Education - General Curriculum K-6 (Add-on)	0	See Note 1 above.	13		13	Not appl	icable)			Not app	licable)			Not appli				Not appli	cable	
Special Education - General Curriculum 6-8 (Add-on)	0	See Note 1 above.			0	Not appl	icable	9			Not app	licable	9			Not appli	cable			Not appli	cable	
Special Education - General Curriculum 6- 12 (Add-on)	0	See Note 1 above.			0	Not appl					Not app					Not appli				Not appli		
Early Childhood 3-4 Year Olds (Add-on)	2	See Note 1 above.	2		4	Not appl	icable)			Not app	licable)			Not appli	cable			Not appli	cable	
Transition and Special Needs (Add-on)	0	See Note 1 above.				Not appl					Not app	licable	9			Not appli				Not appli		
Gifted Education (Add-on)	0	See Note 1 above.	5		5	Not appl	icable)			Not app	licable	9			Not appli	cable			Not appli	cable	
Journalism (Add-on)	0	See Note 1 above.			0	Not appl	icable	•			Not app					Not appli	cable			Not appli	cable	
Mathematics - Algebra I (Add-on)	0	See Note 1 above.	5		5	Not appl	icable	9			Not app					Not appli	cable			Not appli		
Speech Communication (Add-on)	0	See Note 1 above.				Not appl					Not app					Not appli	cable			Not appli		
Administration and Supervision PreK-12	0	See Note 1 above.	200	5		Not appl					Not app					Not appli				90.2%	185	1 19
Administration and Supervision PreK-12 (central office only)	0	See Note 1 above.	2			Not appl	icable	•			Not app					Not appli	cable			Not appli	cable	

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Biennia	al Reporting Period	Total Completers		VCL	A (A))			XIS S				RV	⁄E or	VRA	(C)		SL	.LA ([D)*				
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	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	See Note 1 above.			0																Not appli	cable					
Elementary Education PreK-6	0	See Note 1 above.	169	10	179	97.2%	174	5			94.4%	169	5	5		97.2%	174	5			Not appli	cable					
Math Specialist for Elementary/Middle Ed.	0	See Note 1 above.	15		15	100.0%	15				Not applic	cable				Not appli	cable				Not appli	t applicable t applicable					
Reading Specialist	0	See Note 1 above.	81		81	100.0%	81				Not applic	cable				95.1%	77	4		N/A	Not appli	cable					
School Counselor PreK-12	0	See Note 1 above.	11		11	Not appli	cable				Not applic	cable				Not appli											

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	.A (A	۱)				SUB.			R۱	E or VI	RA (C)	SLL	A (D)	*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P N	IP N	NT NR	Pass Rate (%)	PN	IP NT	
French PreK-12	6	See Note 1 above.	1	•	7										1	lot appli	cable	-	_	Not applica	ble		1
German PreK-12	0	See Note 1 above.			0										1	lot appli	cable			Not applica	ble		
Spanish PreK-12	7	See Note 1 above.	3		10	100.0%	10				100.0%	10			1	lot appli	cable			Not applica	ble		1
Visual Arts PreK-12	6	See Note 1 above.	5		11	100.0%	11				100.0%	11			1	lot appli	cable			Not applica	ble		
English as a Second Language PreK-12	0	See Note 1 above.	4		4										1	lot appli	cable			Not applica	ble		
Health and Physical Education PreK-12	0	See Note 1 above.	22		22	100.0%	22				100.0%	22			1	lot appli	cable			Not applica	ble		
Library Media PreK-12	0	See Note 1 above.	93		93	100.0%	93				Not appli	icable)		1	lot appli	cable			Not applica	ble		
Music Education - Instrumental PreK-12	4	See Note 1 above.	6		10	100.0%	10				100.0%	10			1	lot appli	cable			Not applica	ble		
Music Education - Vocal/Choral PreK-12	6	See Note 1 above.	7		13	100.0%	13				100.0%	13			1	lot appli	cable			Not applica	ble		
Theater Arts PreK-12	2	See Note 1 above.	1		3						Not appli	icable	9		1	lot appli	cable			Not applica	ble		
English	0	See Note 1 above.	8		8										1	lot appli	cable			Not applica	ble		
History and Social Sciences	0	See Note 1 above.	16		16	100.0%	16				100.0%	16			1	lot appli	cable			Not applica	ble		
Mathematics	0	See Note 1 above.	5		5										1	lot appli	cable			Not applica	ble		
Science - Biology	3	See Note 1 above.	5		8										1	lot appli	cable			Not applica	ble		
Science - Chemistry	5	See Note 1 above.	2		7										1	lot appli	cable			Not applica	ble		
Science - Physics	2	See Note 1 above.	1		3										1	lot appli	cable			Not applica	ble		
Special Education - Early Childhood	0	See Note 1 above.			0						Not appli	icable	9		1	lot appli				Not applica	ble		
Special Education - General Curriculum K- 12	0	See Note 1 above.	53	12	65	81.5%	53	12			Not appli	icable	9			81.5%	53	•	12	Not applica	ble		
Driver Education (Add-on)	0	See Note 1 above.			0	Not appli	cable)			Not appli	icable	9		1	lot appli	cable			Not applica	ble		
Mathematics - Algebra I (Add-on)	6	See Note 1 above.			6	Not appli	cable				Not appli	icable	9		1	lot appli	cable			Not applica	ble		
Administration and Supervision PreK-12	0	See Note 1 above.	191		191	Not appli	cable				Not appli	icable	9		1	lot appli	cable			100.0% 1			
Administration and Supervision PreK-12 (central office only)	0	See Note 1 above.		162	162	Not appli	cable	;			Not appli	icable	9			lot appli				Not applica	ble		

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40) Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Mary Baldwin University

Std.#	Description of Standard
1	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Kev

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

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

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A))				SUB.			RV	E or	VRA	(C)		SL	LA (C)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	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	See Note 1 above.	40	1	41	100.0%	41	0	0	0	97.6%	40	1	0	0	97.6%	40	1	0	0	Not appli	cable		
Middle Education 6-8	0	See Note 1 above.	10	1	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appli	cable				Not applie	cable		
Reading Specialist	1	See Note 1 above.	4	0	5						Not applic	cable)							N/A	Not applie	cable		
Visual Arts PreK-12	0	See Note 1 above.	1	0	1											Not appli	cable	•			Not applie	cable		
English as a Second Language PreK-12	0	See Note 1 above.	0	1	1											Not appli	cable				Not applie	cable		
Music Education - Vocal/Choral PreK-12	5	See Note 1 above.	1	0	6											Not appli	cable	<u> </u>			Not applie	cable		

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	-A (A)			AXIS : SESS				R'	VE or	VRA	(C)		S	LLA (D)*	
Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass					Pass			
. 10 9 .u0	Program	Program	Program	Program	Noncompleters	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	P	NP	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)			
English	7	See Note 1 above.	7	3	17	100.0%	17	0	0	0	100.0%	17	0	0	0	Not appl	icable)			Not app	licable		
History and Social Sciences	3	See Note 1 above.	3	0	6											Not appl	icable				Not app	licable		
Mathematics	1	See Note 1 above.	2	0	3											Not appl	icable	1			Not app	licable		
Science - Biology	5	See Note 1 above.	0	1	6											Not appl	icable	!			Not app	licable		
Science - Chemistry	8	See Note 1 above.	0	0	8											Not appl	icable	!			Not app	licable		
Special Education - General Curriculum K- 12	0	See Note 1 above.	39	5	44	100.0%	15	0	0	29	Not appli	cable				97.6%	40	0	1	3	Not app	licable		
Special Education - General Curriculum K-6 (Add-on)	0	See Note 1 above.	0	0	0	Not appli	icable)			Not appli	cable				Not appl	icable	1			Not app	licable		
Special Education - General Curriculum 6-8 (Add-on)	0	See Note 1 above.	0	0	0	Not appli	icable)			Not appli	cable				Not appl	icable				Not app	licable		
Special Education - General Curriculum 6-12 (Add-on)	0	See Note 1 above.	0	0	0	Not appli	icable)			Not appli	cable				Not appl	icable				Not app	licable		
Gifted Education (Add-on)	2	See Note 1 above.	1	0	3	Not appli	icable	•			Not appli	cable				Not appl	icable				Not app	licable		

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A)					SUB.			RV	/E or	VRA	(C)		SL	LA (I	D)*	
Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass					Pass			
	Program	Program	Program	Program	Noncompleters	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)			
Elementary Education PreK-6	0	See Note 1 above.	38	0	38	0.0%	cable			0.0%					0.0%					Not appli	cable			
School Counselor PreK-12	0	See Note 1 above.	12	0	12						Not applic	cable)			Not appli	cable	1			Not appli	cable		
Visual Arts PreK-12	6	See Note 1 above.	2	0	8											Not appli	cable				Not appli	cable		
English	0	See Note 1 above.	5	0	5											Not appli	cable				Not appli	cable		
History and Social Sciences	6	See Note 1 above.	12	0	18	0.0%					0.0%					Not appli	cable				Not appli	cable		
Mathematics	0	See Note 1 above.	0	0	0											Not appli	cable				Not appli	cable		

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A)						JECT IT (B)		R۱	E or V	RA (C	;)	SL	LA ([D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	PN	IP N	T NR	Pass Rate (%)	Р	NP	NT
Science - Biology	0	See Note 1 above.	3	0	3											Not appli	cable			Not applic	able		
Science - Chemistry	3	See Note 1 above.	0	0	3											Not appli	cable			Not applic	able		
Science - Earth Science	3	See Note 1 above.	0	0	3											Not appli	cable			Not applic	able		
Science - Physics	3	See Note 1 above.	0	0	3											Not appli	cable			Not applic	able		
Special Education - General Curriculum K- 12	0	See Note 1 above.	26	0	26	0.0%					Not appli	cable				0.0%				Not applic	able		
Administration and Supervision PreK-12	0	See Note 1 above.	13	0	13	Not appli	cable				Not appli	cable				Not appli	cable		•	0.0%			
Administration and Supervision PreK-12 (central office only)	6	See Note 1 above.	5	0	11	Not appli	cable				Not appli	cable				Not appli	cable			Not applic	able		

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters.
	Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been
	officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised
	student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 Praxis Subject Assessment. This assessment is applicable to the following endorsements: Business and Information Technology; Computer Science; 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:
	English; Middle Education 6-8: History and Social Sciences; Middle Education 6-8: Mathematics; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist
	endorsement is the Reading for Virginia Educators (RVE): Reading Specialist.
	[Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were
	required.]
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Kov

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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Noncompleters,"</u> then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note: The current *Regulations Governing the Review and Approval of Education in Virginia* became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	. A (A))				SUBJ MEN1			RV	E or	VRA	(C)		SL	LA (D)*	
Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass					Pass			
	Program Completers	Program Noncompleters	Program Completers	Program Noncompleters	Noncompleters	Rate (%)	Р	NP	NT	NR	Rate (%)	Р	NP	NI	NR	Rate (%)	Р	NP	NI	NR	Rate (%)	Р	NP	NI
Early/Primary Education PreK-3		See Note 1 above.	19		19	100.0%	2														Not appli	cable		
Elementary Education PreK-6		See Note 1 above.	40		40	100.0%	40				100.0%	40				100.0%	40				Not appli	cable	;	

Certification of Standard 1 - Assessment Passing Rates

Norfolk State University Page 1

Math Specialist for Elementary/Middle Ed		See Note 1 above.						Not applicab	le	Not appli	cable		Not applicab	le
School Counselor PreK-12		See Note 1 above.	46	46	100.0%	46	1	Not applicab	le	100.0%	46	N/A	A Not applicab	le
School Social Worker	8	See Note 1 above.	30	38	Not appli			Not applicab		Not appli	cable	•	Not applicab	
French PreK-12		See Note 1 above.			Not appli	cable		Not applicab	le	Not appli	cable		Not applicab	le
Spanish PreK-12		See Note 1 above.						Not applicab	e	Not appli	cable		Not applicab	le
Visual Arts PreK-12	2	See Note 1 above.		2						Not appli	cable		Not applicab	le
Health and Physical Education PreK-12		See Note 1 above.	12	12						Not appli	cable		Not applicab	le
Music Education - Instrumental PreK-12		See Note 1 above.	5	5	100.0%	5		100.0%	5	Not appli	cable		Not applicab	le
Music Education - Vocal/Choral PreK-12	8	See Note 1 above.	8	16	100.0%	16		100.0% 16		Not appli	cable		Not applicab	le
English		See Note 1 above.	1	8						Not appli	cable		Not applicab	le
History and Social Sciences	7	See Note 1 above.	1	8						Not appli	cable		Not applicab	le
Mathematics		See Note 1 above.								Not appli	cable		Not applicab	le
Science - Chemistry		See Note 1 above.								Not appli	cable		Not applicab	le
Science - Physics		See Note 1 above.								Not appli	cable		Not applicab	le
Special Education - Adapted Curriculum K-		See Note 1 above.								Not appli	cable		Not applicab	le
Special Education - General Curriculum K-		See Note 1 above.	17	17	100.0%	17		100.0% 17		Not appli	cable		Not applicab	le
Special Education - Blindness/ Visual		See Note 1 above.						Not applicab	le	Not appli	cable		Not applicab	le
Driver Education (Add-On)		See Note 1 above.						Not applicab	Not appli	cable		Not applicab	le	
Administration and Supervision PreK-12	7	See Note 1 above.	1	9			Not applicable		le				Not applicab	le
Administration and Supervision PreK-12	1	See Note 1 above.	_	 1	Not appli	cable	Not applicable		e	Not appli	cable			
		See Note 1 above.			Not appli	cable		Not applicab	le	Not appli	cable		Not applicab	le

