Information about teacher shortage areas can be found at https://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 2015-16

1. Did your program prepare teachers in special education in 2015-16?

- ● Yes
- ○ No (leave remaining questions for year blank)

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

> 4

3. Did your program meet the goal for prospective teachers set in special education in 2015-16?

- ● Yes
- ○ No
- ○ Not applicable

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

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

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

> We graduated 6 students in the program this year. The West Virginia State Board of Education approved, in 2015, our program to partner with a local school district in a teacher in residency program. This will allow our multi-categorical candidates to fill positions for which no certified teacher applied.

Academic year 2016-17

7. Is your program preparing teachers in special education in 2016-17?

- ● Yes
- ○ No (leave remaining questions for year blank)

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

> 5

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

> Three students have been admitted into the special education program for 2016-17. The state is adopting an alternative route to certification for special education teachers which could impact our enrollment in the future

Academic year 2017-18

10. Will your program prepare teachers in special education in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2017-18?

3

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

We will be "teaching out" our graduate Multi-Cat Special Education program in December 2017. 1 will graduate in December 2017, 2 in May 2018. Plans are to begin an undergraduate Multi-Cat Special Education certification program pending college and state approval in Fall 2018.

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 https://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 2015-16

1. Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

○ Yes
● No (leave remaining questions for year blank)

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

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

○ Yes
○ No
○ Not applicable

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

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

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

Diversity in partner schools is in socio-economic status and special needs. These are the focus areas of preparation.

Academic year 2016-17

7. Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

    ○ Yes

    ● **No (leave remaining questions for year blank)**

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

[   ]

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

Academic year 2017-18

10. Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

    ○ Yes

    ● **No (leave remaining questions for year blank)**

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

[   ]

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

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.

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

    ● Yes

    ○ No

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

    ● Yes

    ○ No

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

    ● Yes

    ○ No

    ○ **Program does not prepare special education teachers**

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

    ● Yes

    ○ No

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

    ● Yes

    ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

1. A number of our students stay in WV to teach, but others go to PA, OH, VA, or NC. Because we have a reciprocity agreement with these states, we offer candidates training that will allow certification in their selected fields in the states where they are likely to teach. 2. Because of our close relationship with local school systems, candidates are able to participate in field experiences allowing them to make instructional decisions under the guidance of mentor teachers. In addition, teacher candidates participate in action research as they analyze the impact of their teaching on student learning. This will prepare them to make decisions using best practice in their future classroom. 3. Our master's degree with certification in Multi-categorical Special Ed. requires prior certification in another teaching field: therefore, prospective special ed. candidates have already received coursework in core academic subjects prior to entering the program. 4. General education teaching candidates are required to take the course SPEC 230: Exceptionalities & Human Diversity which trains them to provide differentiated instruction to children with disabilities. Another required course is SPEC 330: Behavior Management where students develop a personal behavior management philosophy and levels of behavior interventions to address the differing needs and perspectives of students with and without disabilities. We have also proposed an undergraduate Special Education major, to begin Fall 2018. 5. Candidates receive training in providing instruction to limited English proficient students in coursework done in EDUC 240. Master's candidates take part in a two-hour workshop on working with students who are limited English proficient in EDUC 510. An expert from the public school system shares experiences teaching limited English proficient students with the class. Candidates are also asked to provide modifications to lesson plans for teaching limited English proficient students. 6. General education teacher candidates receive training in providing instruction to children from low-income families in EDUC 101: Into to Education, EDUC 201 Learning and Human Development, and EDUC 510 Adapting Instruction to Individual Students by exploring the work of Ruby Payne. 7. Prospective teachers receive training on how to effectively teach in urban and rural schools by studying characteristics of diversity and urban and rural students throughout the undergraduate program. Candidates complete a diverse field placement to supplement diversities seen in our partnership schools.

Assessment Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	9			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	9			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2013-14	14	169	14	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	5			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) Other enrolled students	2			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	3			
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	4			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) Other enrolled students	2			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	5			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) Other enrolled students	2			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	3			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	10	178	10	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	19	179	19	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	21	180	21	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	3			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	10	178	10	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	19	179	19	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	21	179	21	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	3			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	10	175	10	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	19	176	19	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	21	176	21	100
ETS5531 -PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5531 -PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5531 -PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	13	175	13	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	16	175	16	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	12	176	12	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	15	173	15	100
ETS5301 -READING SPECIALIST II Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) Other enrolled students	9			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	5			

Summary Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	20	20	100
All program completers, 2014-15	28	28	100
All program completers, 2013-14	21	21	100

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

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

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

- ● Yes
- ○ No

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

- ☑ State
- ☑ NCATE
- ☐ TEAC
- ☐ CAEP
- ☐ Other specify:

2. 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)?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   We have integrated a variety of instructional technology assignments in each of the core Teacher Preparation courses. These assignments supplement the 3-credit hour Technology course requirement; EDUC 141: Educational Technology Survey (2-hr. Freshman level) and EDUC 321: Technology Integration (1-hr Junior/Senior level). Our students use technology in their coursework and in their field experiences and clinical placements. Each of our students has a personal laptop computer that is supported with standard software and a high speed Internet connection. This campus wide support allows faculty to plan a variety of in class activities. We are using two systems for data collection and analysis. We maintain a department database with student data and also reports department findings and updates in the campus wide assessment database. West Virginia Wesleyan College uses the TaskStream assessment management system for managing, analyzing, and reporting data. Faculty implement ongoing curriculum revision based on assessment findings from course embedded assessments. The two dedicated classrooms have been renovated to include model technology from the P-12 setting.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. **(§205(a)(1)(G))**

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No

   b. **participate as a member of individualized education program teams**

   ● Yes
   ○ No

   c. **teach students who are limited English proficient effectively**

   ● Yes
   ○ No

2. **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.**

   Candidates are introduced to the ten required components of an IEP and the state of West Virginia electronic form during SPEC 230: Exceptionalities & Human Diversity. They then prepare an instructional IEP from a case study representing one of the categories. Additionally, candidates in this class adapt a lesson plan for general education by using the parallel lesson plan format to reflect adaptations for eleven categories of disability and culturally or linguistically diverse students. During SPEC 330: Behavior Management, candidates complete a second IEP from a case study related to the instructional and behavioral needs of a student. In each of the IEP activities, emphasis is placed on the requirements of an effective IEP and on the role of each member of the IEP team. General education candidates are trained to teach students who are limited English proficient by the Director of English as a Second Language program.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

b. **participate as a member of individualized education program teams**

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

c. **teach students who are limited English proficient effectively**

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

4. **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.**

Our Masters in Education: Multi-categorical Special Education Program provides candidates more intensive training in how to teach students with disabilities and expectations for members of an IEP team through required coursework. Each course requires extensive exploration of research based strategies, applications to case studies, additional assignments in parallel lesson plans and IEPs and a diagnostic assessment case study that models the pre-referral through IEP process. Application of these skills is honed during the Practicum placement in which students are required to apply skills acquired during previous coursework as well as be a fully contributing professional in a public school setting. As Master's students, they take part in a two-hour workshop on working with students who are limited English proficient in EDUC 510: Adapting Instruction to Individual Students. An expert from the public school system shares experiences teaching limited English proficient students with the class. Candidates are also asked to provide modifications to lesson plans for teaching limited English proficient students. We have also proposed an undergraduate Special Education program to begin Fall 2018.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Contextual Information

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

Progress in the Teacher Education Program is evaluated using the following Key Assessments: 1. Licensure assessment, or other content-based assessment-- ETS Praxis II: Norm Referenced Multiple Choice Exam--taken before admission to the Professional Semester 2. Assessment of content knowledge--Content knowledge assessment in Content Based Website: 3. Assessment of candidate ability to plan instruction--Unit Plan: Instructional Processes and Assessment--prepared during the semester enrolled in Instructional Processes and Assessment, EDUC 240 4. Assessment of student teaching--Student Teaching Evaluation: Summative performance of student teaching experience--done during the student teaching semester 5. Assessment of candidate effect on student learning--Candidates are participating in the West Virginia Teacher Performance Assesment. This is a collaborative product of 15 WV institutions of higher education. 6. Additional assessment that addresses Standards—Includes: ETS Praxis Principles of Learning and Teaching Exam:Norm Referenced Multiple Choice--taken prior to certification for licensure, Content Based Portfolio 6M Music Department Senior Juries--Performance-based assessment of applied music (voice or instrumental) During the senior year

Supporting Files

No files have been provided.

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

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **73**.

Number of program completers from Section I: Program Information, Program Completers is **23**.

For a total enrollment of **96**.

☐ **I certify the total enrollment shown above is correct.**

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Leah Morehead

TITLE:

Administrative Assistant

Certification of review of submission

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

NAME OF REVIEWER:

Karen Petitto

TITLE:

School Director

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	52	73	40.38%
Male Enrollment	17	24	41.18%
Female Enrollment	35	49	40.00%
Hispanic/Latino Enrollment	0	1	
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	1	1	0.00%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	52	67	28.85%
Two or more races Enrollment	1	4	300.00%
Average number of clock hours required prior to student teaching	135	135	0.00%
Average number of clock hours required for student teaching	560	560	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3	3	0.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	91	85	-6.59%
Number of students in supervised clinical experience during this academic year	100	87	-13.00%
Total completers for current academic year	28	23	-17.86%
Total completers for prior academic year	21	28	33.33%
Total completers for second prior academic year	30	21	-30.00%