AAQEP Annual Report for 2024

Provider/Program Name:	*Wheeling University: Undergraduate Education Preparation Program, Accelerated Certification for Teaching Program, and Master of Arts in Education: Education Leadership Program*
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	*December 31, 2029*

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Wheeling Jesuit University, currently Wheeling University, was founded in 1954 as the only Catholic university in the state of West Virginia and one of only 28 Jesuit institutions in the United States. Today, Wheeling University is the only Catholic university in the state of West Virginia. A culture of performance, respect, and cooperation among our people in the Catholic tradition of cura personalis (care and respect for each person) is aligned with the mission of Wheeling University: Educating men and women for life, leadership, and service with and among others.

The Wheeling University Bachelor of Arts in Education program is designed for undergraduate students seeking teacher licensure in the following areas:

- *Elementary Education (Grades K-6)*
- *English (Grades 5-Adult)*
- *General Science (Grades 5-Adult)*
- *Mathematics (Grades 5-Adult)*
- *Multi-Categorical Special Education (Grades K-6 and Grades 5-Adult)*
- *Multi-Categorical Special Education Endorsement (Grades K-6 and Grades 5-Adult)*
- *Social Studies (Grades 5-Adult)*

A goal of the Undergraduate Education Preparation program is to provide opportunities for teacher candidates to be effective classroom teachers, to prepare teacher candidates who can think creatively and critically in developing and delivering instructional content, utilizing formative and summative assessments as well as the latest educational technologies for teaching and learning, and to recognize the needs of a diverse population. These opportunities are enhanced through the long and successful history of working collaboratively with PreK-12 schools. Teacher candidates receive hands on experiences with PreK-12 students starting in their first education course in the program. The Education Teacher Preparation program prepares candidates for meaningful careers in the field of education. Completers demonstrate an understanding of content knowledge, pedagogy, a commitment to student learning, the ability to work collaboratively to encourage student learning, and critically examine their teaching practices to promote self-improvement.

The Wheeling University Accelerated Certification for Teaching (ACT) program at Wheeling University provides an 18 month online pathway to teacher certification in grades 5-Adult. The program is designed for those who currently serve as emergency, temporary or substitute teachers and desire formal teaching credentials, those looking to transition into a second career and those desiring add-on-endorsements and/or renewal credits. Applicants must have a bachelor's degree or higher to enroll and student teaching is a requirement. All students receive an Academic Action Plan that allows for a personalized approach to completing state and university requirements for certification when they are accepted into the program. The coursework aligns with coursework and pedagogy requirements for the Undergraduate Teacher Education program.

Certification Content Areas:
- *English (Grades 5-Adult)*
- *General Science (Grades 5-Adult)*
- *Mathematics (Grades 5-Adult)*
- *Multi-Categorical Special Education (Grades 5-Adult)*
- *Multi-Categorical Special Education Endorsement (Grades 5-Adult, Teaching License Required)*
- *Social Studies (Grades 5-Adult)*

Through the gained wisdom of practice, Wheeling University teacher candidates are prepared to become reflective, lifelong learners, who are skilled at designing and implementing instruction to promote a positive learning environment to meet the individual and group needs of a diverse population.

The Wheeling University Master of Arts in Education: Education Leadership program prepares candidates for meaningful leadership careers in the field of education. Candidates demonstrate professional knowledge, know how to learn and use technology appropriately, use strategic decision making skills, and demonstrate caring leadership skills. The two strands of this one-year, total-immersion, online, problem-based, graduate residency program are School and System Leadership and Instructional Leadership. The School and School System Leadership pathways leads to Principal, Supervisor of Instruction, and Superintendent certification. This theory-to-practice model of instruction, consistent with United States Department of Education guidelines, is a collaborative effort in which the primary focus of training is moved from the University to PreK-12 schools.

During the residency year, PreK-12 host schools serve as "laboratory" schools. The educator resident is paired with a teacher leader or administrator employed in the host school system. This Instructional Coach receives some compensation and/or release time as determined by the partnership between the school system and Wheeling University.

The two summer sessions provide educator residents with intensive course work designed to lay the foundation for the classroom experience. During the academic year, educator residents work closely with Instructional Coaches. Educator residents collaborate with other educators in the school or school system.

The final session involves scholarly reflection on the residency experience, completion of the course work, continuation of learning skills and strategies needed to be highly effective educators, completion of an action research project, and completion of the professional portfolio that serves as a compendium of the skills they have acquired.

Educator residents learn from some of the best educators in the state and region, from their Instructional Coaches, from their course instructors, and from each other. They gain a combination of classroom experience, mentoring, theory, and practical skills. Individuals accepted into this program must be self-directed and motivated learners. They receive support and feedback from colleagues to become part of a professional learning community. Additionally, the program relies on experienced and committed instructors who are current or former school administrators.

Through the gained wisdom of practice, Wheeling University leadership candidates are prepared to become reflective, lifelong learners, who are skilled at making instructional and leadership decisions to meet the individual and group needs of a diverse population.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

https://wheeling.edu/academics/

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending 8/25/2024)	**Number of Completers** in most recently completed academic year (12 months ending 8/25/2024)
Programs that lead to initial teaching credentials			
Undergraduate Education Preparation Program *Bachelor of Arts in Education: Elementary and Secondary Education*	*Initial Certification: Elementary Education (Grades K-6)*	25	4
	Initial Certification: Multi-Categorical Endorsement (Grades K-6)	10	3
	Initial Certification: English (Grades 5-Adult)	1	1
	Initial Certification: General Science (Grades 5-Adult)	2	0
	Initial Certification: Mathematics (Grades 5-Adult)	4	2

	Initial Certification: Multi-Categorical Special Education (Grades K-6 and Grades 5-Adult)	6	0
	Initial Certification: Social Studies (Grades 5-Adult)	9	2
Accelerated Certification for Teaching	*Initial Certification: English (Grades 5-Adult)*	0	0
	Initial Certification: General Science (Grades 5-Adult)	1	0
	Initial Certification: Mathematics (Grades 5-Adult)	1	0
	Initial Certification: Multi-Categorical Special Education (Grades 5-Adult)	4	2
	Initial Certification: Social Studies (Grades 5-Adult)	0	0
Total for programs that lead to initial credentials		63	14
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Arts in Education: Education Leadership (School System and School Pathway)		14	6
Total for programs that lead to additional/advanced credentials		14	6
Programs that lead to credentials for other school professionals or to no specific credential			
Master of Arts in Education: Education Leadership (Instructional Leadership Pathway)		3	2
Total for additional programs		17	8
TOTAL enrollment and productivity for all programs		80	22
Unduplicated total of all program candidates and completers		70	19

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

n/a

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
70
B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
19
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
13
D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

Bachelor of Arts in Education
Our expected time frame is 4 years, and 1.5 times that is 6 years.

Elementary Education, Grades K-6					
Fall Term	*Initial Cohort*	*Graduated in 100% time (4 years)*	*Graduated in 150% time (greater than*	*Graduation Rate (4 years)*	*Graduation Rate (greater than 4*

			4 years and less than 6 years)		years and less than 6 years)
2017	3	2	1	66.6%	33.3%
2018	5	5		100%	
2019	3	3		100%	
2020	3	3		100%	

Elementary Education, Grades K-6					
Fall Term	Initial Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (greater than 4 years and less than 6 years)	Graduation Rate (4 years)	Graduation Rate (greater than 4 years and less than 6 years)
*2022	1	1		100%	

*Transfer Student

English, Grades 5-Adult					
Fall Term	Initial Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (greater than 4 years and less than 6 years)	Graduation Rate (4 years)	Graduation Rate (greater than 4 years and less than 6 years)
*2022	1	1		100%	

*Transfer Student

General Science, Grades 5-Adult					
Fall Term	Initial Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (greater than 4 years and less than 6 years)	Graduation Rate (4 years)	Graduation Rate (greater than 4 years and less than 6 years)
2017					
2018	2	1	1 anticipated	50%	50% anticipated
2019					
2020					

Mathematics, Grades 5-Adult

Fall Term	Initial Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (greater than 4 years and less than 6 years)	Graduation Rate (4 years)	Graduation Rate (greater than 4 years and less than 6 years)
2017					
2018	2	1	1 anticipated	50%	50% anticipated
2019					
2020	2	2		100%	

Multi-Categorical Special Education, Grades K-6

Fall Term	Initial Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (greater than 4 years and less than 6 years)	Graduation Rate (4 years)	Graduation Rate (greater than 4 years and less than 6 years)
2017	1		1		100%
2018					
2019					
2020					

Social Studies, Grades 5-Adult

Fall Term	Initial Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (greater than 4 years and less than 6 years)	Graduation Rate (4 years)	Graduation Rate (greater than 4 years and less than 6 years)
2020	1	1		100%	

Social Studies, Grades 5-Adult

Spring Term	Initial Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (greater than 4 years and less than 6 years)	Graduation Rate (4 years)	Graduation Rate (greater than 4 years and less than 6 years)
*2022	1	1		100%	

*Transfer Student

Withdrawals based on any of the following:					
• Change of Major					
• Athletics (Wheeling University is a Division II School)					
• Personal					
Fall 2020 Term	Fall 2021 Term	Fall 2022 Term	Fall 2023 Term		
2	8	4	9		

Accelerated Certification for Teaching (ACT)
Our expected time frame is 3 years, and 1.5 times that is 4.5 years.

English, Grades 5-Adult					
	Initial Cohort	Completed in 100% time (3 years)	Completed in 150% time (4.5 years)	Completion Rate (3 years)	Completion Rate (4.5 years)
2018-2019	1	1		100%	
2019-2020	2	2		100%	
2020-2021					

General Science, Grades 5-Adult					
	Initial Cohort	Completed in 100% time (3 years)	Completed in 150% time (4.5 years)	Completion Rate (3 years)	Completion Rate (4.5 years)
2018-2019	1	1		100%	
2019-2020					
2020-2021	4	4		100%	

Multi-Categorical Special Education, Grades 5-Adult					
	Initial Cohort	Completed in 100% time (3 years)	Completed in 150% time (4.5 years)	Completion Rate (3 years)	Completion Rate (4.5 years)
2018-2019	1	1		100%	
2019-2020	2		2		100%
2020-2021					

Social Studies, Grades 5-Adult					
	Initial Cohort	Completed in 100% time (3 years)	Completed in 150% time (4.5 years)	Completion Rate (3 years)	Completion Rate (4.5 years)
2018-2019					
2019-2020	2	2		100%	
2020-2021	3	3		100%	

The ACT program provides an online pathway to teacher certification in Grades 5-Adult. The program is designed for those who currently serve as emergency, temporary, or substitute teachers and desire formal teaching credentials, those looking to transition into a second career, and those desiring add-on endorsements and/or renewal credits. Applicants must have a bachelor's degree or higher to enroll and student teaching is a requirement. The program is accessible to adult learners who often have their education interrupted by life events. Our commitment to accessibility yields a high success rate when completion is not time bound.