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
Ref.	Description of Assessments
А	Academic Skills Assessment: The prescribed test is the <i>Virginia Communication and Literacy Assessment (VCLA).</i> 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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Biennia	al Reporting Period	Total Completers		VCL	A (A)						JECT T (B)		RV	/E or	VRA	(C)		SI	LLA (I	D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	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	See Note 1 above.	5	0	5						95 2% 158 2 6										Not appli	cable		
Elementary Education PreK-6	0	See Note 1 above.	163	3	166	97.0%	161	1	4	0	95.2%	158	2	6	0	96.4%	160	1	5	0	Not appli	cable		
Middle Education 6-8	0	See Note 1 above.	3	0	3											Not appli	cable				Not appli	cable		
Math Specialist for Elementary/Middle Ed.	2	See Note 1 above.	7	0	9					Not applicable 30 Not applicable						Not appli	cable				Not appli	cable		
Reading Specialist	0	See Note 1 above.	33	0	33	100.0%	3	0	0	30	Not appli	cable				84.8%	28	1	4	N/A	Not appli	cable		

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	. A (A))			AXIS S SESSI				RVE	or VR	A (C)		SLLA	(D)*	
Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass				Pass		
Fiograms	Program	Program	Program	Program	Noncompleters	Rate	Р	NP	NT	NR	Rate	Р	NP I	NT	NR	Rate F	NP	NT	NR	Rate P	NP	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)				(%)	A 17	
School Counselor PreK-12	0	See Note 1 above.	32	0	32	Not appli	cable				Not appli	cable			N	lot applical	ble			Not applicable	9	
French PreK-12	0	See Note 1 above.	0	0	0										Ν	lot applical	ble			Not applicable	Э	
German PreK-12	6	See Note 1 above.	0	0	6										Ν	lot applical	ble			Not applicable	Э	
Spanish PreK-12	3	See Note 1 above.	3	0	6										Ν	lot applical	ble			Not applicable	Э	
Marketing Education	4	See Note 1 above.	8	0	12	83.3%	10	1	2	0	91.7%	11	1	1	0 N	lot applical	ble			Not applicable	Э	
Technology Education	8	See Note 1 above.	4	0	12	83.3%		0	2	0	83.3%	10	0	2	0 N	lot applical	ble			Not applicable	Э	
Visual Arts PreK-12	9	See Note 1 above.	18	0	27	92.6%	25	1	1	0	92.6%	25	1	1	0 N	lot applical	ble			Not applicable	e	
Dance Arts PreK-12	7	See Note 1 above.	1	1	9						Not appli	cable			N	lot applical	ble			Not applicable	e	
English as a Second Language PreK-12	3	See Note 1 above.	2	0	5											lot applical				Not applicable	e	
Health and Physical Education PreK-12	0	See Note 1 above.	29	2	31	80.6%		2	4	0	77.4%		1	6	0 N	lot applical	ble			Not applicable	e	
Library Media PreK-12	0	See Note 1 above.	85	3	88	95.2%	20	1	0	67	Not appli				N	lot applical	ble			Not applicable	Э	
Music Education - Instrumental PreK-12	0	See Note 1 above.	19	0	19	100.0%	19	0	0	0	100.0%		0	0	0 N	lot applical	ble			Not applicable	e	
Music Education - Vocal/Choral PreK-12	6	See Note 1 above.	7	0	13	92.3%	12	0	1	0	92.3%	12	0	1	0 N	lot applical	ble			Not applicable	Э	
Theatre Arts PreK-12	0	See Note 1 above.	3	0	3						Not appli	cable			N	lot applical	ble			Not applicable	Э	
Computer Science	0	See Note 1 above.	0	0	0										Ν	lot applical	ble			Not applicable	Э	
English	0	See Note 1 above.	37	4	41	97.6%	40	0	1	0	95.1%	39	1	1	0 N	lot applical	ble			Not applicable	Э	
History and Social Sciences	0	See Note 1 above.	30	2	32	93.8%	30	0	2	0	84.4%	27	2	3	0 N	lot applical	ble			Not applicable	Э	
Mathematics	0	See Note 1 above.	9	0	9										Ν	lot applical	ble			Not applicable	Э	
Science - Biology	0	See Note 1 above.	20	2	22	100.0%	22	0	0	0	100.0%	22	0	0	0 N	lot applical	ble			Not applicable	Э	
Science - Chemistry	5	See Note 1 above.	2	0	7										Ν	lot applical	ble			Not applicable	Э	
Science - Earth Science	5	See Note 1 above.	2	0	7										Ν	lot applical	ble			Not applicable	Э	
Science - Physics	7	See Note 1 above.	0	0	7										N	lot applical	ble			Not applicable	Э	
Special Education - Early Childhood	0	See Note 1 above.	5	0	5						Not appli	cable			N	lot applical	ble			Not applicable	Э	
Special Education - Adapted Curriculum K-	0	See Note 1 above.	37	0	37	96.8%	30	1	0	6	Not appli	cable			N	lot applical	ble			Not applicable		
12																						
Special Education - General Curriculum K-	0	See Note 1 above.	57	2	59	90.0%	36	4	0	19	Not appli	cable				95.2% 4	0 2	0	17	Not applicable	Э	
12																				• •		
Special Education - Blindness/ Visual	1	See Note 1 above.	0	0	1															Not applicable	Э	
Impairments PreK-12																				• •		
Drivers Education (Add-on)	9	See Note 1 above.	0	0	9	Not appli	cable				Not appli	cable			N	lot applical	ble			Not applicable	Э	
Mathematics - Algebra I (Add-on)	4	See Note 1 above.	0	0	4	Not appli					Not appli	cable				lot applical				Not applicable	3	
Administration and Supervision PreK-12	0	See Note 1 above.	203	0	203	Not appli					Not appli					lot applical				97.5% 198		5
Administration and Supervision PreK-12	0	See Note 1 above.	0	0	0	Not appli					Not appli					lot applical				Not applicable		
(central office only)																						

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

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

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

- Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Noncompleters,"</u> then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		Pass P NP NT NR NR NR NT NR NR NT NR NR				SUBJ SMEN			R\	/E or	VRA	(C)		SL	.LA (C))*			
Approved Education (Endorsement) Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass					Pass			
	Program	Program	Program	Program	Noncompleters	Rate	Р	NP	NT I	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	1T
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)			
Early/Primary Education PreK-3	0	See Note 1 above.	11	1	12	100.0%	12				100.0%	12				100.0%	12				Not applic	cable		
Elementary Education PreK-6	0	See Note 1 above.	112	3	115	100.0%	115				100.0%	115				95.7%	110		5		Not applic	able		
Middle Education 6- 8	0	See Note 1 above.	24	0	24	100.0%	100.0% 115 100.0% 24		100.0%	24				Not appli	cable				Not applic	cable				
Reading Specialist	0	See Note 1 above.	11	0	11		0.0% 24		Not appli	icable	9			100.0%	11			N/A	Not applic	able				
School Counselor PreK-12	0	See Note 1 above.	10	0	10	Not appl				Not appli	icable	9			Not appli	cable				Not applic	cable			
School Psychology	0	See Note 1 above.	18	0	18	Not appl	ot applicable			Not appli	icable)		l	Not appli	cable				Not applic	able			
School Social Worker	1	See Note 1 above.	0	0	1	Not appl	Not applicable				Not appli	icable	9			Not appli	cable				Not applic	able		
Spanish PreK-12	0	See Note 1 above.	0	0	0											Not appli	cable				Not applic	cable		
Dance Arts PreK-12	0	See Note 1 above.	1	0	1										I	Not appli	cable				Not applic	able		
Visual Arts PreK-12	0	See Note 1 above.	12	0	12	100.0%	12				100.0%	12				Not appli	cable				Not applic	cable		

Health and Physical Education PreK-12	0	See Note 1 above.	19	0	19	100.0% 19	10	0.0% 19	Not applicable	Not applicable
Music Education - Instrumental PreK-12	0	See Note 1 above.	12	0	12	100.0% 12	10).0% 12	Not applicable	Not applicable
Music Education - Vocal/Choral PreK-12	0	See Note 1 above.	3	0	3				Not applicable	Not applicable
English	0	See Note 1 above.	13	0	13	100.0% 13	10	0.0% 13	Not applicable	Not applicable
History and Social Sciences	0	See Note 1 above.	18	2	20	100.0% 20	10	0.0% 20	Not applicable	Not applicable
Mathematics	7	See Note 1 above.	6	0	13	92.3% 12	9	2.3% 12	Not applicable	Not applicable
Science - Biology	9	See Note 1 above.	1	0	10	100.0% 10	10	0.0% 10	Not applicable	Not applicable
Science - Chemistry	3	See Note 1 above.	0	0	3				Not applicable	Not applicable
Science - Earth Science	0	See Note 1 above.	2	0	2					
Science - Physics	3	See Note 1 above.	0	0	3					
Special Education - Early Childhood	0	See Note 1 above.	23	1	24	100.0% 24	No	applicable	Not applicable	Not applicable
Special Education - Deaf and Hard of Hearing	2	See Note 1 above.	5	1	8		No	applicable	Not applicable	Not applicable
Special Education - General Curriculum K-12	0	See Note 1 above.	30	0	30	100.0% 18	12 No	applicable	96.7% 29 1	Not applicable
Special Education - Adapted Curriculum K -12	0	See Note 1 above.	16	0	16	100.0% 16	No	applicable	Not applicable	Not applicable
Special Education - Blindness/Visual Impairments PreK-12	0	See Note 1 above.	0	0	0		No	applicable	Not applicable	Not applicable
Special Education - General Curriculum K-6 (Add-on)	0	See Note 1 above.	0	0	0		No	applicable	Not applicable	Not applicable
Special Education - General Curriculum 6 - 8 (Add on)	0	See Note 1 above.	0	0	0		No	applicable	Not applicable	Not applicable
Special Education - General Education 6 - 12 (Add-on)	0	See Note 1 above.	0	0	0		No	applicable	Not applicable	Not applicable
Driver Education (Add-on)	7	See Note 1 above.	3	0	10	Not applicable	No	applicable	Not applicable	Not applicable
Gifted Education (Add-on)	0	See Note 1 above.	0	0	0	Not applicable	No	applicable	Not applicable	Not applicable
Mathematics - Algebra I (Add-on)	0	See Note 1 above.	0	0	0	Not applicable	No	applicable	Not applicable	Not applicable
Administration and Supervision PreK-12	0	See Note 1 above.	46	0	46	Not applicable	No	applicable	Not applicable	100.0% 46
Administratoin and Supervision PreK-12 (Central Office Only)	1	See Note 1 above.	0	0	1	Not applicable		applicable	Not applicable	Not applicable

*NOTE: An individual who has taken the SLLA, regardless of whether the individual passed or failed, 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 PreK-12 (central office only) program.

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCLA	4 (A)						JECT T (B)		RV	E or	VRA	(C)		SI	_LA (I	D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT N	IR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6	0	See Note 1 above.	4	1	5											(%)					Not appli	cable		
French PreK-12	0	See Note 1 above.	0	0	0											Not appli	cable	:			Not appli	cable		
Spanish PreK-12	2	See Note 1 above.	0	0	2											Not appli	cable	!			Not appli	cable		
Latin PreK-12	1	See Note 1 above.	0	0	1					1	Not applic	cable				Not appli	cable)			Not appli	cable		
Visual Arts PreK-12	5	See Note 1 above.	0	0	5							·				Not appli	cable)	•		Not appli	cable		
Dance Arts PreK-12	1	See Note 1 above.	0	0	1					1	Not applic	cable			•	Not appli	cable	;	<u> </u>		Not appli	cable		

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCLA	A (A)				AXIS : SESS				RV	E or \	VRA (C	;)	S	LLA (I	D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP N	TNR	Pass Rate (%)	Р	NP	NT
Health and Physical Education PreK-12	9	See Note 1 above.	0	0	9											Not appli	cable			Not appl	icable		
Music Education - Instrumental PreK-12	0	See Note 1 above.	0	0	0											Not appli	cable			Not appl	icable		
Music Education - Vocal/Choral PreK-12	0	See Note 1 above.	0	0	0											Not appli	cable			Not appl	icable		
Theatre Arts PreK-12	0	See Note 1 above.	0	0	0						Not appli	cable				Not appli	cable			Not appl	icable		
English	3	See Note 1 above.	0	0	3											Not appli	cable			Not appl	icable		
History and Social Sciences	2	See Note 1 above.	0	0	2											Not appli	cable			Not appl	icable		
Mathematics	4	See Note 1 above.	0	0	4											Not appli	cable			Not appl	icable		
Science - Biology	4	See Note 1 above.	0	0	4											Not appli	cable			Not appl	icable		
Science - Chemistry	1	See Note 1 above.	0	0	1											Not appli	cable			Not appl	icable		
Science - Earth Science	0	See Note 1 above.	0	0	0											Not appli	cable			Not appl	icable		
Science - Physics	4	See Note 1 above.	0	0	4											Not appli	cable			Not appl	icable		
Special Education - General Curriculum K-12	0	See Note 1 above.	10	0	10	90.0%	9				Not appli	cable				0.0%				Not appl	icable		
Mathematics - Algebra I (Add-on)	0	See Note 1 above.	0	0	0	Not appli	icable				Not appli	cable				Not appli	cable			Not appl	icable		

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Noncompleters,"</u> then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)	_	from Prior Biennial rting Period	Current Bienni	al Reporting Period	Total Completers		VCL	.A (A)					SUBJ MEN1			RVI	or \	/RA ((C)		SI	LA (I)*	
Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass					Pass			
riograms	Program	Program	Program	Program	Noncompleters	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)			

