

Virginia Board of Education Agenda Item



Agenda Item: C

Date: November 19, 2015

Title	Final Review of the Advisory Board on Teacher Education and Licensure's Recommendation to Approve Education Programs Offered by Virginia Institutions of Higher Education as Required by the <i>Regulations Governing the Review and Approval of Education Programs in Virginia</i> (8VAC20-542-10 et seq.)		
Presenter	Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure		
E-mail	Patty.Pitts@doe.virginia.gov	Phone	(804) 371-2522

Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

October 22, 2015: First Review

Action Requested:

Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
X	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 5: The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.) require colleges and universities that offer programs for the preparation of professional school personnel to obtain education program (endorsement) approval from the Board of Education. Thirty-six institutions of higher education in Virginia offer programs for the preparation of instructional personnel. Twenty of the 36 institutions of higher education also offer programs for the preparation of administrative and supervision personnel.

Pursuant to Section 22.1-305.2 of the *Code of Virginia*, the Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. Final authority for program approval rests with the Board of Education.

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, in part, stipulate the following:

8VAC20-542-20. administering the regulations.

- D. Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency....
- H. Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8VAC20-542-40....
- M. Modifications may be made by the Superintendent of Public Instruction in the administration of these regulations. Proposed modifications shall be made in writing to the Superintendent of Public Instruction, Commonwealth of Virginia.

8VAC20-542-40. Standards for biennial approval of education programs.

...that approved education programs in Virginia shall have national accreditation...and demonstrate achievement biennially of the following accountability measures:

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.
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.
3. Structured and integrated field experiences to include student teaching requirements.
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.
5. Evidence of contributions to PreK-12 student achievement by candidates completing the program.

6. Evidence of employer job satisfaction with candidates completing the program.
7. Partnerships and collaborations based on PreK-12 school needs.

8VAC20-542-50. Application of the standards.

- A. As a prerequisite to program approval, professional education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education as prescribed in 8VAC20-542-30 and 8VAC20-542-60. Failure to do so will result in the education program being designated as “approval denied.”
- B. The education program’s candidate passing rates shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate for individuals completing and exiting the program shall be required by July 1, 2010.
- C. The education program is responsible to certify documented evidence that the following standards as set forth in 8VAC20-542-40 have been met:
 1. The education program shall demonstrate 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.
 2. The education program shall provide structured and integrated field experiences.
 3. The education program shall provide 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.
 4. The education program shall provide evidence of contributions to PreK-12 student achievement by candidates completing the program.
 5. The education program shall provide evidence of employer job satisfaction with candidates completing the program.
- D. The education program shall develop biennial accountability measures to be reviewed and approved by the Board of Education for partnerships and collaborations based on PreK-12 school needs.
- E. After submitting to the Department of Education the information contained in 8VAC20-542-50, education programs in Virginia shall receive one of the following three ratings:
 1. **Approved.** The education program has met all standards set forth in 8VAC20-542-40.
 2. **Approved with stipulations.** The education program has met standards in subsections A and B of this section and is making documented progress toward meeting standards in subsections C and D of this section.
 3. **Approval denied.** The education program has not met standards in subsections A and B of this section. The program shall be denied and the public notified. The program may resubmit a request for approval at the end of the next biennial period....

8VAC20-542-70. Competencies for endorsement areas.

The professional education program develops, maintains, and continuously evaluates high quality professional education programs that are collaboratively designed and based on identified needs of the PreK-12 community. Candidates in education programs for teachers demonstrate competence in the core academic content areas that they plan to teach. The indicator of the achievement of this standard shall include the following:

Candidates demonstrate an understanding of competencies, including the core concepts and facts of the disciplines and the *Virginia Standards of Learning* for the content areas they plan to teach....

Summary of Important Issues:

Biennial Reporting for Accountability

Attached is the *Biennial Report: SY2013-2015 Approved Teacher Education Programs Compliance-Accountability Measurements 1 through 7*. The report lists the education (endorsement) programs for each institution. Institutions of higher education are required to report passing scores for licensure assessments for each education (endorsement) program and verify that Standards 2 through 7 set forth in Section 8VAC20-542-40 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* have been met and documentation of the evidence is on file and available for review at the institution. All institutions verified that Standards 2 through 7 had been met.

The *Regulations Governing the Review and Approval of Education Programs in Virginia* state that programs with candidate passing rates, reported by percentages, falling below 80% biennially for individuals completing and exiting the program will be denied approval. 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.

Licensure assessments reported included the Virginia Communication and Literacy Assessment (VCLA), Praxis II: Specialty Area Tests, Virginia Reading Assessment (VRA)/Reading for Virginia Educators (RVE) for specified endorsement areas, and the School Leadership Licensure Assessment (SLLA) for the administration and supervision endorsement. Programs with less than ten completers and exiters for an education program in a biennial period are required to be included in the next biennial report when there are at least ten completers.

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

Institution of Higher Education	Education Program	Assessment	Pass Rate (%)
Bluefield College	English	Praxis II	70.0%
Lynchburg College	Mathematics	Praxis II	58.3%
Radford University	Mathematics	Praxis II	70.0%

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.

The approval of the education programs at Virginia institutions of higher education include the review of partnerships and collaborations, biennial reporting of accountability measures, and program alignment with competencies.

Advisory Board on Teacher Education and Licensure’s Recommendation

On September 21, 2015, the Advisory Board approved a recommendation that the Board of Education grant “Approved” status to all education (endorsement) programs offered at Virginia colleges and universities listed in the attached *2013-2015 Biennial Report* except the mathematics program at Lynchburg College, the mathematics program at Radford University, and the English program at Bluefield College recommended for “Approval Denied” status because the programs fell below the 80 percent passing rate requirement.

Regulations Governing the Review and Approval of Education Programs in Virginia

The *Regulations Governing the Review and Approval of Education Programs in Virginia* state, in part, “Modifications may be made by the Superintendent of Public Instruction in the administration of these regulations. Proposed modifications shall be made in writing to the Superintendent of Public Instruction, Commonwealth of Virginia.”

Letters of Request and Support from Institutions of Higher Education

Letters from officials from Bluefield College, Lynchburg College, and Radford University requesting the continuation of the following programs are attached in the appendix. Rationale for the requests is included in the correspondence.

Institution of Higher Education	Education Program
Bluefield College	English
Lynchburg College	Mathematics
Radford University	Mathematics

Impact on Fiscal and Human Resources:

There is minimum impact on resources.

Timetable for Further Review/Action:

Institutions of higher education will be notified of the action of the Board of Education.

Superintendent's Recommendations:

The Superintendent of Public Instruction recommends that the Board of Education:

1. approve the Advisory Board on Teacher Education and Licensure's recommendation to grant "Approved" status to all education (endorsement) programs offered at Virginia colleges and universities listed in the attached *2013-2015 Biennial Report* except the English program at Bluefield College, the mathematics program at Lynchburg College, and the mathematics program at Radford University.
2. approve with stipulations the English program at Bluefield College, the mathematics program at Lynchburg College, and the mathematics program at Radford University for the 2015-2017 biennial period.

Rationale:

Colleges and universities that offer education (endorsement) programs for the preparation of professional school personnel must receive approval from the Board of Education. The Board of Education's *Regulations Governing the Review and Approval of Education Programs in Virginia* allow the Superintendent of Public Instruction to make modifications in the administration of these regulations. Based on the requests, including rationale and corrective action, from Bluefield College, Lynchburg College, and Radford University and the fact that English and mathematics are critical teacher shortage areas, the Superintendent of Public Instruction is recommending that three programs be approved with stipulations.

APPENDIX

LETTERS FROM INSTITUTIONS OF HIGHER EDUCATION

Bluefield College

Lynchburg College

Radford University

APPENDIX

BLUEFIELD COLLEGE

LETTER OF REQUEST TO CONTINUE PROGRAM

- Dr. Donna Hardy Watson, Professor of Education, Dean School of Education

LETTERS OF SUPPORT

- Dr. David W. Olive, President
- Dr. Marshall E. Flowers, Jr., Vice President for Academic Affairs
- Dr. Robert Merritt, Dean of the College of Arts and Letters, and Professor of English



Dr. Steven R. Staples
Superintendent of Public Instruction
Virginia Department of Education
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Patty S. Pitts
Assistant Superintendent
Division of Teacher Education and Licensure
Virginia Department of Education
P.O. Box 2120
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November 3, 2015

Re: Candidate Pass Rate for the English Endorsement at Bluefield College

Dear Dr. Staples and Ms. Pitts:

As we submit our 2013- 2015 biennial report, we have 100% pass rate on all licensure tests for all endorsement areas in our program except for one. **Since we did not reach 10 graduates in English (Grades 6-12) from 2008 until 2015, we must report a 70% pass rate in this endorsement area on this year's biennial report. I request that the automatic designation of our English 6-12 program to be denied approval be examined so that we may not be penalized in this manner.**

I am well aware of the following re *Standards for Biennial Approval of Education Programs* 8VAC20-542-40, Standards for biennial approval of education programs:

Approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

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.

Because we are a very small program, our pass rate for English was not reported until we reached 10 candidates which occurred for this most recent biennial accounting period, I respectfully ask you to consider the circumstances under which our English Endorsement program will be denied approval and make an exception so that we may continue to offer the English Endorsement through our approved program. Here are the considerations:

- The three candidates who failed to meet the minimum score requirement all graduated before July, 2010. Other colleges/universities with larger student populations had time to change their policies in their catalog and revamp their curriculum during the 70% pass rate period before July 2010. Therefore, only candidates who graduated from our program after July 1, 2010 should count for the required 80% pass rate. Our program approval for English should not be denied on the basis of these scores when larger schools and universities had a window of time to change policies and practices during the 70% pass rate window.

Bluefield College, 3000 College Drive, Bluefield, VA 24605
dwatson@bluefield.edu; 276-326-4475



- Once we were aware of the candidates' failing scores on the Praxis II: Content Knowledge for English, we began documented efforts to help them pass the test as well as examining and revising our program policies and curriculum. Changes made in our program policies and curriculum resulted in **100% pass rate on the Praxis II: Content Knowledge for English beginning with 2011**, when we had our next candidate in English.
- All program completers in English since 2011 have passed the Praxis II: Content Knowledge in English and have been hired in English teaching positions in Virginia, and with English listed as a *Critical Teaching Shortage Area in Virginia* for the past three years, we can continue to meet this need if not denied approval.

Following is a summary of our efforts to revise our program and to help the candidates who did not make the minimum score on Praxis II: Content Knowledge:

From the very beginning of the reporting period in 2008, we worked to correct deficiencies in our English major for the English Endorsement as well as to do everything we could possibly do to help candidates achieve a passing score on the test and receive their license.

As documented in our *Institutional Effectiveness Report for 2010*, we identified the problem and worked with the English faculty to determine solutions:

Three of our program graduates did not complete the licensure requirements because they failed to make the required score on the Praxis II Content Knowledge Assessment in English.

- *The Education Faculty and Chair of the Language, Literature, and Communication division, Dr. Robert Merritt, met to discuss ways to prepare the three students to re-take this test. We have been working toward the goal of preparing students to take the Praxis II test for some time. In an effort to design a senior level course targeting competencies tested on Praxis II, Dr. Merritt signed up and took the Praxis II test 2 years ago. In addition we had updated the required courses for English majors to include both semesters of the survey courses in both American and British literature.*
- *After discussion and determining our available resources, we developed an online class (EDU 4503 30 **Teaching Strategies for English**) and enrolled students in that for Fall 2010.*
- *The Education Faculty and Dr. Merritt will continue to meet to determine strategies for preparing our students to take and pass the Praxis II Content Knowledge Assessment in English.*

As documented in our *Institutional Effectiveness Report for 2011*, we continued to work on the problem in collaboration with the English faculty:

...[To continue to] address this problem, the faculty in the division of education met with the history and English faculty to make them aware of the problem. In addition, a small collection of

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test preparation materials for self-study, including books and flash cards, are available in the Division of Education for students to sign out.

From this point on, we will not allow students who have not passed the Praxis II Content Assessment to complete the teacher education program (i.e. student teaching) because in 8VAC20-542-40 "Standards for Biennial Approval of Education Program" in Virginia, each teacher education program in the state is required to have an 80% pass-rate for each major/endorsement area. We will continue to collect data and monitor the situation.

Since Fall 2010, with the implemented changes of curriculum, an additional capstone course in English, and requiring students to pass Praxis II Content assessments prior to student teaching, we have had success in that all program completers/exiters have achieved higher on the minimum score on the Praxis II Content Test in English (in addition to all required assessments for each endorsement area.) More importantly, each have full time positions in the public schools of Virginia.

I respectfully ask that you consider our success in overcoming all deficiencies in the English 6-12 endorsement program for the last 5 years and not penalize us for being a small program with a longer time span in order to reach 10 program completers/exiters. In addition, the candidates came in under the catalog which did not require the passing of the Praxis II prior to student teaching. Please allow us to continue the English 6-12 Endorsement, and we will continue to hold to the highest of standards for that major and all our endorsement areas. If you would like further information about our program, and our efforts work with candidates to meet all of their requirements, including the licensure tests, please call me.

Thank you for your kind consideration,

A handwritten signature in cursive script that reads 'Donna H. Watson'.

Donna Hardy Watson, Ph. D.
Professor of Education
Dean of the School of Education

Bluefield College, 3000 College Drive, Bluefield, VA 24605
dwatson@bluefield.edu; 276-326-4475



BLUEFIELD
C O L L E G E

OFFICE of the PRESIDENT

October 28, 2015

Dr. Steven R. Staples
Superintendent of Public Instruction
Virginia Department of Education
PO Box 2120
Richmond, VA 23218-2120

Ms. Patty S. Pitts
Assistant Superintendent
Division of Teacher Education and Licensure
Virginia Department of Education
PO Box 2120
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Dear Dr. Staples and Ms. Pitts:

I am writing in support of the petition made by Dr. Donna Watson, Dean of the Bluefield College School of Education, in correspondence dated October 12, 2015. While acknowledging and appreciating the *Standards for Biennial Approval of Education Programs*, we do seek an exemption from the Standards in regards to our endorsement in English 6-12 program.

The School of Education is an important component to our campus community and receives great support from the entire college. Please allow me to share several ways in which the School of Education plays an important and critical role:

- Students who are seeking a teaching license represent nearly a 1/4 of our traditional student body, including support to majors in the Arts and Sciences.
- Faculty and staff serve as panel members each semester for our Education students' Portfolio Presentation and Research Presentation Days.
- Arts and Science faculty work with Dr. Watson to revise curriculum that meets VDOE requirements and licensure content test requirements, as well as to submit new teaching endorsements.
- Dr. Watson is a campus leader.
 - She participates in leadership as a member of the Academic Council and the Deans Council.
 - She has also served as Faculty President (2009-2010).
 - She received the Distinguished Faculty Award at Bluefield College in 2010.
 - She was promoted to full professor in 2013

In addition to the significant role the School of Education provides to the campus community, our Education program plays an important role in the broader community. The School of Education is highly regarded in public school systems throughout our region, and our graduates are appreciated for their competency and character throughout the Commonwealth. Further, with the arrival of our first graduates from the Master of Arts in Education (MAED) program this past May, school superintendents from Region 7 joined me and others in serving as panel members for our first research presentations of our MAED students. The Bluefield College School of Education serves a broad purpose and is integral to our campus community and our region.

As Dr. Watson's letter indicates, the three candidates in our 10-member cohort who failed to meet the minimum score of the Praxis II exam graduated prior to the higher 80% biennial passing rate that took effect in July 2010. As further reflected in Dr. Watson's correspondence, she and other faculty immediately began implementing new strategies to ensure future English 6-12 candidates were equipped to successfully pass the Praxis II exam, and the evidence demonstrates that subsequent candidates have been successful.

Due to the small size of our program and the time needed to ascertain a 10-member cohort, the change in Standards in July 2010 certainly placed colleges such as Bluefield at a disadvantage. To be clear, Bluefield College appreciates and embraces the elevated 80% pass rate. We do, however, request exemption from the Standards in this one instance because in practice our graduates with the English 6-12 endorsement since July 2010 have met or exceeded the Praxis II requirements, and our graduates obtain teaching positions in Virginia schools, thus further addressing the State's critical teaching shortage.

For these reasons, we respectfully request an exemption be made so that Bluefield College may retain its English 6-12 endorsement.

Sincerely,

A handwritten signature in blue ink that reads "David W. Olive". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

David W. Olive
President



October 29, 2015

Dr. Steven R. Staples, Superintendent of Public Instruction
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218

Hello Dr. Staples,

It is my pleasure to provide the Virginia Department of Education with evidences of support for the School of Education at Bluefield College. These evidences demonstrate our strong commitment to delivering a quality educational experience for a significant pool of Virginia's future teachers. Likewise, these students, pursuing their teaching credential through our undergraduate teacher education program, and the graduate students in the Master of Arts in Education program seeking to advance in the profession, exemplify a passion for pursuit of their vocational calling as teachers.

- The School of Education resides in Easley Library First Floor in a suite of rooms that include a classroom, conference room/kitchen, and faculty offices.
- The Teacher Education classroom is equipped with a SmartBoard, round tables with moveable chairs, 4 student computers, 5 bulletin boards, and shelves/storage cabinets for curriculum materials.
- Students are served through the use of a laminator, an Ellison die cut machine, mathematics manipulatives, curriculum materials, bulletin board paper and borders.
- Three full-time faculty members, 3 adjuncts for undergraduate courses, and 4 adjuncts for the online graduate program serve the students in the School of Education.
- College supervisors for student teachers count 1 credit hour for each student teacher in their teaching load.
- Education faculty and arts/science faculty serve as co-advisors for the academic advising of secondary education students.
- The Coordinator of Teacher Education Data and Reports handles field experience, data collection, and reporting for the School of Education.

Throughout Bluefield College, our faculty members and administrative personnel actively support the teacher education programs and events. It has been my privilege to meet and address the opening student teaching seminar session of the academic year, and to attend our recent Parent Panel presentation provided specifically for our teacher education majors.

Examples of Teacher Education events that engage our cross-disciplinary faculty members from the College of Arts and Letters and the College of Sciences include Teacher Education Portfolio Presentations and Research Presentation Days. Faculty members serve as review panel members, and as curriculum revision team members that meet to work on VDOE requirements and licensure content test requirements, as well as, to submit new teaching endorsements.

It is our belief that you will ascertain the commitment to academic excellence demonstrated through the Teacher Education program at Bluefield College.

Sincerely,

A handwritten signature in blue ink that reads "Marshall E. Flowers, Jr." with a stylized flourish at the end.

