[Title II Higher Education Act](#)

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Select Academic Year Menu

[2020-21 Academic Year Data ▼]

2022 Title II Reports National Teacher Preparation Data
West Virginia Wesleyan College

Main Menu

- [Home](#)

WV

West Virginia Wesleyan College Traditional Report AY 2020-21 West Virginia
Report CompleteStatus: Certified

Institution Information

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

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

IPEDS ID [   ]

☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation [   ]

Address [59 College Ave.]

Address line 2: [   ]

City [Buckhannon]

State

[West Virginia ▼]

Zip [26201]

Salutation

[Dr. ▼]

First Name [Karen]

Last Name [Petitto]

Phone [(304) 473-8045]

Email [petitto@wvwc.edu]

[Save/Stay]

[Reset]

[Print]

Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

This Page Includes:

- List of Programs

List of Programs

Back To Top

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	• Edit • Delete
13.1	Special Education	UG	• Edit • Delete
13.1305	Teacher Education - English/Language Arts	UG	• Edit • Delete
13.1311	Teacher Education - Mathematics	UG	• Edit • Delete
13.1312	Teacher Education - Music	UG	• Edit • Delete
13.1318	Teacher Education - Social Studies	UG	• Edit • Delete

UG, PG, or Both ⊙ UG
○ PG
○ Both
○

• Insert
• Cancel

Total number of teacher preparation programs: 6

Save Option

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Program Requirements

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

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

This Page Includes:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Undergraduate Requirements

Back To Top

1. Are there initial teacher certification programs at the undergraduate level? ⦿ Yes
○ No

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

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Fingerprint check	Required for Entry ○ Yes ⦿ No ○	Required for Exit ⦿ Yes ○ No ○
Background check	Required for Entry ○ Yes ⦿ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum number of courses/credits/semester hours completed	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum GPA	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum GPA in content area coursework	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum GPA in professional education coursework	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum ACT score	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○
Minimum SAT score	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○
Minimum basic skills test score	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Subject area/academic content test or other subject matter verification	Required for Entry ○ Yes ⦿ No ○	Required for Exit ⦿ Yes ○ No ○
Recommendation(s)	Required for Entry ⦿ Yes ○ No ○	Required for Exit ○ Yes ⦿ No ○
Essay or personal statement	Required for Entry ⦿ Yes ○ No ○	Required for Exit ○ Yes ⦿ No ○
Interview	Required for Entry ○ Yes ⦿ No ○	Required for Exit ⦿ Yes ○ No ○
Other Specify: Other specify: [Dispositions contract and]	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)
[2.75]

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)
[2.5]

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

Postgraduate Requirements

Back To Top

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

○ No

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

Postgraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Fingerprint check	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Background check	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum number of courses/credits/semester hours completed	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum GPA	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum GPA in content area coursework	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum GPA in professional education coursework	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum ACT score	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum SAT score	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum basic skills test score	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Subject area/academic content test or other subject matter verification	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Recommendation(s)	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Essay or personal statement	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Interview	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Other Specify: Other specify: [TB test, Bachelor's degree]	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉

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

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

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

Supervised Clinical Experience

Back To Top

Provide the following information about supervised clinical experience in 2020-21. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models? ◉ Yes
○ No

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

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

Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours of supervised clinical experience required prior to student teaching [325]
Number of clock hours required for student teaching	Number of clock hours required for student teaching [560]

You have programs with the teacher of record model, but "years required for teaching as the teacher of record" is 0. Please correct the data, or confirm.