Many students enrolled in the ACT program have withdrawn from the ACT program and have been accepted into the West Virginia Department of Education Alternative Certification program.

Master of Arts in Education: Education Leadership
Our expected time frame is 2 years, and 1.5 times that is 3 years.

Master of Arts in Education: Education Leadership					
	Initial Cohort	Completed in 100% time (2 years or less)	Completed in 150% time (3 years)	Completion Rate (2 years or less)	Completion Rate (3 years)
2020-2021	5	4	1	100%	100%
2021-2022	8	8		100%	
2022-2023	3	3		100%	

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Abbreviated table for 2023-2024 state licensure pass rates for Undergraduate Education Preparation Program (Undergraduate) Students

Test Number	Test Name	Number of Students Passed	Total Number of Students taking Exam	Pass Rate
*5713	Core Academic Skills for Educators: Reading	n/a	0	n/a
*5723	Core Academic Skills for Educators: Writing	n/a	0	n/a
*5733	Core Academic Skills for Educators: Math	n/a	0	n/a
**5002	Elem Ed: MS Reading & Language Arts Subtest	5	6	83.3%
**7812	Elem Ed: CKT Reading & Language Arts Subtest	0	1	0.0%
**5003	Elem Ed: MS Mathematics Subtest	5	6	83.8%
**7813	Elem Ed: CKT Mathematics Subtest	n/a	n/a	n/a
**5004	Elem Ed: MS Social Studies Subtest	2	6	33.3%
**7815	Elem Ed: CKT Social Studies Subtest	1	1	100%
**5005	Elem Ed: MS Science Subtest	3	5	60%
**7814	Elem Ed: CKT Science Subtest	n/a	n/a	n/a
5038	English Language Arts: Content Knowledge	n/a	n/a	n/a
5436	General Science	0	1	0.0%
5442	Middle School Science	1	1	100%

5081	Social Studies: Content Knowledge	1	2	50%
5165	Mathematics: Content Knowledge	0	2	0.0%
***5164	Middle School Math	1	2	50%
5543	Education of Exceptional Students: Mild to Moderate	4	4	100%
****5622	Principles of Learning & Teaching: Grades K-6	n/a	n/a	n/a
****5624	Principles of Learning & Teaching: Grades 7-12	n/a	n/a	n/a

*Education candidates may be exempt from the Core Academic Skills for Educators provided they meet exemption criteria listed in the West Virginia Licensure Testing Directory.

**Elementary education candidates must obtain a passing score in each subsection of the 5001: Elementary Education: Multiple Subjects or the 7811: Elementary Education: Content Knowledge for Teaching (CKT). Elementary education candidates may combine sections from both tests (5001 and 7811) to satisfy this requirement. Successful completion of each subsection on either exam is required to obtain a student teaching permit.

*** Per WVDE Policy 5100, EPPs with a secondary 5-Adult WVBE-approved program of study in mathematics or general science may recommend candidates for 5-9 licensure if a candidate has completed all 5-Adult program requirements, completed a middle school clinical experience, and obtained a passing score on the 5-9 required Praxis exam.

****Per the West Virginia Licensure Testing Directory, Candidates who completed an approved Teacher Performance Assessment (TPA) as part of a WVDE-approved educator preparation program after July 12, 2023, are exempt from the PTL requirement.

The Education Department has created a computer lab in the education suite to support teacher candidates as they prepare for the Praxis exams. Candidates are able to use the computer lab to practice taking practice Praxis exams. This intervention helps to support the first-time passing rate on Praxis exams for students.

Abbreviated sample table for 2023-2024 state licensure pass rates for Accelerated Certification for Teaching Students

Test Number	Test Name	Number of Students Passed	Total Number of Students taking Exam	Pass Rate
5543	Education of Exceptional Students: Mild to Moderate	1	1	100%
5624	Principles of Learning & Teaching: Grades 7-12	1	1	100%

The Accelerated Certification for Teaching Program supports the performance of teacher candidates on Praxis exams.

Abbreviated sample table for 2023-2024 state licensure pass rates for Master of Arts in Education: Education Leadership Students

Test Number	Test Name	Number of Students Passed	Total Number of Students taking Exam	Pass Rate
5412	Educational Leadership: Administration and Supervision	7	7	100%

The Master of Arts in Education: Education Leadership Program supports the performance of teacher candidates on Praxis exams.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Education Preparation Teaching Program

The Education Preparation Teaching Program Completer Survey was completed by five 2023-2024 completers currently serving as classroom teachers and one 2022-2023 teacher candidate completer who now serves as a classroom teacher.

*According to our Education Preparation Teaching Program Completer Survey, the results show that the mean is above 3 on the given criterion for the AAQEP Expectations. The scale is 4-Distinguished 3-Accomplished Level 2-Emerging 1-Unsatisfactory. Given that the **Criteria for Success** is an overall average score of 2 (Emerging), we proudly acknowledge that our completers rate themselves as being capable to serve as classroom teachers.*

The Completers indicate a 3.17 mean with their understanding of culture and methods of teaching. This topic is ever changing in our world today. Further review of the program on providing further instruction for clarification will be put forth for discussion in department meetings and the Educator Program Provider Advisory Council meetings.

Note: This is an abbreviated table.

n=6

AAQEP Expectations	MEAN
Content, pedagogical, and/or professional knowledge is relevant to your degree and certification pathway.	3.33
The ability to understand stakeholders and implement teaching practices that align with current research/theory.	3.33
The ability and knowledge to create teaching and learning practices that are culturally responsive, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on teaching and learning.	3.17
The ability and knowledge to implement teaching and learning practices of and for student learning, assessment and data literacy, and use of data to inform practice.	3.17
Creation and development of positive learning and work environments.	3.5
Exhibit dispositions and behaviors for successful professional practice.	3.5

Accelerated Certification for Teaching Program

The Accelerated Certification for Teaching Program Completer Survey was completed by the two 2023-2024 Accelerated Certification for Teaching Program completers. Both completers currently serve as classroom teachers.

*According to our Accelerated Certification for Teaching Program Completer Survey, the results show that the mean is at or above 3 on the given criterion for the AAQEP Expectations. The scale is 4-Distinguished 3-Accomplished Level 2-Emerging 1-Unsatisfactory. Given that the **Criteria for Success** is an overall average score of 2 (Emerging), we proudly acknowledge that our completers serving as classroom teachers are performing at or above the expected level. In fact, the means are at or above 3.0 for every AAQEP Expectation, which indicates that our completers rate themselves as able to perform well in each area of the AAQEP Expectations.*

Note: This is an abbreviated table.

n=2

AAQEP Expectations	MEAN
Content, pedagogical, and/or professional knowledge is relevant to your degree and certification pathway.	4.0
The ability to understand stakeholders and implement teaching practices that align with current research/theory.	3.5
The ability and knowledge to create teaching and learning practices that are culturally responsive, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on teaching and learning.	3.5
The ability and knowledge to implement teaching and learning practices of and for student learning, assessment and data literacy, and use of data to inform practice.	4.0
Creation and development of positive learning and work environments.	4.0
Exhibit dispositions and behaviors for successful professional practice.	3.0

Master of Arts in Education: Education Leadership
The Master of Arts in Education: Education Leadership (MEL) Completer Survey was completed by one MEL completer from Summer 2023 who is now employed as a school administrator. MEL completers in a Focus Group were also given the survey to complete. The Focus Group was formed because not all MEL completers secure employment as school administrators immediately upon completion of the MEL program. Seven members of the Focus Group who have secured positions as school leaders completed the MEL Completer Survey.

*According to our Master of Arts in Education: Education Leadership Completer Survey, the results show that the mean is above 3 on the given criterion for the AAQEP Expectations. The scale is 4-Distinguished 3-Accomplished Level 2-Emerging 1-Unsatisfactory. Given that the **Criteria for Success** is an overall average score of 2 (Emerging), we proudly acknowledge that our completers rate themselves as Distinguished or Accomplished school leaders. These completers are currently serving in administrative positions and they see themselves as performing above the expected level.*

Note: This is an abbreviated table.

n=8

AAQEP Expectations	MEAN
Content, pedagogical, and/or professional knowledge is relevant to your degree and certification pathway.	3.5
The ability to understand stakeholders and implement leadership practices that align with current research/theory.	3.25
The ability and knowledge to create leadership practices that are culturally responsive, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on teaching and learning.	3.125
The ability and knowledge to implement leadership practices of and for student learning, assessment and data literacy, and use of data to inform practice.	3.5
Creation and development of positive learning and work environments.	3.5
Exhibit dispositions and behaviors for successful professional practice.	3.75

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Education Preparation Teaching Program
The Education Preparation Teaching Program Employer Survey responses were accrued from three employers of teacher candidate completers in Fall 2023 and Spring 2024.

*According to our Education Preparation Teaching Program Employer Survey, the results show that the mean is above 3 on the given criterion for the AAQEP Expectations. The scale is 4-Distinguished 3-Accomplished Level 2-Emerging 1-Unsatisfactory. Given that the **Criteria for Success** is an overall average score of 2 (Emerging), we proudly acknowledge that our employers rate our teacher candidates as being capable to serve as classroom teachers.*

Note: This is an abbreviated table.

n=3

AAQEP Expectations	MEAN
Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.	3.67
Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.	3.33
Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.	3.67
Support students' growth in international and global perspectives.	3.33
Establish goals for your own professional growth and engage in self-assessment, goal setting, and reflection.	3.67
Collaborate with colleagues to support professional learning.	3.67

Accelerated Certification for Teaching Program

*According to our Accelerated Certification for Teaching Program Employer Survey, the results show that the mean is 2 or above on every criterion for the AAQEP Expectations. The scale is 4-Distinguished 3-Accomplished Level 2-Emerging 1-Unsatisfactory. Given that the **Criteria for Success** is an overall average score of 2 (Emerging), we proudly acknowledge that our employer rates our teacher candidate as being capable to serve as a classroom teacher.*

Both employers of the two ACT teacher candidate completers completed the survey. The two teacher candidates are employed as teachers in school systems. These ACT teacher candidates met the teacher certification requirements in school systems and are recommended to boards of education by school leaders for hire.

Note: This is an abbreviated table.

n=2

AAQEP Expectations	MEAN
Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.	3.0
Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.	2.5
Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.	2.5
Support students' growth in international and global perspectives.	2.0
Establish goals for your own professional growth and engage in self-assessment, goal setting, and reflection.	3.0
Collaborate with colleagues to support professional learning.	3.0

Master of Arts in Education: Education Leadership
A survey response to the Master of Arts in Education: Education Leadership (MEL) Employer Survey was received from the employer of one of the MEL 2022-2023 completers who is now employed as a school administrator. The 2023-2024 MEL completers may apply for leadership positions.