Marshall E. Flowers, Jr., Ph.D.
Vice President for Academic Affairs



October 29, 2015

Dr. Steven R. Staples
Superintendent of Public Instruction
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218

Dear Dr. Staples:

I am pleased to be given the opportunity to write to you concerning the 6-12 English Teacher Licensure program at Bluefield College. I know Dr. Watson has discussed with the committee the reasons why we are close to but have not achieved the ideal Praxis II content test in English pass rate due to the small number of students taking the test over long period of time. Even though this program may seem relatively small, I want to emphasize that the students in this major are essential to the Department of English and the entire college; this program ought to continue, and continue to grow.

I am so proud of our recent graduates. They were a pleasure to have in class—so engaged, responsible, and eager to think innovatively—and they have become successful and respected English teachers. Currently, we are recruiting capable students and effectively preparing them for the Praxis II and to become teachers who, because they are confident in their content knowledge, can positively connect with their students.

These English Teacher Licensure students are the primary clientele in our upper-level English classes. If the department could not serve these students, we could be in danger of being needed to teach only general education composition courses and literature surveys. There might not be enough students to warrant the teaching of Shakespeare, The History of the English Language, and Creative Writing. This low demand might necessitate the loss of an English faculty member. These consequences would be devastating to the mission and purpose of this small liberal arts college with a college-wide initiative of writing across the disciplines.

The English and Education departments work very closely together. We have met on numerous occasions to determine courses and course content for English majors who seek a teaching license. I consult with those faculty members to determine what courses need to be offered each

semester. Also, I am very focused on helping student pass the Praxis II content test in English. I took that test a few years ago, and I understand the skills required, such as being able to understand the implications of meaning in a given text and rhetorical strategies at work there. Therefore, these skills are taught in our courses, especially the English senior seminar, designed in part to ensure student success in the Praxis II testing. As the director of the Honors Program, I seek to provide courses emphasizing those skills for candidates who are seeking teaching licensure. I have attended Portfolio Presentation day and served as a panelist to rate student teachers and provide helpful feedback. I think this interaction among departments is extraordinary in higher education these days, but possible and essential at a small institution such as Bluefield College.

I cannot emphasize enough the synergetic relationship between the English and Education departments at Bluefield College. The loss of English Teacher Licensure would be alarmingly destructive to the English Department and to Bluefield College. We strive every year to enhance the quality education about literature and writing that these students receive.

If there is more information I could provide, please contact me.

Sincerely,



Rob Merritt, Ph.D.

Dean of the College of Arts and Letters

Professor of English

Director of the Honors Program

Bluefield College

Bluefield, VA 24605

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APPENDIX

LYNCHBURG COLLEGE

LETTERS OF REQUEST TO CONTINUE PROGRAM

- Dr. Roger E. Jones, Dean, School of Education, Leadership Studies, and Counseling

LETTERS OF SUPPORT

- Dr. Kenneth R. Garren, President
- Dr. Sally Selden, Vice President and Dean for Academic Affairs
- Dr. Barry L. Lobb, Dean, School of Sciences
- Dr. Michael A. Coco, Associate Professor and Chair of Mathematics



School of Education, Leadership Studies, and Counseling
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October 15, 2015

Dr. Steven R. Staples
State Superintendent for Public Instruction
Virginia Department of Education
Richmond, VA

Dear Dr. Staples:

As a result of the most recent biennial report, Lynchburg College stands to lose its secondary math teacher preparation program for two years. This is a result of having less than 80% of candidates pass the Praxis II assessment. We are concerned and do not want to lose our program. We request that the State Board of Education consider allowing us to continue operating our program.

School divisions need math teachers. Losing math preparation programs is not in the best interest of the Commonwealth. While we recognize that program standards need to exist and that we did not meet those standards, we would like the State Board to consider some type of status other than elimination of the program.

There are several factors we ask the State Board to consider. Our math preparation program is a small program. Since programs are not held accountable until ten (10) candidates have completed or exited the program, accountability can stretch beyond the biennial period. For the 2015 biennial report, Lynchburg College had 12 candidates for the report. However, in order to reach the minimum number of ten, scores from three biennial reporting periods (2013-2015, 2011-2013, and 2009-2011) had to be combined. Thus over a six year period, we had a total of 12 candidates. Some candidates did not even take Praxis II after having been admitted to the Teacher Preparation Program. Some decided to exit before they student taught but after they took the test.

After compiling the 2015 biennial report, the new dean of the School of Education, Leadership Studies, and Counseling (SELC) communicated and met with math faculty in the School of Sciences to discuss the math preparation program. After a review of the existing program and relevant data, math faculty made a series of recommendations to strengthen the program. These recommendations include the following:

- Improve the advising of Secondary Math Education candidates by having both a math major advisor and an advisor from the School of Education, Leadership Studies, and Counseling (SELC). For implementation of this initiative, the Dean of SELC will serve as one of the advisors.

- Advise candidates to take Geometry as early as possible in their math sequence.
- Be proactive in advising secondary education candidates to take important electives such as Number Theory when they are offered. Missing these electives leaves large gaps in their preparation for Praxis II. The advisors for the secondary math candidates will ensure that appropriate electives (geometry and number theory) are taken.
- The advisors will facilitate and maintain communication between the departments.
- A major area of weakness of LC candidates on Praxis II is Abstract Algebra which is taught in Math 405. A modification in course sequence will require candidates to take Math 407 in the spring of the junior year and Math 405 in the fall of the senior year. This will give candidates more time to focus on the critical material.
- Continue reviewing admission requirements for the Math Secondary Education program. Consider requiring a minimum grade in MATH 260 since a higher grade in this course translates into success in upper level math courses.
- Work with Tutoring and Academic Support Services to find tutors (strong math majors) to offer PRAXIS preparation assistance.

In addition, Lynchburg College is working with superintendents from area school divisions on an initiative to improve the academic quality of candidates who enter into teaching especially in STEM areas.

We request that the State Board of Education allow Lynchburg College to continue operating its secondary math preparation program under the condition that the above changes be implemented by the fall of 2016. We believe the above changes will improve achievement of candidates on Praxis II.

Lynchburg College is willing to supply whatever information is requested by the State Board during the next biennial period. Thank you for your consideration.

Sincerely,

Roger

E. Jones, EdD

Dean

School of Education, Leadership Studies, and Counseling
College

Lynchburg

cc: Mrs. Patty Pitts, Assistant Superintendent, Virginia Department of Education
Dr. Sally Selden, Vice President and Dean of Academic Affairs, Lynchburg College
Dr. Allison Jablonski, Associate Dean of Academic Affairs, Lynchburg College
Dr. Michael Coco, Chair, Mathematics Department, Lynchburg College
Dr. Barry Lobb, Dean, School of Sciences, Lynchburg College
Dr. Kenneth Garren, President, Lynchburg College



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COLLEGE EST. 1903

School of Education, Leadership Studies, and Counseling
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October 30, 2015

Dr. Steven R. Staples
State Superintendent for Public Instruction
Virginia Department of Education
Richmond, VA

Dear Dr. Staples:

We appreciate the consideration given by you and members of the State Board of Education to allow Lynchburg College to maintain its secondary math teacher preparation program even though Praxis II scores did not meet state requirements. We request that the Board allow us to continue to operate the program with modifications. These modifications include the following:

- Improve the advising of secondary math education candidates by having both a math major advisor and an advisor from the School of Education, Leadership Studies, and Counseling (SELC). For implementation of this initiative, the Dean of SELC will serve as one of the advisors.
- Advise candidates to take Geometry as early as possible in their math sequence.
- Be proactive in advising secondary education candidates to take important electives such as Number Theory when they are offered. Missing these electives leaves large gaps in their preparation for Praxis II. The advisors for the secondary math candidates will ensure that appropriate electives (geometry and number theory) are taken.
- Expect the advisors to facilitate and maintain communication between the departments.
- Modify course sequences. A major area of weakness of LC candidates on Praxis II is Abstract Algebra which is taught in Math 405. A modification in course sequence will require candidates to take Math 407 in the spring of the junior year and Math 405 in the fall of the senior year. This will give candidates more time to focus on the critical material.
- Continue reviewing admission requirements for the Math Secondary Education program. Consider requiring a minimum grade in MATH 260 since a higher grade in this course translates into success in upper level math courses.
- Work with Tutoring and Academic Support Services to find tutors (strong math majors) to offer PRAXIS preparation assistance.
- Continue to review and evaluate data and make additional revisions as needed.

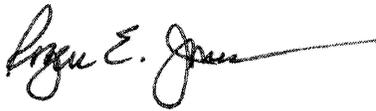
At the October meeting, members of the State Board requested that Lynchburg College provide evidence that support for continuing the program extends beyond the School of Education,

Leadership Studies, and Counseling. To demonstrate that commitment, letters from the following individuals are attached:

- Dr. Kenneth Garren, President of Lynchburg College and a former professor of mathematics;
- Dr. Sally Selden, Vice President and Dean of Academic Affairs;
- Dr. Barry Lobb, Dean of the School of Sciences; and
- Dr. Michael Coco, Chair of the Department of Mathematics.

We appreciate your consideration and will make any other accommodations requested by the Board.

Sincerely,

A handwritten signature in black ink, appearing to read "Roger E. Jones", with a long horizontal flourish extending to the right.

Roger E. Jones, EdD
Dean, School of Education, Leadership Studies, and Counseling
Lynchburg College

cc: Mrs. Patty Pitts, Assistant Superintendent, Virginia Department of Education
Dr. Joan Johnson, Director of Teacher Licensure, Virginia Department of Education
Dr. Kenneth Garren, President of Lynchburg College
Dr. Sally Selden, Vice President and Dean of Academic Affairs, Lynchburg College
Dr. Barry Lobb, Dean of School of Sciences, Lynchburg College
Dr. Michael Coco, Chair of the Department of Mathematics, Lynchburg College
Mrs. Cheryl Pendergraft, SELC Administrative Assistant, Lynchburg College

October 28, 2015

Dr. Steven R. Staples
State Superintendent for Public Instruction
Virginia Department of Education, Richmond, VA

Dear Dr. Staples:

I am writing to give my very strongest support to the request that the State Board of Education allow Lynchburg College to continue operating its secondary math preparation program under the condition that certain changes are implemented by the fall of 2016.

As currently the President of Lynchburg College and Professor of Mathematics, as a former full-time Professor of Mathematics for 17 years prior to my coming to Lynchburg, and as a practitioner of this discipline in working with the Gemini and Apollo Programs at the Langley Research Center for the National Aeronautics & Space Administration, I fully understand the importance of this academic discipline being taught and understood at the highest levels of student achievement.

Now in my 49th year as faculty and administrator in higher education and as president of Lynchburg College in my 15th year, I am very familiar with the faculty in mathematics and education programs. I assure you that both are of high caliber and well-respected throughout this campus. For example, Dr. Danny Cline, a mathematics professor and the recipient of the 2015 Shirley E. Rosser Award for Excellence in Teaching, provided the keynote address for this college's 2015 opening convocation. His personal encouragement to our entering students was that "You need to first find something that's truly important to you, something you deeply care about, that is worth learning — something you really love — and then work as hard as humanly possible to get good at it." His was a reflection of our institution in the encouragement that our students become highly engaged in their education and pursue with intensity in order to achieve at the very highest academic levels possible.

I am confident that the seven recommendations to strengthen the program made by Dr. Roger Jones, Dean of the School of Education, Leadership Studies, and Counseling will prove successful in having at least 80% of our candidates pass the Praxis II assessment. In conclusion I request that the State Board of Education allow Lynchburg College to continue operating its secondary math preparation program under the condition that specified changes are appropriately and enthusiastically implemented by the fall of 2016. In so doing I promise the full support of my office and all of Lynchburg College.

Best wishes,



Kenneth R. Garren, PhD
President

October 28, 2015

Dr. Steven R. Staples
State Superintendent for Public Instruction
Virginia Department of Education
Richmond, VA

Dear Dr. Staples:

I am writing on behalf of Lynchburg College and our efforts to garner the support of you and the State Board of Education to continue our secondary math preparation program. I would ask that you share my letter with the State Board.

I would like to express my gratitude for giving Lynchburg College the opportunity to make this request. Our secondary math preparation program is important to the College and to our mission. The College is fully committed to improving our existing program and I will personally monitor the implementation of any modifications approved and required by the State Board.

I would also like to share that our math faculty, Dean Lobb of the School of Sciences, and Dean Jones of the School of Education, Leadership Studies, and Counseling are supportive of making any changes needed to the program and for ensuring the delivery of a high quality secondary math preparation program.

Sincerely,



Sally Selden, Ph.D., SPHR
Vice President and Dean for Academic Affairs

cc: Mrs. Patty Pitts, Assistant Superintendent, Virginia Department of Education
Dr. Roger Jones, Dean, School of Education, Leadership Studies, and Counseling
Dr. Allison Jablonski, Associate Dean of Academic Affairs, Lynchburg College
Dr. Michael Coco, Chair, Mathematics Department, Lynchburg College
Dr. Barry Lobb, Dean, School of Sciences, Lynchburg College



October 28, 2015

Dr. Roger E. Jones
Dean, School of Education, Leadership Studies, and Counseling
Lynchburg College

Dear Dr. Jones:

I am in full support of the revisions to the Secondary Mathematics Education program that you have suggested (see a partial list below).

- Improve the advising of Secondary Math Education candidates by having both a math major advisor and an advisor from the School of Education, Leadership Studies, and Counseling (SELC). For implementation of this initiative, the Dean of SELC will serve as one of the advisors.
- Advise candidates to take Geometry as early as possible in their math sequence.
- Be proactive in advising secondary education candidates to take important electives such as Number Theory when they are offered. Missing these electives leaves large gaps in their preparation for Praxis II. The advisors for the secondary math candidates will ensure that appropriate electives (geometry and number theory) are taken.
- The advisors will facilitate and maintain communication between the departments.
- A major area of weakness of LC candidates on Praxis II is Abstract Algebra which is taught in Math 405. A modification in course sequence will require candidates to take Math 407 in the spring of the junior year and Math 405 in the fall of the senior year. This will give candidates more time to focus on the critical material.
- Continue reviewing admission requirements for the Math Secondary Education program. Consider requiring a minimum grade in MATH 260 since a higher grade in this course translates into success in upper level math courses.
- Work with Tutoring and Academic Support Services to find tutors (strong math majors) to offer PRAXIS preparation assistance.

Anything that we can do to strengthen our program, make our students better teachers, and raise the mathematical level of competence of their students is a worthwhile and necessary objective. I will work with the Mathematics Department at Lynchburg College to see that these modifications, as well as any others necessary to improve the program are instituted.

Sincerely,

Dr. Barry L. Lobb, Dean
School of Sciences
Lynchburg College

October 28, 2015

Dr. Steven R. Staples
State Superintendent for Public Instruction
Virginia Department of Education
Richmond, VA

Dr. Staples,

This letter is to affirm that the Math department is committed to the following initiatives in order to enhance the preparation of our Secondary Education majors.

- All Math Secondary Education majors will have an advisor in the Math department and an advisor from the School of Education. This will ensure better communication between the departments and ensure that Secondary Education majors take critical Math electives when they are offered.
- We have changed the schedule of two of our senior classes (Advanced Calculus and Abstract Algebra) so that students will have more time to focus on material that is critical to their PRAXIS II preparation.
- We will propose changing the admission requirement for the Secondary Education Program to be based on the student's performance in MATH 260 (Proof & Reasoning) and MATH 307 (Linear Algebra). Both of these are required for all Math majors and success in these courses is a strong indicator of success in senior level courses.
- Each year we will work with Academic Support Services to identify a group of strong Math majors to establish a PRAXIS II preparation program.

We believe these changes will give Math Secondary Education majors adequate preparation for PRAXIS II.

Sincerely,



Michael A. Coco, Ph.D.
Associate Professor and Chair of Mathematics
coco@lynchburg.edu

APPENDIX

RADFORD UNIVERSITY

LETTER OF REQUEST TO CONTINUE PROGRAM

- Dr. Kenna M. Colley, Dean, College of Education and Human Development

LETTERS OF SUPPORT

- Dr. Penelope W. Kyle, President
- Dr. Joseph Scartelli, Interim Provost
- Dr. J. Orion Rogers, Dean, College of Science and Technology

Dean of the College of Education and Human Development



To: Steven R. Staples, Superintendent of Public Instruction and Patty Pitts, Assistant Superintendent (Teacher Education and Licensure)

From: Kenna M. Colley, Dean, College of Education and Human Development, Radford University

Cc: Joan Johnson, Director of Teacher Education, Virginia Department of Education

Date: October 15, 2015

Re: Rating of the Radford University Secondary Mathematics Program

*P.O Box 6960
Radford, VA 24142*

*(540) 831-5439
(540) 831-5128 TTY
(540) 831-6053 Fax*

Radford University has a strong legacy in teacher education, starting as a normal school in 1910. Our proud history in teacher preparation has supplied Virginia with scores of talented educators across disciplines. We have exceptional faculty who are researchers, grant recipients and professional developers in our public schools. Our grant work assists with student achievement and mentoring and coaching of our candidates and cooperating teachers. Our teacher education candidates are sought after by superintendents and administrators across the Commonwealth and across state lines.

Radford University has gained an excellent reputation for our graduate professional development center, a model program that provides ongoing coursework and professional development for current secondary mathematics educators in the field who gain additional mathematics content and instructional strategies in the program. The denial of the secondary mathematics program does not impact the status of this unique and collaborative state-wide initiative and they do not share program faculty.

As the new dean of the College of Education and Human Development at RU, the outcome of our biennial report regarding the secondary mathematics education program causes me great concern. We were below the 80% requirement established by the Board of Education, a first for any of our education programs. This news prompted our immediate creation of a corrective action plan so this would never occur again. For the 15-16 academic year, 100% of our students in the secondary mathematics program have passed all state board assessments and are fully admitted into our program. Other actions include:

- Creation of a one credit preparation course for candidates who struggle to pass the Praxis II Secondary Mathematics Content Knowledge test before applying for admission to the program.
- Strong collaboration with the math department for curriculum mapping related to content area coursework to ensure that students are prepared and ready for entrance into the teacher education program. This also includes collaboration to identify early students who struggle with content.

With the support of our university provost and president's offices, our future plans include a revamping of the current program:

- Hiring of external math education consultant who is also a top mathematics secondary education researcher
- Hiring of exemplary practitioners from the field as advisors and mentors to our students, including guest lecturers and coaching in their classrooms
- Hiring of a secondary tenure-track mathematics education faculty member
- Seek out grants and initiatives in the STEM fields

Mathematics education is a critical shortage area across the state and nation. I am very concerned about our current students in the pipeline at Radford University who are counting on completing our program. The likelihood of them transferring to another program or another university at this stage in their program puts them in jeopardy and also hinders retention in mathematics education. We are in competition with high paying private industry jobs that entice many of our mathematics majors away from the field of education. If our program is not still viable, the default for these students will be to go to the private sector to utilize their mathematics degree. More than likely, they will not return to get a teaching credential after being in private industry.

