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Radford University
Traditional Program

2015 | Title II Reports

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AY 2013-14

Institution Information

Name of Institution: Radford University
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Virginia

Address: P.O. Box 6960

Radford, VA, 24141

Contact Name: Dr. Patricia Shoemaker
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education	No
Dance Education	No
Early Childhood Education	No
Early Childhood Special Education	No
Elementary Education	No
Middle Grades Education	No
Music Education	No
Physical Education/Health	No
Secondary English Education	No
Secondary Math Education	No

Secondary Science Education	No
Secondary Social Studies Education	No
Special Education, Adapted Curriculum	No
Special Education, Deaf and Hard of Hearing	No
Special Education, General Curriculum	No
Special Education, Visual Impairment	No
Total number of teacher preparation programs: 16	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Junior year or first year in master's program

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

<https://www.radford.edu/content/cehd/home/departments/STEL/about/stel-requirements.html>

Please provide any additional comments about or exceptions to the admissions information provided above:

Additional information regarding admission requirements for specific programs can also be found at: <https://www.radford.edu/content/dam/colleges/cehd/fexp/GP/Exam%20requirements%20by%20program.pdf>

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**\$205(a)(1)(C)(i)**)

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	No	No
Other Resume and Professional Characteristics and Dispositions Self-Assessment	Yes	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.58

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2013-14

3.61

Please provide any additional comments about the information provided above:

<https://title2.ed.gov/Secured/DataCollection/Institution/PrintReport.aspx?Year=2015>

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**§205(a)(1)(C)(i)**)

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Professional Characteristics and Dispositions and resume	Yes	No

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.82

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.94

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2013-14:	28
Unduplicated number of males enrolled in 2013-14:	5
Unduplicated number of females enrolled in 2013-14:	23

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0

Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	26
Two or more races:	1

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	350
Average number of clock hours required for student teaching	450
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	24
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	260
Number of students in supervised clinical experience during this academic year	239

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	34
Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	99
Teacher Education - Junior High/Intermediate/Middle School Education	7
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	6
Teacher Education - Music	7
Teacher Education - Physical Education and Coaching	18
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	17
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	

Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	9
Teacher Education - Early Childhood Education	6
Teacher Education - Elementary Education	1
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	16
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	

Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	1
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	4
Social Sciences	10
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	1
Visual and Performing Arts	15
History	10
Foreign Languages	2
Family and Consumer Sciences/Human Sciences	
English Language/Literature	16
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	1
Engineering	
Biology	
Mathematics and Statistics	4
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	1
Physics	
Business/Business Administration/Accounting	4
Computer and Information Sciences	
Other	126
Specify: We have several majors that satisfy the "other" category	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2013-14: 211

2012-13: 221

2011-12: 252

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

None

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

None

Provide any additional comments, exceptions and explanations below:

7 of the 9 students who began the TEP in Fall of 2013, qualified to continue into student teaching in spring 2014. The two students who did not qualify, were unable to pass Praxis II conference exam in the required time frame. 1 of the 2, decided not to pursue teaching as a career and instead pursued an MBA.

Academic year 2014-15**Is your program preparing teachers in mathematics in 2014-15?**

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

11

Provide any additional comments, exceptions and explanations below:

Of the 11, 7 advanced to student teaching. 5 of these 7 have already secured employment teaching mathematics in public schools.

Of the 4 who did not qualify (again, not passing Praxis II), one decided not to pursue teaching another is pursuing a Master's Degree in special education.

During the fall semester, the math education faculty in CEHD held tutoring sessions for those seeking to pass Praxis II each week. An online course was also offered by Math department during Wintermester.

Academic year 2015-16**Will your program prepare teachers in mathematics in 2015-16?**

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

All three of these students have already passed Praxis II, so they all will be moving onto student teaching upon successful completion of early field experience requirements.

Math Education faculty in CEHD have been charged with creating a recruitment plan in an attempt to stabilize our numbers. The goal is to consistently have double digit students enter and complete the program. The requirements to enter the program in Fall 2016 and beyond, will add passing Praxis II. Thus all students entering the program, will advance to student teaching. Unless students decide not to pursue teaching, the number of students entering will be the same as the number of completers.