☑ I confirm that there are 0 hours required
Are there programs in which candidates are the teacher of record? ◉ Yes
○ No

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

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

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

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

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom 325

Number of years required for teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom
0

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs
All Programs

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

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) 2

Optional tool for automatically calculating full-time equivalent faculty in the system

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

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) 1

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

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year 42

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year 40

Please provide any additional information about or descriptions of the supervised clinical experiences: The required 325 hours prior to student teaching, is an across the board requirement for all elementary and secondary undergraduate programs. This includes Clinical I, Residency 1, and a 15-hr diverse field experience. Methods courses are taught and have some field hours embedded in them but the amounts are different for elementary (hours vary depending on the semester, the weather, the

> The required 325 hours prior to student teaching, is an accross the board requirement for all elementary and secondary undergraduate programs. This includes Clinical I, Residency 1,

public school calendar, etc.) and secondary (15 hrs) and are not included in the 135 hours.
Save Option

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)		
50% (Half-Time)		
75% Employment Rate (%)	Number of Faculty	Delete
25% Employment Rate (%)	Number of Faculty	Delete

Add Row

Calculate FTE

Section I: Program Information

Enrollment and Program Completers

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

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

- Enrolled Student
- Program Completer

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

Back To Top

Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21 `39`

Subset of Program Completers Subset of Program Completers in 2020-21 `14`

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment `5`	Male Completers `2`
Female	Female Enrollment `34`	Female Completers `12`
Non-Binary/Other	Non-Binary/Other Enrollment `0`	Non-Binary/Other Completers `0`
No Gender Reported	Nonreported gender Enrollment `0`	Nonreported gender Completers `0`

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment `0`	American Indian or Alaska Native Completers `0`
Asian	Asian Enrollment `0`	Asian Completers `0`
Black or African American	Black or African American Enrollment `0`	Black or African American Completers `0`
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment `0`	Hispanic/Latino of any race Completers `0`
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment `0`	Native Hawaiian or Other Pacific Islander Completers `0`
White	White Enrollment `39`	White Completers `14`
Two or more races	Two or more races Enrollment `0`	Two or more races Completers `0`
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment `0`	Nonreported race/ethnicity Completers `0`

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

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[Print] [Reset Page] [Save]

Section I: Program Information

Teachers Prepared

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

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

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

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

- Academic Major

This Page Includes:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Back To Top

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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

What are CIP Codes?

☐ No teachers prepared in academic year 2020-21

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

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

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	1
13.1202	Teacher Education - Elementary Education	Number Prepared	6
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	
13.1210	Teacher Education - Early Childhood Education	Number Prepared	
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	
13.1303	Teacher Education - Business	Number Prepared	

<div align="center">Teachers Prepared by Subject Area</div>

CIP Code	Subject Area	Number Prepared
13.1305	Teacher Education - English/Language Arts	Number Prepared 3
13.1306	Teacher Education - Foreign Language	Number Prepared
13.1307	Teacher Education - Health	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared
13.1311	Teacher Education - Mathematics	Number Prepared
13.1312	Teacher Education - Music	Number Prepared 2
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared
13.1315	Teacher Education - Reading	Number Prepared
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared
13.1317	Teacher Education - Social Science	Number Prepared
13.1318	Teacher Education - Social Studies	Number Prepared 2
13.1320	Teacher Education - Trade and Industrial	Number Prepared
13.1321	Teacher Education - Computer Science	Number Prepared
13.1322	Teacher Education - Biology	Number Prepared
13.1323	Teacher Education - Chemistry	Number Prepared
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared
13.1329	Teacher Education - Physics	Number Prepared
13.1331	Teacher Education - Speech	Number Prepared
13.1337	Teacher Education - Earth Science	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared
13.99	Education - Other Specify: Other specify: [ ]	Number Prepared

Teachers Prepared by Academic Major

Back To Top

Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

What are CIP Codes?

