



James Madison University
Traditional Report AY 2024-25
Virginia



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Campbell

PHONE

(540) 568-2812

EMAIL

campb2hl@jmu.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	UG	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	UG	
13.1307	Teacher Education - Health	PG	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1329	Teacher Education - Physics	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1317	Teacher Education - Social Sciences	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

32

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Disposition self-assess; FirstAid/CPR/AED; ChildAbuse Prev; Dyslex; Restraint&...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.5

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

2.5

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

Background checks and fingerprinting are required by the school divisions in which students are placed for student teaching, but not by JMU. Transcripts are evaluated for degree verification at the university level. There are certain courses required (earning a C or better) in order to be accepted. Certain programs do NOT have subject-matter tests (e.g. Dance, Theatre). At entry, students must have minimum basic skills: Math (ALEKS, SAT, ACT, or Praxis Core Math) AND Reading and Writing (English course requirement).

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Disposition self-assess; FirstAid/CPR/AED; ChildAbuse Prev; Dyslex; Restraint&...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.75

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

3

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

Background checks and fingerprinting are required by the school divisions in which students are placed for student teaching, but not by JMU. Transcripts are evaluated for degree verification at the university level. There are certain courses required (earning a C or better) in order to be accepted. Certain programs do NOT have subject-matter tests (Adapted SPED and post-bac general curriculum SPED). At entry, students must have minimum basic skills: Math (ALEKS, SAT, ACT, or Praxis Core Math) AND Reading and Writing (English course requirement). Individual teacher education programs may require higher GPA for entry or exit than what is stated above; some post-bac programs require interview at entry.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2024-25. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

150

Number of clock hours required for student teaching

560

Are there programs in which candidates are the teacher of record?

- Yes

● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

70

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

92

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

992

Number of students in supervised clinical experience during this academic year

921

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

Fall 24 practicum – 680 placements Fall 24 student teaching – 227 placements Spring 25 practicum – 587 placements Spring 25 student teaching – 389 placements In 2024-25, there were 1,883 total field placements (practicum 1,267; student teaching 616) 24 full time faculty served as supervisors; 92 part time faculty served as supervisors Our professional education preparation programs require between 420-700 clock hours. Required student teaching hours by program: ECED-BIS, MIED BS or BA, SEED BS or BA – 420 ELED, IECE, MIED MAT, SEED MAT, ARED, MUED, PHETE, THEA, DANC, FLED, TESL – 560 SPED - 700

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2024-25 Total	
Total Number of Individuals Enrolled	1110
Subset of Program Completers	294

Gender	Total Enrolled	Subset of Program Completers
Male	170	51
Female	899	243
No Gender Reported	41	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	28	8
Black or African American	49	11
Hispanic/Latino of any race	70	17
Native Hawaiian or Other Pacific Islander	0	0
White	843	238
Two or more races	47	10

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

72

10

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

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

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2024-25.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2024-25

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="30"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="145"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	10
13.1210	Teacher Education - Early Childhood Education	19
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	17
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	5
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	24
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	11
13.1317	Teacher Education - Social Science	20
13.1318	Teacher Education - Social Studies	20
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	10
13.1328	Teacher Education - History	20
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	3
13.99	Education - Other Specify: <input type="text"/>	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2024-25

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	19
13.1202	Teacher Education - Elementary Education	141
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	9
13.1210	Teacher Education - Early Childhood Education	9
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="5"/>
13.1312	Teacher Education - Music	<input type="text" value="0"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="0"/>
13.1315	Teacher Education - Reading	<input type="text" value="0"/>
13.1316	Teacher Education - General Science	<input type="text" value="3"/>
13.1317	Teacher Education - Social Science	<input type="text" value="4"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="0"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	<input type="text" value="0"/>
13.1322	Teacher Education - Biology	<input type="text" value="0"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	<input type="text" value="0"/>
13.1328	Teacher Education - History	<input type="text" value="4"/>
13.1329	Teacher Education - Physics	<input type="text" value="0"/>
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="3"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>
01	Agriculture	<input type="text" value="0"/>
03	Natural Resources and Conservation	<input type="text" value="0"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text" value="0"/>
09	Communication or Journalism	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	14
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	3
27	Mathematics and Statistics	3
30	Multi/Interdisciplinary Studies	2
38	Philosophy and Religious Studies	0
40	Physical Sciences	1
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	41
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	19