If our program is denied, we will not be allowed to admit students for two years which will further contribute to the severe shortage of secondary mathematics teachers. Our superintendents and principals in the Commonwealth continue to rely on Radford University to produce mathematics educators. This would be a step in the wrong direction if we truly want to assist in reversing this shortage area.

We have the ability to impact mathematics education with our rigorous retention efforts paired with a revised and robust secondary mathematics program. We request your assistance in allowing us to continue our program with conditions, which are currently recommended in the new proposed regulations that are currently under review. We have the allocated resources to carry out our improved program and for the 2015-2017 biennium, we can report 100% completion rate of our secondary mathematics program. Thank you for your consideration.

RADFORD UNIVERSITY

Penelope W. Kyle

President

November 2, 2015

Dr. Steven R. Staples
Ms. Patty S. Pitts
Superintendent of Public Instruction
Virginia Department of Education
101 North Fourteenth Street
Richmond, VA 23219

Dear Superintendent Staples and Assistant Superintendent Pitts,

Today the Commonwealth of Virginia is fortunate to have a strong system of primary, secondary and higher education, which is admired by many in the United States. The system we enjoy today is the result of a long standing vision of excellence and expectation of high standards.

Since its founding as a normal school in 1910, Radford University has been proud to play an important role in the training of many of our Commonwealth's educators. No doubt, many generations of Virginia's PK-12 students over the past 100 years have benefitted from Radford trained educators. As president of Radford University, I am proud to witness the contributions of generations of our alumni in educating tomorrow's citizens of the Commonwealth. It is for this reason that I am writing, specifically in support of our secondary mathematics program, and collectively for all of our teacher education programs.

I was very concerned when I learned about the potential consequences as a result of our candidates' pass rate falling below the required 80% on the Board required Praxis II assessment. Immediately upon hearing about this development, I initiated detailed conversations with our interim provost, Dr. Joe Scartelli, and our dean of the College of Education and Human Development, Dr. Kenna Colley. We identified measures we should take immediately to address the Praxis II pass rate issue, but we also determined that we would take this opportunity to strengthen our program.

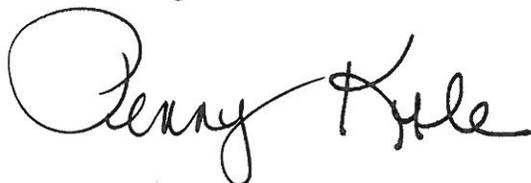
Dean Colley has been proactive in taking the necessary measures to ensure that candidates entering the secondary mathematics program have the necessary pre-requisite knowledge and skills to be successful. We are proud to report that our current cohort has a 100% passing rate on the Praxis II assessment. In addition, she is closely monitoring the progress of all of our students in the pipeline in the mathematics education program. By encouraging our students to take these assessments early, she is able to identify those students who "struggle" with tests. They are provided additional academic counseling and support because they have otherwise been identified as having a strong potential to be successful mathematics educators.

Provost Scartelli and I are committed to investing the additional necessary resources into this program. We are supporting Dean Colley's efforts to locate an external consultant to assist with making program improvements. We are also supportive of her plan to hire additional program faculty to help revamp the program and to explore additional STEM initiatives. For example, we are encouraging Dr. Colley and our dean of the College of Science and Technology, Dr. Orion Rogers, to work together to promote further collaboration between faculty members in both the College of Education and Human Development and the College of Science and Technology. We are in agreement that collaboration between these two colleges is critical to the success of our teacher candidates.

I am confident that our corrective actions will lead to improvements and growth in the program, as well as continued success in preparing much-needed and highly qualified mathematics educators for the Commonwealth of Virginia.

I appreciate the support and words of endorsement from the Virginia Board of Education during the public comment session on this matter. I believe that our partnership with the Board of Education in preparing future educators for our PK-12 schools is invaluable, and I look forward to continuing our collaboration in supporting and educating the students of the Commonwealth of Virginia.

With regards,

A handwritten signature in cursive script that reads "Penelope W. Kyle". The signature is written in black ink and is positioned to the left of the typed name.

Penelope W. Kyle

Cc: Dr. Kenna Colley

To: Dr. Steven R. Staples, Superintendent of Public Instruction
Ms. Patty Pitts, Assistant Superintendent, Teacher Education & Licensure
Virginia Department of Education

From: Dr. Joseph Scartelli, Interim Provost 
Radford University

Cc: Dr. Joan Johnson, Director of Teacher Education
Virginia Department of Education

Date: November 2, 2015

Re: The Radford University Secondary Mathematics Program

Martin Hall
P.O. Box 6910
Radford, VA 24142

(540) 831-5404
(540) 831-5142 FAX

www.radford.edu/provost

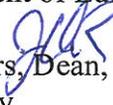
Although I am current the Interim Provost and Vice President for Academic Affairs, I have been at Radford University for thirty five years. Having three public school educators in my family, I know how important teacher preparation programs are for the future generations and for our public schools. I am proud to state that during my entire career at Radford University, I have been, and remain keenly aware of our stellar reputation in and critical contributions to teacher education in the commonwealth. Additionally, Virginia school divisions continue to depend on us to produce educators from a wide variety of disciplines. Upon the news of the ABTEL recommendations to suspend our mathematics education program based on the 2010 regulations, we truly appreciate the support of the Board of Education in Virginia in attempting to work with us in partnership to systematically allow us to improve our program so we can continue to develop.

I work in close collaboration with the president and endorse the support strategies that have been developed thus far. I have full confidence that Dr. Colley and Dr. Wallace, Dean and Assistant Dean of the College of Education and Human Development, can lead and grow this program to its fullest extent. Some of our students may require additional assistance during their early years while at Radford University and we are prepared to provide the instructional support strategies to allow them to become successful applicants for our secondary mathematics program.

Our deans and programs have years of successful collaboration on a variety of programs. I know that the strong working relationship between Dean Colley, in the College of Education and Human Development and Dean Rogers, in the College of Science and Technology where the mathematics department is located, will continue to broaden and enhance our secondary mathematics program with the development of student support strategies, possible co-teaching relationships and program changes that will take advantage of STEM initiatives and enhanced teacher preparation.

Thank you for your continued support. We look forward to your guidance in our next steps towards program improvement in our secondary mathematics teacher education program. Please be assured that you will receive our full cooperation in this endeavor!

To: Dr. Steven R. Staples, Superintendent of Public Instruction
Ms. Patty Pitts, Assistant Superintendent, Teacher Education & Licensure
Virginia Department of Education

From: Dr. J. Orion Rogers,  Dean, College of Science and Technology
Radford University

Cc: Dr. Joan Johnson, Director of Teacher Education
Virginia Department of Education

Date: October 29, 2015

Re: The Radford University Secondary Mathematics Program

P.O. Box 6936
Radford, VA 24142

(540) 831-5958
(540) 831-5128 TTY
(540) 831-5957 FAX

www.radford.edu/csac

Anthropological Sciences
Biology
Chemistry
Geology
Geospatial Science
Information Technology
Mathematics and Statistics
Physics

As the Dean of the College of Science and Technology, I am writing in support of the secondary mathematics teacher education program. This program has produced scores of educators for our middle and high schools, regionally and state-wide. Radford University's teacher education programs have a long-standing history of excellence with strong employment rates and longevity in their respective disciplines.

Faculty members in the Department of Mathematics and Statistics work collaboratively with this program by providing discipline specific instruction and mentoring of the teacher education candidates. Mathematics and Statistics Department faculty members have developed a Praxis II preparation course to complement intensive advising of the mathematics education program candidates.

As part of the corrective action plan, we plan on providing co-teaching opportunities between our mathematics faculty in the College of Science and Technology and the mathematics education faculty in the College of Education and Human Development. We also plan to provide co-advising sessions as well as to work with an external consultant across both departments to undergo strategic planning that leads to program improvement. We will work with an advisory board comprised of our 6-12 counterparts to gain their input on needs within their schools related to mathematics education. Finally, I will work closely with Dr. Colley, Dean of the College of Education and Human Development, to assist her in strengthening the mathematics education program.

I appreciate the support of the Board of Education, and I assure you that we have and will continue to remedy the issues related to our mathematics education program to make it stronger and more effective in producing mathematics education candidates.

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Commonwealth of Virginia Department of Education

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*Biennial Report: SY2013-2015 Approved Teacher
Education Programs Compliance - Accountability
Measurements 1 through 7*

*Presented to the Virginia Board of Education
on November 19, 2015*

Table of Contents

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

Executive Summary

Introduction

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

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

This report specifically addresses the progress of the institutions of higher education in achieving accountability measures 1 through 7 for the biennial reporting period of September 1, 2013 through August 31, 2015. 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 2013-15 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

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

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

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

“Candidates” means individuals enrolled in education programs.

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

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

Methodology:

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

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

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

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

Achievement Results:

The following education 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 (%)
Bluefield College	English	Praxis II	70.0%
Lynchburg College	Mathematics	Praxis II	58.3%
Radford University	Mathematics	Praxis II	70.0%

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

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

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

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

- a) Academic Skills Assessment = 99.0%.

The prescribed academic skills assessment is the *Virginia Communication and Literacy Assessment (VCLA)*. This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for

Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.

b) Content Assessment = 98.9%.

The prescribed content assessment is the Praxis II: Specialty Area 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; Technology Education; and Visual Arts.

c) Reading Assessments = 98.3%.

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 = 97.2%.

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

Description – Excerpt from the *Regulations Governing the Review and Approval of 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, 2013, 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, 2013, 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, 2013, report "NEW" for the program.

Achievement Results:

All institutions of higher education submitted a status result of MET for programs approved prior to September 1, 2013, 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 (on the next page). Detailed status results as reported by each institution are available in Appendix E.

Table 1
Accountability Measure 2 Status Results for Education Programs by Institution of Higher Education

Institution of Higher Education	STATUS RESULTS	
	Met	Not Met
Averett University	7	0
Bluefield College	8	0
Bridgewater College	14	0
Christopher Newport University	11	0
The College of William and Mary	15	0
Eastern Mennonite University	14	0
Emory and Henry College	16	0
Ferrum College	7	0
George Mason University	25	0
Hampton University	5	0
Hollins University	6	0
James Madison University	22	0
Liberty University	24	0
Longwood University	19	0
Lynchburg College	13	0
Mary Baldwin College	14	0
Marymount University	9	0
Norfolk State University	10	0
Old Dominion University	26	0
Radford University	19	0
Randolph College	8	0
Randolph-Macon College	7	0
Regent University	6	0
Roanoke College	14	0
Shenandoah University	13	0
Sweet Briar College	5	0
University of Mary Washington	20	0
University of Richmond	15	0
University of Virginia	17	0
Univ. of Virginia's College at Wise	12	0
Virginia Commonwealth University	16	0
Virginia State University	9	0
Virginia Tech	15	0
Virginia Union University	2	0
Virginia Wesleyan College	7	0
Washington and Lee University	6	0
TOTALS	456	0

Accountability Measure 3 – Structured and integrated field experiences to include student teaching requirements

Description – Excerpt from the *Regulations Governing the Review and Approval of 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, 2013, 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, 2013, 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, 2013, report "NEW" for the program.

Achievement Results:

All institutions of higher education submitted a status result of MET for programs approved prior to September 1, 2013, 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 status results as reported by each institution are available in Appendix E.

Table 2
Accountability Measure 3 Status Results for Education Programs by Institution of Higher Education

Institution of Higher Education	STATUS RESULTS	
	Met	Not Met
Averett University	7	0
Bluefield College	8	0
Bridgewater College	15	0
Christopher Newport University	11	0
The College of William and Mary	19	0
Eastern Mennonite University	14	0
Emory and Henry College	17	0
Ferrum College	7	0
George Mason University	29	0
Hampton University	7	0
Hollins University	6	0
James Madison University	28	0
Liberty University	29	0
Longwood University	21	0
Lynchburg College	15	0
Mary Baldwin College	16	0
Marymount University	12	0
Norfolk State University	13	0
Old Dominion University	27	0
Radford University	26	0
Randolph College	8	0
Randolph-Macon College	7	0
Regent University	8	0
Roanoke College	14	0
Shenandoah University	16	0
Sweet Briar College	5	0
University of Mary Washington	23	0
University of Richmond	17	0
University of Virginia	23	0
Univ. of Virginia's College at Wise	14	0
Virginia Commonwealth University	19	0
Virginia State University	12	0
Virginia Tech	17	0
Virginia Union University	2	0
Virginia Wesleyan College	7	0
Washington and Lee University	7	0
TOTALS	526	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

Description – Excerpt from the *Regulations Governing the Review and Approval of 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, 2013, 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, 2013, 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, 2013, report "NEW" for the program.

Achievement Results:

All institutions of higher education submitted a status result of MET for programs approved prior to September 1, 2013, 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 (on the next page). Detailed status results as reported by each institution are available in Appendix E.

Table 3
Accountability Measure 4 Status Results for Education Programs by Institution of Higher Education

Institution of Higher Education	STATUS RESULTS	
	Met	Not Met
Averett University	7	0
Bluefield College	8	0
Bridgewater College	15	0
Christopher Newport University	11	0
The College of William and Mary	19	0
Eastern Mennonite University	14	0
Emory and Henry College	17	0
Ferrum College	7	0
George Mason University	29	0
Hampton University	7	0
Hollins University	6	0
James Madison University	28	0
Liberty University	29	0
Longwood University	21	0
Lynchburg College	15	0
Mary Baldwin College	16	0
Marymount University	12	0
Norfolk State University	13	0
Old Dominion University	27	0
Radford University	26	0
Randolph College	8	0
Randolph-Macon College	7	0
Regent University	8	0
Roanoke College	14	0
Shenandoah University	16	0
Sweet Briar College	5	0
University of Mary Washington	23	0
University of Richmond	17	0
University of Virginia	23	0
Univ. of Virginia's College at Wise	14	0
Virginia Commonwealth University	19	0
Virginia State University	12	0
Virginia Tech	17	0
Virginia Union University	2	0
Virginia Wesleyan College	7	0
Washington and Lee University	7	0
TOTALS	526	0

Accountability Measure 5 – Evidence of contributions to preK-12 student achievement by candidates completing the program

Description – Excerpt from the *Regulations Governing the Review and Approval of 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, 2013, 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, 2013, 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, 2013, report "NEW" for the program.

Achievement Results:

All institutions of higher education submitted a status result of MET for programs approved prior to September 1, 2013, 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 status results as reported by each institution are available in Appendix E.

Table 4
Accountability Measure 5 Status Results for Education Programs by Institution of Higher Education

Institution of Higher Education	STATUS RESULTS	
	Met	Not Met
Averett University	7	0
Bluefield College	8	0
Bridgewater College	15	0
Christopher Newport University	11	0
The College of William and Mary	19	0
Eastern Mennonite University	14	0
Emory and Henry College	17	0
Ferrum College	7	0
George Mason University	29	0
Hampton University	7	0
Hollins University	6	0
James Madison University	28	0
Liberty University	29	0
Longwood University	21	0
Lynchburg College	15	0
Mary Baldwin College	16	0
Marymount University	12	0
Norfolk State University	13	0
Old Dominion University	27	0
Radford University	26	0
Randolph College	8	0
Randolph-Macon College	7	0
Regent University	8	0
Roanoke College	14	0
Shenandoah University	16	0
Sweet Briar College	5	0
University of Mary Washington	23	0
University of Richmond	17	0
University of Virginia	23	0
Univ. of Virginia's College at Wise	14	0
Virginia Commonwealth University	19	0
Virginia State University	12	0
Virginia Tech	17	0
Virginia Union University	2	0
Virginia Wesleyan College	7	0
Washington and Lee University	7	0
TOTALS	526	0

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

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

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

Methodology:

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

- 1) For each education program that received approval prior to September 1, 2013, 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, 2013, 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, 2013, report "NEW" for the program.

Achievement Results:

All institutions of higher education submitted a status result of MET for programs approved prior to September 1, 2013, and for which there was at least one program completer or program exiter for the current biennial reporting period. A summary of the status results by institution is displayed in Table 5 (on next page). Detailed status results as reported by each institution are available in Appendix E.

Table 5
Accountability Measure 6 Status Results for Education Programs by Institution of Higher Education

Institution of Higher Education	STATUS RESULTS	
	Met	Not Met
Averett University	7	0
Bluefield College	8	0
Bridgewater College	15	0
Christopher Newport University	11	0
The College of William and Mary	19	0
Eastern Mennonite University	14	0
Emory and Henry College	17	0
Ferrum College	7	0
George Mason University	29	0
Hampton University	7	0
Hollins University	6	0
James Madison University	28	0
Liberty University	29	0
Longwood University	21	0
Lynchburg College	15	0
Mary Baldwin College	16	0
Marymount University	12	0
Norfolk State University	13	0
Old Dominion University	27	0
Radford University	26	0
Randolph College	8	0
Randolph-Macon College	7	0
Regent University	8	0
Roanoke College	14	0
Shenandoah University	16	0
Sweet Briar College	5	0
University of Mary Washington	23	0
University of Richmond	17	0
University of Virginia	23	0
Univ. of Virginia's College at Wise	14	0
Virginia Commonwealth University	19	0
Virginia State University	12	0
Virginia Tech	17	0
Virginia Union University	2	0
Virginia Wesleyan College	7	0
Washington and Lee University	7	0
TOTALS	526	0

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

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

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

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

Methodology:

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

- 1) For each education program that received approval prior to September 1, 2013, 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, 2013, 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, 2013, report "NEW" for the program.

Achievement Results:

All institutions of higher education submitted a status result of MET for programs approved prior to September 1, 2013, 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 (on next page). Detailed status results as reported by each institution are available in Appendix E.