In order to aid students in completing all the requirements, they have revised the required math courses, increasing the rigor. They are also working on revising the other two concentrations in the math major, applied mathematics and statistics, to enable their students the ability, to pursue a secondary math license. This modification could lead to an increase in numbers as virtually all majors within the math department, could seek a license.

Section II 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 to state credential 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. (**S205(a)(1)(A)(ii)**, **S206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14**Did your program prepare teachers in science in 2013-14?**

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

2

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

One strategy to achieve the goal of having students in the secondary science program is likely not an expected answer: I would continue to advocate the state level entities to continue to support secondary programs in science education even though the numbers are not enough to keep programs "open," if you will. Efforts for recruitment need to include working with the science faculty so they understand what the course requirements are for licensure and any changes that occur to the licensure requirements. I send updates as needed to faculty in the four branches of the sciences that we offer licensure for: physics, chemistry, biology and earth sciences.

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

Lessons learned in meeting the goal is that students trickle out of the sciences. They have many, many majors but I am not sure what their graduation rate is. However they do not seem to make it to the education side of the profession. This is a national trend with many institutions of higher education not having a critical mass of science education students.

Provide any additional comments, exceptions and explanations below:

Goal achieved

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

We added 3 to the program. Two of the five current students are undergraduates in the Earth Science Teaching licensure track -- which is unusual in that we have not had undergraduates in several years and not from this track. Previously, it was a biology student many years ago. We have a 100% pass rate for the praxis exams and 100% program completers.

Our goal is to always add students but it is a national shortage area getting much attention.

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

20

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

We actually exceeded the goal and added 30.

The special education general curriculum five-year program recruits from Elementary Education majors who have concentrations in Special Education. Elementary

education majors who concentrated in special education and Special Education majors are co-placed in schools so that students can experience and participate in the collaboration that occurs between general and special education teachers. Although we've accepted these students informally into the 5th year for years, we formally added this as an option in our catalog for both Elementary Education and Deaf and Hard of Hearing majors in the spring of 2014. We began to use fliers with this information as a formal recruiting tool in fall 2014, so we anticipate growing numbers. We now have four programs that offer two licenses within five years:

- Special Education General and Adapted Curriculum
- Elementary Education/Special Education General Curriculum
- Deaf and Hard of Hearing/ Special Education General Curriculum
- Early Childhood Education/Early Childhood Special Education

Recruitment continues through outreach and materials provided to community colleges, participants at ASCD, VCASE, VCLD, and other conferences; webpage update; and personal discussions with local directors of special education. Faculty maintain excellent relations with alumni of the programs via social media, email mentoring and other avenues. Our alumni are excellent recruiters for our programs and send their friends, family, community members, and students from their schools to our programs.

Tuition assistance:

- A Special Education Traineeship Grant from the Virginia Department of Education funded coursework for provisionally licensed educators specifically in special education general curriculum.
- Radford University participates in two statewide consortia, one to prepare teachers in special education adapted curriculum, and the second to prepare teachers of students with visual impairments. These grants each fund approximately 50% of tuition costs for students.
- The Deaf and Hard of Hearing program funds approximately 75% of tuition costs through a grant.
- Early Childhood Special Education likewise has grant funding for partial tuition costs of approximately 33%.

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

Several years ago faculty in special education began advising students in the programs as soon as they declared their majors, generally as freshman. Faculty provide exceptional advisement and encouragement to ensure that students: maintained appropriate GPA, took required tests in a timely manner, and were well-matched to special education. This helps to retain students.

In the traditional (not five-year) graduate programs being able to advise students through electronic means has helped with retention and keeping students on track to graduate. Faculty use Adobe Connect, Skype, and also driving to distance locations to provide advisement.

The programs have increased distance class offerings to entice students to Radford University; however, we learned we need to offer more support to our students to do the research and complete online classwork successfully. Instruction in how to use D2L (a learning management system), search through the library, and connect to other distance technologies is important. There are online training modules available; students may be required to show completion of such as part of online or distance education. Maybe add a certificate of completion of using the electronics.

