



West Liberty University
Traditional Report AY 2024-25
West Virginia



REPORT COMPLETE
STATUS: 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

P2379321

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

208 University Drive

326B Main Hall

CITY

West Liberty

STATE

West Virginia

ZIP

26003

SALUTATION

Dr.

FIRST NAME

Sherri

LAST NAME

Theaker

PHONE

(304) 336-8247

EMAIL

sherri.theaker@westliberty.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), 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](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1316	Teacher Education - General Science	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1315	Teacher Education - Reading	PG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

14

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text" value="Required courses completed with a grade of 'C' or better."/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> 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

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.)

3

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

West Virginia Department of Education policy 5100 requires a cohort of 3.0 in the Teacher Education Program. WVDE requires an overall GPA of 2.5 for Certification, according to Policy 5202. Candidates can appeal admission to the Teacher Education Unit if their GPA is 2.75.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Skills test required for students who do not meet minimum GPA admission require...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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

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.)

3

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

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2024-25. ([§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)

Number of clock hours of supervised clinical experience required prior to student teaching

125

Number of clock hours required for student teaching

750

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)

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

Years required of teaching as the teacher of record in a classroom

All Programs

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

5

[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)

4

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

45

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:

Residency I provides West Liberty University candidates with extensive, supervised, field-based experiences. Candidates are placed in P–12 settings four days per week (Monday, Tuesday, Thursday, and Friday). The remaining day (Wednesday) is dedicated to on-campus residency methods courses, which are intentionally integrated to support the application of pedagogical knowledge, content expertise, and reflective practice. Residency II is a full-time, immersive clinical experience in which candidates are placed in P–12 classrooms five days per week. During this phase, candidates assume increased instructional responsibility and demonstrate readiness for independent practice through sustained engagement in planning, instruction, assessment, and professional collaboration. Cooperating teachers and university supervisors complete formal monthly evaluations to monitor candidate progress and provide targeted feedback. West Liberty University maintains strong, collaborative partnerships with P–12 schools to support clinical experiences. Ongoing communication ensures that candidates and cooperating teachers are consistently supported and that all program expectations and requirements are met.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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](#)

Enrollment and Program Completers

2024-25 Total	
Total Number of Individuals Enrolled	104
Subset of Program Completers	38

Gender	Total Enrolled	Subset of Program Completers
Male	34	13
Female	70	25
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1	1
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	99	35
Two or more races	4	2

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

0

0

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

Please provide the number of teachers prepared by subject area for academic year 2024-25.

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 2024-25

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>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="15"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="16"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	2
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	5
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	4
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. 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?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2024-25

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="0"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="16"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="0"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="5"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="5"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="0"/>
13.1307	Teacher Education - Health	<input type="text" value="4"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	1
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: <input data-bbox="289 1650 1260 1692" type="text"/>	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	0

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text" value="0"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

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:

All students seeking multi-categorical certification must complete certification in a core content area. All courses are aligned to standards that address each of the above-listed points and assessments are conducted to ensure candidate and program completer efficiency. Throughout candidates' clinical experience, they are exposed to a variety of cultural backgrounds, age levels, and socioeconomic statuses.

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Quality assurance team will realign course content to align with revised Praxis II requirements.

3. Did your program meet the goal?

- Yes
 No

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

The Quality Assurance (QA) team conducted a systematic review of Praxis II performance data to strengthen alignment between program coursework and Praxis II requirements. This review was informed by an analysis of candidate score reports and Praxis II content frameworks, which highlighted areas where greater instructional alignment was needed. In response, the QA team facilitated intentional collaboration between course content faculty and education pedagogy faculty to ensure a unified and comprehensive approach to candidate preparation. Through a series of structured meetings, faculty examined Praxis II test specifications alongside existing course syllabi to identify gaps, redundancies, and opportunities for improved alignment. These discussions allowed faculty to collaboratively map course learning objectives, instructional activities, and assessments directly to Praxis II content domains. By working together, content faculty ensured coverage of required subject matter knowledge, while pedagogy faculty integrated evidence-based instructional strategies aligned with the cognitive demands of the Praxis II assessment. As a result of this collaborative process, courses were revised to more explicitly address areas of lower candidate performance on Praxis II subtests. Instructional activities were adjusted to emphasize application, analysis, and higher-order thinking, and embedded assessments were refined to reflect Praxis II question formats and performance expectations. Additionally, clinical and practice-based experiences were aligned more intentionally with Praxis II content areas to reinforce the connection between coursework, assessment readiness, and classroom practice. The QA team established an ongoing monitoring process to evaluate

the effectiveness of these curricular adjustments. Praxis II data are reviewed regularly, and faculty reconvene to analyze results and make data-informed decisions to support continuous improvement. Through sustained collaboration between course content faculty and education pedagogy faculty, the program successfully realigned coursework with Praxis II requirements, strengthened curricular coherence, and enhanced candidate readiness for licensure while maintaining rigorous academic and professional standards.