Table 6
Accountability Measure 7 Status Results for Education Programs by Institution of Higher Education

Institution of Higher Education	STATUS RESULTS	
	Met	Not Met
Averett University	7	0
Bluefield College	8	0
Bridgewater College	15	0
Christopher Newport University	11	0
The College of William and Mary	19	0
Eastern Mennonite University	14	0
Emory and Henry College	17	0
Ferrum College	7	0
George Mason University	29	0
Hampton University	7	0
Hollins University	6	0
James Madison University	28	0
Liberty University	29	0
Longwood University	21	0
Lynchburg College	15	0
Mary Baldwin College	16	0
Marymount University	12	0
Norfolk State University	13	0
Old Dominion University	27	0
Radford University	26	0
Randolph College	8	0
Randolph-Macon College	7	0
Regent University	10	0
Roanoke College	14	0
Shenandoah University	16	0
Sweet Briar College	5	0
University of Mary Washington	23	0
University of Richmond	17	0
University of Virginia	23	0
Univ. of Virginia's College at Wise	14	0
Virginia Commonwealth University	19	0
Virginia State University	12	0
Virginia Tech	17	0
Virginia Union University	2	0
Virginia Wesleyan College	7	0
Washington and Lee University	7	0
TOTALS	528	0

Appendix A - Institutions of Higher Education with Approved Education Programs

Institution of Higher Education	PreK-12 Teacher and Support Personnel Preparation Programs	PreK-12 Administrative and Supervision Personnel Preparation Programs
Averett University	✓	✓
Bluefield College	✓	
Bridgewater College	✓	
Christopher Newport University	✓	
The College of William and Mary	✓	✓
Eastern Mennonite University	✓	
Emory and Henry College	✓	
Ferrum College	✓	
George Mason University	✓	✓
Hampton University	✓	✓
Hollins University	✓	
James Madison University	✓	✓
Liberty University	✓	✓
Longwood University	✓	✓
Lynchburg College	✓	✓
Mary Baldwin College	✓	
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 Mary Washington	✓	✓
University of Richmond	✓	✓
University of Virginia	✓	✓
Univ. of Virginia's College at Wise	✓	
Virginia Commonwealth University	✓	✓
Virginia State University	✓	✓
Virginia Tech	✓	✓
Virginia Union University	✓	
Virginia Wesleyan College	✓	
Washington and Lee University	✓	

Appendix B - Sample of Accountability Measurement Templates

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

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

Name of Institution: SAMPLE UNIVERSITY

Std. #	Description of Standard																									
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																									
Ref.	Description of Assessments																									
A	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.																									
B	Content Assessment: The prescribed test is the <i>Praxis II: Specialty Area Test</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																									
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the <i>Virginia Reading Assessment for Elementary and Special Education Teachers (VRA)</i> or the <i>Reading for Virginia Educators: Elementary and Special Education (RVE)</i> . The prescribed test for the Reading Specialist endorsement is the <i>Virginia Reading Assessment for Reading Specialist</i> or the <i>Reading for Virginia Educators: Reading Specialist</i> .																									
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the <i>School Leadership Licensure Assessment (SLLA)</i> .																									
Key																										
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																										
Instructions																										
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																										
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																										
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)					
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT		
Elementary Education PreK-6					0																					Not applicable
Math Specialist for Elementary/Middle Ed.					0										Not applicable					Not applicable				Not applicable		
Reading Specialist					0										Not applicable										N/A	Not applicable
School Counselor PreK-12					0	Not applicable					Not applicable					Not applicable					Not applicable					
School Psychology					0	Not applicable					Not applicable					Not applicable					Not applicable					

Appendix B - Sample of Accountability Measurement Templates

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)							
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT				
German PreK-12					0										Not applicable					Not applicable								
Dance Arts PreK-12					0					Not applicable					Not applicable					Not applicable								
English					0										Not applicable					Not applicable								
History and Social Sciences					0										Not applicable					Not applicable								
Mathematics					0										Not applicable					Not applicable								
Science - Biology					0										Not applicable					Not applicable								
Science - Chemistry					0										Not applicable					Not applicable								
Science - Earth Science					0										Not applicable					Not applicable								
Science - Physics					0										Not applicable					Not applicable								
Special Education - Early Childhood					0					Not applicable					Not applicable					Not applicable								
Special Education - General Curriculum K-12					0					Not applicable											Not applicable							
Driver Education (Add-on)					0	Not applicable					Not applicable					Not applicable					Not applicable							
Mathematics - Algebra I (Add-on)					0	Not applicable					Not applicable					Not applicable					Not applicable							
Administration and Supervision PreK-12					0	Not applicable					Not applicable					Not applicable												
Administration and Supervision PreK-12 (central office only)					0	Not applicable					Not applicable					Not applicable					Not applicable							

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

Appendix B - Sample of Accountability Measurement Templates

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

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

Name of Institution: SAMPLE UNIVERSITY

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, 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						

Appendix B - Sample of Accountability Measurement Templates

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 office only)	Not applicable					

Appendix B - Sample of Accountability Measurement Templates

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1-7) *Affidavit for Standards 1 through 7*

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

Name of Institution: SAMPLE UNIVERSITY

By my signature, I verify the following:

- (1) that the information submitted to document Standard 1 of Section 8VAC20-542-40 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* is accurate and complete; and
- (2) that Standards 2 through 7 of Section 8VAC20-542-40 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* have been met and documentation of the evidence is on file and available for review at this institution.

Name of Dean or Director

Signature of Dean or Director

Date

Attachments: Copy of the "Certification of Standard 1 - Assessment Passing Rates" report
Copy of the "Certification of Standards 2 through 7" report

Fax the signed affidavit page and attachments to:

Brian A. Mason, Virginia Department of Education, Division of Teacher Education and Licensure
Fax No.: (804) 530-4510

Appendix C - Table of Prescribed Tests

Table of Prescribed Tests:

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

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

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

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

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

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

Appendix C - Table of Prescribed Tests

Approved Education Program	VCLA	Test Code	Passing Score	Praxis II	Test Code	Passing Score	VRA or RVE (See Note 3)	Test Code	Passing Score	SLLA	Test Code	Passing Score
- Taken before 7/1/2015					5031							
Reading and Language Arts					Subtest 5032	165						
Mathematics					Subtest 5033	164						
Social Studies					Subtest 5034	155						
Science					Subtest 5035	159						
- Taken after 7/1/2015					5001							
Reading and Language Arts					Subtest 5002	157						
Mathematics					Subtest 5003	157						
Social Studies					Subtest 5004	155						
Science					Subtest 5005	159						
- Taken before 7/1/2011								VRA-001	235			
- Taken after 7/1/2011								RVE-0306 or 5306	157			
Middle Education 6-8: English	Yes	See Note 1	See Note 1	Yes	One of the tests below	See below						
- Taken before 1/1/2014					0049 or 5049	164						
- Taken after 1/1/2014					5047	164						
Middle Education 6-8: Mathematics	Yes	See Note 1	See Note 1		One of the tests below	See below						
- Taken before 1/1/2014					0069	163						
- Taken after 1/1/2014					5169	165						
Middle Education 6-8: Science	Yes	See Note 1	See Note 1		One of the tests below	See below						
- Taken before 7/1/2015					0439	162						
- Taken after 7/1/2015					5440	150						
Middle Education 6-8: History and Social Sciences	Yes	See Note 1	See Note 1		0089 or 5089	160						
Administration and Supervision preK-12	No	See Note 2	See Note 2							Yes	One of the tests below	See below
- Taken before 1/14/2010											1010	165
- Taken after 1/14/2010											1011 or 6011	163
Mathematics Specialist for Elementary and Middle Education	Yes	See Note 1	See Note 1									
Reading Specialist	Yes	See Note 1	See Note 1				Yes - See Note 3	One of the tests below	See below			
- Taken before 7/1/2011								VRA-002	245			

Appendix C - Table of Prescribed Tests

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

Appendix C - Table of Prescribed Tests

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

Appendix C - Table of Prescribed Tests

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

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Averett University

Std. #	Description of Standard																								
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																								
Ref.	Description of Assessments																								
A	Academic Skills Assessment: The prescribed test is the <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.																								
B	Content Assessment: The prescribed test is the <i>Praxis II: Specialty Area Test</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																								
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the <i>Virginia Reading Assessment for Elementary and Special Education Teachers (VRA)</i> or the <i>Reading for Virginia Educators: Elementary and Special Education (RVE)</i> . The prescribed test for the Reading Specialist endorsement is the <i>Virginia Reading Assessment for Reading Specialist</i> or the <i>Reading for Virginia Educators: Reading Specialist</i> .																								
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the <i>School Leadership Licensure Assessment (SLLA)</i> .																								
Key																									
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																									
Instructions																									
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																									
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																									
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	
Elementary Education PreK-6			20	1	21	100.0%	21	0	0	0	100.0%	21	0	0	0	100.0%	21	0	0	0	Not applicable				
Reading Specialist			0	0	0						Not applicable										N/A	Not applicable			
Visual Arts PreK-12	4	0	3		7																Not applicable				
Health and Physical Education PreK-12			6	1	7																Not applicable				
Theatre Arts PreK-12			0	0	0						Not applicable										Not applicable				
Computer Science			0	0	0						Not applicable										Not applicable				
English	8	1	3	2	14	100.0%	14	0	0	0	92.9%	13	1	0	0	Not applicable					Not applicable				
History and Social Sciences	1	0	3	0	4																Not applicable				

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)							
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT				
Mathematics			4	1	5										Not applicable					Not applicable								
Science - Biology	1	0	0	1	2										Not applicable					Not applicable								
Special Education - General Curriculum K-12			0	0	0					Not applicable																		
Driver Education (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable							
Gifted Education (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable							
Journalism (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable							
Speech Communication (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable							
Administration and Supervision PreK-12			0	0	0	Not applicable					Not applicable					Not applicable												
Administration and Supervision PreK-12 (central office only)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable							

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Bluefield College

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

Key

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

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

Instructions

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

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:

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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)				PRAXIS II (B)				VRA or RVE (C)				SLLA (D)						
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			13	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applicable			
Business and Information Technology	4	0	0	0	4											Not applicable				Not applicable				
Visual Arts PreK-12	1	1	0	0	2											Not applicable				Not applicable				
Health and Physical Education PreK-12*	9	0	3	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicable				Not applicable				
Music Education - Instrumental PreK-12	3	0	1	0	4											Not applicable				Not applicable				

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Vocal/Choral PreK-12	3	0	1	0	4										Not applicable					Not applicable				
English*	5	3	2	0	10	100.0%	10	0	0	0	70.0%	7	3	0	0	Not applicable					Not applicable			
History and Social Sciences	6	1	2	0	9										Not applicable					Not applicable				
Mathematics*	2	0	1	0	3										Not applicable					Not applicable				
Science - Biology	1	0	0	0	1										Not applicable					Not applicable				
Science - Chemistry	2	0	0	0	2										Not applicable					Not applicable				
Special Education - General Curriculum K-12*	2	0	7	0	9						Not applicable										Not applicable			
Journalism (Add-on)	1	0	0	0	1	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra 1 (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Speech Communication (Add-on)*	3	3	0	0	6	Not applicable					Not applicable					Not applicable					Not applicable			

* The number of program completers for prior period 2011-2013 was revised by Bluefield College for the following endorsements and is reflected in the rollover numbers from prior biennial reporting accordingly: Health and Physical Education PreK-12, English, Mathematics, Special Education - General Curriculum K-12, and Speech Communication (Add-on).

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Bridgewater College

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
A	Academic Skills Assessment: The prescribed test is the <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.																							
B	Content Assessment: The prescribed test is the <i>Praxis II: Specialty Area Test</i> . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the <i>Virginia Reading Assessment for Elementary and Special Education Teachers (VRA)</i> or the <i>Reading for Virginia Educators: Elementary and Special Education (RVE)</i> . The prescribed test for the Reading Specialist endorsement is the <i>Virginia Reading Assessment for Reading Specialist</i> or the <i>Reading for Virginia Educators: Reading Specialist</i> .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the <i>School Leadership Licensure Assessment (SLLA)</i> .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																								
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 Only from Prior		Current Biennial Reporting		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			43	2	45	100.0%	45	0	0	0	95.6%	43	0	2	0	100.0%	45	0	0	0	Not applicable			
French PreK-12	0	1	0	0	1											Not applicable				Not applicable				
Spanish PreK-12	2	1	0	1	4											Not applicable				Not applicable				
Family and Consumer Sciences			10	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable				Not applicable				
Visual Arts PreK-12	2	1	2	1	6											Not applicable				Not applicable				
English as a Second Language PreK-	9	0	10	0	19	100.0%	19	0	0	0	Not applicable					Not applicable				Not applicable				
Health and Physical Education PreK-12			20	0	20	100.0%	20	0	0	0	100.0%	20	0	0	0	Not applicable				Not applicable				

Approved Education Program	Rollover Only from Prior		Current Biennial Reporting		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Instrumental PreK-12	5	1	1	0	7										Not applicable					Not applicable				
Music Education - Vocal/Choral PreK-12	6	0	2	0	8										Not applicable					Not applicable				
Theatre Arts PreK-12	1	0	0	0	1					Not applicable					Not applicable					Not applicable				
English			3	0	3										Not applicable					Not applicable				
History and Social Sciences	8	1	4	0	13	100.0%	13	0	0	0	92.3%	12	1	0	0	Not applicable					Not applicable			
Mathematics	7	0	5	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicable					Not applicable			
Science - Biology	3	0	2	0	5										Not applicable					Not applicable				
Science - Chemistry			1	0	1										Not applicable					Not applicable				
Science - Physics			1	1	2										Not applicable					Not applicable				
Driver Education (Add-on)	3	0	0	0	3	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	2	0	2	0	4	Not applicable					Not applicable					Not applicable					Not applicable			

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Christopher Newport University

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
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.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																								
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			73	0	73	100.0%	73	0	0	0	100.0%	73	0	0	0	100.0%	73	0	0	0	Not applicable			
Spanish PreK-12			3	0	3											Not applicable				Not applicable				
Visual Arts PreK-12			7	0	7											Not applicable				Not applicable				
English as a Second Language PreK-12	6	0	3	0	9					Not applicable					Not applicable					Not applicable				
Music Education - Instrumental PreK-12			2	0	2											Not applicable				Not applicable				
Music Education - Vocal/Choral PreK-12	6	0	4	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable				Not applicable				

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)				
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	
Computer Science			0	0	0					Not applicable					Not applicable					Not applicable					
English			22	0	22	100.0%	22	0	0	0	100.0%	22	0	0	0	Not applicable					Not applicable				
History and Social Sciences			20	0	20	100.0%	20	0	0	0	100.0%	20	0	0	0	Not applicable					Not applicable				
Mathematics			3	0	3										Not applicable					Not applicable					
Science - Biology			4	0	4										Not applicable					Not applicable					
Science - Chemistry	1	0	0	0	1										Not applicable					Not applicable					
Science - Physics	2	0	1	0	3										Not applicable					Not applicable					

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: The College of William and Mary

Std. #	Description of Standard																											
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																											
Ref.	Description of Assessments																											
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.																											
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																											
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																											
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																											
Key																												
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																												
Instructions																												
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																												
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																												
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Step 3 If there are ten or more "Total Completers and Exiters" , then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.																												
Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report. 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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)				SLLA (D)								
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT				
Elementary Education PreK-6			78	1	79	100.0%	79	0	0	0	100.0%	79	0	0	0	100.0%	79	0	0	0					Not applicable			
Reading Specialist	2	0	6	0	8						Not applicable																N/A	Not applicable
School Counselor PreK-12			21	0	21	Not applicable					Not applicable					Not applicable				Not applicable								
School Psychology			24	0	24	Not applicable					Not applicable					Not applicable				Not applicable								
Math Specialist for Elementary/Middle Ed.	6	0	9	0	15	N/A	0	0	0	15	Not applicable					Not applicable				Not applicable								
Chinese PreK-12	1	0	0	0	1						Not applicable					Not applicable				Not applicable								
French PreK-12	3	0	5	0	8											Not applicable				Not applicable								

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	
German PreK-12	2	1	1	0	4										Not applicable					Not applicable					
Spanish PreK-12	6	0	5	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applicable					Not applicable				
Latin PreK-12	6	1	2	0	9						Not applicable					Not applicable					Not applicable				
English as a Second Language PreK-12			26	0	26	100.0%	26	0	0	0	Not applicable					Not applicable					Not applicable				
English			23	0	23	100.0%	23	0	0	0	100.0%	23	0	0	0	Not applicable					Not applicable				
History and Social Sciences			23	0	23	100.0%	23	0	0	0	100.0%	23	0	0	0	Not applicable					Not applicable				
Mathematics			7	0	7						Not applicable					Not applicable					Not applicable				
Science - Biology	6	0	8	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not applicable					Not applicable				
Science - Chemistry	8	0	4	1	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applicable					Not applicable				
Science - Earth Science	5	0	1	0	6						Not applicable					Not applicable					Not applicable				
Science - Physics	4	0	0	0	4						Not applicable					Not applicable					Not applicable				
Special Education - General Curriculum K-12			7	0	7						Not applicable											Not applicable			
Gifted Education (Add-on)			2	0	2	Not applicable					Not applicable					Not applicable					Not applicable				
Mathematics - Algebra 1 (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable				
Administration and Supervision PreK-12			30	0	30	Not applicable					Not applicable					Not applicable					90.0%	27	1	2	
Administration and Supervision PreK-12 (central office only)	8	0	0	0	8	Not applicable					Not applicable					Not applicable					Not applicable				

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Eastern Mennonite University

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																								
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Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Education PreK-3	7	0	3	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable			
Elementary Education PreK-6			25	0	25	100.0%	25	0	0	0	100.0%	25	0	0	0	100.0%	25	0	0	0	Not applicable			
Reading Specialist	8	0	5	0	13	N/A	0	0	0	13	Not applicable					84.6%	11	1	1	N/A	Not applicable			
Spanish PreK-12	6	0	1	0	7											Not applicable					Not applicable			
Visual Arts PreK-12	8	0	2	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable					Not applicable			
English as a Second Language PreK-12	7	0	6	0	13	100.0%	13	0	0	0	Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12			5	0	5											Not applicable					Not applicable			

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Instrumental PreK-12	4	0	1	0	5										Not applicable					Not applicable				
Music Education - Vocal/Choral PreK-12	2	0	1	0	3										Not applicable					Not applicable				
Theatre Arts PreK-12			0	0	0					Not applicable					Not applicable					Not applicable				
Computer Science			0	0	0					Not applicable					Not applicable					Not applicable				
English			5	0	5										Not applicable					Not applicable				
History and Social Sciences	6	0	2	0	8										Not applicable					Not applicable				
Mathematics			2	0	2										Not applicable					Not applicable				
Science - Biology	1	0	5	0	6										Not applicable					Not applicable				
Science - Chemistry			0	0	0										Not applicable					Not applicable				
Special Education - General Curriculum K-12	5	0	3	0	8					Not applicable											Not applicable			
Journalism (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Emory and Henry College

Std.	Description of Standard																									
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																									
Ref.	Description of Assessments																									
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.																									
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																									
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																									
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																									
Key																										
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																										
Instructions																										
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																										
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																										
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)				PRAXIS II (B)				VRA or RVE (C)				SLLA (D)								
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	
Early/Primary Education PreK-3	1	0	0	0	1																					Not applicable
Elementary Education PreK-6			16	0	16	100.0%	16	0	0	0	100.0%	16	0	0	0	100.0%	16	0	0	0						Not applicable
Middle Education 6-8			18	0	18	100.0%	18	0	0	0	100.0%	18	0	0	0											Not applicable
Reading Specialist	8	0	9	0	17	N/A	0	0	0	17						100.0%	17	0	0	N/A						Not applicable
French	1	1	2	0	4																					Not applicable
Spanish	2	5	2	0	9																					Not applicable
Business and Information Technology	6	1	1	0	8																					Not applicable
Visual Arts PreK-12*	5	2	3	0	10	100.0%	10	0	0	0	80.0%	8	2	0	0											Not applicable

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
English as a Second Language PreK-12	4	1	7	0	12	100.0%	12	0	0	0	Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12			12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicable					Not applicable			
Music Education - Instrumental PreK-12	2	0	0	0	2										Not applicable					Not applicable				
Music Education - Vocal/Choral PreK-12	1	2	1	0	4										Not applicable					Not applicable				
English**	5	1	9	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not applicable					Not applicable			
Mathematics	7	2	1	0	10	100.0%	10	0	0	0	80.0%	8	2	0	0	Not applicable					Not applicable			
Science - Biology	4	0	1	0	5										Not applicable					Not applicable				
Science - Chemistry	2	0	1	0	3										Not applicable					Not applicable				
Science - Earth Science***	2	1	1	0	4										Not applicable					Not applicable				
Science - Physics	0	1	0	0	1										Not applicable					Not applicable				
Special Education - General Curriculum K-12			9	0	9						Not applicable										Not applicable			
Driver Education (Add-on)			8	0	8	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	3	1	0	0	4	Not applicable					Not applicable					Not applicable					Not applicable			

* Two individuals in the Visual Arts PreK-12 approved education program that were entered as program exitters in the rollover count for the prior biennial period have returned and completed the program; and therefore, they were removed from the rollover count and added to the current period program completer count.