Do participants earn a degree upon completion of the program? ◉ Yes
○ No
☐ No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

<div align="center">Teachers Prepared by Academic Major</div>

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared 1

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.1202	Teacher Education - Elementary Education	Number Prepared 6
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared
13.1210	Teacher Education - Early Childhood Education	Number Prepared
13.1301	Teacher Education - Agriculture	Number Prepared
13.1302	Teacher Education - Art	Number Prepared
13.1303	Teacher Education - Business	Number Prepared
13.1305	Teacher Education - English/Language Arts	Number Prepared 3
13.1306	Teacher Education - Foreign Language	Number Prepared
13.1307	Teacher Education - Health	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared
13.1311	Teacher Education - Mathematics	Number Prepared
13.1312	Teacher Education - Music	Number Prepared 2
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared
13.1315	Teacher Education - Reading	Number Prepared
13.1316	Teacher Education - General Science	Number Prepared
13.1317	Teacher Education - Social Science	Number Prepared
13.1318	Teacher Education - Social Studies	Number Prepared 2
13.1320	Teacher Education - Trade and Industrial	Number Prepared
13.1321	Teacher Education - Computer Science	Number Prepared
13.1322	Teacher Education - Biology	Number Prepared
13.1323	Teacher Education - Chemistry	Number Prepared
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared
13.1329	Teacher Education - Physics	Number Prepared
13.1331	Teacher Education - Speech	Number Prepared
13.1337	Teacher Education - Earth Science	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared
13.99	Education - Other Specify: Other specify:	Number Prepared
01	Agriculture	Number Prepared
03	Natural Resources and Conservation	Number Prepared
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared
09	Communication or Journalism	Number Prepared
11	Computer and Information Sciences	Number Prepared
12	Personal and Culinary Services	Number Prepared
14	Engineering	Number Prepared
16	Foreign Languages, Literatures, and Linguistics	Number Prepared
19	Family and Consumer Sciences/Human Sciences	Number Prepared
21	Technology Education/Industrial Arts	Number Prepared

CIP Code	Academic Major	Number Prepared	
22	Legal Professions and Studies	Number Prepared	
23	English Language/Literature	Number Prepared	
24	Liberal Arts/Humanities	Number Prepared	
25	Library Science	Number Prepared	
26	Biological and Biomedical Sciences	Number Prepared	
27	Mathematics and Statistics	Number Prepared	
30	Multi/Interdisciplinary Studies	Number Prepared	
38	Philosophy and Religious Studies	Number Prepared	
40	Physical Sciences	Number Prepared	
41	Science Technologies/Technicians	Number Prepared	
42	Psychology	Number Prepared	
44	Public Administration and Social Service Professions	Number Prepared	
45	Social Sciences	Number Prepared	
46	Construction	Number Prepared	
47	Mechanic and Repair Technologies	Number Prepared	
50	Visual and Performing Arts	Number Prepared	
51	Health Professions and Related Clinical Sciences	Number Prepared	
52	Business/Management/Marketing	Number Prepared	
54	History	Number Prepared	
99	Other Specify: Other specify:	Number Prepared	

Save Option

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Print   Reset Page   Save

Section I: Program Information

Program Assurances

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

This Page Includes:

- Program Assurances

Program Assurances

Back To Top

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends. ● Yes
○ No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. ● Yes
○ No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. ● Yes
○ No

○ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities. ◉ Yes
○ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students. ◉ Yes
○ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families. ◉ Yes
○ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. ◉ Yes
○ No

8. Describe your institution's most successful strategies in meeting the assurances listed above: 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. We assist all completers with certification requirements. 2. 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. We continue to pilot the Year-Long Residency with other institutions in WV. This program gives candidates access to public school classrooms over two semesters; further integrating the candidate in the decision making process. Elementary Education majors are fully immersed in the yearlong residency model. 3. 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 offer several electives in Special Education (SPEC) that are open to any teacher education candidate. Some candidates are declaring SPEC as a minor and taking 15 additional special edcuation hours. 4. Candidates receive training in providing instruction to limited English proficient students in coursework done in EDUC 241. 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. 5. General education teacher candidates receive training in providing instruction to children from low-income families in EDUC 110: Introduction to the Teaching Profession, EDUC 201 Learning and Human Development, and in SPEC coursework by exploring the work of Ruby Payne. 6. 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. 7. Pre-service teachers are also invited to participate in professional development offerings within the local county

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

where students are placed.