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

Several lessons emerged from this process. Most notably, the collaboration between content and pedagogy faculty proved essential in creating coherent and effective alignment. Isolated course revisions were less effective than coordinated, program-level alignment efforts. Additionally, using disaggregated data rather than aggregate pass rates provided more meaningful insights into candidate needs. Finally, maintaining consistent review cycles ensured that improvements were sustained over time and responsive to changes in Praxis II expectations. Overall, the steps taken to improve performance strengthened curricular alignment, enhanced instructional coherence, and contributed to meeting the program's performance goals. The lessons learned continue to inform ongoing quality assurance practices and support the program's commitment to preparing candidates for successful licensure and effective classroom practice.

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

NA

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

As part of the program's ongoing commitment to continuous improvement, faculty will regularly review Praxis assessment data to evaluate the impact of curriculum and instructional changes. Targeted revisions to course content—such as adjusting the sequencing of mathematical concepts and strengthening the focus on applied problem-solving—will be monitored through analysis of Praxis pass rates and sub score performance. By comparing results before and after curricular changes, the program will assess the effectiveness of these adjustments and make further evidence-based modifications as needed. This process will ensure that course content remains aligned with licensure expectations and will enhance candidates' preparation for both certification exams and classroom teaching. Through consistent data review and responsive action, the program will strengthen its ability to meet candidate needs and support their success.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

During the 2026–2027 academic year, the program will continue to strengthen the preparation of mathematics educators through targeted, data-informed goals focused on content knowledge, pedagogical practice, assessment readiness, and equity-centered instruction. A primary goal will be to

further align mathematics coursework with Praxis II content specifications to support consistent candidate success on licensure assessments. Faculty will continue systematic review of Praxis II subtest data and adjust instructional emphasis to address identified areas of need. The program will also focus on deepening candidates' mathematical pedagogical content knowledge. This goal emphasizes the intentional integration of mathematics content with instructional strategies that support conceptual understanding, problem solving, and mathematical reasoning. Candidates will engage in instructional practices that promote multiple representations, discourse, and real-world applications aligned with state and national mathematics standards. Another key goal for 2026–2027 is to strengthen practice-based preparation in mathematics education. Clinical experiences and course-embedded assignments will be more intentionally aligned with mathematics content standards and high-leverage teaching practices, ensuring candidates can apply content knowledge effectively in classroom settings. Increased collaboration with clinical partners will support coherence between coursework and field experiences. The program will also prioritize equity and inclusive teaching practices in mathematics instruction. Coursework will emphasize culturally responsive pedagogy, differentiation, and strategies that address diverse learners' needs, including multilingual learners and students with disabilities. This goal reflects the program's commitment to preparing mathematics educators who can foster access, engagement, and success for all students. Finally, the program will sustain a culture of continuous improvement through ongoing data collection and review. Faculty will regularly analyze Praxis II results, course assessments, and candidate performance data to evaluate progress toward established benchmarks. Findings will inform instructional adjustments and programmatic decisions, ensuring that preparation remains responsive to candidate needs and evolving licensure expectations.

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Quality assurance team will realign standards for revised Praxis II requirements.

3. Did your program meet the goal?

- Yes
 No

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

The goal of realigning program standards to reflect revised Praxis II science requirements was met through a deliberate, data-driven quality assurance process. The Quality Assurance team began by reviewing updated Praxis II science test frameworks alongside candidate performance data to identify shifts in content emphasis and areas requiring stronger alignment. This analysis provided a clear foundation for targeted program adjustments rather than broad or generalized revisions. To ensure meaningful alignment, the Quality Assurance team facilitated collaboration between science content faculty and education pedagogy faculty. Faculty met to examine existing course objectives, assessments, and instructional strategies in relation to the revised Praxis II science standards. These collaborative discussions focused on ensuring that essential science concepts, disciplinary practices, and scientific reasoning skills assessed on Praxis II were consistently embedded across the curriculum. As a result of this work, program standards were updated to more explicitly reflect Praxis II science content domains, including scientific inquiry, data analysis, and application of scientific concepts. Course syllabi and learning outcomes were revised to ensure coherence between standards, instruction, and assessment. Science faculty strengthened content coverage where gaps were identified, while pedagogy faculty integrated instructional strategies aligned with the depth of knowledge required on the Praxis II assessment. The Quality Assurance team also established a monitoring process to ensure sustained alignment. Praxis II science performance data continue to be reviewed on a regular basis, and faculty use these data to evaluate the effectiveness of curricular adjustments and

make refinements as needed. Through intentional collaboration, systematic review, and continuous monitoring, the program successfully met the goal of realigning standards with revised Praxis II science requirements and strengthened candidate preparation for licensure.