We need to increase minority recruitment and efforts to retain students from these groups. Radford University created the Language and Culture Institute in which the School of Teacher Education and Leadership is participating to address recruitment among international students.

In 2013 one of the special education faculty took another position within the university. That position remains open (we cover classes with adjunct instructors). Given that constraint it will be difficult to grow the special education general curriculum program much more if we intend to maintain the quality of the program, which of course we insist must happen.

Provide any additional comments, exceptions and explanations below:

There are 30 special education graduates for 2013-2014.

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

25

Provide any additional comments, exceptions and explanations below:

Recruitment and retention methods as described above are in place.

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

35

Provide any additional comments, exceptions and explanations below:

Recruitment and retention methods as described above are in place.

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. We utilize all professional standards

outlined in the Council for Exceptional Children in our coursework, along with the Virginia Standards of Learning. We teach evidence-based practices outlined by the USDOE and VADOE, as well as those outlined in our licensure regulations.

We have partnerships and advisory boards with LEAs which creates on-going opportunities for the college and the LEAs to stay attuned to one another's needs and provide each other with feedback. Our students are fully immersed at our partnership sites and end their programs with many additional hours above the minimum required for licensure.

Students in all teacher preparation programs take either EDSP 361 or EDSP 404/504. These are introductory special education courses. Some students in these general education programs are being co-placed with students in special education. The majority of our students in teacher preparation programs are placed in inclusive settings, so they are experiencing working with students with disabilities, students who are gifted, students who are English language learners and from a wide array of economic background in these general education classrooms.

All education courses include content and practices in culturally responsive teaching, socio-economic status, and diversity.

The majority of graduate students take multicultural education which is a required core course and addresses limited English proficiency students. Foundations courses required of all students address socio-economic status, and rural, urban and suburban contexts. We continue to practice curricular mapping with our professional standards across programs to look for gaps, repetition, and areas in need of revision or improvement.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0134-ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	5			
0134-ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
0133-ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
5134-ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	3			
0235-BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
5235-BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	1			
0014-ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5014-ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	15	170	15	100
5014-ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	73	166	73	100
0014-ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	24	170	24	100
0014-ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	67	167	67	100
5014-ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	54	166	54	100
0041-ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2013-14	3			
0041-ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2011-12	12	181	12	100
5041-ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) All program completers, 2013-14	15	179	14	93

5856-HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	12	169	12	100
0856-HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
0856-HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	18	167	18	100
0061-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0061-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
5061-MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	7			
0049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2013-14	3			
0049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2011-12	14	179	14	100
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	3			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	5			
0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	2			
0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	4			
0089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	1			
0089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	2			
0113-MUSIC: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
0113-MUSIC: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
5113-MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	3			
5306-READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) Other enrolled students	15	178	15	100
0306-READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2013-14	14	179	14	100
5306-READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2013-14	84	178	83	99
0306-READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2011-12	9			
5306-READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED	104	176	104	100

Educational Testing Service (ETS) All program completers, 2011-12				
0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	11	169	11	100
5081-SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	12	170	12	100
099-VCLA Evaluation Systems group of Pearson Other enrolled students	16	525	16	100
099-VCLA Evaluation Systems group of Pearson All program completers, 2013-14	237	532	237	100
099-VCLA Evaluation Systems group of Pearson All program completers, 2011-12	231	533	231	100
001-VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All program completers, 2013-14	2			
001-VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All program completers, 2011-12	15	254	15	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	237	232	98
All program completers, 2011-12	231	231	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

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.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

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.

Regular education students take technology courses at the undergraduate and graduate levels. Special Education students take a new co-listed

undergraduate/graduate course on assistive technology. Regular education students with a special education class also take the assistive technology class. All the technology classes offered in STEL's education programs are informed by global technological trends and the latest research on how people learn best with the help of technology, yet they remain grounded in practical classroom applications.