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text" value="0"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Regular meetings with local education agencies and professional educators are conducted to review current needs and share program responses. Our involvement in actively supervising student teachers assists in gaining knowledge from the observations and discussions with cooperating teachers as to the needs of the schools and students. Annual employer and alumni surveys are disseminated and reviewed to identify needs of schools and issues/instructional decisions facing new teachers. General education teacher candidates receive instruction in teaching diverse students through coursework and field experiences. Field experiences are reviewed to ensure that candidates have experiences in diverse settings; however, due to the nature of our region, our candidates have limited access to urban settings, whereas they have extensive access to rural settings. Collaborations between our programs and urban schools continue to evolve and will continue to strengthen our responsiveness to this area of need in the next few

years. Although our local schools may not be considered urban, they do provide multicultural experiences of ethnic diversity, language diversity and socioeconomic diversity, and thus reflect crucial characteristics of urban school settings. Our program completers are successful in securing employment in school divisions. Reports from hiring principals suggest that completers are performing well in the schools in which they work, often assuming leadership positions in their early years of employment. Field experiences prior to student teaching and during student teaching occur in a variety of settings that are both rural and urban and reflect the full range of socioeconomic status.

Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Looking at our 4 year programs, in 2024-25, we had 3 Middle Education Mathematics completers, and 2 Secondary Mathematics completers.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Looking at our 4 year programs, in 2024-25, we had 3 Middle Education Mathematics completers, and 2 Secondary Mathematics completers. We will use this as a baseline goal to have 5 or more completers in these programs for 2025-26.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

5 or more completers in these programs for 2026-27

Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Looking at our 4 year programs, in 2024-25, we had 3 Middle Education Science completers, and 0 Secondary Science completers.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Looking at our 4 year programs, in 2024-25, we had 3 Middle Education Science completers, and 0 Secondary Science completers. We will use this as a baseline goal to have 3 or more completers in these programs for 2025-26.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

3 or more completers in these programs for 2026-27.

Annual Goals: Special Education

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Looking at our 4 year programs, in 2024-25, we had 9 Inclusive Early Childhood Education completers, and 10 Special Education completers (General and Adapted - 8 have both endorsements, 2 have General only). Based on these numbers, we plan to set a goal of 19 or more completers for 2025-26.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Looking at our 4 year programs, in 2024-25, we had 9 Inclusive Early Childhood Education completers, and 10 Special Education completers (General and Adapted - 8 have both endorsements, 2 have General only). Based on these numbers, we plan to set a goal of 19 or more completers for 2025-26.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

19 or more completers for 2026-27

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

In 2024-25, we prepared 3 individuals for licensure in TESOL. In coming years, candidates will they an option for an add-on endorsement, not a major.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We will prepare teachers in via the add-on endorsement in ESL.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We will prepare teachers in via the add-on endorsement in ESL.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	2			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2024-25	7			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2023-24	5			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	7			
5236 -BIOLOGY Educational Testing Service (ETS) Other enrolled students	1			
5236 -BIOLOGY Educational Testing Service (ETS) All program completers, 2024-25	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2024-25	1			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	5			
5246 -CHEMISTRY Educational Testing Service (ETS) All program completers, 2024-25	1			
5572 -EARTH AND SPACE SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2023-24	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	1			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	238	174	208	87
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	162	178	162	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	182	178	182	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	217	183	217	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	237	171	204	86
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	162	174	162	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	182	173	182	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	217	174	217	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	229	166	193	84