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

To meet the goal of realigning program standards with revised Praxis II science requirements, the Quality Assurance team implemented a structured and collaborative improvement process. The first step involved a careful review of updated Praxis II science frameworks alongside candidate performance data to identify changes in content emphasis and areas requiring increased instructional focus. This data-informed approach allowed the team to target specific science domains rather than relying on broad curricular revisions. The Quality Assurance team then facilitated cross-departmental collaboration between science content faculty and education pedagogy faculty. During these meetings, faculty examined existing standards, course learning outcomes, and assessments to determine where alignment with revised Praxis II expectations could be strengthened. This collaborative process ensured that both disciplinary content knowledge and science teaching practices reflected the depth and rigor of the assessment. Standards were subsequently revised to more explicitly reflect Praxis II science competencies, including scientific inquiry, use of data and evidence, and application of science concepts to instructional scenarios. Faculty adjusted course expectations and assessments to reinforce these competencies and ensure consistency across the program. Throughout this process, the Quality Assurance team monitored progress and supported faculty in maintaining coherence between standards, instruction, and assessment. Several lessons were learned through this work. Most notably, meaningful alignment was most effective when standards revision was grounded in disaggregated assessment data and supported by sustained faculty collaboration. Bringing content and pedagogy faculty together helped eliminate gaps between what candidates were taught and what they were assessed on, resulting in stronger curricular coherence. Additionally, the process reinforced the importance of ongoing review rather than one-time revisions, as Praxis II requirements and candidate needs continue to evolve. Overall, the steps taken strengthened alignment between program standards and Praxis II science requirements while fostering a culture of shared responsibility and continuous improvement in science educator preparation.

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

NA

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

As part of the program's ongoing commitment to continuous improvement, faculty will regularly review Praxis assessment data to evaluate the impact of curriculum and instructional changes. Targeted revisions to course content—such as adjusting the sequencing of science concepts and strengthening the focus on applied problem-solving—will be monitored through analysis of Praxis pass rates and subscore performance. By comparing results before and after curricular changes, the program will assess the effectiveness of these adjustments and make further evidence-based modifications as needed. This process will ensure that course content remains aligned with licensure expectations and will enhance candidates' preparation for both certification exams and classroom teaching. Through consistent data review and responsive action, the program will strengthen its ability to meet candidate needs and support their success.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

Yes

No

10. Describe your goal.

During the 2026–2027 academic year, the program will continue to strengthen the preparation of science educators through intentional alignment, continuous data review, and collaborative faculty engagement. A primary goal is to sustain and refine alignment between program standards, coursework, and revised Praxis II science requirements. The Quality Assurance team will continue to review Praxis II science frameworks and candidate performance data annually to ensure instructional emphasis reflects current licensure expectations. Another key goal is to deepen candidates' understanding of scientific practices and inquiry-based instruction. Coursework will emphasize scientific reasoning, data analysis, and the application of core science concepts to classroom-based scenarios, ensuring candidates are prepared for both Praxis II assessment demands and effective science teaching. Faculty will focus on maintaining coherence between science content knowledge and pedagogy to support conceptual understanding and instructional transfer. The program will also prioritize strengthening practice-based learning experiences in science education. Clinical and field-based assignments will be intentionally aligned with science standards and Praxis II competencies to reinforce connections between theory, assessment readiness, and classroom practice. Collaboration with clinical partners will support consistent expectations for science instruction across coursework and field experiences. Equity and inclusive excellence in science instruction will remain an important goal for 2026–2027. The program will continue to integrate culturally responsive teaching strategies, differentiation, and supports for diverse learners, ensuring candidates are prepared to meet the needs of all students in science classrooms. Finally, the program will sustain a culture of continuous improvement through systematic monitoring and reflection. The Quality Assurance team and faculty will regularly review Praxis II science data and other program assessments to evaluate progress toward established benchmarks. Findings will inform ongoing instructional and programmatic adjustments, reinforcing the program's commitment to data-informed decision-making and high-quality science educator preparation.

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Quality assurance team will realign standards for revised Praxis II requirements.