*According to our Master of Arts in Education: Education Leadership Employer Survey, the results show that the mean is 2 or above on the given criterion for the AAQEP Expectations. The scale is 4-Distinguished 3-Accomplished Level 2-Emerging 1-Unsatisfactory. Given that the **Criteria for Success** is an overall average score of 2 (Emerging), we proudly acknowledge that our employers rate our leadership candidates as Distinguished or Accomplished school leaders.*

Note: This is an abbreviated table.

n=1

AAQEP Expectations	MEAN
Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.	3.0
Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.	3.0
Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.	3.0
Support students' growth in international and global perspectives.	2.0
Establish goals for your own professional growth and engage in self-assessment, goal setting, and reflection.	3.0
Collaborate with colleagues to support professional learning.	3.0

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

Investigation of Employment Rates
Wheeling University uses the following methods to determine employment rates of completers:
- *Exit Surveys*
- *Assistance with licensure certifications in state and out-of-state*

- *Letters of recommendation*
- *Academic and Athletic Eligibility pursued at Wheeling University*
- *Academic and Athletic Eligibility pursued beyond Wheeling University*
- *The West Virginia Department of Education provides email addresses of teacher candidates employed in West Virginia*
- *Completer Surveys*
- *Local media reporting on new hires at local school systems and districts*
- *Graduates and completers who return to Wheeling University to complete the Master of Arts in Education: Education Leadership program*
- *West Virginia Association of School Administrators Membership*

Employment Rates for Program Completers

Undergraduate Education Preparation Program Students: Fall 2023-Summer 2024

n=9

License Area	Number of Completers	Employment in West Virginia	Employment Outside of West Virginia	Percentage Employed
Elementary, Grades K-6	1	1	0	100%
*Elementary, Grades K-6 with Multi-Categorical Special Education Endorsement, Grades K-6 and Grades 5-Adult	3	0	1	33.3%
English, Grades 5-Adult	1	0	1	100%
**Mathematics, Grades 5-9	1	0	1	100%
*Mathematics, Grades 5-Adult	1	0	0	0%
*Social Studies, Grades 5-Adult	2	1	0	50%

Completers pursued further academic and athletic eligibility

**Per WVDE Policy 5100, EPPs with a secondary 5-Adult WVBE-approved program of study in mathematics or general science may recommend candidates for 5-9 licensure if a candidate has completed all 5-Adult program requirements, completed a middle school clinical experience, and obtained a passing score on the 5-9 required Praxis exam.*

Summary: The teacher candidates pursuing employment were successful upon graduation.

Employment Rates for Program Completers

Accelerated Certification for Teaching: Fall 2023-Summer 2024

n=2

License Area	Number of Completers	Employment in West Virginia	Employment Outside of West Virginia	Percentage Employed
Multi-Categorical Special Education, Grades 5-Adult	2	2	0	100%

Summary: The teacher candidates pursuing employment were successful upon completing the Accelerated Certification for Teaching program.

Employment Rates for Program Completers

Master of Arts in Education: Education Leadership: Fall 2023 - Summer 2024
Data includes the one Master of Arts in Education: Education Leadership MEL 2022-2023 completer who now serves as a school leader.

n=1

License Area	Number of Completers	Employment in West Virginia	Employment Outside of West Virginia	Percentage Employed who completed the Completer Survey
Principal, Supervisor of Instruction, Superintendent	*1	0	1	1

Summary: Leadership candidates completing the survey are currently serving in leadership positions.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation			
Undergraduate Education Preparation Program ***Bachelor of Arts in Education: Elementary and Secondary*** ***1-Assessment: Summative Student Teaching Numerical***	*The Summative Student Teaching Numerical Instrument is aligned to the Interstate Teacher Assessment and Support Consortium Standards (InTASC) and the West Virginia Department of Education Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders (WVPTS). This rubric is completed by the Cooperating/Mentor Teacher during the clinical student teaching experience. The Cooperating/Mentor teachers serve as mentors for the teacher candidates and are in daily contact with the candidates and have first-hand knowledge of their progression as potential teachers.*	**n=9**			

Performance Indicators	4	3	2	1
Curriculum Content: Content/College & Career Ready	93%	7%	0%	0%
Curriculum Content: 21st Century Standards	100%	0%	0%	0%
Curriculum Content: Technology Standards	93%	7%	0%	0%
Curriculum Content: Accuracy of Content	73.3%	26.7%	0%	0%
Assessment: Formative Assessment	66.7%	33.3%	0%	0%

4-Distinguished: The candidate demonstrates target criteria at a high level of performance. Exhibits mastery of the work of teaching while improving practice and serving the professional community.
3-Accomplished: The candidate meets minimum criteria. Performance exhibits mastery of the work.
2-Emerging: The candidate approaches minimum criteria. Performance demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.
1-Unsatisfactory: The candidate does not meet the minimum criteria. Performance dies not convey sufficient understanding of concepts of the successful implementation of essential elements.

Criteria for Success: *It was determined by the faculty of the department that to not prompt remediation on an assignment the leadership candidate must have an overall average score of 2 (Emerging).*

The nine completer students taught for seven weeks at two different schools based on their grade levels of certification. The table shows the Summative Student Teaching Numerical rubric completed by the Cooperating/Mentor teachers for the nine completers.

Assessment: Summative Assessment	66.7%	33.3%	0%	0%
Assessment: Use of Assessment	53.3%	46.7%	0%	0%
Design of Instruction: Designing Instruction	73.3%	26.7%	0%	0%
Design of Instruction: Critical Thinking	40%	53.3%	6.7%	0%
Design of Instruction: Technology Integration	53.3%	46.7%	0%	0%
Design of Instruction: Technology Tools	46.7%	53.3%	0%	0%
The Learner: Developmentally Appropriate	80%	20%	0%	0%
The Learner: Respect & Rapport	93.3%	66.7%	0%	0%
Learning Environment: Classroom Management	80%	20%	0%	0%
Learning Environment: Behavior Management	100%	0%	0%	0%
Learning Environment: Student Engagement	40%	60%	0%	0%
Continuous Improvement: Professional Learning	73.3%	26.7%	0%	0%
Continuous Improvement: School-wide activities	46.7%	53.3%	0%	0%
Continuous Improvement:	46.7%	53.3%	0%	0%

		<table><tr><td>School, family, and community</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>
		Institute Based Reflective Practices: • *Distinguished, Accomplished, or Emerging supports the candidates' knowledge of WVDE Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders.* • *Our Cooperating/Mentor teachers confirmed successful student teaching experiences for each teacher candidate.* • *Long-term emphasis on implication of emerging technologies has resulted in demonstration of effective 21st century practices for teacher candidates.* • *Teacher candidates effectively describe and analyze their field experiences.* • *Teacher candidates apply theory into practice with ongoing verbal and written reflection about their field experiences.*
1-Assessment: West Virginia Teacher Performance Assessment (WVTPA)	*The West Virginia Teacher Performance Assessment (WVTPA) encompasses professional learning for each of our nine content area degree candidates who complete performance tasks and receive support from professional colleagues within our schools. University professors teaching EDUC-473: WVTPA, hold*	*The nine completers met or exceeded the WVTPA Outcome Score of 2 in each task area.* *n=9* **Institute Based Reflective Practices:** **The nine completers met the following requirements.**

permanent West Virginia Teaching Certification and National Board Certification. The WVTPA begins with analysis of community, school setting, and classroom contextualized factors (Task 1, WVTPA) that influence learning for PK-12 students. The WVTPA is scored by a team of professional educators who are vetted via WV TPA Inter-rater reliability training held annually.

Task Description	WVTPA Required Outcome
Task 1: Contextual Factors	Score of 2
Task 2: Standards and Goals	Score of 2
Task 3: Assessment Plan	Score of 2
Task 4: Design for Instruction	Score of 2
Task 5: Implementation and Reflection on Daily Instruction	Score of 2
Task 6: Impact on Student Learning	Score of 2
Task 7: Reflection and Self-Evaluation	Score of 2

- *The teacher candidates seeking certification in the content area must initially formally and informally assess student foundational knowledge/skill learning (Task 3, WVTPA) related to selected College and Career Readiness Standards (Task 2, WVTPA). Multiple instructional strategies must be delineated in the lesson plans aligned to each goal. The teacher candidate must determine appropriate outcomes based (Task 2, WVTPA) on short term knowledge/skill acquisition. This promotes professional learning to build long term application of SMART (Specific, Measurable, Achievable, Relevant, Timebound) goals for professional level instructional design work.*
- *The teacher candidates create a post assessment in complete alignment with pre-assessment of PK-12 student foundational knowledge/skills (Task 3, WVTPA).*
- *The teacher candidates build short term instructional design providing opportunities for high level student engagement to create equitable access to learning based on the WV College and Career Readiness Standards (Task 4, WVTPA). The teacher candidate*

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<td>*provides evidence of strategies through consultation and exemplars by analyzing the work of two students with varied supports/assignments while completing daily self-assessment of self-efficacy as an instructional leader (Task 5, WVTPA).*

• *Upon completion of the short-term instructional design (3-5 days) the teacher candidates create a graphic representation of student achievement (pre-instruction/post instruction data) with a detailed narrative citing effective and less effective strategies and approaches (Task 6, WVTPA).*

• *The teacher candidates deliberate on their strengths as an instructional leader through partnered collegial collaboration through the WVTPA experience and sets personal goals with action steps for both immediate and long-term professional learning (Task 7, WVTPA).*</td>
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<tr>
<td>1- *Assessment: Mock Interview/Portfolio*</td>
<td>*Teacher candidates begin gathering artifacts their first year in the program and by the time they reach student teaching they have a minimum of 30 artifacts indicating proficiency in the West Virginia Professional Standards. The Mock Interview/Portfolio rubric is scored in collaboration with the Wheeling University*</td>
<td>**n=9**

Performance Indicators	4	3	2	1
Core Content	66.7%	22.2%	11.1%	0%
Pedagogy	66.7%	33.3%	0%	0%
Setting Goals & Objectives for Learning	66.7%	33.3%	0%	0%
Designing Instruction	66.7%	22.2%	11.1%	0%
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<table>
<tr><td rowspan="2" colspan="2"></td><td>Student Assessments</td><td>66.7%</td><td>11.1%</td><td>22.2%</td><td>0%</td></tr>
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Student Teaching Supervisor and a panel of local school educators.

4-Distinguished: The candidate demonstrates target criteria at a high level of performance. Exhibits mastery of the work of teaching while improving practice and serving the professional community.
3-Accomplished: The candidate meets minimum criteria. Performance exhibits mastery of the work.
2-Emerging: The candidate approaches minimum criteria. Performance demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.
1-Unsatisfactory: The candidate does not meet the minimum criteria. Performance dies not convey sufficient understanding of concepts of the successful implementation of essential elements.