Save Option

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[Print] [Reset Page] [Save]

Section II: Annual Goals

Annual Goals: Mathematics

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

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⊙ Yes
○ No

2. Describe your goal. Review curriculum and steps in place to retain teacher candidates in Mathematics. Create a clear pathway to graduation. Education faculty meet individually with Mathematics majors and review statewide opportunities. Collaborate with mathematics department faculty to ensure continuity of course delivery.

```
Review curriculum and steps in place to retain
teacher candidates in Mathematics. Create a clear
pathway to graduation. Education faculty meet
individually with Mathematics majors and review
```

3. Did your program meet the goal? ⊙ Yes
○ No

4. Description of strategies used to achieve goal, if applicable: Continuous planning and discussion with the Mathematics deparment about course requirements,

```
Continuous planning and discussion with the
Mathematics deparment about course requirements,
PRAXIS requirements, etc.
```

PRAXIS requirements, etc.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: Continued planning and discussion with the Mathematics deparment about course requirements, PRAXIS requirements, etc. Retention continues to be problematic in Mathematics. WVWC lost two Math majors during this cycle. One switched to Elementary Ed and has since added a 5-9 endoresemnt to the degree program. The second student left the college completely. Local boards of education are adding large signing bonuses to entice students into the field of mathematics. They are also offering a fast track to Teaching that has the potential to

```
Continued planning and discussion with the
Mathematics deparment about course
requirements, PRAXIS requirements, etc.
```

increase these numbers.

6. Provide any additional comments, exceptions and explanations below: A collegial relationship with local school boards is key in recruiting students to Mathematics.

```
A collegial relationship with local school boards is
key in recruiting students to Mathematics.
```

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ⊙ Yes
○ No

8. Describe your goal. Continue to facilitate conversations with Mathematics majors, work in tandem with mathematics department to provide course offerings, Explore

```
Continue to facilitate conversations with
Mathematics majors, work in tandem with
mathematics department to provide course
offerings, Explore opportunities to meet with
```

opportunities to meet with Education Rising Students to discuss opportunities

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ⊙ Yes
○ No

10. Describe your goal. Continuous work with Math Deparment. Increase recruitment efforts for students with strong Mathematics skills. Work with surrounding

```
Continuous work with Math Deparment.

Increase recruitment efforts for students with
strong Mathematics skills.
```

Boards of Education to improve partnerships.

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Section II: Annual Goals

Annual Goals: Science

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

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal? ○ Yes
○ No

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

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

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

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ○ Yes
● No

10. Describe your goal.

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Section II: Annual Goals

Annual Goals: Special Education

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

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

● Yes
○ No

2. Describe your goal. Graduate 3-5 Special Education majors. Recruit candidates from admission lists. Meet with undeclared students during the first semester to

Graduate 3-5 Special Education majors.
Recruit candidates from admission lists.
Meet with undeclared students during the first
semester to present SPEC opportunities.

present SPEC opportunities.

3. Did your program meet the goal? ○ Yes
● No

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

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: Graduate 3-5 Special Education majors - We only

graduated one Special Education graduate. Recruit candidates from admission lists - We have recruited two candidates for a double major in Elementary Education and Special Education. Meet with undeclared students during the first semester to present SPEC opportunities - We met we Education majors and have had several add a

Special Educaiton minor.

Graduate 3-5 Special Education majors - We
only graduated one Special Education graduate.
Recruit candidates from admission lists - We have
recruited two candidates for a double major in

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

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ⦿ Yes
○ No
8. Describe your goal. Graduate 3-5 Special Education majors. Recruit candidates from admission lists. Meet with undeclared students during the first semester to

Graduate 3-5 Special Education majors.
Recruit candidates from admission lists.
Meet with undeclared students during the first
semester to present SPEC opportunities.

present SPEC opportunities.