** One individual in the English approved education program that was entered as a program exiter in the rollover count for the prior biennial period has returned and completed the program; and therefore, that person was removed from the rollover count and added to the current period program completer count.

*** One individual in the Earth Science approved education program that was entered as a program exiter in the rollover count for the prior biennial period has returned and completed the program; and therefore, that person was removed from the rollover count and added to the current period program completer count.

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Ferrum College

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																								
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			11	2	13	100.0%	13	0	0	0	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applicable			
Spanish PreK-12			0	1	1																Not applicable			
Russian PreK-12			0	0	0						Not applicable					Not applicable								
Agricultural Education	1	0	0	0	1						Not applicable					Not applicable								
Business and Information Technology			0	0	0																Not applicable			
Visual Arts PreK-12	0	1	0	0	1																Not applicable			
Health and Physical Education PreK-12	3	0	5	0	8																Not applicable			

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Theater Arts PreK-12	1	0	1	0	2					Not applicable					Not applicable					Not applicable				
Computer Science			0	0	0					Not applicable					Not applicable					Not applicable				
English	2	0	1	0	3										Not applicable					Not applicable				
History and Social Sciences	8	1	1	1	11	100.0%	11	0	0	0	81.8%	9	1	1	0	Not applicable				Not applicable				
Mathematics	3	1	1	1	6										Not applicable					Not applicable				
Science - Biology	1	1	0	0	2										Not applicable					Not applicable				
Science - Chemistry			0	0	0										Not applicable					Not applicable				
Journalism (Add-on)			0	0	0	Not applicable					Not applicable				Not applicable					Not applicable				
Mathematics - Algebra I (Add-on)	2	0	0	0	2	Not applicable					Not applicable				Not applicable					Not applicable				

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: George Mason University

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																								
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 Only from Prior Biennial Reporting Period	Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)				PRAXIS II (B)				VRA or RVE (C)				SLLA (D)							
	Number of Program Completers	Number of Program Exiters	Number of Program Completers		Number of Program Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Education PreK-3			35	0	35	100.0%	34	0	0	1	100.0%	35	0	0	0	91.4%	32	0	3	0	Not applicable			
Elementary Education PreK-6			197	2	199	100.0%	199	0	0		100.0%	199	0	0	0	100.0%	199	0	0	0	Not applicable			
Math Specialist for Elementary/Middle Ed.			33	0	33	N/A	0	0	0	33	Not applicable				Not applicable				Not applicable					
Reading Specialist			51	1	52	100.0%	2	0	0	50	Not applicable				90.4%	47	1	4	N/A	Not applicable				
School Counselor PreK-12			42	0	42	Not applicable				Not applicable				Not applicable				Not applicable						
School Psychology			8	0	8	Not applicable				Not applicable				Not applicable				Not applicable						
Arabic PreK-12			0	0	0	Not applicable				Not applicable				Not applicable				Not applicable						
Chinese PreK-12	2	0	2	0	4	Not applicable				Not applicable				Not applicable				Not applicable						
French PreK-12			4	0	4	Not applicable				Not applicable				Not applicable				Not applicable						

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
German PreK-12	1	0	1	0	2										Not applicable					Not applicable				
Japanese PreK-12	1	0	1	0	2					Not applicable					Not applicable					Not applicable				
Korean PreK-12			0	0	0					Not applicable					Not applicable					Not applicable				
Spanish PreK-12			5	0	5					Not applicable					Not applicable					Not applicable				
Latin PreK-12			1	0	1					Not applicable					Not applicable					Not applicable				
Visual Arts PreK-12			23	2	25	92.0%	23	0	2	0	96.0%	24	0	1	0	Not applicable					Not applicable			
Dance Arts PreK-12			0	0	0					Not applicable					Not applicable					Not applicable				
English as a Second Language PreK-12			58	0	58	100.0%	58	0	0	0	Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12			40	2	42	100.0%	42	0	0	0	97.6%	41	0	1	0	Not applicable					Not applicable			
Music Education - Instrumental PreK-12			18	0	18	100.0%	18	0	0	0	100.0%	18	0	0	0	Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12			12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicable					Not applicable			
Theatre Arts PreK-12			6	0	6										Not applicable					Not applicable				
English			85	0	85	100.0%	85	0	0	0	100.0%	85	0	0	0	Not applicable					Not applicable			
History and Social Sciences			56	0	56	100.0%	56	0	0	0	100.0%	56	0	0	0	Not applicable					Not applicable			
Mathematics			27	0	27	100.0%	27	0	0	0	100.0%	27	0	0	0	Not applicable					Not applicable			
Science - Biology			30	1	31	96.8%	30	1	0	0	96.8%	30	1	0	0	Not applicable					Not applicable			
Science - Chemistry	4	0	3	0	7										Not applicable					Not applicable				
Science - Earth Science			8	0	8										Not applicable					Not applicable				
Science - Physics			6	0	6										Not applicable					Not applicable				
Special Education - Early Childhood			8	0	8						Not applicable					Not applicable					Not applicable			
Special Education - General Curriculum K-12			200	3	203	100.0%	199	0	0	4	Not applicable					98.5%	200	0	3	0	Not applicable			
Driver Education (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Gifted Education (Add-on)	5	0	0	0	5	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12			189	1	190	Not applicable					Not applicable					Not applicable					100.0%	190	0	0
Administration and Supervision PreK-12 (central office only)			28	0	28	Not applicable					Not applicable					Not applicable					Not applicable			

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Hampton University

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

Key

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

Instructions

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

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:

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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)					
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT		
Early/Primary Education PreK-3	1	0	0	0	1																				Not applicable	
Elementary Education PreK-6			17	0	17	100.0%	17	0	0	0	100.0%	17	0	0	0	100.0%	17	0	0	0	100.0%	17	0	0	0	Not applicable
School Counselor PreK-12	7	0	6	0	13	Not applicable																				
Health and Physical Education PreK-12			18	0	18	100.0%	18	0	0	0	100.0%	18	0	0	0	Not applicable					Not applicable					
Music Education - Instrumental PreK-12	4	0	5	0	9											Not applicable					Not applicable					
Music Education - Vocal/Choral PreK-12	4	0	0	0	4											Not applicable					Not applicable					

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
English PreK-12	8	0	1	0	9										Not applicable					Not applicable				
Mathematics	2	0	1	0	3										Not applicable					Not applicable				
Science - Biology	2	0	0	0	2										Not applicable					Not applicable				
Special Education - General Curriculum K-12			0	0	0					Not applicable											Not applicable			
Administration and Supervision PreK-12			16	0	16	Not applicable					Not applicable					Not applicable					100.0%	16	0	0
Administration and Supervision PreK-12 (central office only)	3	0	0	0	3	Not applicable					Not applicable					Not applicable					Not applicable			

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Hollins University

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

Key

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

Instructions

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

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:

- 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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			10	1	11	100.0%	10	0	0	1	100.0%	10	0	0	1	100.0%	10	0	0	1	Not applicable			
French PreK-12			0	0	0											Not applicable				Not applicable				
Spanish PreK-12	1	0	0	0	1											Not applicable				Not applicable				
Latin PreK-12	1	0	1	0	2					Not applicable					Not applicable				Not applicable					
Visual Arts PreK-12			1	0	1											Not applicable				Not applicable				
Music Education - Vocal/Choral PreK-12	1	0	0	0	1											Not applicable				Not applicable				
English			2	0	2											Not applicable				Not applicable				
History and Social Sciences			4	0	4											Not applicable				Not applicable				

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Mathematics	2	1	0	0	3										Not applicable					Not applicable				
Science - Biology	4	1	1	0	6										Not applicable					Not applicable				
Science - Chemistry			0	0	0										Not applicable					Not applicable				
Science - Physics			0	0	0										Not applicable					Not applicable				
Special Education - General Curriculum K-12			0	0	0					Not applicable											Not applicable			

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: James Madison University

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																								
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Education PreK-3			40	2	42	97.6%	41	0	1	0	97.6%	41	1	0	0	95.2%	40	0	2	0	Not applicable			
Elementary Education PreK-6			286	4	290	99.0%	287	0	3	0	99.7%	289	0	1	0	99.7%	289	0	1	0	Not applicable			
Middle Education 6-8			26		26	100.0%	26	0	0	0	100.0%	26	0	0	0	Not applicable					Not applicable			
Math Specialist for Elementary/Middle Ed.	6	0	0	0	6	Not applicable					Not applicable					Not applicable								
Reading Specialist			28	0	28	N/A	0	0	0	28	Not applicable					82.1%	23	0	5	N/A	Not applicable			
School Counselor PreK-12			17	1	18	Not applicable					Not applicable					Not applicable					Not applicable			
School Psychology			34	0	34	Not applicable					Not applicable					Not applicable					Not applicable			
French PreK-12	4	0	1	0	5	Not applicable					Not applicable					Not applicable					Not applicable			

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
German PreK-12	2	0	1	0	3										Not applicable					Not applicable				
Italian PreK-12			0	0	0	Not applicable					Not applicable					Not applicable								
Spanish PreK-12	7	0	11	0	18	100.0%	18	0	0	0	94.4%	17	1	0	0	Not applicable					Not applicable			
Technology Education			0	0	0	Not applicable					Not applicable					Not applicable								
Visual Arts PreK-12			22	1	23	95.7%	22	0	1	0	95.7%	22	0	1	0	Not applicable					Not applicable			
Dance Arts PreK-12	2	0	2	0	4	Not applicable					Not applicable					Not applicable								
English as a Second Language PreK-12			10	0	10	100.0%	10	0	0	0	Not applicable					Not applicable								
Health and Physical Education PreK-12			20	1	21	95.2%	20	0	1	0	95.2%	20	0	1	0	Not applicable					Not applicable			
Music Education - Instrumental PreK-12			32	1	33	97.0%	32	0	1	0	100.0%	33	0	0	0	Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12			13	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applicable					Not applicable			
Theatre Arts PreK-12			0	0	0	Not applicable					Not applicable					Not applicable								
English			48	0	48	100.0%	48	0	0	0	100.0%	48	0	0	0	Not applicable					Not applicable			
History and Social Sciences			40	0	40	100.0%	40	0	0	0	100.0%	40	0	0	0	Not applicable					Not applicable			
Mathematics			25	0	25	100.0%	25	0	0	0	100.0%	25	0	0	0	Not applicable					Not applicable			
Science - Biology	6	1	6	0	13	92.3%	12	0	1	0	100.0%	13	0	0	0	Not applicable					Not applicable			
Science - Chemistry	9	0	3	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicable					Not applicable			
Science - Earth Science			4	0	4	Not applicable					Not applicable					Not applicable								
Science - Physics			3	0	3	Not applicable					Not applicable					Not applicable								
Special Education - Early Childhood			24	4	28	85.7%	24	0	4	0	Not applicable					Not applicable								
Special Education - General Curriculum K-12			39	2	41	95.1%	39	0	2	0	Not applicable					97.6%	40	0	1	0	Not applicable			
Gifted Education (Add-on)			9	0	9	Not applicable					Not applicable					Not applicable								
Journalism (Add-on)	1	0	1	0	2	Not applicable					Not applicable					Not applicable								
Mathematics - Algebra I (Add-on)			72	0	72	Not applicable					Not applicable					Not applicable								
Administration and Supervision PreK-12			30	0	30	Not applicable					Not applicable					Not applicable				90.0%	27	0	3	
Administration and Supervision PreK-12 (central office only)	1	0	0	0	1	Not applicable					Not applicable					Not applicable				Not applicable				

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Liberty University

Std. #	Description of Standard																								
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																								
Ref.	Description of Assessments																								
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.																								
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																								
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																								
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																								
Key																									
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																									
Instructions																									
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																									
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																									
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)				SLLA (D)					
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	
Elementary Education PreK-6			526	7	533	99.4%	530	0	3	0	99.4%	530	2	1	0	99.4%	530	2	1	0	Not applicable				
Middle Education 6-8			26	1	27	96.3%	26	0	1	0	96.3%	26	1	0	0	Not applicable					Not applicable				
Math Specialist for Elementary/Middle Ed.	8	0	6	0	14	N/A	0	0	0	14	Not applicable					Not applicable					Not applicable				
Reading Specialist			40	0	40	N/A	0	0	0	40	Not applicable					100.0%	40	0	0	N/A	Not applicable				
School Counselor PreK-12			434	0	434	Not applicable					Not applicable					Not applicable					Not applicable				
Spanish PreK-12	5	1	7	0	13	92.3%	12	0	1	0	92.3%	12	1	0	0	Not applicable					Not applicable				
Business and Information Technology	5	0	12	2	19	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applicable					Not applicable				

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)					
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT		
Family and Consumer Sciences	6	0	3	0	9										Not applicable					Not applicable						
Visual Arts PreK-12			15	1	16	93.8%	15	0	1	0	93.8%	15	1	0	0	Not applicable					Not applicable					
English as a Second Language PreK-12			20	0	20	100.0%	20	0	0	0	Not applicable					Not applicable					Not applicable					
Health and Physical Education PreK-12			42	2	44	100.0%	44	0	0	0	97.7%	43	0	1	0	Not applicable					Not applicable					
Music Education - Instrumental PreK-12	4	0	10	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not applicable					Not applicable					
Music Education - Vocal/Choral PreK-12			6	0	6										Not applicable					Not applicable						
Theatre Arts PreK-12	6	3	3	0	12	100.0%	12	0	0	0	Not applicable					Not applicable					Not applicable					
Computer Science	2	0	0	1	3						Not applicable					Not applicable					Not applicable					
English			55	1	56	98.2%	55	0	1	0	100.0%	56	0	0	0	Not applicable					Not applicable					
History and Social Sciences			58	7	65	96.9%	63	0	2	0	96.9%	63	1	1	0	Not applicable					Not applicable					
Mathematics			17	1	18	94.4%	17	0	1	0	94.4%	17	1	0	0	Not applicable					Not applicable					
Science - Biology			22	0	22	100.0%	22	0	0	0	100.0%	22	0	0	0	Not applicable					Not applicable					
Science - Chemistry			5	0	5						Not applicable					Not applicable					Not applicable					
Special Education - General Curriculum K-12			344	9	353	99.2%	350	2	1	0	Not applicable					99.4%	351	2	0	0	Not applicable					
Early Childhood 3- and 4-Year Olds (Add-on)	2	0	0	0	2	Not applicable					Not applicable					Not applicable					Not applicable					
Gifted Education (Add-on)	2	0	1	0	3	Not applicable					Not applicable					Not applicable					Not applicable					
Journalism (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable					
Mathematics Algebra I (Add-on)			9	0	9	Not applicable					Not applicable					Not applicable					Not applicable					
Speech Communication (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable					
Administration and Supervision PreK-12			133	0	133	Not applicable					Not applicable					Not applicable					100.0%	133	0	0		
Administration and Supervision PreK-12 (central office only)			41	0	41	Not applicable					Not applicable					Not applicable					Not applicable					

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Longwood University

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
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.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																								
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)				SLLA (D)				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			250	2	252	99.2%	250	0	2	0	99.2%	250	0	2	0	99.2%	250	0	2	0	Not applicable			
Middle Education 6-8			9	0	9											Not applicable				Not applicable				
Math Specialist for Elementary/Middle Ed.			6	0	6					Not applicable					Not applicable				Not applicable					
Reading Specialist			68	0	68	100.0%	68	0	0	0	Not applicable					100.0%	68	0	0	N/A	Not applicable			
School Counselor PreK-12			11	0	11	Not applicable					Not applicable					Not applicable				Not applicable				
French PreK-12	6	3	0	0	9											Not applicable				Not applicable				
German PreK-12			0	0	0											Not applicable				Not applicable				
Spanish PreK-12	5	0	2	0	7											Not applicable				Not applicable				
Visual Arts PreK-12			15	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not applicable				Not applicable				

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	
English as a Second Language PreK-12	6	0	1	0	7						Not applicable					Not applicable					Not applicable				
Health and Physical Education PreK-12			18	0	18	100.0%	18	0	0	0	100.0%	18	0	0	0	Not applicable					Not applicable				
Library Media PreK-12			37	0	37	100.0%	37	0	0	0	Not applicable					Not applicable					Not applicable				
Music Education - Instrumental PreK-12	1	0	7	0	8											Not applicable					Not applicable				
Music Education - Vocal/Choral PreK-12			7	0	7											Not applicable					Not applicable				
Theater Arts PreK-12	5	0	2	0	7						Not applicable					Not applicable					Not applicable				
English			19	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applicable					Not applicable				
History and Social Sciences			28	0	28	100.0%	28	0	0	0	100.0%	28	0	0	0	Not applicable					Not applicable				
Mathematics			1	0	1											Not applicable					Not applicable				
Science - Biology	7	0	0	1	8											Not applicable					Not applicable				
Science - Chemistry	1	0	1	1	3											Not applicable					Not applicable				
Science - Physics	2	0	0	0	2											Not applicable					Not applicable				
Special Education - General Curriculum K-12			50	0	50	100.0%	50	0	0	0	Not applicable					100.0%	50	0	0	0	Not applicable				
Driver Education (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable				
Mathematics - Algebra I (Add-on)	3	0	3	0	6	Not applicable					Not applicable					Not applicable					Not applicable				
Administration and Supervision PreK-12			21	0	21	Not applicable					Not applicable					Not applicable					100.0%	21	0	0	
Administration and Supervision PreK-12 (central office only)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable				

