

### **Measure 3: Candidate Competency at Completion**

Christopher Newport University's EPP examines a series of data points to determine candidates' overall competency and readiness to be licensed and enter the classroom. These data points include passing scores on all licensure tests, successful completion of the final internship experience, and evidence of competency on the Candidate Internship Administrative Evaluation. Other evidence provided to establish candidate competency at completion include the VDOE Biennial Report and the 2023 Title II Report.

**2023 Christopher Newport University Licensure Exam Data**

| <b>Test</b>                                 | <b>N</b> | <b>Candidate Mean</b> | <b>Candidate Pass Rate (%)</b> |
|---|----------|-----------------------|--------------------------------|
| <b>VCLA</b>                                 | 49       | 519                   | 100                            |
| <b>PRAXIS Test</b>                          |          |                       |                                |
| Elementary Education: Reading/Language Arts | 26       | 177                   | 100                            |
| Elementary Education: Mathematics           | 26       | 183                   | 100                            |
| Elementary Education: Social Studies        | 26       | 173                   | 100                            |
| Elementary Education: Science               | 26       | 175                   | 100                            |
| English Language: Content Knowledge         | 2        | 187                   | *                              |
| Social Studies: Content Knowledge           | 8        | 172                   | 100                            |
| Music: Content Knowledge                    | 9        | 169                   | 100                            |

|                                       |    |     |     |
|---------------------------------------|----|-----|-----|
| Art: Content Knowledge                | 1  | 161 | 100 |
| Spanish Content Knowledge             | 1  | 173 | 100 |
| Physics Content Knowledge             | 1  | 160 | 100 |
| ESL Content Knowledge                 | 1  | 195 | 100 |
| <b>Reading for Virginia Educators</b> | 26 | 176 | 100 |

## Internship Final Evaluation--2023

|  | CNU Final ST Evaluation  | INTERNSHIP FINAL EVALUATION   |
|--|--|---|
|  |  | <i>Data are reported as means and standard deviations. As noted on the Internship Final Evaluation instrument, scores cannot be halved. Expected mean = 8.50</i>  |
| CAEP / InTASC Standards↓   |  | <b>Performance Standard 1. Professional Knowledge</b><br><i>The candidate demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i> |
|  |  | <b>Overall Mean &amp; Standard Deviation for Standard: 2023 = 9.19 (.79)</b>  |
|  | Endorsement Areas →  | All   |
|  | Number in Cohort→  | N=49  |
| CAEP—<br>R1.2: Content<br>InTASC-<br>Standard4: Content Knowledge<br>Standard 5: Application of Content                  | 1.1<br>Demonstrates complete and accurate knowledge of the subject matter  | 9.19 (.79)  |
| CAEP –<br>R1.1: The Learner and Learning;<br>InTASC--Standard 1: Learner Development<br>Standard 2: Learning Differences | 1.2<br>Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group | 9.17 (.84)  |

|  |  |  |
|--|--|--|
| CAEP / InTASC Standards↓   |  | <b>Performance Standard 2. Instructional Planning</b><br><i>The candidate plans using Virginian Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.</i><br><br><b>Overall Mean &amp; (Standard Deviations) for Standard: 2023 = 8.91 (.80)</b> |
|  | <b>Endorsement Areas →</b>   | <b>All</b>   |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 6: Assessment<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies | <b>2.1</b><br>Uses student learning data to guide planning   | 8.86 (.84)   |
| CAEP—<br>R1.3—<br>Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies                        | <b>2.2</b><br>Develops plans that are clear, logical, sequential, and integrated across the curriculum.                  | 9.21 (.85)   |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies                           | <b>2.3</b><br>Uses existing materials or creates new materials that are challenging and engaging.                        | 9.46 (.79)   |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies                           | <b>2.4</b><br>Plans time realistically for pacing, content mastery, and transitions                                      | 8.75 (.74)   |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies                           | <b>2.5</b><br>Plans for differentiated instruction, relevant to student's learning needs, including TAG, ELL, SPED, etc. | 8.48 (.71)   |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies                           | <b>2.6</b><br>Plans lessons that reflect high expectations for all learners  | 8.93 (.76)   |

|  |  |   |
|--|--|---|
| CAEP / InTASC Standards↓   |  | <b>Performance Standard 3. Instructional Delivery</b><br><i>The candidate uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.</i><br><br><b>Overall Mean &amp; (Standard Deviation) for Standard: 2023 = 9.12 (.84)</b> |
|  | <b>Endorsement Areas →</b>   | <b>All</b>  |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies | 3.1<br>Provides learning experiences that challenge, motivate, engage, and maintain students' attention                      | 9.36 (.78)  |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies | 3.2<br>Delivers directions, procedures, and instructions that are clear, detailed, and accurate                              | 9.03 (.85)  |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies | 3.3<br>Makes learning relevant by connecting to students' existing knowledge, skills, and strengths.                         | 9.34 (.16)  |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies | 3.4<br>Demonstrates the ability to pace instruction appropriately, including introduction, learning activities, and closure. | 8.64 (.69)  |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies | 3.5<br>Uses instructional technology, materials, and resources to enhance learning   | 9.45 (.76)  |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies | 3.6<br>Delivers lessons that reflect high expectations for all learners  | 8.83 (.84)  |

