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Technical Assistance

Radford University
Traditional Program

2016 | Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Radford University
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Virginia

Address: P.O. Box 6960

Radford, VA, 24141

Contact Name: Dr. Kenna Colley
Phone: 540 831 6374
Email: kcolley@radford.edu

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?

No

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 2014-15

3.47

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 2014-15

3.51

Please provide any additional comments about the information provided above:

<https://title2.ed.gov/Secured/DataCollection/Institution/PrintReport.aspx?Year=2016>

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 2014-15

3.9

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.93

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 2014-15:	53
Unduplicated number of males enrolled in 2014-15:	4
Unduplicated number of females enrolled in 2014-15:	49

2014-15	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:	49
Two or more races:	3

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

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	27
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	397
Number of students in supervised clinical experience during this academic year	251

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 2014-15. 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	26
Teacher Education - Early Childhood Education	17
Teacher Education - Elementary Education	80
Teacher Education - Junior High/Intermediate/Middle School Education	9
Teacher Education - Secondary Education	27
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	
Teacher Education - Health	21
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	7
Teacher Education - Music	8
Teacher Education - Physical Education and Coaching	21
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	9
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	2
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	2
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 2014-15. 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	7
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
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	21
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	32
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	7
Social Sciences	8
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	11
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	4
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	7
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	2
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	82
Specify: Interdisciplinary Studies	

Section I.f Program Completers

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

2014-15: 181

2013-14: 211

2012-13: 221

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. (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 mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

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

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

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:

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

Is your program preparing teachers in mathematics in 2015-16?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

A third student, initially thought to enter the Teacher Education Program (TEP) in 2015, decided to pursue a statistics concentration thus withdrew her application. Of the two students accepted into the TEP, one student moved on to student teaching. The other student, had personal issues to deal with and was unable to complete his coursework. He was not able to move onto student teaching.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

A total of six (6) students applied to the math program in 2014-2015. Three (3) of these students could not pass the Praxis II and they were not admitted, One of three (3) accepted students dropped out.

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. (§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 science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

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

2

Did your program meet the goal for prospective teachers set in science in 2014-15?

No

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:

We are pursuing active recruitment measures to increase enrollment. This will be a collaborative endeavor with science faculty in the College of Science and Technology (CSAT).

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

To date, we are preparing three (3) students: one (1) undergraduate in Earth Science Education concentration from the College of Science and Technology and two (2) graduate students in Biology.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

2

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. (**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 special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

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

20

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

We met the goal and added 21.

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. 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, and we began to use fliers with this information as a formal recruiting tool in fall 2014, so we anticipate growing numbers within a year or two. Radford University now offers 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 presentations at meetings of regional Directors of Special Education and periodic personal discussions with these Directors. 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:

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 three programs that offer two licenses within five years:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

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

35

Provide any additional comments, exceptions and explanations below:

We anticipated a large number of MS in Special Education 5-year students for the 2015-2016 academic year.

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

30

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. (**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 instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare 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?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

NA

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 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

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			
5134-ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
5134-ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	3			

5235-BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
5235-BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	1			
5245-CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
5571-EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
5014-ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
5014-ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	71	168	71	100
5014-ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	73	166	73	100
5038-ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	5			
0041-ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2013-14	4			
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, 2014-15	18	165	18	100
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, 2014-15	1			
0856-HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
5161-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
0061-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			
5161-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
5161-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0061-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5061-MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
5061-MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	6			
0049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	3			

Educational Testing Service (ETS) All program completers, 2013-14				
5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	3			
5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	3			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	4			
0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	2			
0089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	1			
5089-MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
0113-MUSIC: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0113-MUSIC: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
5113-MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	6			
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	5			
5306-READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2014-15	77	175	76	99
0306-READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2014-15	1			
5306-READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2013-14	85	178	84	99
0306-READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2013-14	14	179	14	100
0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
5081-SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	7			
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	12	522	12	100

Other enrolled students				
099-VCLA Evaluation Systems group of Pearson All program completers, 2014-15	142	528	142	100
099-VCLA Evaluation Systems group of Pearson All program completers, 2013-14	237	532	237	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	142	140	99
All program completers, 2013-14	238	233	98

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:

State

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.

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).

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.

Students in these technology courses develop online portfolios presenting artifacts that can be used as evidence for determining the degree to which the technology outcomes are achieved. These portfolios include a number of artifacts aligned with the Use of Technology outcomes. Links to student portfolios can be provided if/when needed.

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 introductory courses as a service for general education students in elementary, middle and secondary education. These courses provide content on special education services, the roles and responsibilities of general educators related to students with exceptional learning needs, and methods of accommodating and instructing diverse learners. 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.

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.

Candidates who are pursuing undergraduate or graduate programs in special education all take introductory classes that address special education law and regulations related to IEPs and serving students with disabilities. All special education candidates take special education coursework that focuses on collaboration and evaluation at the undergraduate and/or graduate levels. Developing an IEP is required within special education methods courses. Candidates in the five-year special education general and adapted curriculum program, also take general teaching methods courses 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 required for those candidates who were not undergraduate education majors. All candidates take EDEF 320 (or the graduate equivalent), an introductory foundations course that addresses how language and culture affect a student's life and learning. During field placements candidates must attend (and participate, as appropriate) in IEP, eligibility, behavior team, Rtl, and other meetings specific to serving students receiving special education services.

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 special education. We are the only institution in the commonwealth to offer all licensure options for special education, including being the sole providers of 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, and early childhood special education. We have fine-tuned five-year programs from which students graduate with licenses in two areas of education: (1) special education general and adapted curriculum, (2) early childhood/early childhood special education, (3) elementary education/special education general curriculum, and (4) deaf and hard of hearing/special education general curriculum. Memorandum of Understandings and Advisory Boards guide our work with partnership sites representing a wide variety of settings and stakeholders.

Supporting Files

Complete Report Card

AY 2014-15