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Lynchburg College

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

Key

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

Instructions

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

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:

- 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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)				PRAXIS II (B)				VRA or RVE (C)				SLLA (D)						
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			35	0	35	100.0%	35	0	0	0	100.0%	35	0	0	0	100.0%	35	0	0	0	Not applicable			
Reading Specialist	6	0	9	0	15	N/A	0	0	0	15	Not applicable				100.0%	15	0	0	N/A	Not applicable				
School Counselor PreK-12			10	0	10	Not applicable				Not applicable				Not applicable				Not applicable						
French PreK-12			0	0	0											Not applicable				Not applicable				
Spanish PreK-12	1	0	0	0	1										Not applicable				Not applicable					
Visual Arts PreK-12	2	3	0	0	5										Not applicable				Not applicable					
Health and Physical Education PreK-12	8	1	7	0	16	100.0%	16	0	0	0	100.0%	16	0	0	0	Not applicable				Not applicable				
Music Education - Instrumental PreK-12			5	1	6										Not applicable				Not applicable					

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	
Music Education - Vocal/Choral PreK-12	3	0	3	0	6										Not applicable					Not applicable					
Theatre Arts PreK-12			1	0	1					Not applicable					Not applicable					Not applicable					
English			2	2	4										Not applicable					Not applicable					
History and Social Sciences	6	1	1	0	8					Not applicable					Not applicable					Not applicable					
Mathematics	8	1	1	2	12	91.7%	11	0	1	0	58.3%	7	4	1	0	Not applicable					Not applicable				
Science - Biology	5	0	1	0	6										Not applicable					Not applicable					
Science - Chemistry			1	0	1										Not applicable					Not applicable					
Science - Earth Science			0	0	0										Not applicable					Not applicable					
Science - Physics			0	0	0										Not applicable					Not applicable					
Special Education - Early Childhood	2	0	2	0	4					Not applicable					Not applicable					Not applicable					
Special Education - Adapted Curriculum K-12			0	0	0					Not applicable					Not applicable					Not applicable					
Special Education - General Curriculum K-12			13	1	14	100.0%	14	0	0	0	Not applicable					100.0%	14	0	0	0	Not applicable				
Mathematics - Algebra I (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable				
Administration and Supervision PreK-12			23	0	23	Not applicable					Not applicable					Not applicable					100.0%	23	0	0	
Administration and Supervision PreK-12 (central office only)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable				

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Mary Baldwin College

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																								
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)				PRAXIS II (B)				VRA or RVE (C)				SLLA (D)						
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			141	0	141	100.0%	141	0	0	0	100.0%	141	0	0	0	100.0%	141	0	0	0	Not applicable			
Middle Education 6-8			34	0	34	100.0%	34	0	0	0	100.0%	34	0	0	0	Not applicable				Not applicable				
French PreK-12	2	0	1	0	3											Not applicable				Not applicable				
Spanish PreK-12	2	0	1	0	3											Not applicable				Not applicable				
Business and Information Technology	9	0	2	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applicable				Not applicable				
Visual Arts PreK-12	4	0	1	0	5											Not applicable				Not applicable				
English as a Second Language PreK-12			0	0	0						Not applicable				Not applicable				Not applicable					

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Vocal/Choral PreK-12	4	0	1	0	5										Not applicable					Not applicable				
Theatre Arts PreK-12	3	0	0	0	3					Not applicable					Not applicable					Not applicable				
English			14	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not applicable					Not applicable			
History and Social Sciences			7	0	7										Not applicable					Not applicable				
Mathematics	4	0	4	0	8										Not applicable					Not applicable				
Science - Biology	9	0	3	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicable					Not applicable			
Science - Chemistry	4	0	1	0	5										Not applicable					Not applicable				
Science - Earth Science			2	0	2										Not applicable					Not applicable				
Science - Physics	1	0	0	0	1										Not applicable					Not applicable				
Special Education - General Curriculum K-12			60	0	60	100.0%	60	0	0	0	Not applicable					100.0%	60	0	0	0	Not applicable			
Gifted Education (Add-on)	9	0	4	0	13	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)			3	0	3	Not applicable					Not applicable					Not applicable					Not applicable			

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Marymount University

Std. #	Description of Standard																								
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																								
Ref.	Description of Assessments																								
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																								
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																								
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																								
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																								
Key																									
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																									
Instructions																									
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																									
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																									
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	
Elementary Education PreK-6			91	0	91	100.0%	91	0	0	0	100.0%	91	0	0	0	100.0%	91	0	0	0	Not applicable				
School Counselor PreK-12			22	0	22	Not applicable					Not applicable					Not applicable					Not applicable				
Visual Arts PreK-12	4	0	1	0	5																				
English as a Second Language PreK-12			7	0	7						Not applicable					Not applicable					Not applicable				
English	8	0	13	0	21	100.0%	21	0	0	0	100.0%	21	0	0	0	Not applicable					Not applicable				
History and Social Sciences	8	0	14	0	22	100.0%	22	0	0	0	100.0%	22	0	0	0	Not applicable					Not applicable				
Mathematics	4	0	6	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable					Not applicable				
Science - Biology			1	0	1																				

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Science - Chemistry	1	1	1	0	3										Not applicable					Not applicable				
Science - Earth Science	2	0	0	0	2										Not applicable					Not applicable				
Science - Physics	2	2	0	0	4										Not applicable					Not applicable				
Special Education - General Curriculum K-12			24	0	24	100.0%	24	0	0	0	Not applicable					100.0%	24	0	0	0	Not applicable			
Administration and Supervision PreK-12			21	0	21	Not applicable					Not applicable					Not applicable					100.0%	21	0	0
Administration and Supervision PreK-12 (central office only)	2	0	2	0	4	Not applicable					Not applicable					Not applicable					Not applicable			

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Norfolk State University

Std. #	Description of Standard																									
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																									
Ref.	Description of Assessments																									
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																									
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																									
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																									
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																									
Key																										
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																										
Instructions																										
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																										
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																										
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)					
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT		
Early/Primary Education PreK-3	5	0	3	0	8																				Not applicable	
Elementary Education PreK-6			23	0	23	100.0%	23	0	0	0	100.0%	23	0	0	0	100.0%	23	0	0	0	100.0%	23	0	0	0	Not applicable
Math Specialist for Elementary/Middle Ed.			0	0	0						Not applicable					Not applicable					Not applicable				Not applicable	
School Counselor PreK-12			84	0	84	Not applicable					Not applicable					Not applicable					Not applicable				Not applicable	
School Social Worker			5	0	5	Not applicable					Not applicable					Not applicable					Not applicable				Not applicable	
French PreK-12			0	0	0											Not applicable					Not applicable				Not applicable	
Spanish PreK-12			0	0	0											Not applicable					Not applicable				Not applicable	

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Business and Information Technology	7	0	1	0	8											Not applicable					Not applicable			
Visual Arts PreK-12	1	0	1	0	2											Not applicable					Not applicable			
Health and Physical Education PreK-12			8	0	8											Not applicable					Not applicable			
Music Education - Instrumental PreK-12	6	0	3	0	9											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12			6	0	6											Not applicable					Not applicable			
English	5	0	0	0	5											Not applicable					Not applicable			
History and Social Sciences	2	0	2	0	4											Not applicable					Not applicable			
Mathematics	6	3	4	0	13	84.6%	11	2	0	0	84.6%	11	2	0	0	Not applicable					Not applicable			
Science - Biology			0	0	0											Not applicable					Not applicable			
Science - Chemistry			0	0	0											Not applicable					Not applicable			
Science - Physics			0	0	0											Not applicable					Not applicable			
Special Education - Early Childhood			0	0	0						Not applicable					Not applicable					Not applicable			
Special Education - General Curriculum K-12	3	0	5	0	8						Not applicable										Not applicable			
Driver Education (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Early Childhood 3- and 4 Years Old (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12			5	1	6	Not applicable					Not applicable					Not applicable								
Administration and Supervision PreK-12 (central office only)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Old Dominion University

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

Key

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

Instructions

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

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:

- 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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Education PreK-3			15	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	100.0%	15	0	0	0	Not applicable			
Elementary Education PreK-6			272	2	274	100.0%	274	0	0	0	100.0%	274	0	0	0	100.0%	274	0	0	0	Not applicable			
Middle Education 6-8			13	1	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not applicable					Not applicable			
Math Specialist for Elementary/Middle Ed.	8	0	12	0	20	N/A	0	0	0	20	Not applicable					Not applicable					Not applicable			
Reading Specialist			16	0	16	N/A	0	0	0	16	Not applicable					100.0%	16	0	0	N/A	Not applicable			
School Counselor PreK-12			33	0	33	Not applicable					Not applicable					Not applicable					Not applicable			
French PreK-12			0	0	0											Not applicable					Not applicable			
German PreK-12	6	0	0	0	6										Not applicable					Not applicable				

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Spanish PreK-12	5	0	4	1	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable					Not applicable			
Marketing Education			7	0	7										Not applicable					Not applicable				
Technology Education			4		4										Not applicable					Not applicable				
Visual Arts PreK-12			15	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not applicable					Not applicable			
Dance Arts PreK-12	4	0	3	0	7					Not applicable					Not applicable					Not applicable				
English as a Second Language PreK-12			2	0	2					Not applicable					Not applicable					Not applicable				
Health and Physical Education PreK-12			33	0	33	100.0%	33	0	0	0	100.0%	33	0	0	0	Not applicable					Not applicable			
Library Media PreK-12			1	0	1					Not applicable					Not applicable					Not applicable				
Music Education - Instrumental PreK-12			11	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	4	0	5	0	9										Not applicable					Not applicable				
Theatre Arts PreK-12	6	0	1	0	7					Not applicable					Not applicable					Not applicable				
English			55	2	57	100.0%	57	0	0	0	100.0%	57	0	0	0	Not applicable					Not applicable			
History and Social Sciences			65	0	65	100.0%	65	0	0	0	100.0%	65	0	0	0	Not applicable					Not applicable			
Mathematics			20	0	20	100.0%	20	0	0	0	100.0%	20	0	0	0	Not applicable					Not applicable			
Science - Biology			19	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applicable					Not applicable			
Science - Chemistry			3	0	3										Not applicable					Not applicable				
Science - Earth Science			7	0	7										Not applicable					Not applicable				
Science - Physics	3	1	2	0	6										Not applicable					Not applicable				
Special Education - Early Childhood			8	5	13	92.3%	12	0	1	0	Not applicable					Not applicable					Not applicable			
Special Education - Adapted Curriculum K-12	3	4	5	3	15	93.3%	14	0	1	0	Not applicable					Not applicable					Not applicable			
Special Education - General Curriculum K-12			74	11	85	100.0%	85	0	0	0	Not applicable					98.8%	84	1	0	0	Not applicable			
Driver Education (Add-on)			5	0	5	Not applicable					Not applicable					Not applicable					Not applicable			
Journalism (Add-on)	1	0	0	0	1	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	1	0	0	0	1	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12			117	0	117	Not applicable					Not applicable					Not applicable					100.0%	117	0	0
Administration and Supervision PreK-12 (central office only)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Radford University

Std. #	Description of Standard																								
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																								
Ref.	Description of Assessments																								
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.																								
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																								
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																								
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																								
Key																									
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																									
Instructions																									
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																									
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																									
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)				SLLA (D)					
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	
Early/Primary Education PreK-3			27	1	28	100.0%	28	0	0	0	100.0%	28	0	0	0	100.0%	28	0	0	0	Not applicable				
Elementary Education PreK-6			174	5	179	100.0%	179	0	0	0	100.0%	179	0	0	0	97.8%	175	1	3	0	Not applicable				
Middle Education 6-8			20	0	20	100.0%	20	0	0	0	100.0%	20	0	0	0	Not applicable					Not applicable				
Reading Specialist			12	0	12	N/A	0	0	0	12	Not applicable					100.0%	12	0	0	N/A	Not applicable				
School Counselor PreK-12			29	2	31	Not applicable					Not applicable					Not applicable					Not applicable				
School Psychology			16	0	16	Not applicable					Not applicable					Not applicable					Not applicable				
School Social Worker	5	3	8	1	17	Not applicable					Not applicable					Not applicable					Not applicable				
Spanish PreK-12			0	0	0											Not applicable					Not applicable				
Visual Arts PreK-12			9	0	9											Not applicable					Not applicable				

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Dance Arts PreK-12			7	0	7						Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12			38	0	38	100.0%	38	0	0	0	100.0%	38	0	0	0	Not applicable					Not applicable			
Music Education - Instrumental PreK-12			14	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12			2	0	2										Not applicable					Not applicable				
English			23	0	23	100.0%	23	0	0	0	100.0%	23	0	0	0	Not applicable					Not applicable			
History and Social Sciences			27	0	27	100.0%	27	0	0	0	100.0%	27	0	0	0	Not applicable					Not applicable			
Mathematics			14	6	20	100.0%	20	0	0	0	70.0%	14	6	0	0	Not applicable					Not applicable			
Science - Biology	4	0	3	0	7										Not applicable					Not applicable				
Science - Chemistry			1	0	1										Not applicable					Not applicable				
Science - Earth Science	2	0	3	0	5										Not applicable					Not applicable				
Science - Physics	1	0	0	0	1										Not applicable					Not applicable				
Special Education - Early Childhood			27	1	28	100.0%	28	0	0	0	Not applicable					Not applicable					Not applicable			
Special Education - Hearing Impairments K-12			5	2	7						Not applicable										Not applicable			
Special Education - General Curriculum K-12			26	1	27	100.0%	27	0	0	0	Not applicable					96.3%	26	0	1	0	Not applicable			
Special Education - Adapted Curriculum K-12			13	1	14	100.0%	14	0	0	0	Not applicable					92.9%	13	0	1	0	Not applicable			
Driver Education (Add-on)			2	0	2	Not applicable					Not applicable					Not applicable					Not applicable			
Gifted Education (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	1	0	15	0	16	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12			67	0	67	Not applicable					Not applicable					Not applicable					94.0%	63	4	0
Administration and Supervision PreK-12 (central office only)			38	5	43	Not applicable					Not applicable					Not applicable					Not applicable			

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Randolph College

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).																								
Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																								
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 Only from Prior Biennial Reporting Period	Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)				
Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	
Elementary Education PreK-6		9	0	9																				Not applicable
French PreK-12		0	0	0																				Not applicable
Spanish PreK-12	1	0	0	0	1																			Not applicable
Latin PreK-12		0	0	0																				Not applicable
Visual Arts PreK-12	2	0	1	0	3																			Not applicable
Dance Arts PreK-12		1	0	1																				Not applicable
English as a Second Language PreK-12		0	0	0																				Not applicable

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Health and Physical Education PreK-12	4	0	4	0	8											Not applicable					Not applicable			
Music Education - Instrumental PreK-12			0	0	0											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12			0	0	0											Not applicable					Not applicable			
Theatre Arts PreK1-2			0	0	0						Not applicable					Not applicable					Not applicable			
English	9	0	2	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applicable					Not applicable			
History and Social Science	4	0	5	0	9											Not applicable					Not applicable			
Mathematics	3	0	0	0	3											Not applicable					Not applicable			
Science - Biology	3	0	5	0	8											Not applicable					Not applicable			
Science - Chemistry	1	0	0	0	1											Not applicable					Not applicable			
Science - Earth Science			0	0	0											Not applicable					Not applicable			
Science - Physics	1	0	0	0	1											Not applicable					Not applicable			
Special Education - General Curriculum K-12	8	0	13	0	21	100.0%	21	0	0	0	Not applicable					100.0%	21	0	0	0	Not applicable			
Mathematics - Algebra 1 (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Randolph-Macon College

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
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.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
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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, 2013, through August 31, 2015:																								
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Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.																								
Step 3 If there are ten or more "Total Completers and Exiters" , then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.																								
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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 Only from Prior Biennial Reporting Period	Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)				
Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	
Elementary Education PreK-6	6	0	22	0	28	100.0%	28	0	0	0	100.0%	28	0	0	0	100.0%	28	0	0	0	Not applicable			
French PreK-12	3	1	0	0	4											Not applicable				Not applicable				
German PreK-12	1	0	0	0	1											Not applicable				Not applicable				
Spanish PreK-12	3	2	0	0	5											Not applicable				Not applicable				
Latin PreK-12	6	2	1	0	9					Not applicable					Not applicable					Not applicable				
Music Education - Instrumental PreK-12	1	0	0	1	2										Not applicable					Not applicable				
Music Education - Vocal/Choral PreK-12	1	0	0	2	3									Not applicable					Not applicable					

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
English	6	0	4	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable					Not applicable			
History and Social Sciences	5	1	2	0	8										Not applicable					Not applicable				
Mathematics	4	2	1	0	7										Not applicable					Not applicable				
Science - Biology	2	0	0	0	2										Not applicable					Not applicable				
Science - Chemistry	1	0	0	0	1										Not applicable					Not applicable				
Science - Physics			0	0	0										Not applicable					Not applicable				
Special Education - General Curriculum K-12			0	0	0						Not applicable										Not applicable			

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Regent University

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).																								
Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
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Step 3 If there are ten or more "Total Completers and Exiters" , then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.																								
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Approved Education Program	Rollover Only from Prior Biennial Reporting Period	Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)				SLLA (D)					
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	
Elementary Education PreK-6			44	0	44	100.0%	44	0	0	0	100.0%	44	0	0	0	100.0%	44	0	0	0	Not applicable			
Math Specialist Elementary/Middle Ed. PreK-12			0	0	0					Not applicable					Not applicable				Not applicable					
Reading Specialist			40	0	40	100.0%	3	0	0	37	Not applicable					100.0%	40	0	0	N/A	Not applicable			
School Counselor PreK-12			8	0	8	Not applicable					Not applicable					Not applicable								
English as a Second Language PreK-12			59	0	59	100.0%	3	0	0	56	Not applicable					Not applicable				Not applicable				
English			0	0	0										Not applicable					Not applicable				
History and Social Sciences			0	0	0										Not applicable					Not applicable				

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Mathematics			0	0	0										Not applicable					Not applicable				
Special Education - General Curriculum K-12			55	0	55	100.0%	39	0	0	16	Not applicable					98.0%	49	1	0	5	Not applicable			
Gifted Education (Add-on)			10	0	10	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12			66	0	66	Not applicable					Not applicable					Not applicable					92.4%	61	5	0
Administration and Supervision PreK-12 (central office only)			67	0	67	Not applicable					Not applicable					Not applicable					Not applicable			