Elementary PK-6		See Note 1 above.	18	0	18	100.0%	18	0	0	0	77.8%	14	1	3	88.9	% 16	3	2	Not applicable
SPED K-12		See Note 1 above.	4	0	4														Not applicable
Biology	3	See Note 1 above.	2	0	5														Not applicable
Chemistry	1	See Note 1 above.	4	0	5														Not applicable
Physics	0	See Note 1 above.	0	0	0														Not applicable
Mathematics	0	See Note 1 above.	11	0	1														Not applicable
English	5	See Note 1 above.	2	1	8														Not applicable
Latin	2	See Note 1 above.	1	1	4														Not applicable
Spanish	8	See Note 1 above.	1	0	9														Not applicable
French	4	See Note 1 above.	0	0	4														Not applicable
German	1	See Note 1 above.	0	0	1														Not applicable
History/Social Science		See Note 1 above.	5	0	5														Not applicable
Music - Instrumental	2	See Note 1 above.	0	0	2														Not applicable
Music - Choral	5	See Note 1 above.	1	0	6														Not applicable
		See Note 1 above.																	Not applicable
		See Note 1 above.																	Not applicable
		See Note 1 above.																	Not applicable
		See Note 1 above.																	Not applicable
		See Note 1 above.									Not applic	able			Not ap	plicab	ole		Not applicable
		See Note 1 above.									Not applic	able			Not ap	plicab	ole		Not applicable
		See Note 1 above.									Not applic	able							Not applicable
		See Note 1 above.				Not appli					Not applic				Not ap				
		See Note 1 above.				Not appli	icable				Not applic	able			Not ap	plicab	ole		Not applicable

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Regent 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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Biennia	al Reporting Period	Total Completers		VCL	A (A)				AXIS S				RV	/E or	VRA	(C)		SI	LA (I	D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	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	See Note 1 above.	1	0	1																Not appli	cable		
Elementary Education PreK-6	0	See Note 1 above.	37	0	37	100.0%	37	0	0	0	100.0%	37	0	0	0	100.0%	37	0	0	0	Not appli	cable		
Math Specialist for Elementary/Middle Ed.	0	See Note 1 above.	24	0	24	#DIV/0!				24	Not applic	cable				Not appli	cable	÷			Not appli	cable		
Reading Specialist	0	See Note 1 above.	6	0	6						Not applic	cable								N/A	Not appli	cable		
School Counselor PreK-12	0	See Note 1 above.	13	0	13	Not appli	cable				Not applic	cable				Not appli	00.0% 37 0 0 0 Not applicable of applicable Not applicable Not applicable Not applicable Not applicable							

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Biennia	al Reporting Period	Total Completers		VCLA	(A)				AXIS : SESS				RV	E or VR	A (C	;)	S	LLA ((D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P NF	PN	IT NR	Pass Rate (%)	Р	NP	NT
English	5	See Note 1 above.	4	0	9											Not appli	Not app	licable)				
History and Social Sciences	3	See Note 1 above.	1	0	4											Not appli	cable		Not app	licable)		
Mathematics	2	See Note 1 above.	3	0	5											Not appli	cable	Not app	licable)			
Special Education - General Curriculum K- 12	0	See Note 1 above.	14	0	14	100.0%	13			1	Not appli	cable				100.0%	1	Not app	licable)			
Gifted Education (Add-on)	8	See Note 1 above.	4	0	12	Not appli	cable				Not appli	cable				Not appli	cable			Not app	licable)	
Administration and Supervision PreK-12	0	See Note 1 above.	38	0	38	Not appli	cable				Not appli				Not appli	cable			100.0%	38	0		
Administration and Supervision PreK-12 (central office only)	0	See Note 1 above.	41	0	41	Not appli	cable				Not appli	cable				Not appli	cable			Not app	licable)	

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Noncompleters,"</u> then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Biennia	al Reporting Period	Total Completers		VCLA	(A)				SUB.			RV	E or	VRA	(C)		SLL	4 (D)*	
Programs	Number of Program Completers	Number of Program	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	P	NP N	TNR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT N	Pas R Rat (%	e F	P NF	NT
Elementary Education PreK-6	0	See Note 1 above.	21	1	22	100.0%	22			100.0%	22				95.5% 21 1				Not a	pplica	ble	
Middle Education 6-8	0	See Note 1 above.	1	0	1										Not applic	cable)		Not a	oplica	ble	
French	1	See Note 1 above.	0	0	1										Not applic		Not a	oplica	ble			
Spanish	9	See Note 1 above.	1	0	10	100.0%	10			100.0%	10				Not applic		Not a	oplica	ble			
Visual Arts PreK-12	9	See Note 1 above.	1	0	10	100.0%	10			100.0%	10				Not applic	cable)		Not a	oplica	ble	
English as a Second Language PreK-12	6	See Note 1 above.	0	0	6										Not applic	cable	;		Not a	pplica	ble	

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		PR. AS		R\	/E oı	· VRA	(C)	SLLA (D)*												
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	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	0	See Note 1 above.	1	0	1											Not appl	icable	3			Not app				
Music Education - Instrumental PreK-12	0	See Note 1 above.	0	0	0											Not appli	icable	9			Not app				
Music Education - Vocal/Choral PreK-12	4	See Note 1 above.	0	0	4											Not appl	icable	Э			Not applicable				
Theatre Arts PreK-12	6	See Note 1 above.	1	0	7						Not appli	icable				Not applicable					Not applicable				
Computer Science	0	See Note 1 above.	0	0	0							Not appli	icable	Э		Not applicable									
English	8	See Note 1 above.	0	0	8												Not applicable								
History and Social Sciences	0	See Note 1 above.	2	0	2											Not appli	icable	Э			Not applicable				
Mathematics	5	See Note 1 above.	0	0	5											Not applicable					Not applicable				
Science - Biology	4	See Note 1 above.	1	0	5										Not appli	e			Not applicable						
Science - Chemistry	2	See Note 1 above.	0	0	2								Not appli	icable	Э			Not app	licable						
Science - Physics	1	See Note 1 above.	0	0	1								Not appli	icable	Э			Not app	licable						
Journalism (Add-on)	0	See Note 1 above.	0	0	0	Not appl	icable	Not appli	icable				Not appli	Not applicable											
Mathematics - Algebra I (Add-on)	0	See Note 1 above.	0	0		Not appl			Not applicable					Not appli	Not applicable										
Speech Communication (Add-on)	0	See Note 1 above.	0	0	0	Not appl	icable	·	•	·	Not appli		Not appli	icable	9		Not applicable								

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Shenandoah University

Description of Standard
Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
Description of Assessments
Academic Skills Assessment: The prescribed test is the <i>Virginia Communication and Literacy Assessment (VCLA)</i> . 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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Approved Education (Endorsement)	Rollover Only Repo	rfrom Prior Biennia rting Period	Current Bienni	al Reporting Period	Total Completers		VCLA	A (A)								RV	⁄E or	VRA	(C)		SI	LLA ((D)*	
Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass					Pass			
i rograms	Program	Program	Program	Program	Noncompleters	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)			
Elementary Education PreK-6	0	See Note 1 above.	24	2	26	96.2%	25		1		92.3%	24		2		96.2%	25		1		Not appli	cable	е	
Middle Education 6-8	3	See Note 1 above.	3		6											Not appli	cable)			Not appli	cable	е	
Reading Specialist	0	See Note 1 above.	17		17	100.0%	17				Not appli	cable)			100.0%	17			N/A	Not appli	cable	е	
Spanish PreK-12	2	See Note 1 above.	0		2								NP NT NR Rate (%) P NP NT NR Rate (%) P NP N 2 96.2% 25 1 Not applicable Not applicable Not applicable Not applicable Not applicable											
Business and Information Technology	0	See Note 1 above.	0		0											Not appli	cable	,			Not appli	cable	е	

Approved Education (Endorsement)	_	rfrom Prior Biennial rting Period	Current Bienni	al Reporting Period	Total Completers		VCL	. A (A)	.)				SUB.			RV	E or	VRA (C)	SL	LA (D)*	
Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass				Pass			
i rogramo	Program	Program	Program	Program	Noncompleters	Rate	Rate P		NT	NR		Р	NP	NT	NR	Rate	Р	NP	NT NR	Rate	Р	NP NT	
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)				(%)			
Health and Physical Education PreK-12	0	See Note 1 above.	10		10	100.0%	10				100.0%	10				Not appli	cable		Not applicable				
Music Education - Instrumental PreK-12	8	See Note 1 above.	22		30	100.0%	100.0%	30				Not appli	cable			Not applicable							
Music Education - Vocal/Choral PreK-12	8	See Note 1 above.	13		21	100.0% 21					100.0%	21				Not appli	cable			Not applic	able		
English	0	See Note 1 above.	3		3											Not appli	cable			Not applic	able		
History and Social Sciences	3	See Note 1 above.	6	2	11	100.0%	11				90.9%	10	1			Not appli	cable			Not applic	able		
Mathematics	2	See Note 1 above.	2	1	5											Not appli		Not applicable					
Science - Biology	7	See Note 1 above.	0		7											Not applicable			Not applicable				
Science - Chemistry	4	See Note 1 above.	0		4											Not appli	cable		Not applicable				
Special Education - General Curriculum K- 12	0	See Note 1 above.	10	2	12	100.0%	P NP NT NR Rate (%) 10 10.00 30 100.00 111 90.90 111 90.90 112 Not ap licable Not ap					Not applicable 83.3% 10 2						2	Not applicable				
Special Education - General Curriculum K-6 (Add-on)	0	See Note 1 above.	3		3	Pass Rate (%) 100.0% 10 100.0% 30 100.0% 21 100.0% 11					Not applicable					Not appli	cable		Not applic	able			
Special Education - General Curriculum 6-8 (Add-on)	0	See Note 1 above.	0		0	Pass Rate (%) 100.0% 10 100.0% 30 100.0% 21 100.0% 11 100.0% 12 Not applicable					Not appl	icable)			Not appli	cable			Not applic	able		
Special Education - General Curriculum 6-12 (Add-on)	0	See Note 1 above.	2		2	Rate (%) 100.0% 10 100.0% 30 100.0% 21 100.0% 11 100.0% 12 Not applicable					Not applicable					Not appli	cable	Not applicable					
Early Childhood 3- and 4 Years Old (Addon)	0	See Note 1 above.	0		0	Not appli	P NP NT 10 30 30 31 31 31 31 32 31 32 33 33 34 35 36 37 37 38 38 38 38 38 38 38 38				Not appl	icable)			Not appli	cable			Not applic	able		
Gifted Education (Add-on)	0	See Note 1 above.	30	8	38	Not appli	icable)			Not appl	icable)			Not appli	cable			Not applic	able		
Mathematics - Algebra I (Add-on)	1	See Note 1 above.	2		3	Not appl	icable)			Not appl	icable	•			Not appli	cable			Not applic	able		
Administration and Supervision PreK-12	0	See Note 1 above.	11			Pass Rate P NP NT (%) 100.0% 10 100.0% 30 100.0% 21 100.0% 11 100.0% 12 Not applicable					Not appl	icable)			Not appli	cable			100.0%	11		
Administration and Supervision PreK-12 (central office only)	0	See Note 1 above.	13		13	(%) 100.0% 10 100.0% 30 100.0% 21 100.0% 21 100.0% 11 100.0% 12 100.0% 12 Not applicable Not applicable Not applicable Not applicable Not applicable Not applicable Not applicable Not applicable Not applicable Not applicable				cable Not applicabl						Not appli	cable			Not applic	able		

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Sweet Briar College

Std. # Description of Standard

Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.

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 *Praxis Subject Assessment*. This assessment is applicable to the following endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist.
- [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
- 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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

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

Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.

- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement) Programs	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers	VCLA (A)					PRAXIS SUBJECT ASSESSMENT (B)					RVE or VRA (C)					SL	O)*				
	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass					Pass					
	Program	Program	Program	Program	Noncompleters	Rate	P	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP N	T		
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)					
Elementary Education PreK-6	4	See Note 1 above.			4	100.0%	4				50.0%	2	2			50.0%	2	2			Not applicable					
Visual Arts PreK-12	0	See Note 1 above.			0											Not appli	cable				Not appli	cable				
Dance Arts PreK-12	0	See Note 1 above.			0			·		·	Not applie	cable	•			Not appli	cable)	Not applicable			cable				
Theatre Arts PreK-12	0	See Note 1 above.			0															Not applicable						

English	1	See Note 1 above.		1	100.0%	1		100.0	% 1		Not applicable	Not applicable
History and Social Sciences	2	See Note 1 above.		2	100.0%	2		100.0	% 2		Not applicable	Not applicable
Mathematics	2	See Note 1 above.		2	100.0%	2		100.0	% 2		Not applicable	Not applicable
Science - Biology	0	See Note 1 above.		0							Not applicable	Not applicable
Science - Chemistry	0	See Note 1 above.		0							Not applicable	Not applicable
Special Education - General Curriculum K-	0	See Note 1 above.		0	Not app	icable		Not ap	olicable	Э	Not applicable	Not applicable
6 (Add-on)												
Special Education - General Curriculum 6-	0	See Note 1 above.		0	Not app	icable		Not ap	olicable	Э	Not applicable	Not applicable
12 (Add-on)												

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)	Rollover Only Repo	rfrom Prior Biennial rting Period	Current Bienni	al Reporting Period	Total Completers		VCL.	A (A)						IECT T (B)		RV	E or	VRA	(C)		SL	. LA (l	D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP I	NT N	Pas R Ra (%	e	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT
Elementary Education PreK-6	0	See Note 1 above.	28	1	29	100.0% 29 8		82	8%	24	5			100.0%	29			1	Not appli	cable	,			
Reading Specialist	0	See Note 1 above.	10	0	10				Not a	pplica	able				100.0%	10			N/A	Not appli	cable	,		
School Counselor PreK-12	8	See Note 1 above.	11	0	19				Not a	pplica	able				Not appli	cable)		1	Not appli	cable	,		
French PreK-12	0	See Note 1 above.	0	0	0									·	Not appli	cable)	•	1	Not appli	cable	,		
Spanish PreK-12	1	See Note 1 above.	0	0	1											Not appli	cable	;		1	Not applic	cable	,	