|  |   |   |
|--|---|---|
| CAEP / InTASC Standards↓   |   | <b>Performance Standard 3. Instructional Delivery</b><br><i>The candidate uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.</i><br><br><b>Overall Mean &amp; (Standard Deviation) for Standard: 2023 = 9.12 (.84)</b> |
|  | <b>Endorsement Areas →</b>  | <b>All</b>  |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies | <b>3.7</b><br>Integrates students' use of higher-level thinking skills in instruction | 8.82 (.85)  |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies | <b>3.8</b><br>Monitors and adjusts lessons to meet students' needs.                   | 8.97 (.83)  |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies | <b>3.9</b><br>Provides consistent and timely feedback                                 | 9.29 (.87)  |

|   |  |   |
|---|--|---|
| CAEP / InTASC Standards↓  |  | <p><b>Performance Standard 4. Assessment of/for Learning</b><br/> <i>The candidate systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.</i></p> <p><b>Overall Mean &amp; (Standard Deviation) for Standard: 2023 = 8.76 (.69)</b></p> |
|   | <b>Endorsement Areas →</b>   | <b>All</b>  |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 6: Assessment<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies  | 4.1<br>Uses assessment data to develop expectations for students, differentiate instruction, and document learning       | 8.80 (.78)  |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 6: Assessment<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies  | 4.2<br>Uses a variety of formative and summative assessments that are valid and appropriate for the content and students | 8.95 (.72)  |
| CAEP—<br>R1.3: Instructional Practice<br>InTASC—<br>Standard 6: Assessment<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies  | 4.3<br>Uses grading practices that reflect mastery of content goals and objectives.                                      | 8.69 (.70)  |
| CAEP—<br>R1.3: Instructional Practice<br>R1.4<br>Professional Responsibility<br>InTASC—<br>Standard 6: Assessment   | 4.4<br>Provides ongoing, timely, and specific feedback to students on student progress                                   | 8.95 (.85)  |
| CAEP—<br>R1.3: Instructional Practice<br>R1.4<br>Professional Responsibility<br>InTASC—<br>Standard 6: Assessment<br>Standard 7: Planning for Instruction<br>Standard 8: Instructional Strategies<br>Standard 9: Leadership and Collaboration | 4.5<br>Provides evidence of timely and appropriate intervention strategies for students not making adequate progress     | 8.63 (.75)  |



|   |   |   |
|---|---|---|
| CAEP / InTASC Standards↓  |   | <b>Performance Standard 5. Learning Environment</b><br><i>The candidate uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i><br><br><b>Overall Mean &amp; (Standard Deviation) for Standard: 2023 = 9.19 (.76)</b> |
|   | <b>Endorsement Areas →</b>  | <b>All</b>  |
| <b>CAEP—</b><br><b>R1.1: The Learner and Learning</b><br><b>InTASC—</b><br><b>Standard 3: Learning Environments</b> | <b>5.1</b><br><b>Establishes and maintains relationships with students to promote rapport and engagement, and models courtesy, active listening, and enthusiasm for learning.</b> | 9.64 (.66)  |
| <b>CAEP—</b><br><b>R1.1: The Learner and Learning</b><br><b>InTASC—</b><br><b>Standard 3: Learning Environments</b> | <b>5.2</b><br><b>Creates and maintains a physical setting that is appropriate for activities and allows for efficient, safe movement around the classroom.</b>                    | 9.26 (.76)  |
| <b>CAEP—</b><br><b>R1.1: The Learner and Learning</b><br><b>InTASC—</b><br><b>Standard 3: Learning Environments</b> | <b>5.3</b><br><b>Establishes and maintains clear expectations for classroom rules, routines and procedures involving students as appropriate.</b>                                 | 9.05 (.80)  |
| <b>CAEP—</b><br><b>R1.1: The Learner and Learning</b><br><b>InTASC—</b><br><b>Standard 3: Learning Environments</b> | <b>5.4</b><br><b>Creates an atmosphere of respect for individual differences and cultural diversity</b>   | 9.38 (.75)  |
| <b>CAEP—</b><br><b>R1.1: The Learner and Learning</b><br><b>InTASC—</b><br><b>Standard 3: Learning Environments</b> | <b>5.5</b><br><b>Provides opportunities for students to develop self-direction, self-discipline, and conflict resolution skills</b>   | 8.86 (.78)  |
| <b>CAEP—</b><br><b>R1.1: The Learner and Learning</b><br><b>InTASC—</b><br><b>Standard 3: Learning Environments</b> | <b>5.6</b><br><b>Implements a clear cohesive plan for behavior management</b>   | 8.58 (.72)  |