The special education technology courses emphasize adaptive and assistive technologies and the role they can play within individual education plans. In addition, the importance of Universal Design for Learning (UDL) principles and how these are applied within web-supported instructional experiences are addressed. UDL principles are reviewed in the courses, and students get practice evaluating instructional support websites based on these principles.

The general approach to ensuring teacher education students can successfully integrate technology within their practice includes the facilitation of strategies for using technology to improve instruction, community-building, management of teaching resources, and professional development. An important aspect of using technology to improve instruction includes learning how to use technology to collect and analyze student achievement data in an effort to identify areas of need for subsequent instructional events (formative evaluation techniques).

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Special Education provides service courses for general education students in elementary, middle and secondary education. These courses provide content on special education services, roles and responsibilities of general educators related to students with exceptional learning needs, and methods of accommodating and instructing diverse learners. Collaborative teaching placements are also emphasized enhancing the knowledge and skills of candidates as they learn to participate in all aspects of planning and teaming. All of the required introductory special education courses for general education teachers address special education law and regulations that pertain to individualized education programs, plans and teams. Special Education faculty are currently exploring other opportunities for incorporating training into the general education teacher preparation programs and work alongside their general education colleagues to plan and assess teacher candidates knowledge in this areas.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

In addition to introductory classes that address special education law and regulation related to IEPs, all special education students take special education coursework that focuses on collaboration and evaluation at both the undergraduate and graduate levels. In addition to special education methods courses, these students also take methods courses alongside regular education students in social studies, science, mathematics and reading, thus ensuring coursework that addresses the needs of all learners. Undergraduate students all take HUMD 300 which addresses linguistic and cultural diversity at each stage of language development and a graduate equivalent course is also offered. All students take EDEF 320, an introductory foundations course that addresses how language and culture affect a student's life and learning.

A second licensure was added for students in the Special Education program. Students can be licensed in either General Curriculum or Adapted Curriculum. Special Education students must attend at least five meetings of individualized education program teams and response to intervention meetings. All students in special education teacher preparation programs experience active participation on IEP meetings during their field experience placements. They are also required to attend eligibility meetings.

A second licensure was added for students in the Special Education program. Students can be licensed in either General Curriculum or Adapted Curriculum. Special Education students must attend at least five meetings of individualized education program teams, Response-to- Intervention meetings or eligibility meetings. Furthermore, the faculty in Special Education would like to ensure that all students receive experience with IEP meetings during their field experience placements, so this will be a topic of discussion in future planning meetings.

Section VII 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.

The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

At Radford University, we offer opportunities for teacher training in all aspects of PK - 12 general education and special education. We are the only institution to offer all licensure options for special education in the state of Virginia along with the only program in the state who offers a program in deaf and hard of hearing. At the graduate level we offer programs of study in general curriculum, adapted curriculum, deaf and hard of hearing, visual impairment, severe disabilities and early childhood/early childhood special education. We focus on curriculum transformation and collaborative co-teaching and co-planning in our university teaching and at our school sites. Memorandum of Understandings and Advisory Boards guide our work with partnership sites representing a wide variety of settings and stakeholder: We are one of the few program to offer elementary education in a four year program. We are expanding our programs by offering a new gifted endorsement and foreign language teacher endorsement. We will be building an English Language Learners endorsement program at the graduate level (all online) starting in the Academic Year of 2015-2016. The College has outlined an extensive evaluation plan addressing program evaluation, evaluation of support services and field experiences, evaluation of faculty teaching, and evaluation of candidate qualifications and performance. Our program areas are currently reviewing and updating the assessment instruments and assessment plans to align with the current standards of corresponding specialized professional associations. Program assessments will also align with the standards of the Council for the Accreditation of Educator Preparation (CAEP) and the Uniform Performance Standards for teachers in Virginia. We are implementing a comprehensive electronic assessment management system for all professional education programs that includes assessments administered at four decision points: admission to the program, early field experiences, student teaching, and program completion. We have been working with the State Council of Higher Education in Virginia, the VA Department of Education, and other departments at our institution to overcome barriers to tracking our candidates into their first years of experience.

Supporting Files

[CAEP Annual Report 2015](#)

Complete Report Card

AY 2013-14

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