Approved Education (Endorsement)	_	from Prior Biennial rting Period	Current Bienni	al Reporting Period	Total Completers		VCL	-A (A)			AXIS : SESS				RV	/E or	VRA (C		SLL	.A (D)*	
Programs	Number of	Number of	Number of	Number of	and	Pass	,				Pass	,	j	į		Pass)			Pass			
	Program Completers	Program Noncompleters	Program Completers	Program Noncompleters	Noncompleters	Rate (%)	Р	NP	NT	NR	Rate (%)		NP	ΝI	NR	Rate (%)	Р	NP N	INR	Rate (%)	ן ץ	NP NT	
Visual Arts PreK-12	2	See Note 1 above.	0	0	2	(70)					(70)					Not appli	cable			Not applica	able		
Health and Physical Education PreK-12	0	See Note 1 above.	9	0	9											Not appli				Not applica			
Music Education - Instrumental PreK-12	0	See Note 1 above.	6	0	6											Not appli				Not applica			
Music Education - Vocal/Choral PreK-12	9	See Note 1 above.	0	0	9											Not appli				Not applica			
Theatre Arts PreK-12	1	See Note 1 above.	0	0	1						Not appli	cable	•			Not appli				Not applica	able		
English	5	See Note 1 above.	0	1	6											Not appli	cable			Not applica	able		
History and Social Sciences	0	See Note 1 above.	2	0	2											Not appli				Not applica			
Mathematics	0	See Note 1 above.	2	0	2											Not appli				Not applica	able		
Science - Biology	7	See Note 1 above.	1	0	8											Not appli	cable			Not applica	able		
Science - Chemistry	1	See Note 1 above.	0	0	1											Not appli	cable			Not applica	able		
Science - Earth Science	1	See Note 1 above.	0	0	1											Not appli	cable			Not applica	able		
Science - Physics	0	See Note 1 above.	0	0	0											Not appli	cable			Not applica	able		
Special Education - Early Childhood	4	See Note 1 above.	0	0	4						Not appli	cable				Not appli	cable			Not applica	able		
Special Education - Adapted Curriculum K- 12	0	See Note 1 above.	0	0	0						Not appli					Not appli	cable			Not applica			
Special Education - General Curriculum K-	0	See Note 1 above.	6	0	6						Not appli	cable								Not applica	able		
Special Education - General Curriculum K-6 (Add-on)	0	See Note 1 above.	0	0	0	Not appl	icable	9			Not appli	Not applicable				Not appli	cable			Not applica	able		
Special Education - General Curriculum 6-12 (Add-on)	0	See Note 1 above.	0	0	0	Not appl	icable)			Not appli	cable				Not appli	cable			Not applica	able		
Mathematics - Algebra I (Add-on)	0	See Note 1 above.	0	0	0	Not appl	icable	•			Not appli	cable				Not appli	cable			Not applica	able		
Administration and Supervision PreK-12	0	See Note 1 above.	15	0	15	Not applicable			Not appli					Not appli				100.0%					
Administration and Supervision PreK-12 (central office only)	0	See Note 1 above.	0	0	0	Not appl	icable	9			Not appli					Not appli	cable			Not applica	able		

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: <u>University of Mary Washington</u>

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endersement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A))					IECT T (B)		RV	E or	VRA (C)		SLLA	(D)*	
Approved Education (Endorsement) Programs	Number of Program Completers	Number of Program	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP I	NT N	Pass R Rate (%)		NP	NT
Elementary Education PreK-6	0	See Note 1 above.	86	10	96	100.0%	96				95.8%	92	2	2		96.9%	93		3	Not ap	olicable	Э	
Middle Education 6-8	0	See Note 1 above.	2	6	8											Not appli	cable			Not ap	olicable	Э	
Reading Specialist	9	See Note 1 above.	0	0	9						Not appli	cable							N	A Not ap	olicable	Э	
French PreK-12	7	See Note 1 above.	2	0	9											Not appli	cable			Not ap	olicable	Э	
German PreK-12	2	See Note 1 above.	0	0	2											Not appli	cable			Not ap	olicable	Э	
Spanish PreK-12	0	See Note 1 above.	7	0	7											Not appli	cable			Not ap	olicable	Э	

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	.A (A)			AXIS SESS				RV	E or	VRA	(C)		SLL	.A (D)*
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT N		Pass Rate (%)	P I	NP NT
Latin PreK-12	2	See Note 1 above.	2	O	4	(70)					Not appl	icable				Not applic	cable	,——		N	lot applica	able	
Visual Arts PreK-12	4	See Note 1 above.	3	1	8						rtot app.					Not applic					ot applica		
Music Education - Instrumental PreK-12	1	See Note 1 above.	0	0	1											Not applic					lot applica		
Music Education - Vocal/Choral PreK-12	2	See Note 1 above.	3	0	5							1				Not applic					lot applica		
Theatre Arts PreK-12	0	See Note 1 above.	1	0	1						Not appl	icable	:			Not applic					lot applica		
Computer Science	1	See Note 1 above.	0	0	1											Not applic					lot applica		
English	0	See Note 1 above.	10	5	15	100.0%	15				100.0%	15				Not applic				N	lot applica	able	
History and Social Sciences	0	See Note 1 above.	26	2	28	96.4%	27		1		100.0%	28				Not applic	cable	,		N	lot applica	able	
Mathematics	5	See Note 1 above.	4	0	9											Not applic	cable	<u>,</u>		N	lot applica	able	
Science - Biology	5	See Note 1 above.	3	3	11	90.9%	10		1		100.0%	11				Not applic	cable	<u>,</u>		N	lot applica	able	
Science - Chemistry	2	See Note 1 above.	1	0	3											Not applic	cable	<u>,</u>		N	lot applica	able	
Science - Earth Science	2	See Note 1 above.	2	0	4											Not applic	cable	,		N	lot applica	able	
Science - Physics	1	See Note 1 above.	0	0	1											Not applic	cable	,		N	lot applica	able	
Special Education - Adapted Curriculum K- 12	3	See Note 1 above.	8	1	12	100.0%	12				Not appl	icable				Not appli	cable			N	lot applica	able	
Special Education - General Curriculum K-12	0	See Note 1 above.	6	2	8						Not appl	icable								N	lot applica	able	
Journalism (Add-on)	1	See Note 1 above.	0	0	1	Not appli	icable)			Not appl	icable	:			Not applic	cable	,		N	lot applica	able	
Mathematics - Algebra I (Add-on)	2	See Note 1 above.	0	0	2	Not appli	icable)			Not appl	icable				Not applic	cable	,		N	lot applica	able	
Speech Communication (Add-on)	2	See Note 1 above.	0	0		Not appli					Not appl					Not applic				N	lot applica	able	
Administration and Supervision PreK-12	0	See Note 1 above.	0	0		Not appli					Not appl					Not applic							
Administration and Supervision PreK-12	9	See Note 1 above.	5	0	14	Not appli	icable	;			Not appl	icable				Not applic	cable			N	lot applica	able	
(central office only)																							

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: University of Richmond

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).

Kev

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

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

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Noncompleters,"</u> then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)	_	r from Prior Biennial orting Period	Current Bienni	al Reporting Period	Total Completers		VCL	.A (A)						ECT T (B)		R\	/E or	VRA	(C)		SL	.LA ([D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	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	See Note 1 above.	36	2	38	97.4%	37	1	0	0	97.4%	37	1	0	0	97.4%	37	1	0	0	Not applic	able		
French PreK-12	5	See Note 1 above.	1	0	6											Not appli	cable				Not applic	able		
German PreK-12	1	See Note 1 above.	0	1	2											Not applic	cable				Not applic	able		

Approved Education (Endorsement)	_	r from Prior Biennial rting Period	Current Bienni	al Reporting Period	Total Completers		VCL	_A (A))					JECT IT (B)		ı	RVE o	r VRA	(C)		SLI	.A (D)	*
Programs	Number of Program	Number of Program	Number of Program	Number of Program	and Noncompleters	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR		P N	IP NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)		
Spanish PreK-12	2	See Note 1 above.	0	0	2											Not app	licable)			Not applica	ble	
Latin PreK-12	4	See Note 1 above.	0	0	4						Not appli	cable				Not app	licable)			Not applica	ble	
Visual Arts PreK-12	7	See Note 1 above.	4	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not app	licable	9			Not applica	ble	
Dance Arts PreK-12	1	See Note 1 above.	0	0	1						Not appli	cable				Not app	licable)			Not applica	ble	
Theatre Arts PreK-12	2	See Note 1 above.	1	0	3				Not appli	cable				Not app	licable)			Not applica	ble			
English	3	See Note 1 above.	4	0	7	IN IN								Not app	licable)			Not applica	ble			
History and Social Sciences	0	See Note 1 above.	5	0	5								Not app	licable)			Not applica	ble				
Mathematics	3	See Note 1 above.	0	1	4											Not app	licable)			Not applica	ble	
Science - Biology	0	See Note 1 above.	3	1	4											Not app	licable)			Not applica	ble	
Science - Chemistry	8	See Note 1 above.	0	0	8											Not app	licable)			Not applica	ble	
Science - Physics	1	See Note 1 above.	0	0	1											Not app	licable	;			Not applica	ble	
Special Education - General Curriculum K-	0	See Note 1 above.	0	0	0	Not applicable				Not appli	cable				Not app	licable)			Not applica	ble		
6 (Add-on)																							
Gifted Education (Add-on)	7	See Note 1 above.	1	0	8	Not applicable				Not appli	cable				Not app	licable)			Not applica	ble		
Administration and Supervision PreK-12	0	See Note 1 above.	40	0	40	Not applicable				Not appli	cable				Not app	licable)			100.0%	10 (0 0	
Administration and Supervision PreK-12 (central office only)	0	See Note 1 above.	13	0	13	Not applicable				Not appli	cable				Not app	licable	•			Not applica	ble		

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: University of Virginia

Std. #	Description of Standard
	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
	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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)	_	y from Prior Biennial orting Period	Current Bienni	ial Reporting Period	Noncompleters Rate (%) P NP NT 0									JECT IT (B)		R۱	/E or	VRA	(C)		SL	.LA (I	D)*	
Programs	Number of	Number of	Number of	Number of							Pass					Pass					Pass			
Flograms	Program	Program	Program	Program	Noncompleters	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP I	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)			
Early/Primary Education PreK-3	0	See Note 1 above.	0	0	0															Ν	lot appli	cable		
Elementary Education PreK-6	0	See Note 1 above.	147	1	148	99.3%	147	1	0	0	98.6%	146	1	1	0	99.3%	147	0	1	0 N	lot appli	cable		
Reading Specialist	0	See Note 1 above.	106	0	106	0.0%	0	0	106	0	Not appli	icable)			100.0%	106	0	0 1	N/A N	lot appli	cable		
School Counselor PreK-12	0	See Note 1 above.	40	0	40					Not appli	icable)			Not appli	cable	.		N	lot appli	cable			
School Psychology	0	See Note 1 above.	11	0	11	Not applicable				Not appli	icable	<u> </u>		_	Not appli	cable	<u> </u>		N	lot appli	cable			

Approved Education (Endorsement)	_	rfrom Prior Biennial rting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A)					SUB.			RV	E or V	RA (C)		SL	LA (D)*
Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass				Pass		
riograms	Program	Program	Program	Program	Noncompleters	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	PN	IP NT	NR	Rate	P	NP NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)				(%)		
French PreK-12	1	See Note 1 above.	1	0	2											Not appli	cable			Not applie	able	
German PreK-12	8	See Note 1 above.	1	0	9											Not appli	cable			Not applic	cable	
Spanish PreK-12	0	See Note 1 above.	1	0	1											Not appli	cable			Not applic	cable	
Latin PreK-12	3	See Note 1 above.	2	0	5						Not appli	cable)			Not appli	cable			Not applic	cable	
English as a Second Language PreK-12	0	See Note 1 above.	12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not appli	cable			Not applic	cable	
English	0	See Note 1 above.	19	1	20	100.0%	20	0	0	0	100.0%	20	0	0	0	Not appli	cable			Not applic	cable	
History and Social Sciences	0	See Note 1 above.	29	1	30	100.0%	30	0	0	0	100.0%	30	0	0	0	Not appli	cable			Not applic	able	
Mathematics	0	See Note 1 above.	6	0	6											Not appli	cable			Not applic	cable	
Science - Biology	0	See Note 1 above.	6	0	6											Not appli	cable			Not applic	able	
Science - Chemistry	5	See Note 1 above.	1	0	6											Not appli	cable			Not applic	able	
Science - Earth Science	3	See Note 1 above.	3	0	6											Not appli	cable			Not applic	able	
Science - Physics	0	See Note 1 above.	2	0	2											Not appli	cable			Not applic	cable	
Special Education - General Curriculum K-12	0	See Note 1 above.	70	0	70	94.3%	66	2	2	0	Not appli	cable				90.0%	63	1 6	0	Not applic	cable	
Special Education - General Curriculum K-6 (Add-on)	0	See Note 1 above.	0	0	0	Not appl	icable	9			Not appli	cable	:			Not appli	cable			Not applic	able	
Early Childhood 3-4 Year Olds (Add-on)	2	See Note 1 above.	0	0	2	Not appl	icable				Not appli	cable)			Not appli	cable			Not applic	cable	
Gifted Education (Add-on)	6	See Note 1 above.	5	0	11	Not appl	icable				Not appli	cable)			Not appli	cable			Not applic	cable	
Administration and Supervision PreK-12	0	See Note 1 above.	107	0		Not appl					Not appli	cable)			Not appli	cable			100.0%	107	0 0
Administration and Supervision PreK-12	9	See Note 1 above.			9	Not appl	icable				Not appli	cable)			Not appli	cable			Not applic	cable	
(central office only)																						