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|--|--|--|
| CAEP / InTASC Standards↓   |  | <b>Performance Standard 6. Professionalism</b><br><i>The candidate demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.</i><br><br><b>Overall Mean &amp; (Standard Deviation) for Standard: 2023 = 9.28 (.93)</b> |
|  | Endorsement Areas →  | All  |
| CAEP—<br>R1.4 Professional Responsibility<br>InTASC—<br>Standard 9: Professional Learning and Ethical Responsibility   | 6.1<br>Completes work in a timely fashion  | 9.14 (1.07)  |
| CAEP—<br>R1.4 Professional Responsibility<br>InTASC—<br>Standard 9: Professional Learning and Ethical Responsibility   | 6.2<br>Demonstrates willingness to reflect on personal strengths and weaknesses and seeks opportunities for professional development | 9.47 (.85)   |
| CAEP—<br>R1.4 Professional Responsibility<br>InTASC—<br>Standard 9: Professional Learning and Ethical Responsibility<br>Standard 10:<br>Leadership and Collaboration | 6.3<br>Keeps parents & guardians informed of classroom activities and student progress through ongoing communication                 | 8.75 (.87)   |
| CAEP—<br>R1.4 Professional Responsibility<br>InTASC—<br>Standard 9: Professional Learning and Ethical Responsibility<br>Standard 10:<br>Leadership and Collaboration | 6.4<br>Collaborates with colleagues and peers to develop skills and incorporate learning into instructional practice.                | 9.57 (.72)   |

**Candidate Internship Administrative Evaluation 2023**

*Data are reported as means and (standard deviations). Benchmark expected: 3.00*

**4 (Exemplary), 3 (Proficient), 2 (Needs Improvement/Developing, and 1 (Unacceptable)**

|   |                           |
|---|---------------------------|
| <b>Number in Cohort</b>   | <b>N=49 (Received 44)</b> |
| <b>Performance Standard 1</b><br><i>Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i>   | <b>3.09 (.56)</b>         |
| <b>Performance Standard 2</b><br><i>Instructional Planning: The teacher plans using the Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.</i>   | <b>3.21 (.51)</b>         |
| <b>Performance Standard 3</b><br><i>Instructional Delivery: The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i>   | <b>3.24 (.53)</b>         |
| <b>Performance Standard 4</b><br><i>Assessment for/of learning: The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year.</i> | <b>3.05 (.54)</b>         |

|  |                          |
|--|--------------------------|
| <p><b>Performance Standard 5</b><br/><i>Learning Environment: The teacher uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p>   | <p><b>3.25 (.61)</b></p> |
| <p><b>Performance Standard 6</b><br/><i>Professionalism: The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for, and participates in professional growth that results in enhanced student learning.</i></p> | <p><b>3.39 (.49)</b></p> |





***Standards for Biennial Approval of Education Programs (8VAC20-543-40)***  
***Certification of Standards 2 through 7***

**Biennial Reporting Period:** September 1, 2021, through August 31, 2023

**Name of Institution:** Christopher Newport University

| Std. # | Description of Standard  |
|--------|--|
| 2.     | <p>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 endorsement program. Indicators of the achievement of this standard shall include the following:</p> <ul style="list-style-type: none"> <li>a. Results on Board of Education prescribed entry-level assessments; and</li> <li>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.</li> <li>c. Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address deficiencies.</li> </ul>   |
| 3.     | <p>Structured and integrated field experiences to include student teaching requirements. Indicators of the achievement of this standard shall include the following:</p> <ul style="list-style-type: none"> <li>a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and</li> <li>b. Evidence that supervised clinical experiences are continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating. The supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement.</li> </ul>   |
| 4.     | <p>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.</p>   |
| 5.     | <p>Evidence of contributions to preK-12 student achievement by candidates completing the program. Indicators of the achievement of this standard shall include the following:</p> <ul style="list-style-type: none"> <li>a. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;</li> <li>b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and</li> <li>c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.</li> </ul> |

|      |   |
|------|---|
| 6.   | Evidence of employer job satisfaction with candidates completing the program. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.<br>a. Documentation that the professional education program has two years of evidence regarding graduates performance based on employer surveys.<br>b. Documented evidence of teacher effectiveness, including student academic progress.   |
| 7.   | Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:<br>a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.<br>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, 2021, through August 31, 2023, please complete the following information:

1) For each approved education program listed below that received **approval prior to September 1, 2021**, 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, 2021**, 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, 2021**, 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            | Not applicable | MET         | MET         | MET         | MET         | MET         |
| Spanish PreK-12                        | Not applicable | MET         | MET         | MET         | MET         | MET         |
| Visual Arts PreK-12                    | Not applicable | MET         | MET         | MET         | MET         | MET         |
| English as a Second Language PreK-12   | Not applicable | MET         | MET         | MET         | MET         | MET         |
| Music Education - Instrumental PreK-12 | Not applicable | MET         | MET         | MET         | MET         | MET         |

|  |                |     |     |     |     |     |
|--|----------------|-----|-----|-----|-----|-----|
| Music Education - Vocal/Choral PreK-12 | Not applicable | MET | MET | MET | MET | MET |
| English                                | Not applicable | MET | MET | MET | MET | MET |
| History and Social Sciences            | Not applicable | MET | MET | MET | MET | MET |
| Mathematics                            | Not applicable | MET | MET | MET | MET | MET |
| Science - Biology                      | Not applicable | MET | MET | MET | MET | MET |
| Science - Chemistry                    | Not applicable | MET | MET | MET | MET | MET |
| Science - Physics                      | Not applicable | MET | MET | MET | MET | MET |



***Standards for Biennial Approval of Education Programs (8VAC20-543-40)***  
***Affidavit for Standards 1 through 7***

**Biennial Reporting Period:** September 1, 2021, through August 31, 2023

**Name of Institution:** Christopher Newport University

By my signature, I verify the following:

- (1) that the information submitted to document Standard 1 of Section 8VAC20-543-40 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 8VAC20-543-40 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.

Dr. Jean S. Filetti  
\_\_\_\_\_  
Name of Dean or Director

  
\_\_\_\_\_  
Signature of Dean or Director

September 18, 2023  
\_\_\_\_\_  
Date

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

**Please sign electronically or sign with an original signature, then email the affidavit page and attachments to the Teacher Education Email at [teacher.education@doe.virginia.gov](mailto:teacher.education@doe.virginia.gov).**



Christopher Newport University  
Traditional Report AY 2021-22  
Virginia



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

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

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

IPEDS ID

231712

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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CITY

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ZIP

23606

SALUTATION

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## List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

» [List of Programs](#)

## List of Programs

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

| CIP Code | Teacher Preparation Programs                     | UG, PG, or Both | Update |
|----------|--|-----------------|--------|
| 13.1202  | Elementary Education                             | PG              |        |
| 13.1302  | Teacher Education - Art                          | PG              |        |
| 13.1322  | Teacher Education - Biology                      | PG              |        |
| 13.1323  | Teacher Education - Chemistry                    | PG              |        |
| 13.14    | Teacher Education - English as a Second Language | PG              |        |
| 13.1305  | Teacher Education - English/Language Arts        | PG              |        |
| 13.1306  | Teacher Education - Foreign Language             | PG              |        |
| 13.1311  | Teacher Education - Mathematics                  | PG              |        |
| 13.1312  | Teacher Education - Music                        | PG              |        |
| 13.1329  | Teacher Education - Physics                      | PG              |        |
| 13.1317  | Teacher Education - Social Sciences              | PG              |        |

**Total number of teacher preparation programs:**

11

## Program Requirements

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

### THIS PAGE INCLUDES:

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

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

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

## Undergraduate Requirements

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

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

- Yes  
 No

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

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

| Element                     | Admission |    | Completion |    |
|-----------------------------|-----------|----|------------|----|
| Essay or personal statement | Yes       | No | Yes        | No |
| Interview                   | Yes       | No | Yes        | No |
| Other Specify:              | Yes       | No | Yes        | No |

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

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

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

## Postgraduate Requirements

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

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

- Yes
- No

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

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

| Element                     | Admission                            |                                     | Completion                |                                     |
|-----------------------------|--------------------------------------|-------------------------------------|---------------------------|-------------------------------------|
| Recommendation(s)           | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Essay or personal statement | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Interview                   | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Other Specify:              | <input type="radio"/> Yes            | <input type="radio"/> No            | <input type="radio"/> Yes | <input type="radio"/> No            |

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

2.8

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

3

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

The MAT program requires a 3.0 for program entry; the Initial Licensure program requires the 2.8. Over 95% of the students are in the MAT program.

## Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2021-22. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

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

### Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching 63

Number of clock hours required for student teaching 420

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

- Yes  
 No

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

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

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

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

#### All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) 4

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

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) 9

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year 60

Number of students in supervised clinical experience during this academic year 53

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

The supervised clinical experiences consist of an introductory laboratory to explore the nature of teaching, followed by targeted experiences in tutoring or classroom co-teaching, and concluding in a 14-week internship beginning with two weeks in fall and concluding with 12 weeks in the spring of the professional year.



## Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year, [\(\\$205\(a\)\(1\)\(C\)\(ii\)\)](#)

THIS PAGE INCLUDES:

- [Enrollment and Program Completers](#)

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

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

### Enrollment and Program Completers

#### 2021-22 Total

|                                      |    |
|--------------------------------------|----|
| Total Number of Individuals Enrolled | 53 |
| Subset of Program Completers         | 52 |

| Gender                                    | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male                                      | 6              | 6                            |
| Female                                    | 47             | 46                           |
| Non-Binary/Other                          | 0              | 0                            |
| No Gender Reported                        | 0              | 0                            |
| Race/Ethnicity                            | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native          | 0              | 0                            |
| Asian                                     | 2              | 2                            |
| Black or African American                 | 3              | 3                            |
| Hispanic/Latino of any race               | 5              | 5                            |
| Native Hawaiian or Other Pacific Islander | 0              | 0                            |
| White                                     | 42             | 41                           |

| Race/Ethnicity             | Total Enrolled | Subset of Program Completers |
|----------------------------|----------------|------------------------------|
| Two or more races          | 1              | 1                            |
| No Race/Ethnicity Reported | 0              | 0                            |

## Teachers Prepared

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

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

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

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

- [Academic Major](#)

### THIS PAGE INCLUDES:

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

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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

### What are CIP Codes?

No teachers prepared in academic year 2021-22

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

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

| CIP Code | Subject Area                             | Number Prepared |
|----------|--|-----------------|
| 13.10    | Teacher Education - Special Education    |                 |
| 13.1202  | Teacher Education - Elementary Education | 29              |

| CIP Code | Subject Area   | Number Prepared |
|----------|--|-----------------|
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education |                 |
| 13.1210  | Teacher Education - Early Childhood Education                        |                 |
| 13.1301  | Teacher Education - Agriculture                                      |                 |
| 13.1302  | Teacher Education - Art  | 1               |
| 13.1303  | Teacher Education - Business   |                 |
| 13.1305  | Teacher Education - English/Language Arts                            | 7               |
| 13.1306  | Teacher Education - Foreign Language                                 |                 |
| 13.1307  | Teacher Education - Health   |                 |
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics      |                 |
| 13.1309  | Teacher Education - Technology Teacher Education/Industrial Arts     |                 |
| 13.1311  | Teacher Education - Mathematics                                      | 3               |
| 13.1312  | Teacher Education - Music  | 3               |
| 13.1314  | Teacher Education - Physical Education and Coaching                  |                 |
| 13.1315  | Teacher Education - Reading  |                 |
| 13.1316  | Teacher Education - Science Teacher Education/General Science        |                 |
| 13.1317  | Teacher Education - Social Science                                   | 5               |
| 13.1318  | Teacher Education - Social Studies                                   |                 |
| 13.1320  | Teacher Education - Trade and Industrial                             |                 |
| 13.1321  | Teacher Education - Computer Science                                 |                 |
| 13.1322  | Teacher Education - Biology  | 2               |
| 13.1323  | Teacher Education - Chemistry  |                 |
| 13.1324  | Teacher Education - Drama and Dance                                  |                 |
| 13.1328  | Teacher Education - History  | 5               |
| 13.1329  | Teacher Education - Physics  |                 |
| 13.1331  | Teacher Education - Speech   |                 |

| CIP Code | Subject Area                                     | Number Prepared |
|----------|--|-----------------|
| 13.1337  | Teacher Education - Earth Science                |                 |
| 13.14    | Teacher Education - English as a Second Language | 2               |
| 13.99    | Education - Other Specify:                       |                 |

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

### [What are CIP Codes?](#)

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

- Yes  
 No

No teachers prepared in academic year 2021-22

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

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

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

| CIP Code | Academic Major                                       | Number Prepared |
|----------|--|-----------------|
| 11       | Computer and Information Sciences                    |                 |
| 12       | Personal and Culinary Services                       |                 |
| 14       | Engineering  |                 |
| 16       | Foreign Languages, Literatures, and Linguistics      | 1               |
| 19       | Family and Consumer Sciences/Human Sciences          |                 |
| 21       | Technology Education/Industrial Arts                 |                 |
| 22       | Legal Professions and Studies                        |                 |
| 23       | English Language/Literature                          | 11              |
| 24       | Liberal Arts/Humanities                              |                 |
| 25       | Library Science                                      |                 |
| 26       | Biological and Biomedical Sciences                   | 3               |
| 27       | Mathematics and Statistics                           | 3               |
| 30       | Multi/Interdisciplinary Studies                      |                 |
| 38       | Philosophy and Religious Studies                     |                 |
| 40       | Physical Sciences                                    |                 |
| 41       | Science Technologies/Technicians                     |                 |
| 42       | Psychology   | 19              |
| 44       | Public Administration and Social Service Professions |                 |
| 45       | Social Sciences                                      | 5               |
| 46       | Construction   |                 |
| 47       | Mechanic and Repair Technologies                     |                 |
| 50       | Visual and Performing Arts                           | 5               |
| 51       | Health Professions and Related Clinical Sciences     |                 |
| 52       | Business/Management/Marketing                        |                 |
| 54       | History  | 5               |

| CIP Code | Academic Major | Number Prepared |
|----------|----------------|-----------------|
|----------|----------------|-----------------|

99

Other Specify:



## Program Assurances

THIS PAGE INCLUDES:

[Program Assurances](#)

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

### Program Assurances

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

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

Our partnership with Newport News Public Schools guarantees that needs of a diverse, multicultural public school district are addressed.