Criteria for Success: *It was determined by the faculty of the department that to not prompt remediation on an assignment the leadership candidate must have an overall average score of 2 (Emerging).*

Student Assessments	66.7%	11.1%	22.2%	0%
Understanding Intellectual/Cognitive, Social, and Emotional Development	66.7%	11.1%	22.2%	0%
Creating an Environment of Respect & Rapport	66.7%	22.2%	11.1%	0%
Establishing a Culture for Learning	66.7%	22.2%	11.1%	0%
Implementing Classroom Procedures	66.7%	0%	33.3%	0%
Managing Student Behaviors	66.7%	33.3%	0%	0%
Organizing the Learning Environment	44.4%	55.6%	0%	0%
Importance of Content	44.4%	55.6%	0%	0%
Communicating with Students	55.6%	22.2%	22.2%	0%
Questioning & Discussion Techniques	55.6%	22.2%	22.2%	0%
Student Engagement	55.6%	22.2%	22.2%	0%
Use of Assessments in Instruction	55.6%	11.1%	33.3%	0%
Flexibility & Responsiveness	33.3%	44.5%	22.2%	0%
Professional Learning	11.1%	55.6%	33.3%	0%
Professional Collaborative Practice	44.5%	33.3%	22.2%	0%
Reflection & Practice	44.5%	33.3%	22.2%	0%
Professional Contribution	66.7%	0%	33.3%	0%
School Mission	33.3%	66.7%	0%	0%
School-wide Activities	33.3%	44.5%	22.2%	0%
Learner-Centered Culture	33.3%	22.2%	44.5%	0%
Student Support Systems	22.2%	55.6%	22.2%	0%

	Distinguished	Accomplished	Emerging	N/A
Student Management Systems	11.1%	44.4%	44.4%	0%
School, Family, and Community Connections	44.4%	11.1%	44.4%	0%
Strategic Planning/Continuous Improvement	22.2%	33.3%	44.4%	0%
Teacher Leadership	44.5%	0%	55.5%	0%
Ethical Standards	55.5%	44.5%	0%	0%
Clarity & Correctness of Written Captions & Narratives	100%	0%	0%	0%
Overall Appearance & Organization	66.7%	33.3%	0%	0%
Communicates Positive Image of Professional Educator	66.7%	33.3%	0%	0%
Resume	66.7%	33.3%	0%	0%
Professional Preparation Attachments	66.7%	33.3%	0%	0%

Institute Based Reflective Practices:

- *The data set indicates teacher candidates have Distinguished, Accomplished, or Emerging levels of proficiency in content and pedagogical strategies.*
- *Data from the portfolio indicates Distinguished and Accomplished in some areas of the Performance Indicators while as one would expect the entry level students are at an Emerging level in some areas.*
- *The teacher candidates gain a combination of classroom experience, mentoring, theory, and practical skills.*

		• *The teacher candidates receive support and feedback from instructors and Cooperating/Mentor teachers to become part of a professional learning community.* • *The interview process asks teacher candidates to self-assess and provide examples by reflecting on a combination of classroom and student teaching experiences to support mastery of the teacher leadership skills.* • *The teacher candidates learn with exemplary educators in the state from their Cooperating/Mentor teachers, from their course instructors, and from each other.* • *The interview process also allows for discussion among the instructor, educators, and teacher candidates about the standards as well as topics such as their student teaching experiences, the portfolio, job interviews, and certification.*
1- **Assessment: Grade Point Average and Praxis Exams**	*The required Grade Point Average (GPA) to remain in the education program and seek licensure upon graduation in the state of West Virginia is a 2.50.* **Praxis I and Praxis II** *Passing scores on the Praxis I Exam (or exemption based on the West Virginia Licensure Testing Directory) and the*	**n=9** Average Grade Point Average 3.7275

	Praxis II Exam are required to obtain a student teaching permit from the West Virginia Department of Education. Teacher candidates pursuing an endorsement in Multi-Categorical Special Education are required to pass the Praxis II in that endorsement area. *Additionally, education candidates may be exempt from the Core Academic Skills for Educators provided they meet exemption criteria listed in the West Virginia Licensure Testing Directory.*	***Institute Based Reflective Practices:*** • *The data indicates that over a four year period the completers' overall GPA mean score is 3.7275. This is well above the state requirement of 2.50 indicating completers from Wheeling University are well prepared in content and pedagogy knowledge.* ***Praxis I and Praxis II*** ***Institute Based Reflective Practices:*** • *Passing scores on the Praxis I Exam (or exemption based on the West Virginia Testing Directory) and the Praxis II Exam are required to obtain a student teaching permit from the West Virginia Department of Education. Teacher candidates pursuing an endorsement in Multi-Categorical Special Education are required to pass the Praxis II in that endorsement area.* • *The passing scores (or exemption) for the nine completers is 100%. These scores support that Wheeling University completers are prepared in content for the licensure areas they seek. This intervention helps to support the first-time passing rate on Praxis exams for students.*

		• *The Education Department has created a computer lab in the education suite to support teacher candidates as they prepare for the Praxis exams. Candidates are able to use the computer lab to practice taking practice Praxis exams. This intervention helps to support the first-time passing rate on Praxis exams for students.* • *Additionally, education candidates may be exempt from the Core Academic Skills for Educators provided they meet exemption criteria listed in the West Virginia Licensure Testing Directory.*
Accelerated Certification for Teaching Program (ACT) ***1-Assessment: Summative Student Teaching Numerical***	*The Summative Student Teaching Numerical Instrument is aligned to the Interstate Teacher Assessment and Support Consortium Standards (InTASC) and the West Virginia Department of Education Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders (WVPTS). This rubric is completed by the Cooperating/Mentor Teacher during the clinical student teaching experience. The Cooperating/Mentor teachers serve as mentors for the teacher candidates and are in daily contact with the candidates*	n=2 | Performance Indicators	4	3	2	1
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Curriculum Content: Content/College & Career Ready	50%	50%	0%	0%
Curriculum Content: 21st Century Standards	50%	50%	0%	0%
Curriculum Content: Technology Standards	100%	0%	0%	0%
Curriculum Content:	50%	50%	0%	0%	

| | and have first-hand knowledge of their progression as potential teachers.

4-Distinguished: The candidate demonstrates target criteria at a high level of performance. Exhibits mastery of the work of teaching while improving practice and serving the professional community.
3-Accomplished: The candidate meets minimum criteria. Performance exhibits mastery of the work.
2-Emerging: The candidate approaches minimum criteria. Performance demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.
1-Unsatisfactory: The candidate does not meet the minimum criteria. Performance dies not convey sufficient understanding of concepts of the successful implementation of essential elements.

Criteria for Success: *It was determined by the faculty of the department that to not prompt remediation on an assignment the leadership candidate must have an overall average score of 2 (Emerging).*

The two completers were student teaching on a West Virginia permit; therefore, they had one placement for the semester. The Summative Student Teaching Numerical Instrument rubric completed by the Cooperating/Mentor teachers indicates Distinguished or

Accuracy of Content				
Assessment: Formative Assessment	50%	50%	0%	0%
Assessment: Summative Assessment	50%	50%	0%	0%
Assessment: Use of Assessment	0%	100%	0%	0%
Design of Instruction: Designing Instruction	50%	50%	0%	0%
Design of Instruction: Critical Thinking	0%	100%	0%	0%
Design of Instruction: Technology Integration	0%	100%	0%	0%
Design of Instruction: Technology Tools	0%	100%	0%	0%
The Learner: Developmentally Appropriate	50%	50%	0%	0%
Learning Environment: Classroom Management	100%	0%	0%	0%
Learning Environment: Behavior Management	50%	50%	0%	0%
Learning Environment: Student Engagement	0%	100%	0%	0%
Continuous Improvement: Professional Learning	0%	100%	0%	0%
Continuous Improvement: School-wide activities	0%	100%	0%	0%

	Accomplished in all the Performance Indicators. *The table shows the Summative Student Teaching Numerical rubric completed by the Cooperating/Mentor teachers for the semester placements for the completers.*	Continuous Improvement: School, family, and community 0% 100% 0% 0% ***Institute Based Reflective Practices:*** • *Teacher candidates, during their semester student teaching, showed Distinguished or Accomplished efforts in all criteria that align with the InTASC Standards and the WVPTS.* • *Our Cooperating/Mentor teachers confirmed successful student teaching experiences for each teacher candidate.* • *Long-term emphasis on implication of emerging technologies has resulted in demonstration of effective 21st century practices for teacher candidates.* • *Teacher candidates effectively describe and analyze their field experiences.* • *Teacher candidates apply theory into practice with ongoing verbal and written reflection about their field experiences.*
1-Assessment: West Virginia Teacher Performance Assessment (WVTPA)	*The West Virginia Teacher Performance Assessment (WVTPA) encompasses professional learning for each of our six content area degree candidates who complete performance tasks and receive support from professional colleagues*	*The two completers met or exceeded the WVTPA Outcome Score of 2 in each task area.* *n=2*

within our schools. University professors teaching EDUC-473, WVTPA, hold permanent West Virginia Teaching Certification and National Board Certification. The WVTPA begins with analysis of community, school setting, and classroom contextualized factors (Task 1, WVTPA) that influence learning for PK-12 students. The WVTPA is scored by a team of professional educators who are vetted via WV TPA Inter-rater reliability training held annually.

Task Description	WVTPA Required Outcome
Task 1: Contextual Factors	Score of 2
Task 2: Standards and Goals	Score of 2
Task 3: Assessment Plan	Score of 2
Task 4: Design for Instruction	Score of 2
Task 5: Implementation and Reflection on Daily Instruction	Score of 2
Task 6: Impact on Student Learning	Score of 2
Task 7: Reflection and Self-Evaluation	Score of 2

Institute Based Reflective Practices: The two completers met the following requirements:

- *The teacher candidates seeking certification in the content area must initially formally and informally assess student foundational knowledge/skill learning (Task 3, WVTPA) related to selected College and Career Readiness Standards (Task 2, WVTPA). Multiple instructional strategies must be delineated in the lesson plans aligned to each goal. The teacher candidates must determine appropriate outcomes based (Task 2, WVTPA) on short term knowledge/skill acquisition. This promotes professional learning to build long term application of SMART (Specific, Measurable, Achievable, Relevant, Timebound) goals for professional level instructional design work.*
- *The teacher candidates create a post assessment in complete alignment with pre-assessment of PK-12 student foundational knowledge/skills (Task 3, WVTPA).*
- *The teacher candidates build short term instructional design providing opportunities for high level student engagement to create equitable access to learning based on the*