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	162	169	162	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	182	169	182	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	217	171	216	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	239	169	213	89
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2024-25	162	172	162	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2023-24	182	170	182	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2022-23	217	174	216	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	15	180	15	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	14	177	14	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	8			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	19	182	19	100
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	1			
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2024-25	3			
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2023-24	3			
5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2022-23	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2022-23	1			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	10	164	7	70
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2024-25	4			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2023-24	7			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	10	169	10	100
5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	5			
5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	3			
5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	7			
5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	2			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	7			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2024-25	3			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2023-24	6			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2022-23	3			
5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	5			
5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	2			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	8			
5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	4			
5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	4			
5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	7			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) Other enrolled students	4			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2023-24	3			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2022-23	7			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	19	168	15	79
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2024-25	23	172	23	100
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2023-24	34	170	34	100
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	29	171	29	100
5266 -PHYSICS Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5266 -PHYSICS Educational Testing Service (ETS) All program completers, 2024-25	1			
5265 -PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2023-24	1			
5265 -PHYSICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	3			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2024-25	1			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2023-24	2			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2022-23	94	179	94	100
5581 -SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	13	167	13	100
5581 -SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	1			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2024-25	19	171	19	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2023-24	29	172	29	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	30	170	30	100
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2023-24	1			
5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	129	166	104	81
5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2024-25	175	171	175	100
5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2023-24	194	170	194	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2022-23	144	171	144	100
099 -VCLA Evaluation Systems group of Pearson Other enrolled students	389	489	311	80
099 -VCLA Evaluation Systems group of Pearson All program completers, 2024-25	274	502	269	98
099 -VCLA Evaluation Systems group of Pearson All program completers, 2023-24	323	502	323	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2022-23	385	507	385	100

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	282	277	98
All program completers, 2023-24	323	323	100
All program completers, 2022-23	385	384	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

SACS-COC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

- b. use technology effectively to collect data to improve teaching and learning

Yes

No

- c. use technology effectively to manage data to improve teaching and learning

Yes

No

- d. use technology effectively to analyze data to improve teaching and learning

Yes

No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Our state approval process ensures that programs include appropriate applications of technology. The VDOE approves programs through alignment of coursework to competencies through two matrices: a professional studies matrix and a program-specific matrix. Each licensure program completes these matrices showing what course(s) or experience(s) address each competency. Through expert review of syllabi for identified courses and experiences, the state grants approval based on these competencies being met. The related technological competencies are: Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction and Demonstrated proficiency in the use of educational technology for instruction. Several items on our Student Teaching Performance Assessment measure candidates' application of technology. Instructional planning addresses technology in item C4, Integrates instructional technology in planning. Item E4, Engages learners in a range of learning experiences using technology, addresses technology in instructional practice. Candidates generally score well on these items, with averages across cycles exceeding Meets Expectations. A few smaller programs have slightly lower ratings, and some programs have shared in the COE Professional Education Coordinating Council meetings that evaluating these items can be challenging. Accordingly, in consultation with the MidValley Consortium, we revised rubric descriptions and updated reference guides for Fall 2024 to reflect that effective use of technology when it is appropriate and available is more important than frequent use of technology. Overall, triangulated results from these assessments demonstrate that our candidates achieve substantial progress in their ability to assess students, plan for instruction, and implement varied and effective instructional strategies. Our curricular sequences, coupled with field experiences that require increasing breadth and depth of instruction, help candidates develop these challenging skills to succeed in their future teaching roles. Candidates in all initial programs take EDUC 200 Foundations of American Education. One unit of the