3. Did your program meet the goal?

- Yes
 No

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

The goal of realigning program standards with revised Praxis II Special Education requirements was met through a deliberate and collaborative quality assurance process. The Quality Assurance team began by reviewing updated Praxis II Special Education test frameworks alongside candidate performance data to identify shifts in content expectations and areas needing stronger alignment. Particular attention was given to domains addressing instructional planning, assessment, behavior supports, inclusive practices, and legal and ethical responsibilities, as these areas are central to Special Education licensure. To ensure accurate and meaningful alignment, the Quality Assurance team facilitated structured collaboration between Special Education content faculty and education pedagogy faculty. Faculty reviewed existing program standards, course learning outcomes, and assessments in relation to the revised Praxis II requirements. These discussions focused on ensuring that candidates were provided explicit and consistent opportunities to develop the knowledge and skills assessed on Praxis II while maintaining a strong emphasis on evidence-based Special Education practices. As a result of this collaborative effort, program standards were revised to more clearly reflect the depth and scope of the Praxis II Special Education competencies. Course expectations were adjusted to strengthen alignment with areas such as individualized instruction, progress monitoring, data-driven decision-making, and collaboration with families and support personnel. Faculty also reviewed and refined assessments to ensure coherence between standards, instruction, and Praxis II performance expectations. The Quality Assurance team established a cycle of ongoing

monitoring to support sustained alignment. Praxis II Special Education data continue to be reviewed on a regular basis, and faculty reconvene to evaluate the effectiveness of curricular changes and make data-informed adjustments as needed. Through intentional collaboration, systematic review, and continuous monitoring, the program successfully met the goal of realigning standards with revised Praxis II Special Education requirements while strengthening overall candidate preparedness for licensure and inclusive classroom practice.

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

The goal of realigning program standards with revised Praxis II Special Education requirements was met through a deliberate and collaborative quality assurance process. The Quality Assurance team began by reviewing updated Praxis II Special Education test frameworks alongside candidate performance data to identify shifts in content expectations and areas needing stronger alignment. Particular attention was given to domains addressing instructional planning, assessment, behavior supports, inclusive practices, and legal and ethical responsibilities, as these areas are central to Special Education licensure. To ensure accurate and meaningful alignment, the Quality Assurance team facilitated structured collaboration between Special Education content faculty and education pedagogy faculty. Faculty reviewed existing program standards, course learning outcomes, and assessments in relation to the revised Praxis II requirements. These discussions focused on ensuring that candidates were provided explicit and consistent opportunities to develop the knowledge and skills assessed on Praxis II while maintaining a strong emphasis on evidence-based Special Education practices. As a result of this collaborative effort, program standards were revised to more clearly reflect the depth and scope of the Praxis II Special Education competencies. Course expectations were adjusted to strengthen alignment with areas such as individualized instruction, progress monitoring, data-driven decision-making, and collaboration with families and support personnel. Faculty also reviewed and refined assessments to ensure coherence between standards, instruction, and Praxis II performance expectations. The Quality Assurance team established a cycle of ongoing monitoring to support sustained alignment. Praxis II Special Education data continue to be reviewed on a regular basis, and faculty reconvene to evaluate the effectiveness of curricular changes and make data-informed adjustments as needed. Through intentional collaboration, systematic review, and continuous monitoring, the program successfully met the goal of realigning standards with revised Praxis II Special Education requirements while strengthening overall candidate preparedness for licensure and inclusive classroom practice.

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

NA

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Goal for 2025–2026: Teacher candidates in Special Education will continue to implement lesson plans and develop unit plans during early field placements prior to beginning their yearlong residency. Candidates will also complete the West Virginia Professional Teaching Assessment, ensuring alignment with CEC and national Special Education standards. These experiences will address key competencies related to content knowledge, instructional practice, learning environments, assessment, and professionalism. In addition, the College will implement targeted recruitment initiatives to increase enrollment in the Special Education program, including expanded Grow Your Own partnerships, early commitment pathways, and SPED-focused outreach events. Candidate enrollment, retention, field performance, and licensure data will be systematically collected, reviewed, and analyzed to inform continuous program improvement and strengthen preparation outcomes for diverse learners.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- Yes
- No

10. Describe your goal.

During the 2026–2027 academic year, the program will continue to strengthen the preparation of special education candidates through sustained alignment with revised Praxis II requirements and ongoing quality assurance review. A primary goal is to maintain and refine the alignment between program standards, coursework, and Praxis II Special Education content areas to ensure candidates are well prepared for licensure and professional practice. The Quality Assurance team will continue to review Praxis II Special Education frameworks and candidate performance data to confirm that instructional emphasis remains responsive to assessment updates and candidate needs. Another key goal for 2026–2027 is to deepen candidates' competency in evidence-based special education practices. Coursework will continue to emphasize individualized instruction, assessment and progress monitoring, behavior supports, and data-driven decision-making. Faculty will focus on reinforcing the integration of legal and ethical considerations, inclusive practices, and collaboration with families and multidisciplinary teams to ensure candidates are prepared for the complex responsibilities of special education teaching. The program will also prioritize strengthening practice-based learning experiences for special education candidates. Clinical and field-based assignments will be intentionally aligned with program standards and Praxis II competencies to support the application of content knowledge in authentic educational settings. Increased coordination between coursework and clinical experiences will promote coherence and help candidates connect theory to practice. Equity and inclusive instruction will remain a central goal for 2026–2027. The program will continue to emphasize culturally responsive teaching, differentiation, and support for diverse learners across disability categories and educational contexts. Faculty will ensure that candidates are prepared to meet the needs of students with disabilities in inclusive and specialized environments. Finally, the program will sustain a culture of continuous improvement through regular review of assessment data and faculty collaboration. Praxis II Special Education results and candidate performance measures will be analyzed each assessment cycle to monitor progress toward benchmarks and inform instructional and programmatic refinements. These efforts will support continuous alignment, instructional coherence, and improved candidate outcomes in special education.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Quality assurance team will realign standards for revised Praxis II requirements.

