

2023-2024 CAEP Accountability Measures

West Virginia Wesleyan School of Education annually reports on the following accountability measures required by CAEP:

Measure 1) (Initial): Completer effectiveness. (R4.1)

- Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

The EPP requested assessment data from the WVDE with regard to completers working in a particular county to use to determine effectiveness on P-12 student learning growth. This request was not granted. The EPP is preparing to work with recent completers to take part in mini teacher performance assessments to monitor student growth in Year 1 of employment. A strength of the EPP is alumni relationships. We are hopeful that we can expand this group to 3 and 5 year completers.

The EPP is also exploring creating Administrator Panels that would be a way to gather information about P-12 learning and appropriate ways to share that information.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

- R4.2: The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.
- R5.3: The provider includes relevant internal (e.g. EPP Administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

Employer Surveys

The EPP sends email notification of the employer survey. Participation is voluntary. Historically, return rate is low. Our completer number is generally between 10-15 graduates. At this point in the collection process, we have received no employer surveys. The EPP is planning develop employer panels to assist with this data collection. The plan is to follow up the panel with a survey that allows employers to answer specifically about completers. Any data collected will be used to evaluate and improve.

Stakeholder Involvement

The EPP has biannual Educator Program Provider Advisory Council (EPPAC) meetings that include constituents from the School of Education Faculty, Content Faculty from across campus, teacher candidates, P-12 faculty and Local Board Office Administration. Minutes detailing the topics discussed with stakeholders are available upon request.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

The EPP uses both the Principles of Teaching and Learning and PRAXIS II Content exams to show candidate competency. Overall, EPP teacher candidates are generally successful on these assessments. The analysis mentioned below provides some areas for improvement and further consideration. West Virginia Wesleyan has a 90% or better pass rate over three cycles of data

Program Completer Pass Rates, 3 year cycle

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	11	10	90.9%
All program completers, 2022-23	16	16	100
All program completers, 2021-22	9	9	100

PLT K-6 and PLT 7-12

Data from the PLT K-6 provides evidence that WVWC Teacher Candidates generally score at or above the Average Performance Range (APR) in the subsections of Students as Learners, Professional Development, Leadership and Community and Analysis of Instructional Scenarios. In the areas of Instructional Processes and Assessment, the data provides evidence that there are areas that need addressed by EPP faculty. Moving forward, EPP faculty will review PLT areas of Instructional Processes and Assessment to make curricular decisions with regard to the classes, (EDUC 241 Instructional Processes and EDUC 246 Assessment) that directly teach that content.

PLT 7-12 data also provides evidence that WVWC Teacher Candidates generally score at or above the Average Performance Range in the subsections of Students as Learners, Professional Development, Leadership and Community and Analysis of Instructional Scenarios. In the areas of Instructional Processes and Assessment, the data provides evidence that there are areas that need addressed by EPP faculty. The scores in the 7-12 test were not as concerning as the K-6. However moving forward, EPP faculty will review PLT areas of Instructional Processes and Assessment to make curricular decisions with regard to the classes, (EDUC 241 Instructional Processes and EDUC 246 Assessment) that directly teach that content.

Elementary Education Multi-Subjects 5001 series and 7811 series

Data shows that on Tests 5002 Reading/Language Arts, 5004 Social Studies, and 7814 Science all candidates scored at or above the APR. While on 5003 Mathematics, 5005 Science, and 5205 Teaching Reading the evidence shows that with the exception of one or two candidates on one criterion, all others were at or above the APR. Data show that on 7812 Reading/Language Arts,

7813 Mathematics and 7815 with the exception of one or two candidates on one criterion, all others were at or above APR.

English 5038

On English Test 5038, evidence shows that with the exception of one or two candidates on one single criterion, all others were at or above the APR.

Music 5113

Although, in the areas of Music History And Literature, Theory and Composition, and Pedagogy, Professional Issues, and Technology, students scored solidly at or above the APR the data shows some concerning trends on Music Test 5113. However in the areas of Performance and the Special Category: Listening, candidates scored below the APR. Seven of 8 candidates scored below the APR on Performance and 50% scored below the APR on the Special Category: Listening. EPP faculty and Music faculty will meet and problem solve ways to better equip candidates to be successful on these areas of the test.