course is "What should teachers know about technology and its impact on schools?" Several programs have specific technology courses designed to help their candidates meet the TSIP standards; examples of these courses include: * EDUC 540 Educational Technology * KIN 511 Technology in Health and Physical Education * MUS 150 Technological Applications in Music. Clinical experience assessments provide evidence that our candidates can purposefully use and develop formative and summative assessments to guide instructional decision making, modify instruction, differentiate instruction, and can use technology to enhance learning and track student progress and growth. Art Education students are assigned readings pertaining to technology in the arts classroom. They demonstrate their technological abilities in class through class presentations (utilizing SmartBoards and document cameras) and have access to borrow technology equipment from the College of Education. Additionally they are able to observe real life use of technology in classrooms in their field experiences. Technology skill and use is captured in the Student Teaching Assessment in two items: --C4. Integrates instructional technology in planning. --E4. Engages learners in a range of learning experiences using technology. In reviewing data for these assessment items, the majority of candidates scored at Meets or Exceeds expectations. On average, those rated as Developing tended to earn that score in the first of their placements and showed improvement on those items by their final assessment in their second placement. Similarly, our annual survey of employers of our recent graduates (administered through the Virginia Education Assessment Collaborative) indicated that respondents who graduated from our programs scored an average of 3.33/4 on the use of instructional technology (Item IH: Uses content-aligned and developmentally appropriate instructional technology to enhance student learning.). This score is right at the VEAC mean (3.33/4.0). Although these items suggest overall proficiency of our graduates in the area of technology, our program faculty have identified technology as an area of focus, as it tends to be an area of relative challenge for new graduates.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Our teacher preparation programs prioritize teaching all students effectively, with special attention to students with disabilities. All teacher candidates take an initial course in Special Education, EXED 200 (Foundations of Exceptional Education) or MSSE 210 (Diversity in Middle and Secondary Education). The Commonwealth of Virginia requires completion of a Dyslexia training for licensure, strengthening candidates' ability to identify characteristics of dyslexia and apply evidence-based literacy interventions. Other examples of how our programs specifically prepare candidates follow. In Elementary Education (the largest initial licensure program) as well as Early Childhood Education, coursework and guest speakers cover the topic of teaching students with disabilities effectively. The Elementary Education program prepares candidates to teach students with disabilities through a coherent sequence of coursework, field experiences, and applied instructional practice grounded in inclusive pedagogy. All candidates complete EXED 200: Foundations of Exceptional Education, which introduces federal and state special education law, disability categories, inclusive practices, and collaboration with special education professionals. Elementary Education coursework embeds instruction on differentiation, Universal Design for Learning (UDL), and culturally responsive teaching across methods and literacy courses. Courses such as ELED 272, ELED 332, 333, 334, 343, 450, 485, and Literacy-specific coursework (LED 300, LED 350, and LED 462) emphasize adapting instruction, assessment, and classroom environments to meet diverse learning needs, including learning disabilities, ADHD, emotional and behavioral disorders, and autism spectrum disorders. Candidates design lesson plans that incorporate accommodations, modifications, and assistive strategies aligned to individual student needs. Field experiences (ELED 321, 322, 400, and 480) provide opportunities to apply inclusive practices in authentic classroom contexts. Candidates observe and implement differentiated instruction, collaborate with cooperating teachers and support personnel, and reflect on the impact of instructional decisions on student learning. Collectively, these experiences prepare Elementary Education candidates to effectively support students with disabilities as inclusive, reflective and responsive classroom teachers. For Middle and Secondary Education education candidates, course activities in MSSE 420: Differentiation for Adolescents (undergraduate students) or MSSE 620: Differentiation of Instruction and Assessment to Meet the Needs of Adolescent Learners (graduate students) address specific learning needs including (but not limited to) dyslexia, reading/writing disorders, emotional and behavioral disorders, ADHD, and the Autism Spectrum. Through work in these courses, students identify and evaluate a general continuum of instructional approaches that are effective for students with an array of learning needs (English Language Learners, Special Needs, etc.). Art Education prepares their candidates to teach students with disabilities: through the completion of a 20-hour practicum in a local school under the guidance of a certified art teacher working with children of all abilities (hands-on experience with students with disabilities, teacher aides, and experienced teachers accommodating for disabilities); through an interview with their cooperating teacher specifically about accommodations for all learners; by reading and discussing scholarly articles on disabilities specific to the art classroom in all courses; by including accommodations on their lesson plans as part of the written plan- individual research; by reading and discussing the Virginia Guidelines for Educating Students with Specific Learning Disabilities; through attending events with invited speakers who are specialists in special education. Candidates planning to be physical education/health teachers are required to complete a course specifically intended for teaching students with disabilities (KIN 313: Adapted Physical Education). Additionally, in a later course, KIN 611: Teaching Diverse Populations, one of the topics covered is Disability. By the time they complete the program, PHETE candidates create strategy briefs to implement in their own physical education classes; learn to write lesson plans that include accommodations and modifications; and practice administering and writing up a Test of Gross Motor Development. Music Education candidates have multiple opportunities to develop skills in working with students with special needs in multiple classes each semester. Content includes learning about legislation that protects and advocates for the needs of this population of students, and making provisions within lesson planning that include consideration of accommodations and implementations that might be used when working with students with special needs. In addition, every fall and spring a faculty residency with Dr. Alice Hammel (an expert in the field of Music for Students With Special Needs) is offered, during which specific assignments and activities are rotated through each year level of our program. Other guests who are experts in the field of working with students with special needs in Music Education (e.g. dyslexia, autism) are regularly invited to guest speak and work with Music Education candidates to further supplement the content from our music education classes.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