3. Did your program meet the goal?

- Yes
 No

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

The goal of realigning program standards with revised Praxis II requirements was met through a focused quality assurance process that emphasized preparation for teaching limited English-speaking and English Learner (EL) students. The Quality Assurance team began by reviewing updated Praxis II frameworks related to language development, literacy, and instructional supports for EL students, in conjunction with candidate performance data. This analysis highlighted areas where stronger alignment was needed to ensure that candidates were prepared to support students with varying levels of English proficiency. To address these needs, the Quality Assurance team facilitated collaboration between English language development faculty, content area faculty, and education pedagogy faculty. Faculty examined program standards, course objectives, and assessments to ensure explicit alignment with Praxis II competencies related to academic language development, comprehension, vocabulary acquisition, and instructional strategies for limited English-speaking students. These discussions emphasized the importance of integrating language development strategies across content areas rather than isolating them within individual courses. As a result of this collaborative work, program standards were refined to more clearly reflect expectations for teaching EL students, including scaffolding instruction, differentiating assessments, and promoting language access to grade-level

content. Coursework was adjusted to strengthen candidates' understanding of second language acquisition, culturally and linguistically responsive instruction, and strategies for supporting reading, writing, listening, and speaking development. Faculty also enhanced assessment tasks to ensure candidates demonstrated the ability to apply these strategies in classroom-based scenarios aligned with Praxis II expectations. The Quality Assurance team established ongoing monitoring procedures to evaluate the effectiveness of these alignment efforts. Praxis II performance data and course-embedded assessments are reviewed regularly to determine whether candidates demonstrate improved readiness to teach limited English-speaking students. Findings inform continuous refinements to standards and instructional practices. Through intentional collaboration, data-driven decision-making, and an increased focus on language development and access, the program successfully met the goal of realigning standards with revised Praxis II requirements while strengthening candidate preparation to support limited English-speaking and English Learner students.

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

To meet the goal of realigning program standards with revised Praxis II requirements for candidates working with limited English-speaking students, the Quality Assurance team implemented a deliberate, data-informed improvement process. The first step involved reviewing updated Praxis II frameworks that address language development, literacy instruction, and instructional supports for English Learners. This review was conducted alongside an analysis of candidate performance data to identify areas where additional emphasis or clarification was needed in program standards. The Quality Assurance team then convened meetings with English language development faculty, content area faculty, and education pedagogy faculty to ensure shared understanding of the revised Praxis II expectations. During these meetings, faculty examined existing program standards, course objectives, and assessments to determine how effectively they addressed the needs of limited English-speaking students. Particular attention was given to competencies related to academic language development, comprehension, vocabulary acquisition, and instructional scaffolding. Based on these collaborative discussions, program standards were refined to more explicitly reflect expectations for supporting limited English-speaking students across instructional contexts. Faculty revised course content to strengthen alignment with practices assessed on Praxis II, including strategies for differentiating instruction, providing language supports, and ensuring access to grade-level content. Coursework was also adjusted to reinforce candidates' understanding of second language acquisition and culturally and linguistically responsive teaching practices. The Quality Assurance team supported faculty in reviewing and adjusting assessments to ensure candidates had opportunities to demonstrate application of language development strategies in instructional scenarios. These assessment revisions ensured coherence between standards, instruction, and Praxis II performance expectations. Following implementation, the Quality Assurance team established a monitoring process through regular review of Praxis II data and course-embedded assessments to evaluate the effectiveness of the alignment efforts. Through systematic review, collaborative faculty engagement, and ongoing data analysis, the program successfully met the goal of realigning standards with revised Praxis II requirements while strengthening candidate preparation to effectively support limited English-speaking and English Learner students.