SPED 5543

On SPED Test 5543, in the area of Integrated Constructed Response questions, all candidates performed above the APR. In the area of Development and Characteristics of Learners, of eight candidates two scored below the APR and two scored above. While in Planning and the Learning Environment, all candidates scored in or at the APR. One of eight candidates, on one criterion in the Assessment section scored below APR, while two scored above. The areas of Instruction and Foundations and Professional Responsibilities showed at least 50 % of candidates scoring below the APR. EPP faculty will need to review test criteria and special education curriculum to determine areas to provide additional learning opportunities.

PRAXIS PLT/CONTENT PRAXIS Pass Rates

The information contained in the following table is somewhat skewed with regard to the Elementary Education Multi-Subject tests. In West Virginia, Elementary Education majors are permitted to take one of two content praxis exams, either the 5001 series or the 7811 series. Students must pass one each of the Reading/Language Arts, Mathematics, Social Studies, and Science tests. They may pass any combination of the two test series, as long as they have a passing score for each test. While the table shows tests 5003, 5004, 5005 and 7812 as having 1 or 2 non passing scores, those elementary education majors took the other version (7813 instead of 5003, 7815 instead of 5004, 7814 instead of 5005, and 5002 instead of 7812) and received passing scores on all four areas of the Elementary Education Multi-Subject tests.

The only other area of the PRAXIS Assessments that raises concerns is the Mathematics Content test, 5165. There is a caveat to WV code that permits a secondary education Math major who is unsuccessful on the Grades 7-12 Mathematics test to take the 5164 Middle School Math series and matriculate to Student Teaching/Residency II. WVWC had one candidate who used this allowance and was able to be certified.

PLT/Praxis II Content Tests Pass Rates

Praxis II Test	Test #	Major	Test Takers	Passed Overall	%	Passed 1st Attempt	%	Passed Best Attempt	%	Not Passed	%
PLT K-6	5622	Elementary	18	18	100%	17	94.4%	1	5.6%	0	0%
PLT K-6	5622	Music	1	1	100%	1	100%	0	0%	0	0%
PLT K-6	5622	Math 5-9	1	1	100%	1	100%	0	0%	0	0%
PLT K-6	5622	SPED	8	8	100%	6	75%	2	25%	0	0%
PLT 7-12	5624	English	5	5	100%	5	100%	0	0%	0	0%
PLT 7-12	5624	Math	2	2	100%	2	100%	0	0%	0	0%
PLT 7-12	5624	Music	7	7	100%	5	71.5%	2	28.5%	0	0%
Content English	5038	English	5	5	100%	3	60%	2	40%	0	0%
Content Math	5165	Math	2	1	100%	0	0%	1	50%	1	50%
Content Math	5164	Math 5-9	2	2	100%	2	100%	0	0%	0	0%
Content Music	5113	Music	8	7	87.5%	4	50%	2	25%	1	12.5%
Teaching of Reading	5205	Elementary	3	3	100%	2	66.7	1	33.3	0	0%
Elem MS RLA	5002	Elementary	10	10	100%	9	90%	1	10%	0	0%
Elem MS Math	5003	Elementary	10	9	90%	5	50%	4	40%	1	10%
Elem MS SSt	5004	Elementary	9	8	88.9	6	66.7	2	22.2%	1	11.1%
Elem MS Science	5005	Elementary	8	6	75%	3	37.5%	3	37.5	2	25%
CKT MS RLA	7812	Elementary	10	8	80%	8	80%	0	0%	2	20%
CKT MS Math	7813	Elementary	8	8	100%	6	75%	2	25%	0	0%
CKT MS Science	7814	Elementary	12	12	100%	11	91.6%	1	8.3%	0	0%
CKT MS SSt	7815	Elementary	11	11	100%	8	72.7%	3	27.3	0	0%

The EPP also uses the West Virginia Teacher Performance Assessment (TPA) to demonstrate candidate competency. The TPA requires that teacher candidates draw on pedagogical and content pedagogical knowledge to plan and deliver instruction that builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of student impact. The TPA includes seven performance tasks that

have been identified from research and best practice as fundamental to improving student learning.