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
Ref.	Description of Assessments
Α	Academic Skills Assessment: The prescribed test is the <i>Virginia Communication and Literacy Assessment (VCLA)</i> . 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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Biennia	al Reporting Period	Total Completers		VCL	A (A)					SUB.			RV	E or	VRA	(C)		SI	LA (I	D)*	
Programs	Number of Program	Number of Program	Number of Program	Number of Program	and Noncompleters	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)			
Elementary Education PreK-6	0	See Note 1 above.	32	4	36	100.0%	36	0	0	0	88.9%	32	2	2	0	88.9%	32	4	0	0	Not appli	cable		
French PreK-12	2	See Note 1 above.	0	0	2		2	0	0	0		2	0	0	0	Not appli	cable)			Not appli	cable		
Spanish PreK-12	5	See Note 1 above.	1	0	6		1	0	0	0		0	0	0	0	Not appli	cable)			Not appli	cable		
Business and Information Technology	4	See Note 1 above.	1	0	5		1	0	0	0		0	0	0	0	Not appli	cable)			Not appli	cable		
Engineering	0	See Note 1 above.	0	0	0		0	0	0	0	Not appli	cable)			Not appli	cable)			Not appli	cable		
Health and Physical Education PreK-12	0	See Note 1 above.	5	0	5		5	0	0	0		5	0	0	0	Not appli	cable	;	<u> </u>		Not appli	cable		

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A)			AXIS SESS				RV	E or \	/RA (C)	S	LA (I	D)*	
Programs	Number of Program	Number of Program	Number of Program	Number of Program	and Noncompleters	Pass Rate	Р	NP	NT	NR		Р	NP	NT	NR	Pass Rate	Р	NP	NT NR		Р	NP	NT
L'IL CONTRACTOR DE LA 40	Completers	Noncompleters	Completers	Noncompleters	4	(%)	4				(%)					(%)				(%)			
Library Media PreK-12	2	See Note 1 above.	1	1	4		1	U	U	10	Not appl	icable)	1	T	Not appli				Not appl			
Music Education - Instrumental PreK-12	1	See Note 1 above.	2	0	3		2	0	0	0		2	0	0	0	Not appli	cable			Not appl	cable		
Music Education - Vocal/Choral PreK-12	8	See Note 1 above.	2	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not appli	cable			Not appl	cable		
Theatre Arts PreK-12	2	See Note 1 above.	0	0	2		0	0	0	0	Not appli	icable)			Not appli	cable			Not appl	cable		
English	5	See Note 1 above.	2	0	7		2	0	0	0		0	0	0	0	Not appli	cable			Not appl	cable		
History and Social Sciences	4	See Note 1 above.	7	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not appli	cable			Not appl	cable		
Mathematics	8	See Note 1 above.	1	0	9		1	0	0	0		0	0	0	0	Not appli	cable			Not appl	cable		
Science - Biology	2	See Note 1 above.	2	0	4		2	0	0	0		0	0	0	0	Not appli	cable			Not appl	cable		
Science - Chemistry	1	See Note 1 above.	1	1	3		2	0	0	0		0	0	1	0	Not appli	cable			Not appl	cable		
Science - Earth Science	0	See Note 1 above.	0	1	1		1	0	0	0		1	0	0	0	Not appli	cable			Not appl	cable		
Special Education - General Curriculum K-	0	See Note 1 above.	9	0	9		9	0	0	0	Not appli	icable	•				9	0	0 0	Not appl	cable		
Driver Education (Add-on)	3	See Note 1 above.	1	0	4	Not appli	cable		1		Not appli	icable	<u> </u>			Not appli	cable			Not appl	cable		
Mathematics - Algebra I (Add-on)	2	See Note 1 above.	1	0		Not appli					Not appli					Not appli				Not appl			

Biennial Report of Education (Endorsement) Programs

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Biennial Reporting Perioc September 1, 2019, through August 31, 2021

Name of Institution: <u>Virginia Commonwealth University</u>

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; Early/Primary Education PreK-3; Elementary Education PreK-4; English; English as a Second Language; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Middle Education 6-8: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist.
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Kev

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

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
- Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals who passed (P), who did not pass (NP), who did not take (NT), and who were not required Step 4 If there are less than ten "Total Completers and Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters
- The "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Note: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters.

		er Only from Prior al Reporting Period	Current Reportin	Biennial g Period	Total			VCLA (A)			PR	AXIS SUE	SJECT ASS	ESSMENT	(B)	ı	RVE or VF	RA (C)		SLLA (D)*
Approved Education (Endorsement) Programs	Number of Program Complete rs	Number of Program Noncompleters	of	Number of Program Noncom pleters	Complete rs and Noncom pleters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NT
Early/Primary Education PreK-3	0	See Note 1 above.	0		0															Not applicable
Elementary Education PreK-6	0	See Note 1 above.	127		127	100.0%	127				100.0%	127	7			100.0%	127			Not applicable
Math Specialist for	0	See Note 1 above.	0		0						Not applica					Not applica	ble			Not applicable
Reading Specialist	0	See Note 1 above.	14		14	100.0%	14				Not applica	able				0.0%				Not applicable
School Counselor PreK-12	0	See Note 1 above.	39		39	Not applica	ble				Not applica	able				Not applica	ble			Not applicable
School Social Worker	0	See Note 1 above.	42		42	Not applica	ble				Not applica	able				Not applica	ble			Not applicable
Engineering	0	See Note 1 above.	0		0						Not applica	able				Not applica	ble			Not applicable
Visual Arts PreK-12	0	See Note 1 above.	50	2	52	96.2%	50				96.2%	50.0				Not applica	ble			Not applicable
Health and Physical Education	0	See Note 1 above.	0		0											Not applica	ble			Not applicable
Music Education - Instrumental	0	See Note 1 above.	20		20	100.0%	20				100.0%	20.0				Not applica	ble			Not applicable
Music Education - Vocal/Choral	0	See Note 1 above.	8		8											Not applica	ble			Not applicable
English	0	See Note 1 above.	25		25	100.0%	25				100.0%	25				Not applica	ble			Not applicable
History and Social Sciences	0	See Note 1 above.	24	1	25	96.0%	24				96.0%	24				Not applica	ble			Not applicable
Mathematics	0	See Note 1 above.	9		9											Not applica	ble			Not applicable
Science - Biology	9	See Note 1 above.	6		15	100.0%	15				100.0%	15				Not applica	ble			Not applicable
Science - Chemistry	0	See Note 1 above.	4		4											Not applica	ble			Not applicable
Science - Earth Science	6	See Note 1 above.	0		6											Not applica	ble			Not applicable
Science - Physics	6	See Note 1 above.	1		7											Not applica	ble			Not applicable
Special Education - Early	7	See Note 1 above.	11		18	100.0%	17			1	Not applica	able	•		•	Not applica	ble			Not applicable

Special Education - Adapted	0	See Note 1 above.	8	1	9				Not applicable	Not applicable	Not applicable
Special Education - General	0	See Note 1 above.	59		59	94.9%	56		Not applicable	91.5% 54	Not applicable
Administration and Supervision	0	See Note 1 above.	50		50	Not applica	ıble		Not applicable	Not applicable	
Administration and Supervision	0	See Note 1 above.	0		0	Not applica	ıble		Not applicable	Not applicable	Not applicable

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: <u>Virginia State University</u>

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
Ref.	Description of Assessments
Α	Academic Skills Assessment: The prescribed test is the <i>Virginia Communication and Literacy Assessment (VCLA)</i> . 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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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).
Not Ap	oplicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

<u>Note</u>: The current *Regulations Governing the Review and Approval of Education in Virginia* became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)	_	rfrom Prior Biennial rting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A))					JECT IT (B)		RV	/E or	VRA	(C)		SI	LLA ([D)*	
Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass					Pass			
i rograms	Program	Program	Program	Program	Noncompleters	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)			
Elementary Education PreK-6	0	See Note 1 above.	12		12	100.0%	12	0			100.0%	12	0			100.0%	12	0			Not appli	cable)	
Middle Education 6-8	0	See Note 1 above.	0		0											Not appli	cable				Not appli	cable)	
Math Specialist for Elementary/Middle Ed.	6	See Note 1 above.	0		6						Not appli	cable	Э			Not appli	cable				Not appli	cable	;	
School Counselor PreK-12	0	See Note 1 above.	4		4	Not appli	icable	!			Not appli	icable	Э			Not appli	cable				Not applie	cable	;	

Approved Education (Endorsement)	_	rfrom Prior Biennial rting Period	Current Bienni	al Reporting Period	Total Completers		VCL	.A (A)			AXIS SESS				R	VE o	r VR/	A (C)	l	SL	LA (C))*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	ти	Γ NR	Pass Rate (%)	Р	NP N	т
Agricultural Education	5	See Note 1 above.	2	Noncompleters	7	(/0)	7	0			Not appl	icable	<u> </u>			Not app	licahl	Δ			Not appli	rable		
Family and Consumer Sciences	2	See Note 1 above.	2		4		4	0			ινοι αρρι	leable			_	Not app					Not appli			
Technology Education	0	See Note 1 above.	0		0		·									Not app					Not appli			
Health and Physical Education PreK-12	4	See Note 1 above.	2		6		6									Not app					Not appli			
Music Education - Instrumental PreK-12	7	See Note 1 above.	0		7											Not app					Not appli			
Music Education - Vocal/Choral PreK-12	1	See Note 1 above.	1		2		2									Not app	licabl	е			Not appli			
English	3	See Note 1 above.	1		4		4									Not app	licabl	е			Not appli	able		
History and Social Sciences	5	See Note 1 above.	2	1	8		8									Not app	licabl	е			Not appli	cable		
Mathematics	1	See Note 1 above.	0		1											Not app					Not appli			
Science - Biology	3	See Note 1 above.	1		4		4									Not app					Not appli			
Science - Chemistry	1	See Note 1 above.	0		1											Not app					Not appli			
Science - Physics	0	See Note 1 above.	0		0											Not app	licabl	е			Not appli	able		
Special Education - General Curriculum K- 12	0	See Note 1 above.	9		9		9				Not appl	icable)								Not appli	cable		
Driver Education (Add-on)	6	See Note 1 above.	0		6	Not appl	icable)			Not appl	icable)			Not app	licabl	е			Not appli	cable		
Mathematics - Algebra I (Add-on)	0	See Note 1 above.	0		0	Not appl	icable)	·	•	Not appl	icable	•			Not app	licabl	е			Not appli	cable		
Administration and Supervision PreK-12	7	See Note 1 above.	1		8	Not appl	icable)			Not appl	icable	9			Not app	licabl	е						
Administration and Supervision PreK-12 (central office only)	3	See Note 1 above.	14		17	Not appl	icable)			Not appl	icable	•			Not app	licabl	е			Not appli	cable		

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: <u>Virginia Tech</u>

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]

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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Noncompleters,"</u> then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters"</u> for an approved education program, then do **NOT** enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)	_	from Prior Biennial ting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A))		XIS S				RV	E or	VRA	(C)		SLLA	(D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	Pas NR Rat (%)		NP	NT
Elementary Education PreK-6		See Note 1 above.	51	1	52	100.0%	52			100.0%	52				100.0%	52			Not a	plicab	е	
Math Specialist for Elementary/Middle Ed.		See Note 1 above.	4		4					Not applie	cable				Not applic	cable			Not a	plicab	е	
Reading Specialist		See Note 1 above.	2		2					Not applie	cable								N/A Not a	plicab	е	
Counselor Counselor PreK-12		See Note 1 above.	7		7	Not applic	cable			Not applie	cable				Not applic	cable			Not a	plicab	е	
Agricultural Education		See Note 1 above.	5		5					Not applic	cable				Not applic	cable	·	·	Not a	plicab	е	
Business and Informatiuon Techology	8	See Note 1 above.	2	1	11	100.0%	11			0.0%				ı	Not applic	cable			Not a	plicab	e	

Certification of Standard 1 - Assessment Passing Rates

Marketing Education	2	See Note 1 above.	1		3			Not applicable	Not applicable
Family and Consumer Sciences		See Note 1 above.	1		1			Not applicable	Not applicable
Music Education - Instrumental PreK-12		See Note 1 above.	9		8			Not applicable	Not applicable
Music Education - Vocal/Choral PreK-12	8	See Note 1 above.			8			Not applicable	Not applicable
English		See Note 1 above.	12		12	100.0% 12	0.0%	Not applicable	Not applicable
History and Social Sciences		See Note 1 above.	7	3	10	100.0% 10	0.0%	Not applicable	Not applicable
Mathematics		See Note 1 above.	8		8			Not applicable	Not applicable
Science - Biology	7	See Note 1 above.	10		17	100.0% 17	0.0%	Not applicable	Not applicable
Science - Chemistry	6	See Note 1 above.	6	1	13	100.0% 13	0.0%	Not applicable	Not applicable
Science - Earth Science	1	See Note 1 above.	3		4			Not applicable	Not applicable
Science - Physics		See Note 1 above.	12		12	100.0% 12	0.0%	Not applicable	Not applicable
Journalism (Add-on)		See Note 1 above.				Not applicable	Not applicable	Not applicable	Not applicable
Administration and Supervision PreK-12		See Note 1 above.	55		55	Not applicable	Not applicable	Not applicable	100.0% 55
Administration and Supervision PreK-12		See Note 1 above.				Not applicable	Not applicable	Not applicable	Not applicable
(central office only)									

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40) Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Virginia Union 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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
	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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note 1: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCLA	(A)					JECT T (B)		RV	E or \	VRA	(C)		SL	LA (D)*	
	Number of	Number of	Number of	Number of	and	Pass				Pass					Pass					Pass			
Programs	Program	Program	Program	Program	Noncompleters	Rate	Р	NP	NT NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT	NR	Rate	Р	NP	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)				(%)					(%)					(%)			
Elementary Education PreK-6	8	See Note 1 above.	0	20	28	0.0%				0.0%					0.0%				1	Not appli	cable)	
Business and Information Technology	0	See Note 1 above.	0	0	0										Not applie	cable			1	Not appli	cable)	
English	0	See Note 1 above.	0	1	1										Not applicable Not applicable					Not appli	cable		