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

NA

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Integrate ELL Instructional Strategies Across All Education Courses: Ensure all teacher candidates are introduced to culturally responsive pedagogy, sheltered instruction (such as SIOP strategies), and language acquisition theory within their core education coursework. Enhance Field Experiences with ELL Populations: Partner with schools serving diverse populations to provide candidates with field placement experiences where they can observe and apply instructional strategies for ELLs.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

Yes

No

10. Describe your goal.

During the 2026–2027 academic year, the program will continue to strengthen candidate preparation to effectively support limited English-speaking and English Learner (EL) students through sustained alignment with revised Praxis II requirements and continuous quality assurance review. A primary goal is to maintain and further refine the alignment between program standards, course content, and Praxis II competencies related to language development, literacy, and instructional supports for multilingual learners. The Quality Assurance team will conduct regular reviews of Praxis II frameworks and candidate performance data to ensure alignment remains current and responsive. Another key goal for 2026–2027 is to deepen candidates' understanding and application of effective instructional strategies for limited English-speaking students. Coursework will continue to emphasize second language acquisition, academic language development, and culturally and linguistically responsive pedagogy. Faculty will work to ensure candidates can design instruction that supports comprehension, vocabulary development, and participation in academic discourse while providing access to grade-level content. The program will also prioritize strengthening practice-based learning experiences related to English Learner instruction. Clinical and course-embedded assignments will be intentionally aligned with program standards and Praxis II expectations to give candidates authentic opportunities to apply language support strategies in diverse classroom settings. Collaboration with clinical partners will support consistent implementation of EL instructional practices across coursework and field experiences. Equity and access for multilingual learners will remain a central focus throughout 2026–2027. The program will continue to emphasize differentiation, inclusive instructional design, and asset-based perspectives that recognize students' linguistic and cultural strengths. Candidates will be prepared to create supportive learning environments that promote engagement and academic success for limited English-speaking students. Finally, the program will sustain a culture of continuous improvement through systematic data collection and faculty collaboration. The Quality Assurance team and faculty will regularly analyze Praxis II data and course-embedded assessments to monitor progress toward established benchmarks and inform instructional adjustments. These efforts will ensure ongoing alignment, strengthen candidate readiness, and support improved outcomes for educators serving limited English-speaking and English Learner populations.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [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](#)

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			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	5			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2022-23	5			

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, 2022-23	1			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	2			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2024-25	20	162	18	90
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2023-24	17	164	17	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2022-23	18	164	18	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	2			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2024-25	14	165	13	93
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2023-24	10	175	9	90
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2022-23	12	170	11	92
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	2			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2024-25	16	160	10	63
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2023-24	10	166	9	90

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2022-23	16	162	13	81
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	9			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	7			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2024-25	9			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	14	173	14	100
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	11	168	10	91
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	9			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	7			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	12	177	12	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	19	174	19	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2024-25	7			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24	16	170	16	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	21	171	21	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2023-24	15	170	15	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	18	168	18	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	10	167	10	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	14	166	14	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2024-25	5			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	7			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5531 -PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5531 -PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5531 -PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	23	175	23	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5692 -SE: EARLY CHILDHOOD EARLY INTERVENTION Educational Testing Service (ETS) Other enrolled students	1			
ETS5581 -SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2024-25	16	168	16	100
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2023-24	1			

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

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	35	27	77
All program completers, 2023-24	42	41	98
All program completers, 2022-23	31	28	90

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

West Liberty University has a stand-alone course in instructional technology that all candidates complete as part of the program. Additionally, within the teacher education program, the matrix of ISTE standards is aligned to all professional education courses; specific courses have identified technology-infused assignments. In the capstone assessment completed by all teacher candidates, candidates are expected to collect, manage, analyze, and communicate data using technology in order to document improved P-12 learning outcomes. We also use LiveText by Watermark to collect all assessment data for the teacher education program. It is also used for fieldwork in the education program. Data is analyzed to help make improvements to the education program structure and delivery based on student outcomes.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

All general education candidates enroll in a minimum of 2 courses specifically devoted to addressing students with disabilities. SPED 241 is an introductory course that provides candidates with knowledge and skills in legal aspects of special education, special education identification processes including MTSS/RTI, various disabilities and their impact on students, developmental and learning characteristics of students with disabilities, how to obtain reliable information regarding disabling conditions, lesson planning in the content area, and providing accommodations or modifications. Candidates usually participated in on-campus activities including a "Disable the Label" event or on-campus and in P-12 schools where our teacher candidates along with students with varying exceptionalities participate in candidate-planned and supervised HPE, art, musical, and other activities. All candidates enrolled in EDUC 290, an instructional technology course, that also provides skill development in using various software/hardware to address the learning needs of all P-12 students. The Masters of Arts in Education (M.A.Ed) in multi-categorical special education incorporates practical, classroom-based experiences and assignments, coursework prepares educators with the knowledge and skills to educate students with learning disabilities, attention deficit disorders, intellectual disabilities, and emotional behavior disorders.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