All candidates scored at the emerging or accomplished level on all indicators. This indicates the candidate competency at program completion.

West Virginia Wesleyan College
College of Education
WVTPA Data AY 2023-24



<i>WV TPA Scores: Fall 2023/Spring 2024</i>	<i>Distinguished (4 pts)</i>	<i>Accomplished (3 pts)</i>	<i>Emerging (2 pts)</i>	<i>Unsatisfactory (1 pts)</i>	<i>Mean</i>	<i>Mode</i>	<i>Standard Deviation</i>
TASK 1: Implications of Community, School, & Family Factors							
Cumulative (n = 11)	0	3	8	0	2.18	2	0.39
Elementary (n=6)	0	1	5	0	3.2	2	0.4
Secondary (n=3)	0	1	2	0	2.25	2	0.43
Special Education (n=1)	0	1	0	0	2.0	3	0
English, 5-Adult (n = 3)	0	1	2	0		3	
Mathematics, 5-Adult, (n = 0)	0						
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 1: Implications of the Classroom Factors							
Cumulative (n = 11)	0	3	8	0	2.31	2	0.46
Elementary (n=6)	0	1	5	0	2.3	2	0.45
Secondary (n=3)	0	1	3	0	2.5	2	0.5
Special Education (n=1)	0	1	0	0	3	2	0

English, 5-Adult (n = 3)	0	1	3	0	2		
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 1: Implications of Individual Student Factors							
Cumulative (n = 11)	0	6	5	0	2.12 5	3	0.33
Elementary (n=6)	0	5	1	0	2.1	3	0.3
Secondary (n=3)	0	2	1	0	2.25	3	0.43
Special Education (n=1)	0	1	0	0	2.0	3	0
English, 5-Adult (n = 3)	0	2	1	0		3	
Mathematics, 5-Adult, (n =)	0			0			
Music Education, PreK-Adult, (n = 10)	0	0	1	0	2.0	3	0
Social Studies, 5-Adult, (n = 0)							
TASK 2: Alignment of Standards and Learning Goals							
Cumulative (n = 11)	0	6	5	0	2.18	3	0.39
Elementary (n=6)	0	2	4	0	3.2	2	0.4
Secondary (n=3)	0	3	0	0	2.25	3	0.43
Special Education (n=1)	0	1	0	0	2.0	3	0
English, 5-Adult (n = 3)	0	3	0	0		3	
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2.0	2	0

Social Studies, 5-Adult, (n = 0)							
TASK 2: Learning Goals							
Cumulative (n = 11)	0	7	4	0	2.375	3	0.484
Elementary (n=6)	0	5	1	0	2.6	3	0.489
Secondary (n=3)	0	3	0	0	2.75	3	0.433
Special Education (n=1)	0	0	1	0	2.0	2	0
English, 5-Adult (n = 3)	0	3	0	0		3	
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2.0	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 2: Anticipated Student Challenges							
Cumulative (n = 11)	0	0	11	0	2.18	2	0.39
Elementary (n=6)	0	0	6	0	2.2	2	0.4
Secondary (n=3)	0	0	3	0	2.5	2	0.5
Special Education (n=1)	0	0	1	0	2.0	2	0
English, 5-Adult (n = 3)	0	0	3	0		2	
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2.0	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 3: Alignment with Learning Goals							
Cumulative (n = 11)	0	5	6	0	2.31	2	0.46
Elementary (n=6)	0	1	5	0	2.6	2	4.89