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No
10. Describe your goal. Continue to increase Special Education enrollment by 2 each year. Continue to present Special Educaiton as a viable minor. Continue to meet

Continue to increase Special Education
enrollment by 2 each year.
Continue to present Special Educaiton as a viable
minor.

with new and undeclared students to discuss Special Education opportunites.

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Section II: Annual Goals

Annual Goals: Instruction of Limited English Proficient Students

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

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)

- [Set Next Year's Goal (2022-23)](#)

Report Progress on Last Year's Goal (2020-21)

[Back To Top](#)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

○ Yes
◉ No

2. Describe your goal.

3. Did your program meet the goal? ○ Yes
○ No

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

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

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

Review Current Year's Goal (2021-22)

[Back To Top](#)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ○ Yes
◉ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

[Back To Top](#)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ○ Yes
◉ No

10. Describe your goal.

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Section III: Program Pass Rates

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Assessment Pass Rates

Assessment Pass Rates

Back To Top

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	14	162	14	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	22	165	22	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	5			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	14	176	14	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	22	177	22	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	13	170	13	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	22	168	22	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Educational Testing Service (ETS) All program completers, 2019-20				
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	13	170	13	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	10	179	10	100
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	12	169	12	100
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	14	176	14	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	14	168	14	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	14	165	14	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS)	7			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2020-21				
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS)	14	165	14	100
All program completers, 2019-20				
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS)	1			
All program completers, 2018-19				
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS)	1			
Other enrolled students				
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS)	3			
All program completers, 2020-21				
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS)	1			
All program completers, 2019-20				
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS)	1			
All program completers, 2019-20				
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS)	2			
Other enrolled students				
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS)	2			
All program completers, 2020-21				
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS)	7			
All program completers, 2019-20				
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS)	5			
Other enrolled students				
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS)	7			
All program completers, 2020-21				
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS)	12	178	12	100
All program completers, 2019-20				
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS)	1			
Other enrolled students				
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS)	8			
All program completers, 2020-21				
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS)	14	172	14	100
All program completers, 2019-20				
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS)	1			
All program completers, 2018-19				
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS)	1			
All program completers, 2020-21				
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS)	2			
All program completers, 2019-20				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS)	2			
All program completers, 2020-21				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	13	174	13	100
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	1			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2019-20	1			

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Section III: Program Pass Rates

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Summary Pass Rates

Summary Pass Rates

Back To Top

	Summary Pass Rates		
Group	**Number taking**	**Number passing**	**Pass rate**

	tests	tests	(%)
All program completers, 2020-21	16	15	94
All program completers, 2019-20	28	28	100
All program completers, 2018-19	2		

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Print   Reset Page   Save

Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- Low-Performing

Low-Performing

Low-Performing

Back To Top

1. Is your teacher preparation program currently approved or accredited? ◉ Yes
○ No

If yes, please specify the organization(s) that approved or accredited your program: ☑ State
☑ CAEP
☐ AAQEP
☐ Other specify:
Other specify: [_____]

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? ○ Yes
◉ No

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Info

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Print   Reset Page   Save

Section V: Use of Technology

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.
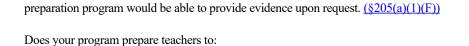
This Page Includes:

- Use of Technology

Use of Technology

Back To Top

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:

1. integrate technology effectively into curricula and instruction ⦿ Yes
   ○ No
2. use technology effectively to collect data to improve teaching and learning ⦿ Yes
   ○ No
3. use technology effectively to manage data to improve teaching and learning ⦿ Yes
   ○ No
4. 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 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 education classrooms have been renovated to

> 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

include model technology from the P-12 setting.

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

This Page Includes:

- Teacher Training

Teacher Training

Back To Top

1. Provide a description of the activities that prepare general education teachers to:
   1. Teach students with disabilities effectively Teacher Candidates complete three courses that have intensive training on teaching students with disabilities: 201, Learning and Human Development; SPEC 230 Exceptionalities and Human Diversity; and SPEC 330 Behavior Management. Candidates plan for and deliver both micro lessons and classroom based lessons based on the WVWC Approved Lesson Plan. This requires candidates to differentiate each lesson to include all students. Teacher candidates also have the opportunity to take additional SPEC courses to increase their knowledge. Other courses

   > Teacher Candidates complete three courses that have intensive training on teaching students with disabilities: 201, Learning and Human Development; SPEC 230 Exceptionalities and

   offer opportunities to discuss strategies to teach students with disabilities.