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Roanoke College

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
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B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
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D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).																								
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Instructions																								
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Approved Education Program	Rollover Only from Prior Biennial Reporting Period	Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)				SLLA (D)					
	Number of Program Completers	Number of Program Exiters	Number of Program Completers		Number of Program Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			28	0	28	100.0%	28	0	0	0	100.0%	28	0	0	0	100.0%	28	0	0	0	Not applicable			
French PreK-12			1	0	1											Not applicable				Not applicable				
German PreK-12			0	0	0											Not applicable				Not applicable				
Spanish PreK-12	7	0	2	0	9											Not applicable				Not applicable				
Visual Arts PreK-12	6	0	1	0	7											Not applicable				Not applicable				
English as a Second Language PreK-12			2	0	2					Not applicable					Not applicable				Not applicable					
Health and Physical Education PreK-12	8	0	1	0	9										Not applicable				Not applicable					

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Vocal/Choral PreK-12	3	0	1	0	4										Not applicable					Not applicable				
Theatre Arts PreK-12	3	0	1	0	4					Not applicable					Not applicable					Not applicable				
Computer Science			0	0	0					Not applicable					Not applicable					Not applicable				
English			4	0	4										Not applicable					Not applicable				
History and Social Sciences	4	1	8	1	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not applicable					Not applicable			
Mathematics	4	0	1	0	5										Not applicable					Not applicable				
Science - Biology	2	0	2	0	4										Not applicable					Not applicable				
Science - Chemistry			1	0	1										Not applicable					Not applicable				
Science - Physics			1	0	1										Not applicable					Not applicable				
Journalism (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Speech Communication (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Shenandoah University

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
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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.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																								
Step 1 Enter the number of program completers for the current biennial reporting period.																								
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Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.																								
Step 3 If there are ten or more "Total Completers and Exiters" , then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.																								
Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.																								
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 Only from Prior Biennial Reporting Period	Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers		Number of Program Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			27	0	27	100.0%	27	0	0	0	100.0%	27	0	0	0	100.0%	27	0	0	0	Not applicable			
Middle Education 6-8	7	0	2	0	9											Not applicable					Not applicable			
Spanish PreK-12	0	1	2	0	3											Not applicable					Not applicable			
Business and Information Technology	4	0	2	0	6											Not applicable					Not applicable			
Health and Physical Education PreK-12			11	1	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicable					Not applicable			
Music Education - Instrumental PreK-12			8	0	8											Not applicable					Not applicable			

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)					
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT		
Music Education - Vocal/Choral PreK-12			2	0	2										Not applicable					Not applicable						
English	8	0	3	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applicable					Not applicable					
History and Social Sciences			9	0	9										Not applicable					Not applicable						
Mathematics	6	0	3	0	9										Not applicable					Not applicable						
Science - Biology	7	0	6	0	13	100.0%	13	0	0	0	92.3%	12	1	0	0	Not applicable					Not applicable					
Science - Chemistry	2	0	1	0	3										Not applicable					Not applicable						
Special Education - General Curriculum K-12			49	2	51	100.0%	51	0	0	0	Not applicable					98.0%	50	1	0	0	Not applicable					
Gifted Education (Add-on)	2	0	2	0	4	Not applicable					Not applicable					Not applicable					Not applicable					
Mathematics - Algebra I (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable					
Administration and Supervision PreK-12			50	0	50	Not applicable					Not applicable					Not applicable					96.0%	48	2	0		
Administration and Supervision PreK-12 (central office only)			30	0	30	Not applicable					Not applicable					Not applicable					Not applicable					

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Sweet Briar College

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
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.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).																								
Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
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Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.																								
Step 3 If there are ten or more "Total Completers and Exiters" , then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.																								
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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 Only from Prior Biennial Reporting Period	Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers		Number of Program Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			12	1	13	100.0%	12	0	0	1	100.0%	12	0	0	1	100.0%	12	0	0	1	Not applicable			
French PreK-12			0	0	0											Not applicable					Not applicable			
German PreK-12			0	0	0											Not applicable					Not applicable			
Spanish PreK-12			0	0	0											Not applicable					Not applicable			
Latin PreK-12			0	0	0						Not applicable					Not applicable					Not applicable			
Visual Arts PreK-12	5	0	0	0	5										Not applicable					Not applicable				
Dance Arts PreK-12			1	0	1						Not applicable					Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12			0	0	0										Not applicable					Not applicable				

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Instrumental PreK-12			0	0	0										Not applicable					Not applicable				
Theatre Arts PreK-12			0	0	0					Not applicable					Not applicable					Not applicable				
English	4	0	1	0	5										Not applicable					Not applicable				
History and Social Sciences	6	0	0	0	6										Not applicable					Not applicable				
Mathematics	4	1	1	0	6										Not applicable					Not applicable				
Science - Biology	1	0	0	0	1										Not applicable					Not applicable				
Science - Chemistry	2	0	0	0	2										Not applicable					Not applicable				
Science - Physics	0	1	0	0	1										Not applicable					Not applicable				
Special Education - General Curriculum K-12			6	0	6					Not applicable											Not applicable			
Gifted Education (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: University of Mary Washington

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).																								
Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																								
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Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.																								
Step 3 If there are ten or more "Total Completers and Exiters" , then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.																								
Step 4 If there are less than ten "Total Completers and Exiters" for an approved education program, then do NOT enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.																								
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			87	14	101	98.0%	99	0	2	0	96.0%	97	1	3	0	94.1%	95	0	6	0	Not applicable			
Middle Education 6-8			3	13	16	87.5%	14	0	2	0	81.3%	13	1	2	0	Not applicable					Not applicable			
Reading Specialist			11	0	11	N/A	0	0	0	11	Not applicable					81.8%	9	0	2	N/A	Not applicable			
French PreK-12	5	2	1	0	8											Not applicable					Not applicable			
German PreK-12	2	1	0	0	3											Not applicable					Not applicable			
Spanish PreK-12	2	6	3	3	14	92.9%	13	0	1	0	92.9%	13	1	0	0	Not applicable					Not applicable			
Latin PreK-12			1	1	2						Not applicable					Not applicable					Not applicable			
Business and Information Technology	1	3	0	2	6											Not applicable					Not applicable			

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Visual Arts PreK-12			6	2	8										Not applicable					Not applicable				
English as a Second Language PreK-12			1	12	13	100.0%	10	0	0	3	Not applicable					Not applicable					Not applicable			
Music Education - Instrumental PreK-12	6	1	1	0	8										Not applicable					Not applicable				
Music Education - Vocal/Choral PreK-12	5	3	1	0	9										Not applicable					Not applicable				
Theatre Arts PreK-12	2	0	0	0	2						Not applicable					Not applicable					Not applicable			
Computer Science	1	0	0	0	1						Not applicable					Not applicable					Not applicable			
English			19	10	29	89.7%	26	1	2	0	89.7%	26	0	3	0	Not applicable					Not applicable			
History and Social Sciences			15	3	18	94.4%	17	0	1	0	88.9%	16	1	1	0	Not applicable					Not applicable			
Mathematics			5	1	6										Not applicable					Not applicable				
Science - Biology			2	2	4										Not applicable					Not applicable				
Science - Chemistry	1	1	1	0	3										Not applicable					Not applicable				
Science - Earth Science			0	5	5										Not applicable					Not applicable				
Science - Physics	1	5	0	1	7										Not applicable					Not applicable				
Special Education - Adapted Curriculum K-12	0	7	2	9	18	87.5%	14	0	2	2	Not applicable					Not applicable					Not applicable			
Special Education - General Curriculum K-12			5	22	27	96.0%	24	0	1	2	Not applicable					83.3%	20	0	4	3	Not applicable			
Gifted Education (Add-on)			10	0	10	Not applicable					Not applicable					Not applicable					Not applicable			
Journalism (Add-on)	1	0	0	0	1	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Speech Communication (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12			28	0	28	Not applicable					Not applicable					Not applicable					82.1%	23	0	5
Administration and Supervision PreK-12 (central office only)			3	0	3	Not applicable					Not applicable					Not applicable					Not applicable			

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: University of Richmond

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
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B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
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Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			56	9	65	90.8%	59	0	6	0	96.9%	63	0	2	0	92.3%	60	0	5	0	Not applicable			
French PreK-12	3	0	2	0	5											Not applicable					Not applicable			
German PreK12			1	0	1											Not applicable					Not applicable			
Spanish PreK-12			1	2	3											Not applicable					Not applicable			
Latin PreK-12			1	1	5						Not applicable					Not applicable					Not applicable			
Visual Arts PreK-12			8	2	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable					Not applicable			
Dance Arts PreK-12			1	0	1						Not applicable					Not applicable					Not applicable			
English as a Second Language PreK-12	1	0	15	0	16	100.0%	16	0	0	0	Not applicable					Not applicable					Not applicable			

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Theatre Arts PreK-12	1	0	0	0	1						Not applicable					Not applicable					Not applicable			
English			11	2	13	92.3%	12	0	1	0	92.3%	12	0	1	0	Not applicable					Not applicable			
History and Social Sciences			13	2	15	86.7%	13	0	2	0	93.3%	14	0	1	0	Not applicable					Not applicable			
Mathematics	4	2	6	1	13	92.3%	12	0	1	0	100.0%	13	0	0	0	Not applicable					Not applicable			
Science - Biology	7	0	5	0	12	91.7%	11	0	1	0	91.7%	11	0	1	0	Not applicable					Not applicable			
Science - Chemistry	2	0	2	0	4										Not applicable					Not applicable				
Science - Physics			1	0	1										Not applicable					Not applicable				
Special Education - General Curriculum K-12			11	0	11	100.0%	11	0	0	0	Not applicable					100.0%	11	0	0	0	Not applicable			
Gifted Education (Add-on)			20	0	20	Not applicable					Not applicable					Not applicable					Not applicable			
Journalism (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Speech Communication (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12			30	0	30	Not applicable					Not applicable					Not applicable					93.3%	28	2	0
Administration and Supervision PreK-12 (central office only)			0	12	12	Not applicable					Not applicable					Not applicable					Not applicable			

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: University of Virginia

Std. #	Description of Standard																								
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																								
Ref.	Description of Assessments																								
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.																								
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																								
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																								
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																								
Key																									
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																									
Instructions																									
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																									
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																									
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	
Elementary Education PreK-6			136	0	136	100.0%	136	0	0	0	100.0%	136	0	0	0	100.0%	136	0	0	0	Not applicable				
Math Specialist for Elementary/Middle Ed.			0	0	0						Not applicable					Not applicable					Not applicable				
Reading Specialist			14	0	14	N/A	0	0	0	14	Not applicable					100.0%	14	0	0	N/A	Not applicable				
School Counselor PreK-12			12	0	12	Not applicable					Not applicable					Not applicable					Not applicable				
School Psychology			14	0	14	Not applicable					Not applicable					Not applicable					Not applicable				
Chinese PreK-12			0	0	0						Not applicable					Not applicable					Not applicable				
French PreK-12	5	0	2	0	7											Not applicable					Not applicable				
German PreK-12	5	0	1	0	6											Not applicable					Not applicable				

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)					
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT		
Spanish PreK-12	7	0	8	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not applicable					Not applicable					
Latin PreK-12	5	1	5	0	11	100.0%	11	0	0	0	Not applicable					Not applicable					Not applicable					
English as a Second Language PreK-12			23	0	23	100.0%	23	0	0	0	Not applicable					Not applicable					Not applicable					
Health and Physical Education PreK-12	8	1	6	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not applicable					Not applicable					
English			25	0	25	100.0%	25	0	0	0	100.0%	25	0	0	0	Not applicable					Not applicable					
History and Social Sciences			36	0	36	100.0%	36	0	0	0	100.0%	36	0	0	0	Not applicable					Not applicable					
Mathematics			13	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applicable					Not applicable					
Science - Biology			4	0	4										Not applicable					Not applicable						
Science - Chemistry	7	0	2	0	9										Not applicable					Not applicable						
Science - Earth Science	4	0	5	0	9										Not applicable					Not applicable						
Science - Physics	2	0	2	0	4										Not applicable					Not applicable						
Special Education - Early Childhood			13	0	13	100.0%	13	0	0	0	Not applicable					Not applicable					Not applicable					
Special Education - General Curriculum K-12			39	0	39	100.0%	39	0	0	0	Not applicable					100.0%	39	0	0	0	Not applicable					
Early Childhood 3- and 4-Year Olds (Add-on)			1	0	1	Not applicable					Not applicable					Not applicable					Not applicable					
Gifted Education (Add-on)	4	0	4	0	8	Not applicable					Not applicable					Not applicable					Not applicable					
Mathematics - Algebra I (Add-on)	2	0	0	0	2	Not applicable					Not applicable					Not applicable					Not applicable					
Administration and Supervision PreK-12			25	0	25	Not applicable					Not applicable					Not applicable					100.0%	25	0	0		
Administration and Supervision PreK-12 (central office only)			22	0	22	Not applicable					Not applicable					Not applicable					Not applicable					

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: University of Virginia's College at Wise

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																								
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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			47	0	47	100.0%	47	0	0		100.0%	47	0	0	0	100.0%	47	0	0	0	Not applicable			
French PreK-12	2	0	0	0	2											Not applicable				Not applicable				
Spanish PreK-12	3	0	1	0	4				1							Not applicable				Not applicable				
Business and Information Technology	1	0	2	0	3											Not applicable				Not applicable				
Health and Physical Education PreK-12			14	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not applicable				Not applicable				
Library Media PreK-12			2	0	2						Not applicable				Not applicable				Not applicable					

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Instrumental PreK-12	4	0	3	0	7										Not applicable					Not applicable				
Music Education - Vocal/Choral PreK-12			3	0	3										Not applicable					Not applicable				
Theatre Arts PreK-12	1	0	0	0	1					Not applicable					Not applicable					Not applicable				
English	7	0	1	0	8										Not applicable					Not applicable				
History and Social Sciences	5	0	2	0	7										Not applicable					Not applicable				
Mathematics	7	0	4	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applicable					Not applicable			
Science - Biology	6	1	4	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applicable					Not applicable			
Science - Chemistry	1	2	0	0	3										Not applicable					Not applicable				
Science - Earth Science			0	0	0										Not applicable					Not applicable				
Special Education - General Curriculum K-12			23	0	23	100.0%	23	0	0	0	Not applicable					100.0%	23	0	0	0	Not applicable			
Driver Education (Add-on)	4	0	4	0	8	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	3	0	5	0	8	Not applicable					Not applicable					Not applicable					Not applicable			

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Virginia Commonwealth University

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

Key

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

Instructions

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

For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:

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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)				PRAXIS II (B)				VRA or RVE (C)				SLLA (D)						
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			170	0	170	100.0%	170	0	0	0	100.0%	170	0	0	0	99.4%	169	0	1	0	Not applicable			
Math Specialist for Elementary/Middle Ed.			13	0	13	N/A	0	0	0	13	Not applicable				Not applicable				Not applicable					
Reading Specialist			15	0	15	N/A	0	0	0	15	Not applicable				93.3%	14	0	1	N/A	Not applicable				
School Counselor PreK-12			58	0	58	Not applicable				Not applicable				Not applicable				Not applicable						
School Social Worker			15	0	15	Not applicable				Not applicable				Not applicable				Not applicable						
Visual Arts PreK-12			47	0	47	100.0%	47	0	0	0	100.0%	47	0	0	0	Not applicable				Not applicable				
English as a Second Language PreK-12	6	0	16	0	22	N/A	0	0	0	22	Not applicable				Not applicable				Not applicable					

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Health and Physical Education PreK-12			15	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not applicable					Not applicable			
Music Education - Instrumental PreK-12			12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12			14	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not applicable					Not applicable			
English			26	0	26	100.0%	26	0	0	0	100.0%	26	0	0	0	Not applicable					Not applicable			
History and Social Sciences			31	0	31	100.0%	31	0	0	0	100.0%	31	0	0	0	Not applicable					Not applicable			
Mathematics			8	0	8										Not applicable					Not applicable				
Science - Biology			8	0	8										Not applicable					Not applicable				
Science - Chemistry	6	0	0	0	6										Not applicable					Not applicable				
Science - Earth Science			2	0	2										Not applicable					Not applicable				
Science - Physics	2	0	3	0	5										Not applicable					Not applicable				
Special Education - Early Childhood			12	0	12	91.7%	11	0	1	0	Not applicable					Not applicable					Not applicable			
Special Education - General Curriculum K-12			36	0	36	97.2%	35	0	1	0	Not applicable					91.7%	33	0	3	0	Not applicable			
Administration and Supervision PreK-12			54	0	54	Not applicable					Not applicable					Not applicable					92.6%	50	3	1
Administration and Supervision PreK-12 (central office only)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Virginia State University

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
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.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																								
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Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			34	0	34	97.0%	32	1	0	1	97.0%	32	1	0	1	97.0%	32	1	0	1	Not applicable			
Math Specialist for Elementary/Middle Ed.	5	0	1	0	6						Not applicable					Not applicable					Not applicable			
School Counselor PreK-12			31	0	31	Not applicable					Not applicable					Not applicable					Not applicable			
Agricultural Education	2	0	2	0	4	Not applicable					Not applicable					Not applicable					Not applicable			
Family and Consumer Sciences	1	0	1	0	2	Not applicable					Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	9	0	0	0	9	Not applicable					Not applicable					Not applicable					Not applicable			

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Instrumental PreK-12	4	0	1	0	5										Not applicable					Not applicable				
Music Education - Vocal/Choral PreK-12	1	0	0	0	1										Not applicable					Not applicable				
English	3	0	0	0	3										Not applicable					Not applicable				
History and Social Sciences	4	0	1	1	6										Not applicable					Not applicable				
Mathematics	4	0	2	1	7										Not applicable					Not applicable				
Science - Biology	1		1	0	2										Not applicable					Not applicable				
Science - Chemistry	1	0	0	0	1										Not applicable					Not applicable				
Science - Physics			0	0	0										Not applicable					Not applicable				
Special Education - General Curriculum K-12			20	5	25	80.0%	20	2	3	0	Not applicable					80.0%	20	4	1	0	Not applicable			
Driver Education (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12			9	0	9	Not applicable					Not applicable					Not applicable								
Administration and Supervision PreK-12 (central office only)			22	0	22	Not applicable					Not applicable					Not applicable					Not applicable			