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Biennia	al Reporting Period	Total Completers		VCL	A (A)			RAXIS SSESS				R۱	/E or	VRA (C)	s	LLA (I	D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT N	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT NF	Pass Rate (%)	Р	NP	NT
History and Social Sciences	3	See Note 1 above.	0	4	7										Not appli	icable			Not appl	licable		
Mathematics	2	See Note 1 above.	0	0	2										Not appli	icable	:		Not appl	licable		
Science - Biology	1	See Note 1 above.	0	4	5										Not appli	icable)		Not appl	licable		
Science - Chemistry	0	See Note 1 above.	0	0	0										Not appli	icable			Not appl	licable		
Special Education - General Curriculum K-12	3	See Note 1 above.	0	2	5					Not app	licable	;							Not appl	licable	•	

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: <u>Virginia Wesleyan University</u>

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: Science; 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Noncompleters,"</u> then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note 1: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Biennia	al Reporting Period	Total Completers		VCL.	A (A)			PRA: ASSI			IECT T (B)		RV	E or \	√RA (C)		SLLA	(D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT N	Pass R Rate (%)	Р	NP	NT
Elementary Education PreK-6	0	See Note 1 above.		4	13	92.3%	12		1		84.6%	11	1	1		92.3%	12	1		Not ap	olicabl	е	
French PreK-12	1	See Note 1 above.	0	0	1											Not applic	able			Not ap	olicabl	е	
German PreK-12	0	See Note 1 above.	0	0	0											Not applic	able			Not ap	olicabl	е	
Spanish PreK-12	2	See Note 1 above.	0	0	2					-						Not applic	cable		•	Not ap	plicabl	е	
Latin PreK-12	0	See Note 1 above.	0	0	0						Not applic	able				Not applic	able			Not ap	olicabl	е	
Visual Arts PreK-12	7	See Note 1 above.	3	0	10	100.0%	10				100.0%	10				Not applic	able			Not ap	olicabl	е	

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	A (A)				AXIS : SESS				RV	E or	VRA	(C)		SLLA	(D)*	
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate P	NP	NT
Music Education - Vocal/Choral PreK-12	2	See Note 1 above.	1	0	3											Not appli	cable	•			Not applicab	le	
Theatre Arts PreK-12	0	See Note 1 above.	0	0	0						Not appli	cable				Not appli	cable				Not applicab	le	
English	0	See Note 1 above.	0	0	0											Not appli	cable				Not applicab	le	
History and Social Sciences	6	See Note 1 above.	2	0	8											Not appli	cable				Not applicab	le	
Mathematics	4	See Note 1 above.	1	0	5											Not appli	cable				Not applicab	le	
Science - Biology	1	See Note 1 above.	0	0	1											Not appli	cable				Not applicab	le	
Science - Chemistry	2	See Note 1 above.	1	0	3											Not appli	cable				Not applicab	le	
Science - Earth Science	4	See Note 1 above.	1	0	5											Not appli	cable				Not applicab	le	
Special Education - General Curriculum K-12	1	See Note 1 above.	1	0	2						Not appli	cable									Not applicab	le	

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40)

Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
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

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are <u>ten or more "Total Completers and Noncompleters,"</u> then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education (endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers	,	VCLA	A (A)			PRA) ASSI					R۱	/E or	VRA	(C)		SI	_LA ([))*	
Programs	Number of	Number of	Number of	Number of	and	Pass					Pass					Pass					Pass			
i i o g. uo	Program	Program	Program	Program	Noncompleters	Rate	Р	NP	NT	NR	(%)				NR	Rate	Р	NP	NT	NR	Rate	Р	NP I	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)										(%)					(%)			
Elementary Education PreK-6	0	See Note 1 above.	49	0	49	91.8%	45	0	4	0	93.9% 46 0 3					95.9%	47	0	2	0	Not appl	cable		
Reading Specialist	7	See Note 1 above.	25	0	32	100.0%	2	0	0	30	93.9% 46 0 3 Not applicable					96.9%	31	1	0	N/A	Not appl	cable		
School Counselor PreK-12	0	See Note 1 above.	17	0	17	Not applic	able				Not applica	able				Not appli	cable	!			Not appl	cable		
School Psychology	8	See Note 1 above.	18	0	26	Not applic	able				Not applica	able				Not appli	cable	!			Not appl	cable		
English as a Second Language PreK-12	0	See Note 1 above.	15	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not appli	cable				Not appl	cable		
English	0	See Note 1 above.	15	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not appli	cable				Not appl	cable		

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCLA	4 (A)						JECT IT (B)		R۱	/E or	· VRA	A (C)		SL	LA (C))*
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	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	Completers	See Note 1 above.	25	Noncompleters	25	100.0%	25	0	0	0	96.0%	24	0	1	0	Not appli	cable				Not applic	ahla	
Mathematics	0	See Note 1 above.	10	0	10	90.0%		0	1	0	90.0%	9	1	0		Not appli					Not applic		
Science - Biology	0	See Note 1 above.	9	0	9	00.070	Ů	Ť		Ů	00.070			Ť		Not appli					Not applic		
Science - Chemistry	7	See Note 1 above.		0	9											Not appli					Not applic		
Science - Earth Science	0	See Note 1 above.	1	0	1											Not appli					Not applic		
Science - Physics	7	See Note 1 above.	2	0	9											Not appli	cable	9			Not applic	able	
Special Education - General Curriculum K- 12	9	See Note 1 above.	13	0	22	100.0%	22	0	0	0	Not appli	cable				100.0%	22	0	0	0	Not applic	able	
Special Education - General Curriculum K-6 (Add-on)	0	See Note 1 above.	0	0	0	Not appl	icable				Not appli	cable				Not appli	cable	e			Not applic	able	
Special Education - General Curriculum 6-12 (Add-on)	0	See Note 1 above.	0	0	0	Not appl	icable				Not appli	cable				Not appli	cable	9			Not applic	able	
Administration and Supervision PreK-12	0	See Note 1 above.	14	0	14	Not appl	icable				Not appli	cable				Not appli	cable	Э			100.0%	14	0 0
Administration and Supervision PreK-12 (central office only)	8	See Note 1 above.	26	0	34	Not appl	icable				Not appli	cable				Not appli	cable	9			Not applic	cable	

Biennial Report of Education (Endorsement) Programs (September 1, 2019, through August 31, 2021)

Standards for Biennial Approval of Education Endorsement Programs (8VAC20-543-40) Certification of Standard 1 - Assessment Passing Rates

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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

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 program completers and program noncompleters. Program completers are individuals who have successfully completed all coursework, required licensure assessments, and supervised student teaching or required internship. Program noncompleters are those individuals who have been officially admitted into the education program and who have taken, regardless of whether the individual passed or failed, required licensure assessments, and have successfully completed all coursework, but who have not completed supervised student teaching or the required internship. Program noncompleters shall have been officially released (in writing) from an education endorsement program by an authorized administrator of the program.
Ref.	Description of Assessments
Α	Academic Skills Assessment: The prescribed test is the <i>Virginia Communication and Literacy Assessment (VCLA)</i> . 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 endorsements: Business and Information Technology; Computer Science; 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: English; Middle Education 6-8: History and Social 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 the Reading for Virginia Educators (RVE): Elementary and Special Education. The prescribed test for the Reading Specialist endorsement is the Reading for Virginia Educators (RVE): Reading Specialist. [Note: The previously approved Virginia Reading Assessment (VRA) for Elementary and Special Education Teacher or the Virginia Reading Assessment (VRA) for Reading Specialist may be reported if taken during the time the tests were required.]
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA).
	Kev

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

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

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, September 1, 2019, through August 31, 2021.

- Step 1 Enter the number of program completers for the current biennial reporting period.
- Step 2 Enter the number of program noncompleters for the current biennial reporting period.
 - Note, the spreadsheet will automatically calculate the "Total Completers and Noncompleters" for each approved education program based on the sum of the "Rollover" completers and noncompleters and of your "Current Biennial Reporting Period" completers and noncompleters entries in Step 1 and Step 2.
- Step 3 If there are ten or more "Total Completers and Noncompleters," then proceed to enter in each of the designated columns the number (i.e., zero or higher) of individuals 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 Noncompleters" for an approved education program, then do NOT enter results for the respective licensure assessments for that approved education program. The number of the completers and noncompleters will be rolled over to the next biennial report.

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

Note: The current Regulations Governing the Review and Approval of Education in Virginia became effective August 23, 2018; this is the first biennial report under these regulations. This collection reflects program completers and newly reported program noncompleters. The number of program completers less than ten rolled over from the previous biennial reporting period. If the total number of "program completers" and "program noncompleters" is less than ten for an approved education endorsement) program for the 2019-2021 period, the number will be rolled over to the next biennial report.

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Bienni	al Reporting Period	Total Completers		VCL	.A (A)						JECT IT (B)		RV	/E or	VRA ((C)		SI	LLA (I)*	
Programs	Number of Program	Number of Program	Number of Program	Number of Program	and Noncompleters	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP	NT	NR	Pass Rate	Р	NP I	NT
	Completers	Noncompleters	Completers	Noncompleters		(%)					(%)					(%)					(%)			
Elementary Education PreK-6	7	See Note 1 above.	8	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	100.0%	15	0	0	0	Not appl	icable		
Middle Education 6-8	2	See Note 1 above.	0	0	2											Not applicable					Not appl	icable		
Chinese PreK-12	0	See Note 1 above.	0	0	0						Not appli	cable)			Not appli	cable				Not appl	icable		
French PreK-12	0	See Note 1 above.	0	0	0											Not applicable Not applicable					Not appl	icable		
German PreK-12	0	See Note 1 above.	0	0	0											Not appli	cable				Not appli	icable		
Spanish PreK-12	4	See Note 1 above.	0	0	4											Not appli	cable				Not appli	icable		

Approved Education (Endorsement)		Only from Prior Reporting Period	Current Biennial Reporting Period .		Total Completers	VCLA (A)			PRAXIS SUBJECT ASSESSMENT (B)				RVE or VRA (C)				SL	LA (C))*					
Programs	Number of Program Completers	Number of Program Noncompleters	Number of Program Completers	Number of Program Noncompleters	and Noncompleters	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT	NR	Pass Rate (%)	Р	NP	NT N		Pass Rate (%)	Р	NP	NT
Latin PreK-12	0	See Note 1 above.	0	0	0						Not appl	icable)			Not appli	cable			N	ot applic	able		
Visual Arts PreK-12	1	See Note 1 above.	0	0	1											Not appli	cable			N	ot applic	able		
Music Education - Instrumental PreK-12	3	See Note 1 above.	2	0	5											Not appli	cable			N	ot applic	able		
Music Education - Vocal/Choral PreK-12	4	See Note 1 above.	1	0	5											Not appli	cable			N	ot applic	able		
Theatre Arts PreK-12	0	See Note 1 above.	0	0	0						Not appl	icable)		Not applicable		t applicable Not applicable							
Computer Science	0	See Note 1 above.	1	0	1											Not appli	cable			N	ot applic	able		
English	7	See Note 1 above.	1	0	8											Not appli	cable			N	ot applic	able		
History and Social Sciences	3	See Note 1 above.	1	0	4											Not appli	cable			N	ot applic	able		
Mathematics	0	See Note 1 above.	0	0	0											Not appli	cable			N	ot applic	able		
Science - Biology	3	See Note 1 above.	2	0	5											Not appli	cable			N	ot applic	able		
Science - Chemistry	0	See Note 1 above.	0	0	0											Not appli	cable			N	ot applic	able		
Science - Earth Science	0	See Note 1 above.	0	0	0											Not appli	cable			N	ot applio	able		
Science - Physics	0	See Note 1 above.	0	0	0											Not appli	cable			N	ot applic	able		
Journalism (Add-on)	2	See Note 1 above.	0	0	2	Not app	licable	:			Not appl	icable)			Not appli	cable			N	ot applic	able		
Mathematics - Algebra I (Add-on)	0	See Note 1 above.	0	0	0	Not app	licable	:		•	Not appl	icable)	•		Not appli	cable			N	ot applic	able		

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

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019</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, 2019,</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
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
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
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Gifted Education (Add-on)	Not					
	applicable					
Administration and Supervision PreK-12	Not					
	applicable					
Administration and Supervision PreK-12 (central office onl	Not					
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.
	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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
	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, 2019</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, 2019,</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, 2019</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
School Counselor PreK-12	Not	NEW	NEW	NEW	NEW	NEW
	applicable					
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	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music Education - Vocal/Choral PreK-12	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	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	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 onl	Not	MET	MET	MET	MET	MET
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Bridgewater College

Std. # Description of Standard	
 Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for indiv 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 Boa have the opportunity to address any deficiencies. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment opportunities provided to the candidates to address deficiencies. 	ard of Education
 Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of the shall include the following: a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in directional environments; and b. Evidence that supervised clinical experiences are continuous and systematic and comprised of early field experience minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with defectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student to experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement. 	verse ces with a demonstrated
4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with population racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of shall include evidence that the professional education programs provide opportunities for candidates to have program experiences school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diverse school settings.	of this standard operiences in
 5. Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement standard shall include the following: a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching provide dependable information about student achievement; b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student 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, i ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfol videotaped and observed performance in schools and standardized tests, and course grades. 	g that shall learning in the including the
 6. Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this include documentation that the education program has two years of evidence regarding candidate performance based or surveys. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance	n employer
 Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall inc following: a. Documented evidence that the education program has established partnerships reflecting collaboratively designed descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to iden candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school meet the qualifications for admission to advanced programs. 	program tify and select nool leadership,
NOTE Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for a request by VDOE.	uait upon

Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2019</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, 2019,</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, 2019,</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	NOT MET	INACTIVE
Family and Consumer Sciences	MET	MET	MET	MET	MET	MET

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						
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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	MET	MET	MET	MET	MET	MET
Driver Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra I (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.
	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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
	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, 2019</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, 2019,</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, 2019,</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

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
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
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Eastern Mennonite University

2 Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement. 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 the following: a. Evidence between the standard shall include the following: a. 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 document faculty have made provisions for evaluating effects that candidates have on prek-12 studen	Std.#	Description of 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement. 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 blennial 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		 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.
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. b. Documented evidence of teacher effectiveness, including student academic progress. 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	0.	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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress. 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.	4.	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
include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress. 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	5.	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,
 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 	6.	include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys. a. Documentation that the professional education program has two years of evidence regarding graduates 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,
	NOTE	· ·

Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2019</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, 2019,</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, 2019,</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
Reading Specialist	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
School Counselor PreK-12	Not	NEW	NEW	NEW	NEW	NEW

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
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
Special Education - General Curriculum K-6 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
Journalism (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Emory and Henry College

 Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking 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. c. Documentation of the number of candidates amditted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies. Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:	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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement. 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 blennial period. 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 show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about	2.	 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the
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. a. Documented evidence of teacher effectiveness, including student academic progress. 7. Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the		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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress. 7. Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the	4.	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
include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress. 7. Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the	5.	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,
7. Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the	6.	include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys.
 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. 		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	NOTE	request by VDOE.

Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2019</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, 2019,</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, 2019,</u> select "NEW" from the dropdown box for each standard.

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

Reading Specialist	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
French	MET	MET	MET	MET	MET	MET
Spanish	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - 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					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019,</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, 2019,</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
Agricultural Education	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
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-6 (Add-on)	NEW	NEW	NEW	NEW	NEW	NEW

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: George Mason University

have the opportunity to address any deficiencies. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experiences shall include at least 150 clock hours spent in direct teaching at the level of endorsement. 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 eva	
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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement. 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 blennial 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 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 p	 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.
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.	 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching
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.	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
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.	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,
b. Documented evidence of teacher effectiveness, including student academic progress.	include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys. a. Documentation that the professional education program has two years of evidence regarding graduates 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. 	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, 2019</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, 2019,</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, 2019,** 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	Not applicable	MET	MET	MET	MET	MET
Elementary Education PreK-6	Not applicable	MET	MET	MET	MET	MET

Reading Specialist	Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Note	Math Specialist for Elementary/Middle Ed.		MET	MET	MET	MET	MET
School Courselor PreK-12 Not applicable with applicabl	Reading Specialist	Not	MET	MET	MET	MET	MET
School Psychology Not applicable appl	School Counselor PreK-12	Not	MET	MET	MET	MET	MET
Arabic PreK-12	School Psychology	Not	MET	MET	MET	MET	MET
Chinese PreK-12	Arabic PreK-12	Not	MET	MET	MET	MET	MET
Not applicable	Chinese PreK-12	Not	MET	MET	MET	MET	MET
German Prek-12 Not applicable lapanese Prek-12 MET	French PreK-12	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Not	German PreK-12	Not	MET	MET	MET	MET	MET
More applicable Metal Me	Japanese PreK-12	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	Korean PreK-12	Not	MET	MET	MET	MET	MET
Latin PreK-12 applicable spilotable spilotab	Spanish PreK-12	Not	MET	MET	MET	MET	MET
Not applicable Not New	Latin PreK-12	Not	MET	MET	MET	MET	MET
Dance Arts PreK-12 English as a Second Language PreK-12 Not applicable Not MET	Visual Arts PreK-12	Not	MET	MET	MET	MET	MET
English as a Second Language PreK-12 Applicable App	Dance Arts PreK-12	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Health and Physical Education PreK-12 applicable Not Not Applicable Not Applicable Not Applicable Not Applicable Not Not Applicable Not Applicable Not Applicable Not Applicable Not Not Applicable Not Applicable Not Applicable Not Applicable Not Not Applicable Not	English as a Second Language PreK-12	Not	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12 Not applicable applicable MET applicable MET	Health and Physical Education PreK-12	Not	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12 applicable Theatre Arts PreK-12 Not applicable Computer Science Not applicable And MET	Music Education - Instrumental PreK-12	Not	MET	MET	MET	MET	MET
Theatre Arts PreK-12	Music Education - Vocal/Choral PreK-12	Not	MET	MET	MET	MET	MET
Computer Science Not applicable NEW ART	Theatre Arts PreK-12	Not	MET	MET	MET	MET	MET
English Not applicable History and Social Sciences Not applicable Mathematics Not applicable Science - Chemistry Not applicable Not applicable Not applicable Science - Barth Science Not applicable Not applicable Not applicable Science - Physics Not applicable MET MET MET MET MET MET Special Education - Adapted Curriculum K-12 Not applicable Not Not Applicable Not Not Applicable Not Not Applicable Not Not New	Computer Science	Not	NEW	NEW	NEW	NEW	NEW
History and Social Sciences Not applicable Not applicable	English	Not	MET	MET	MET	MET	MET
Mathematics Not applicable MET MET MET MET MET MET Science - Biology Not applicable MET MET MET MET MET MET Science - Chemistry Not applicable MET MET MET MET MET MET Science - Earth Science Not applicable MET MET MET MET MET MET Science - Physics Not applicable MET MET MET MET MET MET Special Education - Early Childhood Not applicable MET MET <td< td=""><td>History and Social Sciences</td><td>Not</td><td>MET</td><td>MET</td><td>MET</td><td>MET</td><td>MET</td></td<>	History and Social Sciences	Not	MET	MET	MET	MET	MET
Science - Biology Not applicable MET MET MET MET MET MET	Mathematics	Not	MET	MET	MET	MET	MET
Science - Chemistry Not applicable Science - Earth Science Science - Physics Science - Physics Special Education - Early Childhood Special Education - General Curriculum K-6 (Add-on) Special Education - General Curriculum 6-8 (Add-on) Special Education - General Curriculum 6-12 (Add-on) Special	Science - Biology	Not	MET	MET	MET	MET	MET
Science - Earth Science Science - Physics Not applicable Special Education - Early Childhood Special Education - Adapted Curriculum K-12 Special Education - General Curriculum K-12 Special Education - Blindness/ Visual Impairments PreK-12 Special Education - General Curriculum K-6 (Add-on) Not applicable Special Education - General Curriculum 6-8 (Add-on) Not applicable Special Education - General Curriculum 6-8 (Add-on) Not Applicable Special Education - General Curriculum 6-12 (Add-on) Not New	Science - Chemistry	Not	MET	MET	MET	MET	MET
Science - Physics Not applicable Special Education - Early Childhood Special Education - Adapted Curriculum K-12 Special Education - Adapted Curriculum K-12 Special Education - General Curriculum K-12 Special Education - Blindness/ Visual Impairments PreK-12 Special Education - General Curriculum K-6 (Add-on) Special Education - General Curriculum K-6 (Add-on) Special Education - General Curriculum K-6 (Add-on) Special Education - General Curriculum K-8 (Add-on) Special Education - General Curriculum G-8 (Add-on) Special Education - General Curriculum G-12 (A	Science - Earth Science	Not	MET	MET	MET	MET	MET
Special Education - Early Childhood Not applicable Special Education - Adapted Curriculum K-12 Not applicable Special Education - General Curriculum K-12 Not applicable Special Education - Blindness/ Visual Impairments PreK-12 Special Education - General Curriculum K-6 (Add-on) Special Education - General Curriculum K-6 (Add-on) Not applicable Special Education - General Curriculum K-6 (Add-on) Not applicable Special Education - General Curriculum 6-8 (Add-on) Not applicable Special Education - General Curriculum 6-12 (Add-on) Not NEW NEW NEW NEW NEW NEW NEW NEW NEW NEW NEW NEW NEW NEW	Science - Physics	Not	MET	MET	MET	MET	MET
Special Education - Adapted Curriculum K-12 Special Education - General Curriculum K-12 Not applicable Special Education - Blindness/ Visual Impairments PreK-12 Special Education - General Curriculum K-6 (Add-on) Special Education - General Curriculum K-6 (Add-on) Special Education - General Curriculum 6-8 (Add-on) Special Education - General Curriculum 6-8 (Add-on) Not applicable Special Education - General Curriculum 6-12 (Add-on) Not NEW	Special Education - Early Childhood	Not	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12 Special Education - Blindness/ Visual Impairments PreK- 12 Special Education - General Curriculum K-6 (Add-on) Special Education - General Curriculum K-6 (Add-on) Special Education - General Curriculum 6-8 (Add-on) Special Education - General Curriculum 6-8 (Add-on) Special Education - General Curriculum 6-12 (Add-on) Not Applicable Special Education - General Curriculum 6-12 (Add-on) Not NEW	Special Education - Adapted Curriculum K-12	Not	MET	MET	MET	MET	MET
Special Education - Blindness/ Visual Impairments PreK- 12 Special Education - General Curriculum K-6 (Add-on) Special Education - General Curriculum 6-8 (Add-on) Special Education - General Curriculum 6-8 (Add-on) Special Education - General Curriculum 6-12 (Add-on) Not applicable Special Education - General Curriculum 6-12 (Add-on) Not NEW	Special Education - General Curriculum K-12	Not	MET	MET	MET	MET	MET
Special Education - General Curriculum K-6 (Add-on) Not applicable Special Education - General Curriculum 6-8 (Add-on) Not applicable NEW	ļ ·	Not	MET	MET	MET	MET	MET
Special Education - General Curriculum 6-8 (Add-on) Not applicable NEW NEW NEW NEW NEW NEW Special Education - General Curriculum 6-12 (Add-on) Not NEW NEW NEW NEW NEW NEW		Not	NEW	NEW	NEW	NEW	NEW
Special Education - General Curriculum 6-12 (Add-on) Not NEW NEW NEW NEW NEW	Special Education - General Curriculum 6-8 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
	Special Education - General Curriculum 6-12 (Add-on)		NEW	NEW	NEW	NEW	NEW

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Driver Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Gifted Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra I (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Administration and Supervision PreK-12 (central office onl	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.
	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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
	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, 2019</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, 2019,</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, 2019**, select "NEW" from the dropdown box for each standard.

are pacture box for each etaileara.						
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					
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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	MET	MET
English	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	NEW	NEW	NEW	NEW	NEW	NEW
Administration and Supervision PreK-12	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12 (central office onl	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Hollins University

Std. #	Description of Standard
3.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies. 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019,</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, 2019,</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

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Latin PreK-12	MET	MET	MET	MET	MET	MET
Visual 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 - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019,</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, 2019,</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

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Reading Specialist	MET	MET	MET	MET	MET	MET
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
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
Gifted Education (Add-on)	Not	MET	MET	MET	MET	MET
· ,	applicable					
Mathematics - Algebra I (Add-on)	Not	MET	MET	MET	MET	MET
_ , ,	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
·	applicable					
Administration and Supervision PreK-12 (central office on		MET	MET	MET	MET	MET
' ' '	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.
	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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
	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, 2019</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, 2019,</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, 2019,</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
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 applicable	MET	MET	MET	MET	MET
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
Engineering	NEW	NEW	NEW	NEW	NEW	NEW
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	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	MET	MET	MET	MET	MET	MET
Science - Earth Science	NEW	NEW	NEW	NEW	NEW	NEW
Science - Physics	NEW	NEW	NEW	NEW	NEW	NEW
Special Education - Early Childhood	NEW	NEW	NEW	NEW	NEW	NEW
Special Education - Adapted Curriculum K-12	NEW	NEW	NEW	NEW	NEW	NEW
Special Education - Adapted Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-6 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
Control Sumodian 10 (Add Sir)	applicable	11211	14244	14244	11211	INE VV
Special Education - General Curriculum 6-8 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
Sonoral Sumodian 6 6 (vida 611)	applicable	11211			11211	11211
Special Education - General Curriculum 6-12 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
Concrat Cumodian 6 12 (Add 611)	applicable	11211	14244	14244	14244	INE VV
Early Childhood 3-4 Year Olds (Add-on)	Not	MET	MET	MET	MET	MET
Early Childridod 5-4 Year Olds (Add-on)		IVIE I	IVIE I	IVIE I	IVIE I	IVI⊏I
Transition and Special Needs (Add-on)	applicable Not	NEW	NEW	NEW	NEW	NEW
Transition and Special Needs (Add-on)		INEVV	IN⊏VV	IN⊏VV	IN⊏VV	IN⊏VV
Cifted Education (Add on)	applicable Not	NACT	MET	NACT	NACT	MET
Gifted Education (Add-on)		MET	MET	MET	MET	MET
lournalism (Add on)	applicable Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INIACTIVE
Journalism (Add-on)		INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics - Algebra I (Add-on)	applicable Not	MET	MET	MET	MET	MET
Iwathematics - Algebra i (Add-off)		IVIE I	IVIE I	IVIE I	IVIE I	IVI⊏I
Speech Communication (Add on)	applicable	INIACTIVE	INIACTIVE	INIACTIVE	INACTIVE	INIACTIVE
Speech Communication (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Administration and Supervision Pro/ 12	applicable	MET	NACT	NACT	MET	MET
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
Administration and Companision Duck 40 (southed office and	applicable	NACT	NACT	NACT	NACT.	NACT
Administration and Supervision PreK-12 (central office onl		MET	MET	MET	MET	MET
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Longwood University

have the opportunity to address any deficiencies. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experiences shall include at least 150 clock hours spent in direct teaching at the level of endorsement. 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 eva	
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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement. 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 blennial 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 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 p	 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.
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.	 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching
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.	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
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.	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,
b. Documented evidence of teacher effectiveness, including student academic progress.	include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys. a. Documentation that the professional education program has two years of evidence regarding graduates 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. 	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, 2019</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, 2019,</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, 2019</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	NEW	NEW	NEW	NEW	NEW	NEW
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
	applicable					
French PreK-12	MET	MET	MET	MET	MET	MET
German PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
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	MET	MET	MET	MET	MET	MET
Special Education - Early Childhood	NEW	NEW	NEW	NEW	NEW	NEW
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 onl	Not	MET	MET	MET	MET	MET
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019,</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, 2019,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
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
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
Special Education - General Curriculum K-6 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
	applicable					
Special Education - General Curriculum 6-8 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
	applicable					
Special Education - General Curriculum 6-12 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
	applicable					
Gifted Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019,</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, 2019</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
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
Visual Arts PreK-12	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	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Earth Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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 onl	Not	MET	MET	MET	MET	MET
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Instituion: 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 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.
	C. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work b. Evidence that supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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 a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 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 a. Documentation that the professional education program has two years of evidence regarding graduates b. Documented evidence of teacher effectiveness, including student academic progress.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the an analysis of the achievement of this standard shall include the analysis of the achievement of this standard shall include the analysis of the achievement of this standard shall include the analysis of the achievement of this standard shall include the analysis of the achievement of this standard shall include the analysis of the achievement of this standard shall include the achievement of
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, 2019</u>, and for which you had <u>at least one</u>
- 2) For each approved education program listed below that received approval prior to September 1, 2019, for which you had a total of zero
- 3) For each approved education program listed below that received <u>approval on or after September 1, 2019,</u> select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard	Standard	Standard	Standard	Standard #7
		#3	#4	#5	#6	
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 applicable	MET	MET	MET	MET	MET
School Social Worker	Not applicable	MET	MET	MET	MET	MET
French PreK-12	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, 2019, through August 31, 2021