		WV College and Career Readiness Standards (Task 4, WVTPA). The teacher candidates provide evidence of strategies through consultation and exemplars by analyzing the work of two students with varied supports/assignments while completing daily self-assessment of self-efficacy as an instructional leader (Task 5, WVTPA). • *Upon completion of the short-term instructional design (3-5 days) the teacher candidates create a graphic representation of student achievement (pre-instruction/post instruction data) with a detailed narrative citing effective and less effective strategies and approaches (Task 6, WVTPA).* *The teacher candidates deliberate on their strengths as an instructional leader through partnered collegial collaboration through the WVTPA experience and sets personal goals with action steps for both immediate and long-term professional learning (Task 7, WVTPA).*
1-Assessment: Grade Point Average and Praxis Exams	*The required Grade Point Average (GPA) to remain in the education program and seek licensure upon graduation in the state of West Virginia is a 2.50.* ***Praxis I and Praxis II*** *Passing scores on the Praxis I Exam (or exemption based on the West Virginia*	n=2 Average Grade Point Average 3.4685

	Licensure Testing Directory) and the Praxis II Exam are required to obtain a student teaching permit from the West Virginia Department of Education. *Teacher candidates who student teach on a WVDE Form 1 Permit do not have to apply for a student teaching permit.* *Additionally, education candidates may be exempt from the Core Academic Skills for Educators and the Praxis II Content exams provided they meet exemption criteria listed in the West Virginia Licensure Testing Directory. ACT students are provided many opportunities to be exempt from the Core Academic Skills for Educators (Praxis I) and the Praxis II because they must have a bachelor's degree to be admitted into the ACT program.*	▭ ***Institute Based Reflective Practices:*** • *The required Grade Point Average (GPA) to remain in the education program and seek licensure upon graduation in the state of West Virginia is a 2.50. The data indicates that the average GPA for the completers is 3.4685. This is well above the state requirement of 2.50 indicating completers from Wheeling University are well prepared in content and pedagogy knowledge.* ***Praxis I and Praxis II*** • *Passing scores on the Praxis I Exam (or exemption based on the West Virginia Testing Directory) and the Praxis II Exam are required to obtain a student teaching permit from the West Virginia Department of Education.*
Master of Arts in Education: Education Leadership ***1-Assessment: Action Research Final Paper***	*The MEL-550: Field-Based Action Research course is a required course in the MEL program. The course is a three-semester hour credit course.* *The practice of teaching is both an art and a science. Practicing educators are applied psychologists, daily using best*	**Six Administrative Certification Pathway: Two Instructional Leadership Pathway n=8** <table><tr><td></td><td></td></tr><tr><td>Performance Indicators</td><td>%</td></tr><tr><td></td><td></td></tr><tr><td>A</td><td>75%</td></tr></table>

	practices with individual and groups of students, in order to better advance their ultimate goals of producing literate, numerate, thoughtful, knowledgeable citizens who are capable and motivated to contributing to their communities and nation. Research emanating from the practice of teaching has the most potential to affect not only specific classrooms but also similar classrooms throughout the nation. The Action Research course is designed to acquaint the practicing educator with the theory and techniques of action research as ideally practiced in classrooms and schools by classroom teachers and administrators. The application of research to teaching practice forms the core of the Action Research Course. Course topics include forms of qualitative inquiry, problem identification, selection of appropriate research methods, collecting and analyzing data, developing an interpretation, and reporting qualitative research. ***Criteria for Success:*** *Leadership candidates cannot earn less than a C+ in any course per the Wheeling University Graduate Catalog.*	A-	12.5%
		B	12.5%
		C	0%
		D	0%
		F	0%

Institute Based Reflective Practices:
- *Leadership candidates exceeded the minimum grade requirement for the course.*
- *Discussion Board participation, Student Peer Interaction, and Peer Review of all assignments contribute to successful completion of Course Topics.*

1-Assessment: Evaluation	***Driving Question:*** *How can an aspiring educator gain practical experience in an authentic, real-world setting?*	**Eight Administrative Certification Pathway: One Instructional Leadership Pathway** **n=8**

Performance Indicators	4	3	2	1

The Evaluation Assessment Instrument is aligned to West Virginia Department of Education Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders. This rubric is completed by the Instructional Coach. The Instructional Coaches serve as mentors for the leadership candidates and are in daily contact with the candidates and have first-hand knowledge of their progression as potential school leaders. Because this is a clinical program, our eyes and ears are the experienced administrators who are mentoring our students. The program is based on the quality of these dedicated mentors. As a result, it is incumbent that the competencies of these coaches are validated before assigning them as mentors. To do that we have collected from potential mentors their years of experience, degree level, and their current or previous educational administrative positions. The mentors of students in West Virginia who are administrators have had specific evaluation training as part of their certification as an administrator. That training is a product of completing the Evaluation Leadership Institute approved only through the West Virginia Department of Education. Instructional Coaches receive a stipend from Wheeling University as determined by the partnership between the school district and Wheeling University. Because the

Shared Vision of Teaching and Learning	62.5%	37.5%	0%	0%
Continuous School Improvement	62.5%	37.5%	0%	0%
Learning Environment	87.5%	12.5%	0%	0%
Instructional Leadership	50%	50%	0%	0%
*Resource Management	28.6%	71.4%	0%	0%
Safety	50%	50%	0%	0%
Teacher Leadership	62.5%	37.5%	0%	0%
Home, School, and Community Partnerships	62.5%	37.5%	0%	0%
Ethical Behavior and Decision Making	62.5%	37.5%	0%	0%
Advocacy	62.5%	37.5%	0%	0%

*Instructional Coached responded n/a

Institute Based Reflective Practices:
- *Distinguished or Accomplished supports the candidates' knowledge of WVDE Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders.*
- *Our Instructional Coaches confirmed 200 hours of successful field experiences for each leadership candidate.*
- *Long-term emphasis on implication of emerging technologies has resulted in demonstration of effective 21st*

	residency is a clinical program, any leadership candidate who does not meet the criterion will not be recommended for licensure and graduation until that criterion is met. *4-Distinguished: The candidate demonstrates extensive understanding of the knowledge and skills. The candidate is able to show his or her learning and apply it when applicable. In appropriate ways, the candidate demonstrates extensive application of leadership knowledge and skills.* *3-Accomplished: The candidate demonstrates solid understanding of the knowledge and skills. The candidate is able to show his or her learning and apply it when applicable. In appropriate ways, the candidate demonstrates solid application of leadership knowledge and skills.* *2-Emerging: The candidate demonstrates a developing understanding of the knowledge and skills; however, is showing partial acquisition. The candidate demonstrates a developing understanding and application of leadership knowledge and skills.* *1-Unsatisfactory: The candidate can identify appropriate knowledge and skills but is unable to differentiate how and when to apply them.*	*century practices for leadership candidates.* • *Leadership candidates effectively describe and analyze their field experiences.* • *Leadership candidates apply theory into practice with ongoing verbal and written reflection about their field experiences.*

	Criteria for Success: *It was determined by the faculty of the department that to not prompt remediation on an assignment the leadership candidate must have an overall average score of 2 (Emerging).*	
1-Assessment: Mock Interview	*The Mock Interview is conducted near the end of the Residency II course. The interview takes place between the instructor and the leadership candidate virtually. The Canvas BigBlueButton is the tool is used for the interview. Canvas is the Learning Management System used by Wheeling University. The interview rubric is aligned with the Professional Standards for Educational Leaders, West Virginia Department of Education Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders, and the Assessment of Technology Competency in Education Leadership Standards (ISTE). The leadership candidates provide examples from their coursework and 400 hours of residency experiences (Residency I and Residency II) to support the identified leadership skills.* *4-Distinguished: The candidate demonstrates extensive understanding of the knowledge and skills. The candidate is able to show his or her learning and apply it when applicable. In appropriate ways, the candidate demonstrates extensive application of leadership knowledge and skills.*	**Six Administrative Certification Pathway: Two Instructional Leadership Pathway n=8** _table below_ ***Institute Based Reflective Practices:*** • *The leadership candidates show mastery in the Professional Standards for Educational*

	4	3	2	1
Performance Indicators	4	3	2	1
Shared Vision of Teaching and Learning	100%	0%	0%	0%
Continuous School Improvement	100%	0%	0%	0%
Learning Environment	100%	0%	0%	0%
Instructional Leadership	100%	0%	0%	0%
Resource Management	100%	0%	0%	0%
Safety	100%	0%	0%	0%
Teacher Leadership	100%	0%	0%	0%
Home, School, and Community Partnerships	100%	0%	0%	0%
Ethical Behavior and Decision Making	100%	0%	0%	0%
Advocacy	100%	0%	0%	0%
Communication	100%	0%	0%	0%
Language	100%	0%	0%	0%

3-Accomplished: The candidate demonstrates solid understanding of the knowledge and skills. The candidate is able to show his or her learning and apply it when applicable. In appropriate ways, the candidate demonstrates solid application of leadership knowledge and skills. *2-Emerging: The candidate demonstrates a developing understanding of the knowledge and skills; however, is showing partial acquisition. The candidate demonstrates a developing understanding and application of leadership knowledge and skills.* *1-Unsatisfactory: The candidate can identify appropriate knowledge and skills but is unable to differentiate how and when to apply them.* **Criteria for Success:** *It was determined by the faculty of the department that to not prompt remediation on an assignment the leadership candidate must have an overall average score of 2 (Emerging).*	*Leaders, the Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders (WV Policy 5800), and the National Educational Technology Standards for Educators by providing examples from their coursework and through the 400 hours of residency experiences at the school and the school system level.* • *Course assignments and the 400 hours of field experiences in the year-long residency under the aegis of Instructional Coaches support the designation of "Distinguished" for the leadership candidates.* • *The leadership candidates gain a combination of classroom experience, mentoring, theory, and practical skills.* • *The leadership candidates receive support and feedback from instructors, Instructional Coaches, and colleagues to become part of a professional learning community.* • *The Residency II course is one of the last courses that leadership candidates take in the program.* • *The Residency II instructor provides the leadership candidates with the opportunity to meet virtually at the beginning of*

		the Residency II course to discuss the 200 hours of field experiences at the system level. • *The instructor and each leadership candidate schedule a time to meet one to one, virtually, to conduct the Mock Interview near the end of the course.* • *The interview process asks leadership candidates to self-assess and provide examples by reflecting on a combination of classroom and residency experiences to support mastery of the leadership skills.* • *The leadership candidates learn with exemplary educators in the state and region, from their Instructional Coaches, from their course instructors, and from each other.* • *The interview process also allows for discussion between the instructor and leadership candidate about the standards as well as topics such as their residency experiences, the portfolio, job interviews, and certification.*
1-Assessment: Portfolio	*The portfolio is a locally developed instrument based on the West Virginia Department of Education Policy 5800: Standards of Professional Practice for WV Superintendents, Principals, and Teacher Leaders, the Professional Standards for*	**Six Administrative Certification Pathway: Two Instructional Leadership Pathway** **n=8** <table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Performance Indicators</td><td>4</td><td>3</td><td>2</td><td>1</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>

Educational Leaders (PSEL), and the Assessment of Technology Competency in Education Leadership Standards (ISTE). The areas of evaluation are: 1) Introduction, 2) Philosophy Statement, 3) Evidence of mastery of PSEL standards, 4) Evidence of mastery of ISTE Standards, 5) Documentation of Artifacts, 6) Reflective Entries, 7) Writing, 8) Organization and Appearance of Portfolio, and 9) Influence on Student Learning.