The Elementary Education Program intentionally prepares candidates to participate effectively as members of Individualized Education Program (IEP) teams through targeted coursework, applied learning, and guided field experiences. Instruction related to IEP development, implementation, and collaboration is embedded across the program, with focused attention in ELED 372, LED 300, ELED 455, ELED 485, ELED 450. In these courses, candidates examine the purpose and required components of IEPs, legal and ethical responsibilities under IDEA, and the collaborative roles of general educators within IEP teams. Candidates engage in case-based learning and applied assignments that require analyzing student data, identifying academic and behavioral needs, and proposing instructional accommodations and modifications aligned to IEP goals. Emphasis is placed on using data to inform instruction, monitoring progress, and ensuring access to grade-level curriculum within inclusive classroom settings. During clinical and student teaching experiences (ELED 321, 322, 400, and 480), Elementary Education candidates may observe or participate in IEP meetings when permitted by school administrators and families. These experiences allow candidates to see IEP collaboration in practice, including communication with special educators, related service providers, and families. Faculty-led reflection helps candidates connect policy and theory to real-world practice. Through this combination of coursework and field-based learning, candidates develop the knowledge, skills, and professional dispositions necessary to collaborate effectively as general educators on IEP teams in elementary school settings. Candidates in Middle and Secondary Education programs prepare for and engage in a simulated IEP meeting in their Differentiation courses (MSSE 420 for undergraduates and MSSE 620 for graduate students). In addition, they take both practicum and student teaching courses: MSSE 415 or MSSE 445 (practicum placements) and MSSE 455, MSSE 665, or MSSE 675 (student teaching experiences). Art Education prepares its candidates to participate on individualized education program (IEP) teams through: reading and discussing the Virginia Guidelines for Educating Students with Specific Learning Disabilities; attending lectures and participating in class discussions about advocacy for the art program and inclusion of all students as well as how teachers advocate for the resources they need in order to meet IEP expectations of their students. (In practice, Art teachers are rarely included in these teams in actual school settings; often the family specifically requests no accommodations for art leading to the teacher not being involved.) In KIN 313, physical education/health candidates are assessed on their knowledge of the IEP and all laws within IDEA and ADA. During Student Teaching, most education student teachers may (if allowed) be included in on IEP meetings at the invitation of their Cooperating Teacher and with the approval of the appropriate school administrative and parental/guardian parties as and if appropriate. In-depth discussion of IEPs and planning for the inclusion and successful meeting of IEP goals for sample case study students is included in some of the activities and assignments as part of the residency in MUED.

c. Effectively teach students who are limited English proficient.

Art Education prepares its candidates to teach students who are limited English proficient by: completing 20 hours of practicum in a local school under the guidance of a certified art teacher working with children of all language abilities (hands-on experience assisting student with limited English); researching and writing lesson plans with accommodations for English language learners; attending class lectures on best practices for English-language learners in the art classroom. TESOL courses address how to differentiate instruction and assessment based on students' proficiency levels. In addition, they demonstrate how they scaffold instruction for English learners. This scaffolding includes various supports, such as sensory (visuals, media materials, manipulatives, etc.), interpersonal (partner, small group, etc.) and graphic (charts, timelines, graphs, etc.). The Elementary Education Program prepares candidates to teach students who are limited English proficient (LEP) through integrated coursework, literacy-focused instruction, and culturally responsive teaching practices. Candidates complete diversity and literacy coursework—including ELED 310, LED 300, LED 350, and LED 462—that emphasizes understanding language development, culturally and linguistically responsive pedagogy, and asset-based approaches to teaching multilingual learners. Across these courses, candidates learn and apply instructional strategies that support English learners, such as scaffolding academic language, integrating visual and graphic supports, differentiating instruction based on proficiency levels, and designing assessments that provide equitable access. Literacy coursework explicitly addresses reading and writing instruction for English learners, including vocabulary development, comprehension strategies, and disciplinary literacy across content areas. Field experiences place candidates in diverse elementary classrooms where they observe and support English learners under the guidance of experienced teachers. Candidates reflect on instructional decisions related to language support, access to content, and family engagement. Instruction also emphasizes the intersection of language, equity, and social justice, encouraging candidates to view advocacy as a core responsibility of elementary educators. Additionally, content related to English learner support is reinforced in EXED 200 and EDUC 310, ensuring candidates understand the overlap between language learning, disability considerations, and inclusive practice. Collectively, these experiences prepare candidates to teach English learners effectively and equitably in elementary classrooms. Candidates in Middle and Secondary Education programs are required to take MSSE 370 during which they learn how to promote the development of all students' abilities for academic achievement and continued learning; provide learning opportunities that support students' intellectual, social, and personal development; create instructional opportunities adapted to the needs of diverse learners. In MSSE 210 (all students) and MSSE 420 (undergraduate students) or MSSE 620 (graduate students), they identify and evaluate a general continuum of instructional approaches that are effective for students with an array of learning needs (English language learners, special needs, etc.). Physical education/health candidates are given practical experience related to teaching English-language learners in the lab portion of KIN 313. One of the topics in KIN 611: Teaching Diverse Populations addresses understanding and teaching English Language Learners. Although not a major focus in Music Education, this topic is covered in MUED 271: Introduction to MUED. Candidates work on a "Teaching Without Talking" assignment, the idea of which is to focus their attention to other ways of communicating and showing instruction to students including those for whom English is a second language. Overall: At the heart of teaching English learners well, our candidates need to understand how equity, social justice, and learners' knowledge play a role in implementing culturally responsive teaching. Our candidates' understanding of these issues will hopefully make them cognizant that teaching English-language learners requires more than good teaching, such as advocacy for students and families. In EXED 200 and EDUC 310 (taken by majority of initial licensure candidates) modules are being created to include important English-language support information.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