## Annual Goals: Mathematics

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

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

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

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

- [Quantifiable Goals](#)

### THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

### Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

The three MATH 6-12 students will receive their licenses in May of 2022.

3. Did your program meet the goal?

- Yes  
 No

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

A Noyce grant from the National Science Foundation allows us to attract STEM majors to the Teacher Preparation Program. This grant provides \$15,000 to the preservice teacher during his/her senior undergraduate year and \$15,000 to the preservice teacher during his/her graduate year.

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

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

### Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

Yes

No

8. Describe your goal.

---

### Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

Yes

No

10. Describe your goal.

We are preparing 3 teachers in mathematics in 2023-2024.

## Annual Goals: Science

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

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

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

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

- [Quantifiable Goals](#)

---

### Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

We have admitted two BIOL 6-12 students, who will complete the program and receive their licenses in the spring of 2022.

3. Did your program meet the goal?

- Yes  
 No

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

One of the two BIOL 6-12 students received a residency position and received \$9000 towards tuition from the Newport News Public schools.

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

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

#### THIS PAGE INCLUDES:

- > [Report Progress on Last Year's Goal \(2021-22\)](#)
- > [Review Current Year's Goal \(2022-23\)](#)
- > [Set Next Year's Goal \(2023-24\)](#)

### Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Yes, we hope to prepare at least one science teacher in Physics 6-12 in 2022-2023.

---

### Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

We have admitted one science teacher in BIOL 6-12 in 2023-2024.

## Annual Goals: Special Education

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

### Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

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

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

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

### Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

Yes

No

8. Describe your goal.

---

### Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

Yes

No

10. Describe your goal.

## Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.  
 [\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

### THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

### Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Yes, we admitted two ESL PK-12 students, who should complete their license requirements in the spring of 2022.

3. Did your program meet the goal?

- Yes  
 No

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

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

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



### Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
- No

8. Describe your goal.

Yes, we hope to prepare 1 ESL PK-12 teacher.

---

### Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
- No

10. Describe your goal.

We will prepare 1 ESL PK-12 teacher.

## Assessment Pass Rates

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

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

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

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

### THIS PAGE INCLUDES:

[Assessment Pass Rates](#)

## Assessment Pass Rates

| Assessment code - Assessment name<br>Test Company<br>Group   | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 5134 -ART: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>Other enrolled students             | 1                         |                         |                            |                     |
| 5134 -ART: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>All program completers, 2021-22     | 1                         |                         |                            |                     |
| 5134 -ART: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>All program completers, 2019-20     | 3                         |                         |                            |                     |
| 5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>Other enrolled students         | 1                         |                         |                            |                     |
| 5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 1                         |                         |                            |                     |
| 5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 1                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group  | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------|-------------------|----------------------|---------------|
| 5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>All program completers, 2021-22        | 1                   |                   |                      |               |
| 5003 -ELEMENTARY EDUCATION: MATHEMATICS<br>Educational Testing Service (ETS)<br>Other enrolled students                 | 12                  | 179               | 12                   | 100           |
| 5003 -ELEMENTARY EDUCATION: MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22         | 30                  | 182               | 30                   | 100           |
| 5003 -ELEMENTARY EDUCATION: MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2020-21         | 27                  | 185               | 27                   | 100           |
| 5003 -ELEMENTARY EDUCATION: MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2019-20         | 18                  | 185               | 18                   | 100           |
| 5005 -ELEMENTARY EDUCATION: SCIENCE<br>Educational Testing Service (ETS)<br>Other enrolled students                     | 12                  | 175               | 12                   | 100           |
| 5005 -ELEMENTARY EDUCATION: SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22             | 30                  | 173               | 30                   | 100           |
| 5005 -ELEMENTARY EDUCATION: SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21             | 27                  | 175               | 27                   | 100           |
| 5005 -ELEMENTARY EDUCATION: SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2019-20             | 18                  | 174               | 18                   | 100           |
| 5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>Other enrolled students              | 12                  | 174               | 12                   | 100           |
| 5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2021-22      | 30                  | 173               | 30                   | 100           |
| 5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2020-21      | 27                  | 171               | 27                   | 100           |
| 5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2019-20      | 18                  | 177               | 18                   | 100           |
| 5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS<br>Educational Testing Service (ETS)<br>Other enrolled students         | 12                  | 176               | 12                   | 100           |
| 5002 -ELEMENTARY EDUCATION:READING / LANG, ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 30                  | 176               | 30                   | 100           |

| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 27                        | 177                     | 27                         | 100                 |
| 5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 18                        | 176                     | 18                         | 100                 |
| 5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students               | 1                         |                         |                            |                     |
| 5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22       | 7                         |                         |                            |                     |
| 5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2019-20       | 7                         |                         |                            |                     |
| 5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES<br>Educational Testing Service (ETS)<br>Other enrolled students            | 1                         |                         |                            |                     |
| 5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES<br>Educational Testing Service (ETS)<br>All program completers, 2021-22    | 2                         |                         |                            |                     |
| 5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES<br>Educational Testing Service (ETS)<br>All program completers, 2020-21    | 1                         |                         |                            |                     |
| 5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES<br>Educational Testing Service (ETS)<br>All program completers, 2019-20    | 2                         |                         |                            |                     |
| 5161 -MATHEMATICS: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22            | 3                         |                         |                            |                     |
| 5161 -MATHEMATICS: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21            | 3                         |                         |                            |                     |
| 5161 -MATHEMATICS: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2019-20            | 3                         |                         |                            |                     |
| 5113 -MUSIC: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>Other enrolled students                    | 4                         |                         |                            |                     |
| 5113 -MUSIC: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>All program completers, 2021-22            | 3                         |                         |                            |                     |
| 5113 -MUSIC: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>All program completers, 2020-21            | 8                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group   | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 5113 -MUSIC: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                   | 9                         |                         |                            |                     |
| 5265 -PHYSICS: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>Other enrolled students                         | 1                         |                         |                            |                     |
| 5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED<br>Educational Testing Service (ETS)<br>Other enrolled students         | 4                         |                         |                            |                     |
| 5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 30                        | 179                     | 30                         | 100                 |
| 5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 26                        | 182                     | 26                         | 100                 |
| 5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 18                        | 181                     | 18                         | 100                 |
| 5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>Other enrolled students                  | 5                         |                         |                            |                     |
| 5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>All program completers, 2021-22          | 5                         |                         |                            |                     |
| 5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>All program completers, 2020-21          | 5                         |                         |                            |                     |
| 5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>All program completers, 2019-20          | 7                         |                         |                            |                     |
| 5195 -SPANISH: WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21                          | 1                         |                         |                            |                     |
| 5195 -SPANISH: WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                          | 1                         |                         |                            |                     |
| 099 -VCLA<br>Evaluation Systems group of Pearson<br>Other enrolled students  | 27                        | 517                     | 27                         | 100                 |
| 099 -VCLA<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22  | 53                        | 513                     | 53                         | 100                 |
| 099 -VCLA<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21  | 46                        | 528                     | 46                         | 100                 |

| Assessment code - Assessment name<br>Test Company<br>Group                         | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 099-VCLA<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20 | 51                        | 517                     | 51                         | 100                 |

## Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

| Group                           | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2021-22 | 53                  | 53                   | 100           |
| All program completers, 2020-21 | 46                  | 46                   | 100           |
| All program completers, 2019-20 | 51                  | 51                   | 100           |

## Low-Performing

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

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

THIS PAGE INCLUDES:

- [Low-Performing](#)

## Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP

Other specify:

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

- Yes
- No



## Use of Technology

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. **(S205(a)(1)(F))**

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

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

Yes  
 No

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

Yes  
 No

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

Yes  
 No

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

All candidates take two technology courses in the program (CPSC 110 and TCHG 580), the second of which is designed specifically around the integration of technology into instruction. The TCHG 580 course is taught by technology integration specialists in our partner school system. Within the Technology for Teachers course (TCHG 580), candidates learn to apply Technology, Pedagogy, and Content Knowledge (TPACK); Substitution, Augmentation, Modification, and Redefinition (SAMR); and the International Society for Technology in Education (ISTE) principles to design lessons as they apply to Instructional Technology Integration procedures. Additionally, candidates develop skills in the various uses of web-based assessment tools—Google Apps for Education (GAPE)—to facilitate the implementation of lesson design and Canvas to provide Blended Learning Strategies and Face-to-Face instruction. Candidates must also demonstrate knowledge of Virginia and International Society for Technology in Education standards and integrate Virginia Computer Technology Standards of Learning into lessons and design instructional activities that involve using the principles of online learning and online instructional strategies of technology. During student teaching, candidates use technology to collect, manage, and assess data around a teaching unit, which they then analyze for its effect on student achievement (Impact Study). Additionally, they learn how to use a technology system to manage grades and other important records. A portfolio of competencies documents their skills in the use and correct application of technology. Candidates also receive instruction in Canvas, the learning management system used by the Newport News Public Schools.