The overall cut score has been set as 34 on an 88 point scale which is the lowest level of an Emerging designation on a scale that ranges from Distinguished to Unsatisfactory. The logic for the cut scores is that the candidates are in a clinical program in which they are actually performing the skills under the mentorship of an instructional leader in an authentic setting. The candidate is required to produce artifacts for each of the components of the scale for inclusion in the portfolio. The artifacts are from the MEL course assignments. These artifacts are separately rated and graded for acceptability by university instructors and must meet at the capable level criterion or are redone until the criterion is met.

Portfolio Rubric Ratings

Performance Indicators	

Introduction	62.5%	37.5%	0%	0%
Philosophy Statement	87.5%	12.5%	0%	0%
PSEL1	87.5%	12.5%	0%	0%
PSEL2	62.5%	37.5%	0%	0%
PSEL3	37.5%	62.5%	0%	0%
PSEL4	75%	25%	0%	0%
PSEL5	37.5%	62.5%	0%	0%
PSEL6	50%	50%	0%	0%
PSEL7	50%	37.5%	12.5%	0%
PSEL8	12.5%	50%	37.5%	0%
PSEL9	12.5%	75%	12.5%	0%
PSEL10	75%	25%	0%	0%
ISTE1	50%	50%	0%	0%
ISTE2	62.5%	37.5%	0%	0%
ISTE3	50%	50%	0%	0%
ISTE4	37.5%	50%	12.5%	0%
ISTE5	37.5%	50%	12.5%	0%
Documentation of Artifacts	62.5%	37.5%	0%	0%
Reflective Entries	50%	12.5%	37.5%	0%
Writing Mechanics	87.5%	12.5%	0%	0%
Organization and Appearance	100%		0%	0%
Influence on Student Achievement/ School Improvement	62.5%	37.5%	0%	0%

Overall Portfolio Competency Assessment

	4	3	2	1
Overall Portfolio Competency Assessment	100%			

Institute Based Reflective Practices:
- *The overall Distinguished, Accomplished, and Emerging*

4-Distinguished	
3-Accomplished	
2-Emerging	
1-Unsatisfactory	

Criteria for Success: *It was determined by the faculty of the department that to not prompt remediation on an assignment the leadership candidate must have an overall average score of 2 (Emerging).*

Portfolio Competency Assessment	
Total Score	**Assessment Level**
71-88	Distinguished
53-70	Accomplished
52-34	Emerging
33 & below	Unsatisfactory

Professional Standards for Educational Leaders (PSEL)

Standard 1:Mission, Vision, and Core Values
Standard 2:Ethics and Professional Norms
Standard 3:Equity and Cultural Responsiveness
Standard 4:Curriculum, Instruction, and Assessment
Standard 5:Community of Care and Support for Students
Standard 6:Professional Capacity of School Personnel

overall portfolio competency designations confirm that completers are capable in the PSEL Standards, ISTE Standards, and in reflective practices.

- *The national standards, PSEL and ISTE, are appropriate measures for context.*
- *Reflective practices are emphasized and build the leadership capacity of candidates.*
- *Portfolios are rated with inter-rater reliability by MEL faculty.*
- *A Portfolio Resource site is available in Canvas (Wheeling University Learning Management System) for all MEL students.*
- *MEL students have access to the Portfolio Resource site as soon as they enter the MEL program so that artifacts for the portfolio can be identified throughout the program as opposed to waiting until all coursework is completed.*

	Standard 7:Professional Community for Teachers and Staff *Standard 8:Meaningful Engagement of Families and Community* *Standard 9:Operations and Management* *Standard 10:School Improvement* ***Technology Competency in Education Leadership Standards (ISTE)*** *Standard 1:Equity and Citizenship Advocate* *Standard 2:Visionary Planner* *Standard 3:Empowering Leader* *Standard 4:Systems Designer* *Standard 5:Connected Learner*	
1-Assessment: Grade Point Average, Praxis Exams, and the West Virginia Department of Education Evaluation Leadership Institute (ELI)	*The Grade Point Average requirement of leadership candidates is an overall cumulative 3.0 per Wheeling University Graduate Catalog.* *The Praxis 5412: Educational Leadership: Administration and Supervision is not a requirement of the program; however, it is a requirement for WV administrative certification. Leadership candidates from other states adhere to their state testing requirements. Wheeling University provides a letter confirming coursework certification for leadership candidates applying for administrative certification in other states as requested.* *The Evaluation Leadership Institute (ELI) is offered by the West Virginia Department of Education. The ELI is not*	**Six Administrative Certification Pathway: Two Instructional Leadership Pathway n=8** **Average Grade Point Average** Average Grade Point Average 3.91958 ***Institute Based Reflective Practices:*** • *The Grade Point Average of leadership candidates exceeds the minimum overall cumulative 3.0 requirement for administrative*

	a requirement of the program; however, it is a requirement for WV administrative certification. The ELI is the education and training requirements specified in WV Code §18A-2-12 for evaluation of professional personnel in the public-school system of the state of West Virginia. Leadership candidates provide the ELI completion certificate to the Director as part of the WV administrative certification process.	*certification per Wheeling University Graduate Catalog.* **Praxis 5412: Educational Leadership: Administration and Supervision** <table><tr><td></td></tr><tr><td>Praxis 5412 Score Range n=2</td></tr><tr><td></td></tr><tr><td>155-156</td></tr><tr><td></td></tr></table> ***Institute Based Reflective Practices:*** • *A passing score on the Praxis 5412 exam is 146.* • *Two of the leadership candidates took the Praxis exam and exceeded the minimum score.* • *The Praxis 5412 is an appropriate measurement tool since it is required for West Virginia certification.* **West Virginia Department of Education Evaluation Leadership Institute** <table><tr><td></td><td></td><td></td></tr><tr><td>WVDE Evaluation Leadership Institute</td><td>Pass</td><td>Fail</td></tr><tr><td></td><td></td><td></td></tr><tr><td>n=2</td><td>100%</td><td></td></tr></table>

Institute Based Reflective Practices:
- *The two leadership candidates met the ELI requirement. The ELI is an appropriate measurement tool since it is required for West Virginia certification.*

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Undergraduate Education Preparation Program ***Bachelor of Arts in Education: Elementary and Secondary*** ***2-Disposition***	*The Disposition rubric is aligned to the Interstate Teacher Assessment and Support Consortium Standards (InTASC) and the West Virginia Department of Education Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders (WVPTS). This rubric is completed by the Cooperating/Mentor Teacher during the clinical student teaching experience. The Cooperating/Mentor teachers serve as mentors for the teacher candidates and are in daily contact with the candidates and have first-hand knowledge of their progression as potential teachers.* *4-Distinguished: The candidate demonstrates target criteria at a high level of performance. Exhibits mastery of the*	**n=9** Disposition ratings: Performance Indicators: 4 / 3 / 2 / 1 Human Relationships: 87.5% / 12.5% / 0% / 0% Professional Judgment: 87.5% / 12.5% / 0% / 0% Continuous Improvement: 87.5% / 6.25% / 6.25% / 0% Dependability: 93.75% / 6.25% / 0% / 0% Quality of Work: 81.25% / 18.75% / 0% / 0% *Institute Based Reflective Practices:* - *Teacher candidates were rated as Distinguished, Accomplished, or Emerging in all areas by their Cooperating/Mentor teachers in their Dispositions.*

Disposition ratings table detail:

Performance Indicators	4	3	2	1
Human Relationships	87.5%	12.5%	0%	0%
Professional Judgment	87.5%	12.5%	0%	0%
Continuous Improvement	87.5%	6.25%	6.25%	0%
Dependability	93.75%	6.25%	0%	0%
Quality of Work	81.25%	18.75%	0%	0%

	work of teaching while improving practice and serving the professional community. 3-Accomplished: The candidate meets minimum criteria. Performance exhibits mastery of the work.	• *The Disposition rubric is aligned with the Interstate Teacher Assessment and Support Consortium Standards (InTASC) and the West Virginia Department of Education Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders (WVPTS).*
	2-Emerging: The candidate approaches minimum criteria. Performance demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.	
	1-Unsatisfactory: The candidate does not meet the minimum criteria. Performance dies not convey sufficient understanding of concepts of the successful implementation of essential elements.	• *These results reflect that our teacher candidates are demonstrating linear growth in their understanding and application of practices as potential teachers.*
	Criteria for Success: *It was determined by the faculty of the department that to not prompt remediation on an assignment the leadership candidate must have an overall average score of 2 (Emerging).*	• *Ongoing interaction with Cooperating/Mentor teachers keeps the teacher candidates current in their educational pathway.*
	The nine completers student taught for seven weeks at two different schools based on their grade level of certification. The shows the Disposition rubric completed by the Cooperating/Mentor teachers for the placements of the nine completers.	
2-Education Preparation Teaching Program Completer Survey	*The Education Preparation Teaching Program Completer Survey is aligned with the AAQEP Standards 1 and 2. There were nine completers in Fall 2023 – Summer 2024. Five completers are currently teaching. The four other completers are pursuing their academic*	*The table below shows the results of the survey:* **n=6**

AAQEP Expectations	MEAN

and athletic eligibility. Many of the students attending Wheeling University are student athletes and after completing their education degrees continue on to further their education and athletic eligibility. The survey was also completed by the Summer 2023 completer who is now currently teaching. *Directions for the survey are listed below: Based on your opinion, please check in the appropriate box of each statement that indicates how well you were prepared for your teaching position.* *4-Distinguished Level-Demonstrates target criteria at a high level of performance. Exhibits mastery of the work of teaching while improving practice and serving the professional community.* *3-Accomplished Level-Meets minimum criteria. Performance exhibits mastery of the work.* *2-Emerging Level-Approaches minimum criteria. Performance demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.* *1-Unsatisfactory Level-Does not meet the minimum criteria. Performance does not convey sufficient understanding of concepts or the successful implementation of essential elements.*	Content, pedagogical, and/or professional knowledge is relevant to your degree and certification pathway.	3.33
	The ability to understand stakeholders and implement teaching practices that align with current research/theory.	3.33
	The ability and knowledge to create teaching and learning practices that are culturally responsive, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on teaching and learning.	3.17
	The ability and knowledge to implement teaching and learning practices of and for student learning, assessment and data literacy, and use of data to inform practice.	3.17
	Creation and development of positive learning and work environments.	3.5
	Exhibit dispositions and behaviors for successful professional practice.	3.5
	Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.	3.0
	Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.	3.0
	Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.	3.5
	Support students' growth in international and global perspectives.	2.67
	Establish goals for your own professional growth and engage in self-assessment, goal setting, and reflection.	3.5

	Criteria for Success: It was determined by the faculty of the department that an overall average score of 2 (Emerging) is acceptable.	Collaborate with colleagues to support professional learning. 3.5 ***Institute Based Reflective Practices:*** • *Given that the **Criteria for Success** is an overall average score of 2 (Emerging), we proudly acknowledge that our completers serving as classroom teachers are performing at or above the expected level.* • *Completers indicate a 3.0 mean with their understanding of culture and methods of teaching. This topic is fluid and ever changing. Further review of the program on providing further instruction for clarification will be put forth for discussion in department meetings and the Educator Program Provider Advisory Council (EPPAC) meetings.* • *Completers indicate a 2.67 mean with their understanding of international and global perspectives. The criteria of Global Awareness were added to the Lesson Plan rubric to support the teacher candidates' knowledge in international and global perspectives.*
2-Education Preparation Teaching Program Employer Survey	*The Education Preparation Teaching Program Employer Survey is aligned with the AAQEP Standards 1 and 2. There were nine completers in Fall 2023 –*	*The table below shows the results of the survey:* **n=3**

Summer 2024. Five completers are currently teaching. The four other completers are pursuing their academic and/or athletic eligibility. Many of the students attending Wheeling University are student athletes and after completing their education degrees continue on to further their education and athletic eligibility. Three of the employers of teacher candidates who completed the Education Preparation Teaching Program Completer Survey completed the Employer survey.