Secondary (n=3)	0	3	0	0	2.25	3	0.433
Special Education (n=1)	0	1	0	0	2.0	3	0
English, 5-Adult (n = 3)	0	3	0	0		3	
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2.0	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 3: Assessment Criteria/Technical Soundness							
Cumulative (n = 11)	0	8	3	0	2.18	3	0.39
Elementary (n=6)	0	5	1	0	2.2	3	0.4
Secondary (n=3)	0	2	1	0	2.25	3	0.433
Special Education (n=1)	0	1	0	0	2.0	3	0
English, 5-Adult (n = 3)	0	2	1	0			
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2.5	2	0.5
Social Studies, 5-Adult, (n = 0)							
TASK 3: Balance of Assessments							
Cumulative (n = 11)	0	3	8	0	2	2	0
Elementary (n=6)	0	2	4	0	2	2	0
Secondary (n=3)	0	1	2	0	2	2	0
Special Education (n=1)	0	0	1	0	2	2	0
English, 5-Adult (n = 3)	0	1	2	0		2	

Mathematics, 5-Adult, (n = 1)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 4: Factors in Planning							
Cumulative (n = 11)	0	1	10	0	2.25	2	0.433
Elementary (n=6)	0	0	6	0	2.3	2	0.458
Secondary (n=3)	0	1	2	0	2.25	2	0.433
Special Education (n=2)	0	0	1	0	2	2	0
English, 5-Adult (n = 3)	0	1	2	0		2	
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 4: Consultation							
Cumulative (n = 111)	0	5	6	0	2.25	2	0.433
Elementary (n=16)	0	3	3	0	2.3	2	0.458
Secondary (n=3)	0	2	1	0	2.25	3	0.433
Special Education (n=1)	0	0	2	0	2	2	0
English, 5-Adult (n = 3)	0	2	1	0		3	
Mathematics, 5-Adult, (n = 0)	0						
Music Education, PreK-Adult, (n = 1)	0	0	2	0	2	2	0
Social Studies, 5-Adult, (n = 0)							

TASK 4: Instructional Strategies							
Cumulative (n = 11)	0	7	4	0	2.18	3	0.39
Elementary (n=6)	0	4	2	0	2.2	3	0.4
Secondary (n=3)	0	2	1	0	2.25	3	0.433
Special Education (n=1)	0	1	0	0	2	3	0
English, 5-Adult (n = 3)	0	2	1	0		3	
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 4: Rationale for Instructional Strategies							
Cumulative (n = 11)	0	3	8	0	2.18	2	0.39
Elementary (n=6)	0	2	4	0	2.3	2	0.458
Secondary (n=3)	0	0	3	0	2.25	2	0.433
Special Education (n=1)	0	3	0	0	2	3	0
English, 5-Adult (n = 3)	0	0	3	0		2	
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 4: Learning Resources (including technology)							
Cumulative (n = 11)	0	2	9	0	2.25	2	0.433
Elementary (n=6)	0	0	6	0	2.3	2	0.458
Secondary (n=3)	0	2	1	0	2.25	3	0.433
Special Education (n=1)	0	0	2	0	2	2	0

English, 5-Adult (n = 3)	0	2	1	0		3	
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 4: Differentiated Instruction							
Cumulative (n = 11)	0	2	9	0	2.18	2	0.39
Elementary (n=6)	0	2	4	0	2.2	2	0.4
Secondary (n=3)	0	0	3	0	2.25	2	0.433
Special Education (n=1)	0	0	1	0	2	2	0
English, 5-Adult (n = 3)	0	0	3	0		2	
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	1	0	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 5: Classroom Set-up and Organization							
Cumulative (n = 11)	0	3	8	0	2.125	2	0.109
Elementary (n=6)	0	1	5	0	2.2	2	0.4
Secondary (n=3)	0	1	2	0	2	2	0
Special Education (n=1)	0	1	0	0	2	3	0
English, 5-Adult (n = 3)	0	1	2	0		2	
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0

Social Studies, 5-Adult, (n = 0)							
TASK 5: Classroom and Behavior Management							
Cumulative (n = 11)	0	3	8	0	2.125	2	0.109
Elementary (n=6)	0	1	5	0	2.1	2	0.3
Secondary (n=3)	0	2	1	0	2.26	3	0.433
Special Education (n=1)	0	1	0	0	2	3	0
English, 5-Adult (n = 3)	0	2	1	0		3	
Mathematics, 5-Adult, (n = 0)	0						
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 5: Flexibility							
Cumulative (n = 11)	0	0	11	0	2.18	2	0.39
Elementary (n=6)	0	0	6	0	2.3	2	0.21
Secondary (n=3)	0	0	3	0	2	2	0
Special Education (n=1)	0	0	1	0	2	2	0
English, 5-Adult (n = 3)	0	0	3	0		2	
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 5: Questioning Strategies							
Cumulative (n = 11)	0	1	10	0	2.062	2	0.24