SPED 320/412 is taken during the residency 1 semester by middle/secondary/comprehensive general education candidates (320) and elementary education and preschool special needs candidates (412). This course focuses on the development of collaboration skills including principles of writing IEPs, co-teaching models, using the UDL model in lesson planning, identifying accommodations or modifications for individual students, and developing classroom/behavior management skills through assignments actually conducted in P-12 settings. All candidates participate in writing an IEP for case study students. This course is one of several residency 1 courses "attached" to a minimum 250-hour practicum in P-12 schools. At the graduate level, students take SPED 555 to understand advanced study of classroom teaching strategies, curriculum design, and assessment techniques for students with learning disabilities and their academic needs. Emphasis is placed on the development of individualized educational plans and corresponding strategies and activities in the clinical setting. SPED 551 advanced analysis of the historical foundations, federal legislation, educational practices, and current issues related to special education policies and procedures. Students analyze historical and philosophical perspectives of special education, development and implementation of individualized education plans and transition plans, and current issues related to special education.

c. Effectively teach students who are limited English proficient.

SPED 241 also addresses the differences between language differences and language disabilities. SPED 320/412 addresses identifying instructional contextual factors including ethnically/linguistically diverse students. Candidates use the UDL model to identify different methods for addressing K-12 student needs. Within required reading courses for all candidates, they develop knowledge and skills in addressing the strengths and needs of all P-12 students in literacy development, including those with limited English proficiency. Additionally, ENG 275 also addressed cultural variances including dialect differences to ELL.

2. Does your program prepare special education teachers?

- Yes
- No

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

a. Teach students with disabilities effectively

Middle/Secondary/Comprehensive/Elementary Education/Preschool Special Needs candidates have the option to obtain special education certification as well. Candidates must successfully complete the aforementioned SPED 241 and 320/412. Candidates also enroll in: SPED 341 addresses special education policies and procedures that include all special education processes, forms, and due process procedures. SPED 348 focuses on MTSS/RTI, data collection, progress monitoring, principles of behavior management (FBA/BIP), and teaching students self-management strategies (this course includes a 15 hour field component). SPED 352 addresses functional skills development including ecological inventories, task analysis, chaining, prompting, principles of community-referenced and community-based instruction, assessment of adaptive concepts/skills, writing functional skills IEPs, (alternate assessment and alternate academic standards included) and agencies/programs that serve children, their families, and adults with disabilities (SSI, Medicaid, SNAP, DVR, Early Intervention and others). SPED 355 focuses on norm-referenced, standardized assessment, interpretation of derived scores, compiling various types of data, eligibility criteria under IDEA, Section 504 plans, using data in instructional planning, and writing academic IEPs (this course includes a 15 hour field component). The Autism I & II courses (SPED 401 and 402) address the assessment, instructional, and learning needs of PK-12 students on the ASD. This 2 course sequence allows candidates to obtain a WV autism endorsement along with their SPED certification. Students in the Multi-categorical special education concentration complete 24 hours of coursework focused on incorporating practical, classroom-based experiences and assignments; coursework prepares educators with the knowledge and skills to educate students with learning disabilities, attention deficit disorders, intellectual disabilities, and emotional behavior disorders. SPED 501 Autism I: Character of Autism This course is an advanced study of the identification and characteristics of autism spectrum disorder with particular emphasis on the unique features of the varying levels of autism, communication deficits, screening instruments, and diagnostic tools and practices. As part of this course, students will critique changes to the DSM-V, prevalence rates, and implications of research into causes and treatments. Appropriate classroom modifications and accommodations will be emphasized, as will sensory-based processing disorder and other related medical and educational services for children and adolescents with autism spectrum disorder. SPED 502 Autism II: Assessment & Intervention This course is an advanced study of the instructional and behavioral interventions appropriate for children diagnosed on the autism spectrum. Particular emphasis will be on the Applied Behavior Analysis (ABA) approach using a discrete trial format for classroom-based instruction. Students will examine other instructional-based practices including TEACCH, Relationship-Based Intervention, PECS, and PRT. Students will complete a 25-hour field-based experience working with children with autism spectrum disorder. SPED 548 Advanced Assessment & Instruction for Students with Emotional Behavioral Disorders This course provides the advanced study of classroom teaching strategies, curriculum design, and assessment techniques for students with emotional behavioral disabilities and their behavioral needs. Emphasis is placed on the development of individualized educational plans, behavioral intervention plans, choosing appropriate behavioral objectives, and behavioral interventions. Includes a clinical component. SPED 551 Policies, Procedures, and Current Issues of Special Education This course provides an advanced analysis of the historical foundations, federal legislation, educational practices, and current issues related to special education policies and procedures. Students will analyze historical and philosophical perspectives of special education, the development and implementation of individualized education plans and transition plans, and current issues related to special education. SPED 552 Advanced Assessment & Instruction for Students with Intellectual Disabilities This course extensively studies classroom teaching strategies, curriculum design, and assessment techniques for students with intellectual disabilities and their vocational, transitional, and adaptive needs. Emphasis is placed on the development of individualized educational plans and corresponding strategies and activities. Includes a clinical component. SPED 553 Introduction to a Student Who is Gifted An advanced study of the characteristics, techniques, and knowledge designed to assist the teacher to work effectively to meet the needs of the gifted learner in today's school. Innovative programs will be studied and research will be analyzed to develop competency in teaching the gifted and talented. Students will study curricular theories and research related to best practices in differentiated programs and teaching practices. They will apply skills to differentiate curriculum, related to content, method of presentation, process, products, and environment for students who are gifted and talented. SPED 555 Advanced Assessment & Instruction for Students with Learning Disabilities This course provides the advanced study of classroom teaching strategies, curriculum design, and assessment techniques for students with learning disabilities and their academic needs. Emphasis is placed on the development of individualized educational plans and corresponding strategies and activities. Includes a clinical component. SPED 564 Practicum This course is an accreditation requirement for those seeking WV State special education certification through West Liberty University. Students complete an intensive forty-hour practicum experience working in school-based public school placements with varying disabilities.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