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Virginia Tech

Std. #	Description of Standard																									
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																									
Ref.	Description of Assessments																									
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																									
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																									
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																									
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																									
Key																										
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).																										
Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																										
Instructions																										
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																										
For each approved education program listed below, complete the following information as it pertains to the Current Biennial Reporting Period, i.e., September 1, 2013, through August 31, 2015:																										
Step 1 Enter the number of program completers for the current biennial reporting period.																										
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Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on the sum of the "Rollover" completers and exiters and of your current period entries in Step 1 and Step 2.																										
Step 3 If there are ten or more "Total Completers and Exiters" , then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.																										
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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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)					
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT		
Elementary Education PreK-6			37	0	37	100.0%	37	0	0	0	100.0%	37	0	0	0	100.0%	37	0	0	0	Not applicable					
Math Specialist for Elementary/Middle Ed.			12	1	13	100.0%	13	0	0	0	Not applicable					Not applicable					Not applicable					
Reading Specialist	6	0	0	0	6					Not applicable															N/A	Not applicable
School Counselor PreK-12			34	0	34	Not applicable					Not applicable					Not applicable					Not applicable					Not applicable
French PreK-12	4	0	0	0	4											Not applicable					Not applicable					Not applicable
German PreK-12	2	0	0	0	2											Not applicable					Not applicable					Not applicable
Spanish PreK-12	1	0	1	0	2											Not applicable					Not applicable					Not applicable
Latin PreK-12	4	0	0	0	4						Not applicable					Not applicable					Not applicable					Not applicable

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Agricultural Education			9	0	9						Not applicable					Not applicable					Not applicable			
Business and Information Technology	7	0	3	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable					Not applicable			
Marketing Education	6	0	2	0	8										Not applicable					Not applicable				
Family and Consumer Sciences	8	0	0	0	8										Not applicable					Not applicable				
English as a Second Language PreK-12	9	0	5	0	14	100.0%	14	0	0	0	Not applicable					Not applicable					Not applicable			
Music Education - Instrumental PreK-12			19	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12			0	0	0										Not applicable					Not applicable				
English			18	0	18	100.0%	18	0	0	0	100.0%	18	0	0	0	Not applicable					Not applicable			
History and Social Sciences			22	0	22	100.0%	22	0	0	0	100.0%	22	0	0	0	Not applicable					Not applicable			
Mathematics			30	0	30	100.0%	30	0	0	0	100.0%	30	0	0	0	Not applicable					Not applicable			
Science - Biology			13	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applicable					Not applicable			
Science - Chemistry			10	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable					Not applicable			
Science - Earth Science	4	0	3	0	7										Not applicable					Not applicable				
Science - Physics			5	0	5										Not applicable					Not applicable				
Journalism (Add-on)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12			84	0	84	Not applicable					Not applicable					Not applicable					100.0%	84	0	0
Administration and Supervision PreK-12 (central office only)			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

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

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Virginia Union University

Std. #	Description of Standard																						
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																						
Ref.	Description of Assessments																						
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																						
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																						
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																						
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																						
Key																							
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license). Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																							
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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, 2013, through August 31, 2015:																							
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.																							
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Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)				VRA or RVE (C)				SLLA (D)				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR			
Elementary Education PreK-6	6	0	3	0	9																		Not applicable
Business and Information Technology			0	0	0																		Not applicable
English			0	0	0																		Not applicable
History and Social Sciences	1	1	0	0	2																		Not applicable
Mathematics			1	0	1																		Not applicable
Science - Biology			0	0	0																		Not applicable
Science - Chemistry			0	0	0																		Not applicable

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Special Education - General Curriculum K-12	2	1	0	0	3						Not applicable										Not applicable			

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Virginia Wesleyan College

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).																								
Not Applicable (N/A) = The licensure assessment is not prescribed for the respective approved education program.																								
Instructions																								
Please note that if an approved education program had less than ten completers and exiters reported in the prior biennial reporting period, then those completers and exiters are displayed in the table below under the "Rollover Only from Prior Biennial Reporting Period" column and will automatically be summed together with the current biennial reporting period completers and exiters for that education program.																								
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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 Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exiters	Number of Program Completers	Number of Program Exiters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			27	3	30	100.0%	30	0	0	0	96.7%	29	0	1	0	93.3%	28	1	1	0	Not applicable			
Middle Education 6-8	3	0	0	0	3											Not applicable					Not applicable			
French PreK-12	1	1	0	0	2											Not applicable					Not applicable			
German PreK-12			0	0	0											Not applicable					Not applicable			
Spanish PreK-12	0	1	0	0	1											Not applicable					Not applicable			
Visual Arts PreK-12	7	0	0	0	7											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12			0	0	0											Not applicable					Not applicable			
Theatre Arts PreK-12			0	0	0						Not applicable					Not applicable					Not applicable			

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
English			4	3	7										Not applicable					Not applicable				
History and Social Sciences	8	1	4	1	14	100.0%	14	0	0	0	92.9%	13	1	0	0	Not applicable					Not applicable			
Mathematics	3	2	1	0	6										Not applicable					Not applicable				
Science - Biology	1	0	0	0	1										Not applicable					Not applicable				
Science - Chemistry			2	0	2										Not applicable					Not applicable				
Science - Earth Science	2	1	1	0	4										Not applicable					Not applicable				
Special Education - General Curriculum K-12	6	2	10	1	19	100.0%	19	0	0	0	Not applicable					100.0%	19	0	0	0	Not applicable			

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

Biennial Reporting Period: September 1, 2013, through August 31, 2015
Name of Institution: Washington and Lee University

Std. #	Description of Standard																							
1.	Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for individuals completing and exiting the program. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.																							
Ref.	Description of Assessments																							
A	Academic Skills Assessment: The prescribed test is the Virginia Communication and Literacy Assessment (VCLA) . This assessment is applicable to individuals seeking an initial teaching license. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology, or School Social Worker endorsements.																							
B	Content Assessment: The prescribed test is the Praxis II: Specialty Area Test . This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.																							
C	Virginia Reading Assessment: The prescribed test for individuals seeking an initial teaching license with endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, or Special Education-Visual Impairments is either the Virginia Reading Assessment for Elementary and Special Education Teachers (VRA) or the Reading for Virginia Educators: Elementary and Special Education (RVE) . The prescribed test for the Reading Specialist endorsement is the Virginia Reading Assessment for Reading Specialist or the Reading for Virginia Educators: Reading Specialist .																							
D	School Leadership Assessment: The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the School Leadership Licensure Assessment (SLLA) .																							
Key																								
P = Passed; NP = Not Passed; NT = Not Taken; NR = Not Required (because the candidate is seeking an added endorsement to an existing Virginia teaching license).																								
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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 Only from Prior Biennial Reporting Period	Current Biennial Reporting Period		Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)				
	Number of Program Completers	Number of Program Exiters	Number of Program Completers		Number of Program Exiters	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6			10	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable			
Middle Education 6-8			0	0	0											Not applicable				Not applicable				
Chinese PreK-12			0	0	0					Not applicable					Not applicable					Not applicable				
French PreK-12			0	0	0					Not applicable					Not applicable					Not applicable				
German PreK-12			0	0	0					Not applicable					Not applicable					Not applicable				
Spanish PreK-12			3	0	3					Not applicable					Not applicable					Not applicable				
Latin PreK-12			0	0	0					Not applicable					Not applicable					Not applicable				
Visual Arts PreK-12			0	0	0					Not applicable					Not applicable					Not applicable				

Approved Education Program	Rollover Only from Prior Biennial Reporting Period		Current Biennial Reporting Period		Total Completers and Exitters	VCLA (A)					PRAXIS II (B)					VRA or RVE (C)					SLLA (D)			
	Number of Program Completers	Number of Program Exitters	Number of Program Completers	Number of Program Exitters		Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Instrumental PreK-12			1	0	1										Not applicable					Not applicable				
Music Education - Vocal/Choral PreK-12			1	0	1										Not applicable					Not applicable				
Theatre Arts PreK-12			0	0	0										Not applicable					Not applicable				
Computer Science			0	0	0										Not applicable					Not applicable				
English			5	0	5										Not applicable					Not applicable				
History and Social Sciences			0	0	0										Not applicable					Not applicable				
Mathematics			0	0	0										Not applicable					Not applicable				
Science - Biology			1	0	1										Not applicable					Not applicable				
Science - Chemistry			0	0	0										Not applicable					Not applicable				
Science - Earth Science			0	0	0										Not applicable					Not applicable				
Science - Physics			0	0	0										Not applicable					Not applicable				
Journalism (Add-on)			2	0	2	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra 1			0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

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

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

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

Name of Institution: Averett University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

- 1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, 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	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
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

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

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

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

Name of Institution: Bluefield College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

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

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics*	MET	MET	MET	MET	MET	MET
Science - Biology	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 applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics - Algebra 1 (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Speech Communication (Add-on)*	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

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

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

Name of Institution: Bridgewater College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

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

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
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Driver Education (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics - Algebra I (Add-on)	Not applicable	MET	MET	MET	MET	MET

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

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

Name of Institution: Christopher Newport University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

- 1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

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

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

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

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

Name of Institution: The College of William and Mary

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

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- 2) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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

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
School Psychology	Not applicable	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	MET	MET	MET	MET	MET	MET
Chinese PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
French PreK-12	MET	MET	MET	MET	MET	MET
German PreK-12	MET	MET	MET	MET	MET	MET
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Gifted Education (Add-on)	Not applicable	MET	MET	MET	MET	MET
Mathematics - Algebra 1 (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

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

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

Name of Institution: Eastern Mennonite University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

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

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
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Computer Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Journalism (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

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

Biennial Reporting Period: September 1, 2011, through August 31, 2013

Name of Institution: Emory and Henry College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, and for which you had **at least one program completer or program extiter 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Early/Primary Education PreK-3	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
French	MET	MET	MET	MET	MET	MET
Spanish	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
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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
English**	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science***	MET	MET	MET	MET	MET	MET
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Driver Education (Add-on)	Not applicable	MET	MET	MET	MET	MET
Mathematics - Algebra I (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

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

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

Name of Institution: Ferrum College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

- 1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, 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
Russian PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Agricultural Education	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Business and Information Technology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Theater 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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Journalism (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics - Algebra I (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

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

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

Name of Institution: George Mason University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, 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
School Counselor PreK-12	Not applicable	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
School Psychology	Not applicable	MET	MET	MET	MET	MET
Arabic PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Chinese PreK-12	MET	MET	MET	MET	MET	MET
French PreK-12	MET	MET	MET	MET	MET	MET
German PreK-12	MET	MET	MET	MET	MET	MET
Japanese PreK-12	MET	MET	MET	MET	MET	MET
Korean PreK-12	NEW	NEW	NEW	NEW	NEW	NEW
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
Dance Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Earth Science	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Special Education - Early Childhood	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Driver Education (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Gifted Education (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	MET
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	MET	MET	MET	MET	MET

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

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

Name of Institution: Hampton University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, 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
School Counselor PreK-12	Not applicable	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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

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

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

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

Name of Institution: Hollins University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

- 1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, 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	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	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	NEW	NEW	NEW	NEW	NEW	NEW

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

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

Name of Institution: James Madison University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

- 1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Early/Primary Education PreK-3	MET	MET	MET	MET	MET	MET
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Reading Specialist	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	Not applicable	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
School Psychology	Not applicable	MET	MET	MET	MET	MET
French PreK-12	MET	MET	MET	MET	MET	MET
German PreK-12	MET	MET	MET	MET	MET	MET
Italian PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Technology Education	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
Dance Arts PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	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 - Early Childhood	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Gifted Education (Add-on)	Not applicable	MET	MET	MET	MET	MET
Journalism (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 only)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

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

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

Name of Institution: Liberty University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	Not applicable	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	MET	MET	MET	MET	MET	MET
Family and Consumer Sciences	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	MET	MET	MET	MET	MET	MET
Computer Science	MET	MET	MET	MET	MET	MET
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Early Childhood 3- and 4-Year Olds (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Gifted Education (Add-on)	Not applicable	MET	MET	MET	MET	MET
Journalism (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics Algebra I (Add-on)	Not applicable	MET	MET	MET	MET	MET
Speech Communication (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	MET	MET	MET	MET	MET

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

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

Name of Institution: Longwood University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

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

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

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

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

Name of Institution: Lynchburg College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

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

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - Early Childhood	MET	MET	MET	MET	MET	MET
Special Education - Adapted Curriculum K-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Mathematics - Algebra I (Add-on)	Not 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

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

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

Name of Institution: Mary Baldwin College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, 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 PreK-12	MET	MET	MET	MET	MET	MET
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Business and Information Technology	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	NEW	NEW	NEW	NEW	NEW	NEW

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

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

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

Name of Institution: Marymount University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, 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 applicable	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
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
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 applicable	MET	MET	MET	MET	MET
Administration and Supervision PreK-12 (central office only)	Not applicable	MET	MET	MET	MET	MET

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

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

Name of Institution: Norfolk State University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

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

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Business and Information Technology	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - Early Childhood	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
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	NOT MET	INACTIVE	INACTIVE	INACTIVE

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

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

Name of Institution: Old Dominion University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Early/Primary Education PreK-3	MET	MET	MET	MET	MET	MET
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Middle Education 6-8	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	Not applicable	MET	MET	MET	MET	MET

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
German PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	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
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
Driver Education (Add-on)	Not applicable	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
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

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

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

Name of Institution: Radford University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, 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 applicable	MET	MET	MET	MET	MET

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

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

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

Name of Institution: Randolph College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

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

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

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

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

Name of Institution: Randolph-Macon College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, 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
Latin PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	NOT MET	MET
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	NOT 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
Science - Biology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	NEW	NEW	NEW	NEW	NEW	NEW

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

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

Name of Institution: Regent University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Math Specialist Elementary/Middle Ed. PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Reading Specialist	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	Not applicable	MET	MET	MET	MET	MET
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
English	MET	NEW*	NEW*	NEW*	NEW*	MET

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

* Standards 3 through 6 for the English and the Mathematics programs above indicate "NEW" because the enrolled students have not yet matriculated to practicum or student teaching experiences. It is anticipated that students will matriculate to practicum or student teaching by fall 2016.

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

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

Name of Institution: Roanoke College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

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

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Music Education - Vocal/Choral PreK-12	MET	MET	MET	MET	MET	MET
Theatre Arts PreK-12	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 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

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

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

Name of Institution: Shenandoah University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, 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
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Business and Information Technology	MET	MET	MET	MET	MET	MET
Health and Physical Education PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral 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
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
Gifted Education (Add-on)	Not applicable	MET	MET	MET	MET	MET
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	MET	MET	MET	MET	MET

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

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

Name of Institution: Sweet Briar College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, 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
Latin PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Dance Arts 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	INACTIVE	INACTIVE
Music Education - Instrumental PreK-12	NEW	NEW	NEW	NEW	NEW	NEW
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Gifted Education (Add-on)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

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

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

Name of Institution: University of Mary Washington

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

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

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Business and Information Technology	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	MET	MET	MET	MET	MET	MET
English as a Second Language PreK-12	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	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Special Education - Adapted Curriculum K-12	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Gifted Education (Add-on)	Not applicable	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	MET	MET	MET	MET	MET
Administration and Supervision PreK-12 (central office only)	Not applicable	MET	MET	MET	MET	MET

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

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

Name of Institution: University of Richmond

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

Instructions

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- 2) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
German PreK12	MET	MET	MET	MET	MET	MET
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	MET	MET	MET	MET	MET	MET
Visual Arts PreK-12	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
Theatre Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	MET	MET	MET	MET	MET	MET
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
Gifted Education (Add-on)	Not applicable	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	MET	MET	MET	MET	MET
Administration and Supervision PreK-12 (central office only)	Not applicable	MET	MET	MET	MET	MET

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

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

Name of Institution: University of Virginia

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
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Instructions

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

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

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

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

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

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
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Instructions

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

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

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

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

Name of Institution: Virginia Commonwealth University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Elementary Education PreK-6	MET	MET	MET	MET	MET	MET
Math Specialist for Elementary/Middle Ed.	MET	MET	MET	MET	MET	MET
Reading Specialist	MET	MET	MET	MET	MET	MET
School Counselor PreK-12	Not applicable	MET	MET	MET	MET	MET
School Social Worker	Not applicable	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	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	MET	MET	MET	MET	MET	MET
Science - Physics	MET	MET	MET	MET	MET	MET
Special Education - Early Childhood	MET	MET	MET	MET	MET	MET
Special Education - General Curriculum K-12	MET	MET	MET	MET	MET	MET
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

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

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

Name of Institution: Virginia State University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

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

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	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	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 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	MET	MET	MET	MET	MET

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

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

Name of Institution: Virginia Tech

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

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2) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, select "NEW" from the dropdown box for each standard.

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

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Agricultural Education	MET	MET	MET	MET	MET	MET
Business and Information Technology	MET	MET	MET	MET	MET	MET
Marketing Education	MET	MET	MET	MET	MET	MET
Family and Consumer Sciences	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
English as a Second Language PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Instrumental PreK-12	MET	MET	MET	MET	MET	MET
Music Education - Vocal/Choral PreK-12	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
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 (central office only)	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

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

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

Name of Institution: Virginia Union University

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
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Instructions

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3) For each approved education program listed below that received **approval on or after September 1, 2013**, select "NEW" from the dropdown box for each standard.

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

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

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

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

Name of Institution: Virginia Wesleyan College

Std. #	Description of Standard
2.	Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program. Indicators of the achievement of this standard shall include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
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Instructions

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3) For each approved education program listed below that received **approval on or after September 1, 2013**, 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
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
German PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Visual Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music Education - Vocal/Choral PreK-12	NEW	NEW	NEW	NEW	NEW	NEW

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Theatre Arts PreK-12	NEW	NEW	NEW	NEW	NEW	NEW
English	MET	MET	MET	MET	MET	MET
History and Social Sciences	MET	MET	MET	MET	MET	MET
Mathematics	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

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

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

Name of Institution: Washington and Lee 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
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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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community. b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
NOTE	Documentation of the evidence of Standards 2 through 7 above must be maintained at the IHE and made available for audit upon request by VDOE.

Instructions

For the current biennial reporting period, i.e., September 1, 2013, through August 31, 2015, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2013**, 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, 2013**, 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, 2013**, 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	NEW	NEW	NEW	NEW	NEW	INACTIVE
French PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
German PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Spanish PreK-12	MET	MET	MET	MET	MET	MET
Latin PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE

Approved Education Program	Standard #2	Standard #3	Standard #4	Standard #5	Standard #6	Standard #7
Visual Arts PreK-12	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Music Education - 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	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Mathematics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Biology	MET	MET	MET	MET	MET	MET
Science - Chemistry	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Earth Science	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Science - Physics	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE
Journalism (Add-on)	Not applicable	MET	MET	MET	MET	MET
Mathematics - Algebra 1	Not applicable	INACTIVE	INACTIVE	INACTIVE	INACTIVE	INACTIVE