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								
	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. C. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the								
	opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a								
	minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated								
	effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching								
	experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.								
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.								
	a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer								
	surveys.								
7.	b. Documented evidence of teacher effectiveness, including student academic progress. 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 approval prior to September 1, 2019, and for which you had at least one program completer or program exiter during the current biennial reporting period, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received approval prior to September 1, 2019, for which you had a total of zero program completers and program exiters for the current biennial reporting period, select "INACTIVE" from the dropdown box for each
- 3) For each approved education program listed below that received approval on or after September 1, 2019, 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

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	Not applicable	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
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	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
Theatre Arts PreK-12	MET	MET	MET	MET	MET	MET
Computer Science	NEW	NEW	NEW	NEW	NEW	NEW
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - Early Childhood	MET	MET	MET	MET	MET	MET
Special Education - 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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Drivers 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, 2019, through August 31, 2021

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
	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.
	c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard
0.	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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a
	minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated
	effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching
	experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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.
	a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer
	surveys.
-	b. Documented evidence of teacher effectiveness, including student academic progress.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:
	a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program
	descriptions based on identified needs of the preK-12 community.
	b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select
	candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school
	leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon
	request by VDOE.
	Instructions

Instructions

For the current biennial reporting period, i.e., September 1, 2019, through August 31, 2021, please complete the following information:

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2019</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, 2019,</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, 2019</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
Reading Specialist	MET	MET	MET	MET	MET	MET
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
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	
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-	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
12						
Special Education - General Curriculum K-6 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
	applicable					
Special Education - General Curriculum 6-8 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
	applicable					
Special Education - General Curriculum 6-12 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
	applicable					
Driver Education (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
Gifted Education (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Mathematics - Algebra I (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
·	applicable					
Administration and Supervision PreK-12 (central office	Not	MET	MET	MET	MET	MET
only)	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019</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, 2019,</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

Approved Education Program S		Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Visual Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Dance Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	NOT MET	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 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	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
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Mathematics - Algebra I (Add-on)	Not	Not	Not	Not	Not	Not
·	applicable	applicable	applicable	applicable	applicable	applicable

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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
	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.
	C. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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;
	 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.
	 Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys.
	b. Documented evidence of teacher effectiveness, including student academic progress.
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:
	 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 approval prior to September 1, 2019, and for which you had at least one program completer or program exiter during the current biennial reporting period, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received approval prior to September 1, 2019, for which you had a total of zero program completers and program exiters for the current biennial reporting period, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2019, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard	Standard	Standard	Standard	Standard	Standard #7
	#2	#3	#4	#5	#6	
Elementary PK-6	MET	MET	MET	MET	MET	MET

SPED K-12	MET	MET	MET	MET	MET	MET
Biology	MET	MET	MET	MET	MET	MET
Chemistry	MET	MET	MET	MET	MET	MET
Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Math	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
Latin	MET	MET	MET	MET	MET	MET
Spanish	MET	MET	MET	MET	MET	MET
French	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
German	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
History/SS	MET	MET	MET	MET	MET	MET
Music - Instrumental	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music - Choral	MET	MET	MET	MET	MET	MET

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.
	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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
	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, 2019</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, 2019,</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, 2019,</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	NOT 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	
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 only	Not	MET	MET	MET	MET	MET
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019,</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, 2019**, 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
French	MET	MET	MET	MET	MET	MET
Spanish	MET	MET	MET	MET	MET	MET

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

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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.
	 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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019,</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, 2019</u>, select "NEW" from the dropdown box for each standard.

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

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Business and Information Technology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-6 (Add-on)	Not applicable	NEW	NEW	NEW	NEW	NEW
Special Education - General Curriculum 6-8 (Add-on)	Not applicable	NEW	NEW	NEW	NEW	NEW
Special Education - General Curriculum 6-12 (Add-on)	Not applicable	NEW	NEW	NEW	NEW	NEW
Early Childhood 3- and 4 Years Old (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Gifted Education (Add-on)	Not applicable	MET	MET	MET	MET	MET
Mathematics - Algebra I (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 onl		MET	MET	MET	MET	MET

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.							
	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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.							
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.							
	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 approval prior to September 1, 2019, and for which you had at least one program completer or program exiter during the current biennial reporting period, indicate if you met the standards (as defined above) by selecting either "MET" or "NOT MET" from the dropdown box for each standard.
- 2) For each approved education program listed below that received approval prior to September 1, 2019, for which you had a total of zero program completers and program exiters for the current biennial reporting period, select "INACTIVE" from the dropdown box for each standard.
- 3) For each approved education program listed below that received approval on or after September 1, 2019, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standar
					d #7
Elementary Education PreK-6	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET
Dance Arts PreK-12	MET	MET	MET	MET	MET
Theatre Arts PreK-12	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET

Mathematics	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET
Special Education - General Curriculum K-6 (Add-on)	Not	NEW	NEW	NEW	NEW
	applicable				
Special Education - General Curriculum 6-12 (Add-on)	Not	NEW	NEW	NEW	NEW
	applicable				

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.						
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys.						
7.	 b. Documented evidence of teacher effectiveness, including student academic progress. 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, 2019</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, 2019,</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, 2019,</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
French PreK-12	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	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 - 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 - General Curriculum K-6 (Add-on)	Not applicable	NEW	NEW	NEW	NEW	NEW
Special Education - General Curriculum 6-12 (Add-on)	Not applicable	NEW	NEW	NEW	NEW	NEW
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 onl		INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019,</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, 2019</u>, select "NEW" from the dropdown box for each standard.

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

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	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	NEW	NEW	NEW	NEW	NEW	NEW
Computer Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - 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
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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Administration and Supervision PreK-12	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Administration and Supervision PreK-12 (central office onl		MET	MET	MET	MET	MET

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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
	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.
	c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the
3.	opportunities provided to the candidates to address deficiencies. Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard
ა.	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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a
	minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated
	effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching
	experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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
5.	diversity within each biennial period. Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of
5.	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
	a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer
	surveys.
	b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019,</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, 2019,</u> select "NEW" from the dropdown box for each standard.

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

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
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 - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-6 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
	applicable					
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 on	Not	MET	MET	MET	MET	MET
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.
	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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
	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, 2019</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, 2019,</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, 2019,</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	NEW	NEW	NEW	NEW	NEW	NEW
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
School Counselor PreK-12	Not	MET	MET	MET	MET	MET
	applicable					
School Psychology	Not	MET	MET	MET	MET	MET
	applicable					
French PreK-12	MET	MET	MET	MET	MET	MET
German PreK-12	MET	MET	MET	MET	MET	MET
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-6 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
	applicable					
Early Childhood 3-4 Year Olds (Add-on)	Not	MET	MET	MET	MET	MET
	applicable					
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 onl	Not	MET	MET	MET	MET	MET
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. C. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019,</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, 2019,</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
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
Engineering	NEW	NEW	NEW	NEW	NEW	NEW
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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
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, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies. 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.						
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. 						
	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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.						
	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.						
	Instructions						

Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2019</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, 2019,</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, 2019,</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	NEW	NEW	NEW	NEW	NEW	NEW

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					
School Social Worker	Not	MET	MET	MET	MET	MET
	applicable					
Engineering	NEW	NEW	NEW	NEW	NEW	NEW
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	NEW	NEW	NEW	NEW	NEW	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 - Adapted Curriculum K-12	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 onl	Not	MET	MET	MET	MET	MET
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019,</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, 2019,</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
Math Specialist for Elementary/Middle Ed.	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

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					
Agricultural Education	MET	MET	MET	MET	MET	MET
Family and Consumer Sciences	MET	MET	MET	MET	MET	MET
Technology Education	NEW	NEW	NEW	NEW	NEW	NEW
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Biology	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	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 onl	Not	MET	MET	MET	MET	MET
	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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						
	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						
	c. Documentation of the number of candidates admitted into the program who did not meet the						
3.	Structured and integrated field experiences to include student teaching requirements. Indicators of the						
	a. Evidence that candidates receive quality structured and integrated field experiences that						
	b. Evidence that supervised clinical experiences are continuous and systematic and comprised						
4.	Evidence of opportunities for candidates to participate in diverse school settings that provide						
5.	Evidence of contributions to preK-12 student achievement by candidates completing the program.						
	a. Evidence to show that candidates know about, create, and use appropriate and effective						
	b. Evidence to document faculty have made provisions for evaluating effects that candidates						
	c. Evidence that the education program assesses candidates' mastery of exit criteria and						
6.	Evidence of employer job satisfaction with candidates completing the program. The indicator of the						
	a. Documentation that the professional education program has two years of evidence regarding graduates						
	b. Documented evidence of teacher effectiveness, including student academic progress.						
7.	Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this						
	Documented evidence that the education program has established partnerships reflecting						
	b. Documented evidence that the administration and supervision program collaborates with						
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and						
	Instructions						

For the current biennial reporting period, i.e., September 1, 2019, through August 31, 2021, please complete the

- 1) For each approved education program listed below that received **approval prior to September 1, 2019**, and for
- 2) For each approved education program listed below that received approval prior to September 1, 2019, for

3) For each approved education program listed below that received approval on or after September 1, 2019,

Approved Education Program	Standard #2	Standard	Standard	Standard	Standard	Standard
		#3	#4	#5	#6	#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 Applicable	MET	MET	MET	MET	MET
Agricultural Education	MET	MET	MET	MET	MET	MET
Business and Informatiuon Techology	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	INACTIVE	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 Applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Administration and Supervision PreK-12	Not Applicable	MET	MET	MET	MET	MET
Administration and Supervision PreK-12	Not Applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
(central office only)						

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
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, 2019</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, 2019</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, 2019</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
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET

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

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Virginia Wesleyan University

Std. # Description of Standard	
 Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for indiv 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 Boa have the opportunity to address any deficiencies. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment opportunities provided to the candidates to address deficiencies. 	ard of Education
 Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of the shall include the following: a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in directional environments; and b. Evidence that supervised clinical experiences are continuous and systematic and comprised of early field experience minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with defectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student to experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement. 	verse ces with a demonstrated
4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with population racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of shall include evidence that the professional education programs provide opportunities for candidates to have program experiences school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diverse school settings.	of this standard operiences in
 5. Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement standard shall include the following: a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching provide dependable information about student achievement; b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student 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, i ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfol videotaped and observed performance in schools and standardized tests, and course grades. 	g that shall learning in the including the
 6. Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this include documentation that the education program has two years of evidence regarding candidate performance based or surveys. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance based on expressional education program has two years of evidence regarding graduates performance	n employer
 Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall inc following: a. Documented evidence that the education program has established partnerships reflecting collaboratively designed descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to iden candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school meet the qualifications for admission to advanced programs. 	program tify and select nool leadership,
NOTE Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for a request by VDOE.	uait upon

Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2019</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, 2019,</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, 2019,</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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Latin PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts 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	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	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET

Biennial Reporting Period: September 1, 2019, through August 31, 2021

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 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. c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.
	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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.
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. a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys. b. Documented evidence of teacher effectiveness, including student academic progress.
	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, 2019</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, 2019,</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, 2019,</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					
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
Special Education - General Curriculum K-6 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
	applicable					
Special Education - General Curriculum 6-12 (Add-on)	Not	NEW	NEW	NEW	NEW	NEW
	applicable					
Administration and Supervision PreK-12	Not	MET	MET	MET	MET	MET
·	applicable					
Administration and Supervision PreK-12 (central office onl		MET	MET	MET	MET	MET
, , ,	applicable					

Biennial Reporting Period: September 1, 2019, through August 31, 2021

Name of Institution: Rockbridge Teacher Education Consortium

(Washington and Lee University, Southern Virginia 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						
۷.	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.						
	C. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the						
	opportunities provided to the candidates to address 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 supervised clinical experiences are continuous and systematic and comprised of early field experiences with a						
	minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated						
	effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching						
	experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.						
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						
٥.	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.						
	a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer						
	surveys.						
	b. Documented evidence of teacher effectiveness, including student academic progress.						
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						
NOTE	request by VDOE.						
	l · ·						
Instructions							

Instructions

- 1) For each approved education program listed below that received <u>approval prior to September 1, 2019</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, 2019,</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, 2019,</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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
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

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
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
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	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 - 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 I (Add-on)	Not	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
	applicable					