As mentioned in the previous sections, candidates develop functional skills oriented IEPs based on case studies in SPED 352. They develop skills in developing academic IEPs in SPED 355. In SPED 355, they write IEP goals and objectives focused on a K-12 student in the field component. In the SPED 320/412 collaboration development course, SPED minors also focus on working with non-SPED candidates in developing IEPs. SPED candidates take the lead role (as candidate numbers allow) on a team of peers to write an IEP based on case studies. During residency semester II, SPED candidates plan, teach, and assess students with disabilities in general education and special education environments. Candidates participate in writing IEPs and IEP team meetings as opportunities allow in P-12 schools. At the graduate level, students take SPED 555 to understand advanced study of classroom teaching strategies, curriculum design, and assessment techniques for students with learning disabilities and their academic needs. Emphasis is placed on developing individualized educational plans and corresponding strategies and activities in the clinical setting. SPED 551 advanced analysis of the historical foundations, federal legislation, educational practices, and current issues related to special education policies and procedures. Students analyze historical and philosophical perspectives of special education, the development and

implementation of individualized education plans and transition plans, and current issues related to special education.

c. Effectively teach students who are limited English proficient.

In SPED 355 candidates develop skills in assessing language skills and writing goals and objectives to address those needs. Candidates may teach LEP P-12 students as opportunities allow in block practicum and student teaching. Language disorders are also addressed in SPED 241 and ENG 275. Respect for diversity and best practices in providing accommodations using the UDL model are included across several courses. At the graduate level, candidate in both Reading Specialist and multi-categorical special education design and implement lessons utilizing universal design for learning. Reading Specialist candidates study theoretical and historical perspectives of language-based learning differences and dyslexia in the context of literacy programs involving reading, writing, spelling, and handwriting.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

The Teacher Education Program at West Liberty University is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The mission of the Teacher Education Program at West Liberty University is to prepare student-centered, knowledgeable, skilled, ethical educators for West Virginia and the tri-state region. The undergraduate Teacher Education Program prepares competent, authentic practitioners who teach, supervise, evaluate, reflect, make informed decisions, affect change, and continue their professional growth and development. The mission of the Reading Specialist program aims to prepare teachers who effectively lead and provide targeted reading instruction with confidence and flexibility to individuals who display reading, speaking, listening, and writing difficulties. This program is designed for educators or others wishing to expand upon their knowledge of literacy with particular emphasis on multi-sensory-based instructional practices. This is accomplished by incorporating field-based experiences; coursework includes early and emergent literacy, word structure knowledge, phonology, morphology, orthography, semantics, and syntax; delivery of reading assessments with resulting targeted interventions; advanced literacy instruction in comprehension, fluency, and vocabulary acquisition, developmental writing, and spelling. The Multi-categorical education program is designed for individuals desiring a comprehensive overview of special education. Incorporating practical, classroom-based experiences and assignments, coursework prepares educators with the knowledge and skills to educate students with learning disabilities, attention deficit disorders, intellectual disabilities, and emotional behavior disorders.

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.

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:

Sherri Theaker

TITLE:

Dean, College of Education and Human Performance

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:

Sherri Theaker

TITLE:

Dean, College of Education and Human Performance