Elementary (n=6)	0	0	6	0	2.3	2	0.21
Secondary (n=3)	0	1	2	0	2.26	2	0.433
Special Education (n=1)	0	0	1	0	2	2	0
English, 5-Adult (n = 3)	0	1	2	0		2	
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 5: Student Engagement							
Cumulative (n = 11)	0	1	10	0	2.18	2	0.39
Elementary (n=6)	0	1	5	0	2.2	2	0.4
Secondary (n=3)	0	0	3	0	2.26	2	0.433
Special Education (n=1)	0	0	1	0	2	2	0
English, 5-Adult (n = 3)	0	0	3	0		2	
Mathematics, 5-Adult, (n = 0)	0						
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)				0			
TASK 6: Clarity and Representation of Evidence							
Cumulative (n = 11)	0	10	1	0	2.75	3	0.433
Elementary (n=6)	0	6	0	0	2.8	3	0.16
Secondary (n=3)	0	2	1	0	3	3	0
Special Education (n=1)	0	1	0	0	3	3	0
English, 5-Adult (n = 3)	0	2	1	0		3	

Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	1	0	0	3	3	0
Social Studies, 5-Adult, (n = 0)							
TASK 6: Interpretation of Data							
Cumulative (n = 11)	0	6	5	0	2.25	3	0.433
Elementary (n=6)	0	2	4	0	2.4	2	0.489
Secondary (n=3)	0	1	2	0	2	2	0
Special Education (n=1)	0	1	0	0	2.5	3	0.5
English, 5-Adult (n = 3)	0	1	2	0		2	
Mathematics, 5-Adult, (n = 0)	0						
Music Education, PreK-Adult, (n = 1)	0	0	2	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 6: Evidence of Impact							
Cumulative (n = 11)	0	4	7	0	2.125	2	0.33
Elementary (n=6)	0	1	5	0	2.2	2	0.4
Secondary (n=3)	0	1	2	0	2	2	0
Special Education (n=1)	0	0	1	0		2	
English, 5-Adult (n = 3)	0	1	2	0		3	
Mathematics, 5-Adult, (n = 0)	0						
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0

Social Studies, 5-Adult, (n = 0)							
TASK 7: Insights on Teaching and Learning							
Cumulative (n = 11)	0	2	9	0	2.187	2	0.39
Elementary (n=6)	0	0	6	0	2.2	2	0.4
Secondary (n=3)	0	1	2	0	2.25	2	0.433
Special Education (n=1)	0	1	0	0	2	3	0
English, 5-Adult (n = 3)	0	1	2	0		2	
Mathematics, 5-Adult, (n = 0)	0						
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 7: Professional Collaborative Practice							
Cumulative (n = 11)	0	5	6	0	2.187	2	0.39
Elementary (n=6)	0	4	2	0	2.2	3	0.4
Secondary (n=3)	0	0	3	0	2.25	2	0.433
Special Education (n=1)	0	0	1	0	2	2	0
English, 5-Adult (n = 3)	0	0	3	0		2	
Mathematics, 5-Adult, (n = 0)	0						
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 7: Implications for Future Teaching							

Cumulative (n = 11)	0	0	11	0	2.178	2	0.39
Elementary (n=6)	0	0	6	0	2.2	2	0.39
Secondary (n=3)	0	0	3	0	2.25	2	0.433
Special Education (n=1)	0	0	1	0	2	2	0
English, 5-Adult (n = 3)	0	0	3	0		2	
Mathematics, 5-Adult, (n = 0)	0			0			
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 7: Professional Growth							
Cumulative (n = 11)	0	0	11	0	2.026	2	0.24
Elementary (n=6)	0	1	5	0	2.9	2	0.3
Secondary (n=3)	0	0	3	0	2	2	0
Special Education (n=1)	0	0	1	0	2	2	0
English, 5-Adult (n = 3)	0	0	3	0		2	
Mathematics, 5-Adult, (n = 0)	0						
Music Education, PreK-Adult, (n = 1)	0	0	1	0	2	2	0
Social Studies, 5-Adult, (n = 0)							

Measure 4) Ability of completers to be hired in positions for which they were prepared.