Directions: Based on your opinion, please check the appropriate circle of each statement that indicates how well we prepare our teacher candidates.

4-Distinguished Level-Demonstrates target criteria at a high level of performance. Exhibits mastery of the work of teaching while improving practice and serving the professional community.
3-Accomplished Level-Meets minimum criteria. Performance exhibits mastery of the work.
2-Emerging Level-Approaches minimum criteria. Performance demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.
1-Unsatisfactory Level-Does not meet the minimum criteria. Performance does not

AAQEP Expectations	MEAN
Content, pedagogical, and/or professional knowledge is relevant to your degree and certification pathway.	3.67
The ability to understand stakeholders and implement teaching practices that align with current research/theory.	3.67
The ability and knowledge to create teaching and learning practices that are culturally responsive, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on teaching and learning.	3.33
The ability and knowledge to implement teaching and learning practices of and for student learning, assessment and data literacy, and use of data to inform practice.	3.67
Creation and development of positive learning and work environments.	3.67
Exhibit dispositions and behaviors for successful professional practice.	3.67
Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.	3.67
Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.	3.33
Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.	3.67
Support students' growth in international and global perspectives.	3.33

	convey sufficient understanding of concepts or the successful implementation of essential elements. ***Criteria for Success:*** *It was determined by the faculty of the department that an overall average score of 2 (Emerging) is acceptable.*	<table><tr><td>Establish goals for your own professional growth and engage in self-assessment, goal setting, and reflection.</td><td>3.67</td></tr><tr><td>Collaborate with colleagues to support professional learning.</td><td>3.67</td></tr><tr><td></td><td></td></tr></table> ***Institute Based Reflective Practices:*** *Given that the Criteria for Success is an overall average score of 2 (Emerging), we proudly acknowledge that our completers are meeting the AAQEP Expectations through the coursework and field experiences offered in the Education Preparation Teaching program. In fact, the means are above 3 for every AAQEP Expectation, which indicates that our employer rates our completers as able to perform well in each area of the AAQEP Expectations.*
Accelerated Certification for Teaching Program (ACT) ***2-Disposition***	*The Disposition rubric is aligned to the Interstate Teacher Assessment and Support Consortium Standards (InTASC) and the West Virginia Department of Education Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders (WVPTS). This rubric is completed by the Cooperating/Mentor Teacher during the clinical student teaching experience. The Cooperating/Mentor teachers serve as mentors for the teacher candidates and are in daily contact with the candidates*	n=2 <table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Performance Indicators</td><td>4</td><td>3</td><td>2</td><td>1</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Human Relationships</td><td>50%</td><td>50%</td><td>0%</td><td>0%</td></tr><tr><td>Professional Judgment</td><td>50%</td><td>50%</td><td>0%</td><td>0%</td></tr><tr><td>Continuous Improvement</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td></tr><tr><td>Dependability</td><td>50%</td><td>50%</td><td>0%</td><td>0%</td></tr><tr><td>Quality of Work</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>

	and have first-hand knowledge of their progression as potential teachers. *4-Distinguished: The candidate demonstrates target criteria at a high level of performance. Exhibits mastery of the work of teaching while improving practice and serving the professional community.* *3-Accomplished: The candidate meets minimum criteria. Performance exhibits mastery of the work.* *2-Emerging: The candidate approaches minimum criteria. Performance demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.* *1-Unsatisfactory: The candidate does not meet the minimum criteria. Performance dies not convey sufficient understanding of concepts of the successful implementation of essential elements.* ***Criteria for Success:*** *It was determined by the faculty of the department that to not prompt remediation on an assignment the leadership candidate must have an overall average score of 2 (Emerging).* *The two completers were student teaching on a West Virginia permit; therefore, they had one placement for the semester. The Disposition rubric completed by the Cooperating/Mentor teachers indicated Distinguished or*	***Institute Based Reflective Practices:*** • *Teacher candidates were rated as Distinguished or Accomplished in all areas by their Cooperating/Mentor teachers in their Dispositions.* • *The Disposition rubric is aligned with the Interstate Teacher Assessment and Support Consortium Standards (InTASC) and the West Virginia Department of Education Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders (WVPTS).*

	Accomplished in all the Performance Indicators. *The table shows the Disposition rubric completed by the Cooperating/Mentor teachers for the semester placements for the completers.*	
2-Accelerated Certification for Teaching Program Completer Survey	*The ACT Completer Survey is aligned with the AAQEP Standards 1 and 2. The survey was completed by the two ACT completers from Fall 2023 to Summer 2024. The two ACT completers are currently teachers in their fields.* *Directions: Based on your opinion, please check in the appropriate box of each statement that indicates how well you were prepared for your teaching position.* *4-Distinguished Level-Demonstrates target criteria at a high level of performance. Exhibits mastery of the work of teaching while improving practice and serving the professional community.* *3-Accomplished Level-Meets minimum criteria. Performance exhibits mastery of the work.* *2-Emerging Level-Approaches minimum criteria. Performance demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.* *1-Unsatisfactory Level-Does not meet the minimum criteria. Performance does not convey sufficient understanding of*	n=2 | AAQEP Expectations	MEAN
---	---
Content, pedagogical, and/or professional knowledge is relevant to your degree and certification pathway.	4.0
The ability to understand stakeholders and implement teaching practices that align with current research/theory.	3.5
The ability and knowledge to create teaching and learning practices that are culturally responsive, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on teaching and learning.	3.5
The ability and knowledge to implement teaching and learning practices of and for student learning, assessment and data literacy, and use of data to inform practice.	4.0
Creation and development of positive learning and work environments.	4.0
Exhibit dispositions and behaviors for successful professional practice.	3.0
Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.	3.0	

	concepts or the successful implementation of essential elements. ***Criteria for Success:*** *It was determined by the faculty of the department that to not prompt remediation on an assignment the leadership candidate must have an overall average score of 2 (Emerging).*	Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.	3.0
		Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.	3.5
		Support students' growth in international and global perspectives.	3.5
		Establish goals for your own professional growth and engage in self-assessment, goal setting, and reflection.	3.5
		Collaborate with colleagues to support professional learning.	3.5

Institute Based Reflective Practices: *Given that the Criteria for Success is an overall average score of 2 (Emerging), we proudly acknowledge that our completers serving as classroom teachers are performing at or above the expected level. In fact, the means are at or above 3.0 for every AAQEP Expectation, which indicates that our completers rate themselves as able to perform well in each area of the AAQEP Expectations.*

2-Accelerated Certification for Teaching Program Employer Survey	*The ACT Employer Survey is aligned with the AAQEP Standards 1 and 2. The survey was completed by both of the employers of the two ACT completers from Fall 2023 to Summer 2024.* *Directions: Based on your opinion, please check the appropriate circle of each statement that indicates how well we*	**n=2**

AAQEP Expectations	MEAN
Content, pedagogical, and/or professional knowledge is relevant to your degree and certification pathway.	2.0
The ability to understand stakeholders and implement	2.5

<table>
<tr><td></td><td></td><td>leadership practices that align with current research/theory.</td><td></td></tr>
<tr><td rowspan="2">4-Distinguished Level-Demonstrates target criteria at a high level of performance. Exhibits mastery of the work of teaching while improving practice and serving the professional community.
3-Accomplished Level-Meets minimum criteria. Performance exhibits mastery of the work.
2-Emerging Level-Approaches minimum criteria. Performance demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.
1-Unsatisfactory Level-Does not meet the minimum criteria. Performance does not convey sufficient understanding of concepts or the successful implementation of essential elements

Criteria for Success: It was determined by the faculty of the department that to not prompt remediation on an assignment the leadership candidate must have an overall average score of 2 (Emerging).</td><td></td><td>The ability and knowledge to create teaching and learning practices that are culturally responsive, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on teaching and learning.</td><td>2.5</td></tr>
<tr><td></td><td>The ability and knowledge to implement teaching and learning practices of and for student learning, assessment and data literacy, and use of data to inform practice.</td><td>2.5</td></tr>
<tr><td></td><td>Creation and development of positive learning and work environments.</td><td>3.0</td></tr>
<tr><td></td><td>Exhibit dispositions and behaviors for successful professional practice.</td><td>3.0</td></tr>
<tr><td></td><td>Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.</td><td>3.0</td></tr>
<tr><td></td><td>Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.</td><td>2.5</td></tr>
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<tr><td></td><td>Support students' growth in international and global perspectives.</td><td>2.0</td></tr>
<tr><td></td><td>Establish goals for your own professional growth and engage in self-assessment, goal setting, and reflection.</td><td>3.0</td></tr>
<tr><td></td><td>Collaborate with colleagues to support professional learning.</td><td>3.0</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

		Institute Based Reflective Practices: • *Given that the **Criteria for Success** is an overall average score of 2 (Emerging), we proudly acknowledge that our employers recognize that our ACT completers are meeting the AAQEP Expectations through the coursework and field experiences offered in the ACT program. The means are at or above 2.0 for every AAQEP Expectation, which indicates that our employers rate our ACT completer as able to perform well in each area of the AAQEP Expectations.* • *The teacher candidates pursuing employment were successful upon completing the Accelerated Certification for Teaching Program.*
Master of Arts in Education: Education Leadership ***2-Disposition***	*The Disposition rubric is completed by the Instructional Coaches during the Residency II course. The Instructional Coaches serve as mentors for the leadership candidates and are in daily contact with the candidates and have first-hand knowledge of their progression as potential school leaders.* *4-Distinguished: The candidate demonstrates extensive understanding of the knowledge and skills. The candidate*	**Six Administrative Certification Pathway:** **Two Instructional Leadership Pathway** **n=8** (table below)