Through coursework, practicum and field experiences, the programs offered by our institution in Special Education (General and Adapted Curriculum [SPED], Early Childhood Special Education [ECSE] and Inclusive Early Childhood Education [IECE]) are founded upon creating high-quality resilient teachers prepared to effectively work with all students. Teacher candidates in the IECE and ECSE programs take IECE 300: Issues and Trends of Inclusive Early Childhood Education/EXED 621: Trends and Issues in Early childhood Education. These classes introduce key practices in early intervention and early-childhood special education. Teacher candidates in the SPED program take EDUC 303: Foundations of Curriculum and Instruction, that introduces concepts such as High Leverage Practices, Systematic Designed Instruction, Universal Design for Learning, and Differentiation. Candidates in all programs are required to complete lesson plans in their method classes that require meeting the needs of all students, utilizing these concepts. Candidates also take a Medical Aspects course that focuses on students with more severe disabilities. The Commonwealth of Virginia requires that candidates complete a dyslexia training module for professional licensure.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Candidates in Special Education take EXED 475 (Programs & Planning) and EXED 407 (Transitions of Learners with Disabilities); both courses prepare candidates to understand all aspects of the IEP process. In Student Teaching (EXED 480) candidates are routinely involved in IEP meetings and planning with their cooperating teacher for individuals within the classrooms they work. Our local community has a high limited-English-proficiency student population with over 50 different languages spoken within the P-12 setting. IEPs and IFSPs are first introduced in IECE 300 (Issues and Trends of Inclusive Early Childhood Education) and IECE 450 (Contemporary Family Issues in Inclusive Education) during which candidates are required to develop an IEP. Senior level SPED and IECE candidates also participate in an Interprofessional One-Day Seminar where they collaborate and simulate a Child Study meeting with other related school service providers.

c. Effectively teach students who are limited English proficient.

Special Education candidates take EXED 474 (Assessment and Evaluation) and EXED 476 (practicum). In EXED 474, candidates learn how to assess students with limited English proficiency and in EXED 476, they provide instruction to students struggling in the area of literacy, many of whom have limited English proficiency. Working with limited-English-proficiency students is introduced in LED 430 (Development, Assessment, and instruction of Literacy: K-12) and then covered in more detail in subsequent coursework.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

During 2024-25 academic year, the EPP submitted its CAEP accreditation self study report (SSR), culminating in a successful site visit in October 2025 -- neither stipulations nor areas for improvement (AFIs) were noted. Included in the self study is a recruitment plan that shows our commitment to building an inclusive teacher pipeline to best serve the needs of the Commonwealth. The EPP continues to garner grant funding for initiatives to support both traditional and nontraditional students from a variety of backgrounds to teach in shortage areas.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Hilary L. Campbell

TITLE:

Director of Assessment, Accreditation, and Accountability

Certification of review of submission

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

NAME OF REVIEWER:

Dr. Amy D. Theik

TITLE:

Associate Dean of Internal Supports and Accountability