All completers with the exception of 2, were hired into full time teaching positions. Two candidates sought employment outside of the education field, and one of the candidates has yet to pass PRAXIS II Content and is not fully certified.

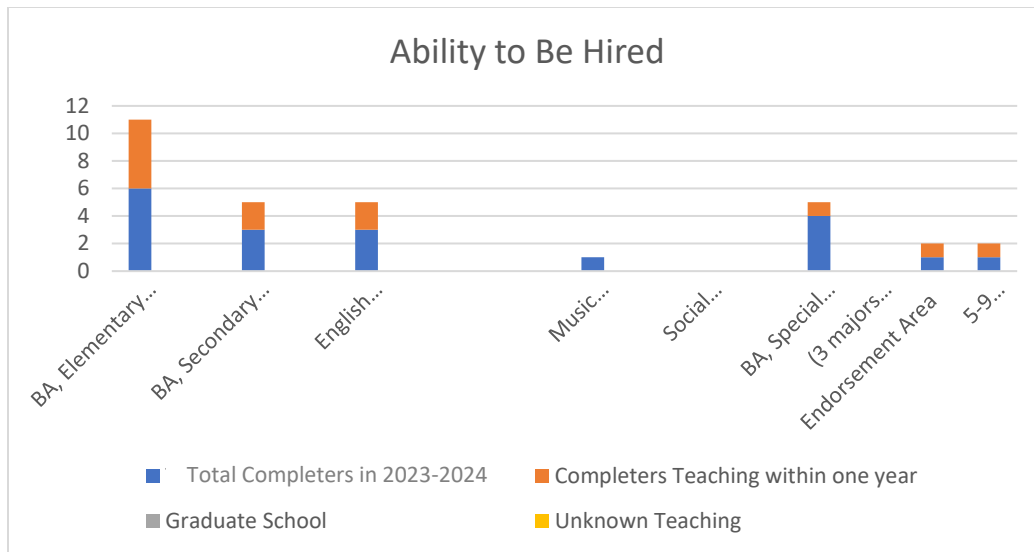
ABILITY TO BE HIRED**West Virginia Wesleyan School of Education****Completers Ability to be Hired: Initial-Level
2023-2024 Academic School Year**

Degree Program	Total Completers in 2022-2023	Completers Teaching within one year	Graduate School	Other Employment
BA, Elementary Education	6	5*	0	1
BA, Secondary Education	3	2	0	0
English (5-Adult)	3	2**	0	0
Mathematics (5-Adult)	0	0	0	0
Music (Pre-K – Adult)	1	0	0	0
Social Studies (5-Adult)	0	0	0	0
BA, Special Education (pre-K-Adult)	4	1***	0	0
(3 majors also EL ED)				
Endorsement Area	1	1	0	0
5-9 Mathematics (also EL ED major)	1	1	0	0

*One Elementary Education major has an endorsement in Middle School Math. She is currently employed in Middle School Math, not ELEM ED.

** Two graduates are currently employed outside the field of education.

***Three Elementary Education majors double majored in ELEM ED and SPED. They are all employed in regular education classrooms.



Licensures by Content Area

Licensure	Number of Completers	Number of Certificates
BA, Elementary Education	6	6
BA, Secondary Education	5	4
English (5-Adult)	3	1
Mathematics (5-Adult)	0	0
Music (Pre-K – Adult)	1	0
Social Studies (5-Adult)	0	0
BA, Special Education (pre-K-Adult)	4	4
Endorsement Area	1	1
5-9 Mathematics (also EL ED major)	1	1