   2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. Teacher candidates complete three intensive classroom experiences within the program. Clinical I, Residency I, and the Year Long Residency. - Student Teaching. During each of these experiences candidates participate in all student meetings and planning activities with the supervising classroom

teacher. Students completing a SPEC minor also complete a 20 hour clinical placement.

Teacher candidates complete three intensive classroom experiences within the program. Clinical I, Residency I, and the Year Long Residency. - Student Teaching. During each of

3. Effectively teach students who are limited English proficient. Candidates receive specialized instruction in EDUC 241 on teaching ELL students.

Candidates receive specialized instruction in EDUC 241 on teaching ELL students. Candidates also experience planning and instruction for ELL students during their field experiences.

Candidates also experience planning and instruction for ELL students during their field experiences.

2. Does your program prepare special education teachers? ⦿ Yes
   ○ No

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

1. Teach students with disabilities effectively Teacher candidates complete three intensive classroom experiences within the program. Clinical I, Residency I, and Residency II - Student Teaching. During each of these experiences candidates participate in all student meetings and planning activities with the supervising classroom teacher, administrators and parents. Candidates complete the curriculum for the degree in Special Education, K-6 and 5-12,

   Teacher candidates complete three intensive classroom experiences within the program. Clinical I, Residency I, and Residency II - Student Teaching. During each of these

   completing 52 hours in Special Education curriculum. Full curriculum available at www.wvwc.edu.

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* Teacher candidates complete three intensive classroom experiences within the program. Clinical I, Residency I, and Residency II - Year Long Residency - Student Teaching. During each of these experiences candidates participate in all student meetings and planning activities with the supervising

   Teacher candidates complete three intensive classroom experiences within the program. Clinical I, Residency I, and Residency II - Year Long Residency - Student Teaching. During each

   classroom teacher.

3. Effectively teach students who are limited English proficient. Candidates receive specialized instruction in EDUC 241 on teaching ELL students.

   Candidates receive specialized instruction in EDUC 241 on teaching ELL students. Candidates also experience planning and instruction for ELL students during their field experiences.

   Candidates also experience planning and instruction for ELL students during their field experiences.

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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.

This Page Includes:

- Contextual Information

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. Assessment of candidate ability to plan instruction--Unit Plan: Instructional Processes and Assessment--prepared during the semester enrolled in Instructional Processes, EDUC 241 2. Assessment of content knowledge--Content knowledge assessment in portfolio and content based coursework GPA of 2.75. 3. Licensure assessment, or other content-based assessment-- ETS Praxis II: Norm Referenced Multiple Choice Exam--taken before admission to the Professional Semester 4. Assessment of candidate effect on student learning--Candidates are participating in the West Virginia Teacher Performance Assessment. This is a collaborative product of 15 WV institutions of higher education 5. 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 6. Assessment of student teaching--Student Teaching Evaluation: Summative performance of student teaching experience--done during the student teaching semester 6M Music Department Senior Juries--Performance-based assessment of applied music (voice or instrumental) completed during

the senior year

| Progress in the Teacher Education Program is evaluated using the following Key Assessments: 1. Assessment of candidate ability to plan instruction--Unit Plan: Instructional Processes and |

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.

Link Text [   ]

File [Choose File] No file selected

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Report Card Certification

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

Certification of submission

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

Name of responsible representative for teacher preparation program: [Dr. Tammy Jo Samples]

Title: [Director, School of Educa]

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: [Dr. Tammy Jo Samples]

Title: [Director, School of Educa]

Certify and Submit Report Card