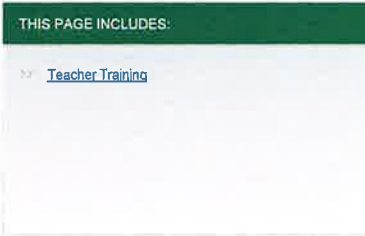


## Teacher Training

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

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



## Teacher Training

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

a. Teach students with disabilities effectively

All students are required to take PSYC 535 Exceptional Learning. In this class, students learn about the various disabilities, including the implementation of IEPs and their role as participants in these plans. The teaching of IEP students is integrating throughout various courses, including the teaching of reading and writing courses and TCHG 516/517 Curriculum and Instruction. All students are also required to complete two webinars—one on SPED and one on TAG—which cover strategies for effectively teaching students designated as either TAG or SPED. Additionally, as of July 1, 2017, all students are required to take Virginia's Dyslexia Awareness Training Module accessed through the following link: <http://www.doe.virginia.gov/teaching/licensure/index.shtml>

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

All students are required to take PSYC 535 Exceptional Learning. In this class, students learn about the various disabilities, including the implementation of IEPs and their role as participants in these plans. The teaching of IEP students is integrating throughout various courses, including the teaching of reading and writing courses and TCHG 516/517 Curriculum and Instruction. All students are also required to complete two webinars—one on SPED and one on TAG—which cover strategies for effectively teaching students designated as either TAG or SPED. Additionally, as of July 1, 2017, all students are required to take Virginia's Dyslexia Awareness Training Module accessed through the following link: <http://www.doe.virginia.gov/teaching/licensure/index.shtml>. Finally, all interns during the student teaching experience work with their cooperating teachers to ensure that all requirements in individual student IEPs are met.

c. Effectively teach students who are limited English proficient.

All English 6-12, ESL PK-12, Spanish PK-12, and Elementary PK-6 candidates are required to take MLAN 511 (Advanced Strategies in TESOL).

2. Does your program prepare special education teachers?

Yes

No

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

a. Teach students with disabilities effectively

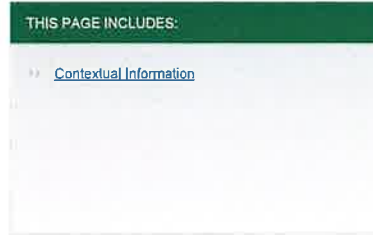
b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

c. Effectively teach students who are limited English proficient.

## Contextual Information

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

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



## Contextual Information

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

Christopher Newport University's Teacher Preparation Program is a graduate program designed to prepare liberally educated, highly effective first-year teachers. The program is interdisciplinary and collaborative in nature. The interdisciplinary program is taught by faculty in various academic departments who have strong teaching credentials and experiences in schools. Additionally, outstanding school personnel are recruited to teach several courses in the program. All five-year endorsement programs consist of 120 hours taken at the undergraduate level, which includes a major in a liberal arts or science. Thirty-six graduate hours are required for the MAT degree, six of which may be taken during the senior year of study as part of 120 hours required for the undergraduate degree. In addition, a number of undergraduate requirements are attached to each program in order to comply with competency requirements set by the Commonwealth of Virginia in its licensure regulations. For students who come to CNU already holding a degree in the liberal arts and sciences area or its equivalent, a MAT degree with licensure program is provided that includes 36 graduate hours as well as designated undergraduate prerequisite courses. An initial licensure program, with fewer hours, is also included for already-degreed students with appropriate backgrounds. In lieu of an education department, the program is administered through a Teacher Preparation Council. This interdisciplinary body is composed of 11 faculty members teaching in eight departments, two senior administrative staff members from Newport News Public Schools, three representatives of student education organizations at CNU, the Dean of Graduate Studies, and the Dean of the College of Arts and Humanities, the Dean of the College of Social Sciences, and the Dean of the College of Natural and Behavioral Sciences, and an administrative professional who oversees field experiences. The director of the program is an English Department faculty member with a Doctorate in English and over 7 years experience teaching 6-12 English. The Associate Director of Field Experience is an administrative professional with a Doctorate in Educational Leadership and over 15 years experience in elementary education. A steering committee drawn from the Teacher Preparation Council meets monthly to provide ongoing oversight of the program and to review applicants applying to the program. An annual report is reviewed by the Dean of Graduate Studies each year for evaluation purposes.

## Supporting Files

No files have been provided.

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

## Report Card Certification

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

### Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Jean Filetti

TITLE:

Director of Teacher Preparation

### Certification of review of submission

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

NAME OF REVIEWER:

Jean Filetti

TITLE:

Director of Teacher Preparation