Six Administrative Certification Pathway:
Two Instructional Leadership Pathway
n=8

Performance Indicators	4	3	2	1
Human Relationships	75%	25%	0%	0%
Professional Judgment	50%	50%	0%	0%
Continuous Improvement	62.5%	37.5%	0%	0%
Dependability	50%	50%	0%	0%
Quality of Work	75%	25%	0%	0%

	is able to show his or her learning and apply it when applicable. In appropriate ways, the candidate demonstrates extensive application of leadership knowledge and skills. *3-Accomplished: The candidate demonstrates solid understanding of the knowledge and skills. The candidate is able to show his or her learning and apply it when applicable. In appropriate ways, the candidate demonstrates solid application of leadership knowledge and skills.* *2-Emerging: The candidate demonstrates a developing understanding of the knowledge and skills; however, is showing partial acquisition. The candidate demonstrates a developing understanding and application of leadership knowledge and skills.* *1-Unsatisfactory: The candidate can identify appropriate knowledge and skills but is unable to differentiate how and when to apply them.* **Criteria for Success:** *It was determined by the faculty of the department that to not prompt remediation on an assignment the leadership candidate must have an overall average score of 2 (Emerging).*					| ***Institute Based Reflective Practices:*** • *Leadership candidates were rated as Distinguished or Accomplished by their Instructional Coaches in their Dispositions.* • *The Disposition rubric is aligned with the Professional Standards for Educational Leaders and West Virginia Department of Education Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders.* • *These results reflect that our leadership candidates are demonstrating linear growth in their understanding and application of practices as potential school leaders.* • *Ongoing interaction with Instructional Coaches keeps the leadership candidates current in their leadership pathway.*
2-Master of Arts in Education: Education Leadership Completer/Focus Group Survey	*The MEL Completer Survey is aligned with the AAQEP Standards 1 and 2. The survey was completed by the one MEL completer from Summer 2023 that is now employed as a school administrator. The six Administrative Pathway Fall 2023-*	**n=8** 	AAQEP Expectations	MEAN
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Content, pedagogical, and/or professional knowledge is relevant	3.5	

Summer 2024 completers may pursue administrative certification. A Focus Group of MEL completers was formed because not all MEL completers secure employment as school administrators immediately after completing the MEL program. Seven Focus Group MEL Completers completed the Completer/Focus Group Survey.	to your degree and certification pathway.	
	The ability to understand stakeholders and implement leadership practices that align with current research/theory.	3.25
	The ability and knowledge to create leadership practices that are culturally responsive, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on teaching and learning.	3.125
Please complete the survey to help us strive to continue and improve the education programs offered at Wheeling University.	The ability and knowledge to implement leadership practices of and for student learning, assessment and data literacy, and use of data to inform practice.	3.5
	Creation and development of positive learning and work environments.	3.5
Directions: Based on your opinion, please check in the appropriate box of each statement that indicates how well you were prepared for your leadership position.	Exhibit dispositions and behaviors for successful professional practice.	3.75
	Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.	3.125
4-Distinguished Level-Demonstrates target criteria at a high level of performance. Exhibits mastery of the work of leadership while improving practice and serving the professional community.	Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.	3.25
3-Accomplished Level-Meets minimum criteria. Performance exhibits mastery of the work.	Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.	3.625
2-Emerging Level-Approaches minimum criteria. Performance demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.	Support students' growth in international and global perspectives.	2.75
	Establish goals for your own professional growth and engage in self-assessment, goal setting, and reflection.	3.625
1-Unsatisfactory Level-Does not meet the		

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<td>minimum criteria. Performance does not convey sufficient understanding of concepts or the successful implementation of essential elements.

Criteria for Success: *It was determined by the faculty of the department that to not prompt remediation on an assignment the leadership candidate must have an overall average score of 2 (Emerging).*</td>
<td>

Collaborate with colleagues to support professional learning.	3.5

Institute Based Reflective Practices: *Given that the Criteria for Success is an overall average score of 2 (Emerging), we proudly acknowledge that our completers serving in administrative positions are performing at or above the expected level. In fact, the means are above 2 for every AAQEP Expectation, which indicates that our completers rate themselves as able to perform well in each area of the AAQEP Expectations.*
</td>
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<tr>
<td>***2-Master of Arts in Education: Education Leadership Employer Survey***</td>
<td>*The MEL Employer Survey is aligned with the AAQEP Standards 1 and 2. The survey was completed by the employer of one of the MEL completers from Fall 2022 to Summer 2023 that is now employed as school administrator.*

Directions: Based on your opinion, please check in the appropriate box of each statement that indicates how well we prepare our leadership candidates.

4-Distinguished Level-Demonstrates target criteria at a high level of performance. Exhibits mastery of the work of leadership while improving practice and serving the professional community.
3-Accomplished Level-Meets minimum criteria. Performance exhibits mastery of the work.</td>
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AAQEP Expectations	MEAN
Content, pedagogical, and/or professional knowledge is relevant to your degree and certification pathway.	3.0
The ability to understand stakeholders and implement leadership practices that align with current research/theory.	3.0
The ability and knowledge to create leadership practices that are culturally responsive, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on teaching and learning.	3.0
The ability and knowledge to implement leadership practices of and for student learning, assessment and data literacy, and use of data to inform practice.	3.0
Creation and development of positive learning and work environments.	3.0

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2-Emerging Level-Approaches minimum criteria. Performance demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.
1-Unsatisfactory Level-Does not meet the minimum criteria. Performance does not convey sufficient understanding of concepts or the successful implementation of essential elements.

Criteria for Success: *It was determined by the faculty of the department that to not prompt remediation on an assignment the leadership candidate must have an overall average score of 2 (Emerging).*

</td><td>Exhibit dispositions and behaviors for successful professional practice.</td><td>3.0</td></tr>
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Exhibit dispositions and behaviors for successful professional practice.	3.0
Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.	3.0
Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.	3.0
Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.	3.0
Support students' growth in international and global perspectives.	2.0
Establish goals for your own professional growth and engage in self-assessment, goal setting, and reflection.	3.0
Collaborate with colleagues to support professional learning.	3.0

Institute Based Reflective Practices:
Given that the Criteria for Success is an overall average score of 2 (Emerging), we proudly acknowledge that our employer recognizes that our MEL completer is a school leader. In fact, the means are at or above 2.0 for every AAQEP Expectation, which indicates that our employer rates our MEL completer as able to perform well in each area of the AAQEP Expectations.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Undergraduate Education Teacher Preparation Program
Progress:

- *The Director of Education Programs participates in the monthly West Virginia Department of Education Office of Certification virtual meetings to discuss the latest updates to the West Virginia Licensure Testing Directory.*
- *The West Virginia Licensure Directory is a listing of all WVBE-required licensure exams for educator certification and for completion of West Virginia Board of Education approved programs leading to West Virginia licensure. This directory is maintained on the WVDE website.*
- *The West Virginia Licensure Testing Directory also lists the exemptions for Praxis I and Praxis II exams. These exemptions are shared with the Education Majors as they prepare for their student teaching/residency placements.*
- *A computer lab has been created in the Education Department suite where teacher candidates are able to take practice Praxis exams. This intervention helps to support the first-time passing rate on Praxis exams for students. Seven additional laptops are now available for student use.*
- *Education majors seeking certification in Multi-Categorical Special Education may also complete two courses in Autism that will help them receive Autism certification once they receive their West Virginia Multi-Categorical Special Education teaching certification.*
- *The following professional learning sessions were offered to all teacher candidates during the 2023-2024 school year:*
    - *Co-Teaching*
    - *Trauma and Learning*
    - *Question, Persuade, Refer (QPR): A Suicide Prevention Training*
    - *West Virginia Teacher Performance Assessment and Instructional Strategies*
    - *Cultural Competence*
    - *Mandatory Reporting*

These sessions were also offered to the Grades 6-12 Mathematics teachers from Marshall County Schools in partnership with the West Virginia Department of Education 2023-2024 Residency Competitive Grant in the

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amount of $26,755.54. The grant supported teacher candidates pursuing math education certification. The Marshall County School teachers received a stipend from the grant for attending.
- *Membership in the West Virginia Association of School Administrators (WVASA) provides current information about state licensure, policies, procedures, and professional development.*

Accomplishments:
- *The Association for Advancing Quality in Educator Preparation awards full accreditation to the Wheeling University Education Program for excellence in educator preparation valid December 2022 – December 2029.*
- *The Wheeling University Education Department presented at the 2024 AAQEP Symposium on April 4 and April 5 in Orlando, Florida, in collaboration with the West Virginia Department of Education.*
- *Wheeling University partnered with the West Virginia Department of Education and a partnering school system, Brooke County Schools, to be a participant in the West Virginia Grow Your Own (WV GYO) program. The WV GYO program allows high school students to begin a career path in education studies. The program was created to address the teacher shortage in West Virginia. WV GYO supports high school students who want to become classroom teachers as they complete dual enrollment courses in partnership with Institutions of Higher Education.*
- *The West Virginia Board of Education fully recognized Wheeling University's Elementary Education, English, General Science, Mathematics, Multi-Categorical Special Education excluding Autism, and Social Studies content programs for seven years as designated in the WVCAPA (West Virginia Content Area Program Approval) process at the February 14, 2024, West Virginia Board of Education meeting.*
- *The Wheeling University Educator Preparation program relies on experienced and committed instructors who are current or former school administrators as well as National Board Certified teachers.*

Innovation:
- *The Wheeling University Education Department received a 2024-2025 Residency Competitive Grant from the West Virginia Department of Education in the amount of $2,750 to support the student teaching process.*
- *The Wheeling University Education Department received a 2023-2024 Residency Competitive Grant from the West Virginia Department of Education in the amount of $26,755.54 to support teacher candidates pursuing math education certification. Wheeling University partnered with a local school system, Marshall County Schools, to support the West Virginia Residency Model in the areas listed below:*
  - o *Learning*
  - o *Induction*

- o *Professional Development*
  - o *Yearlong Clinical*
  - o *Co-Teaching*
  - o *WVDE/WVBE Focus*
- *The Wheeling University Education Department has received a total of $33,100 grant funds from the HESS FAMILY FOUNDATION to offer the Help Enrich Someone Special (H.E.S.S.) Mentoring Program for the 2023 and 2024 Spring semesters. The H.E.S.S. Mentoring Program focused on S.T.E.A.M. (Science-Technology-Engineering-Art-Mathematics) education. Twelve students from Grade 7 at a partnering school system, Wheeling Middle School in Ohio County Schools, met on Wednesdays for ten weeks on the campus of Wheeling University. Exposing the middle school students to the activities aligned with S.T.E.A.M. education supported their learning experience as a middle school student. Additionally, the Program provided teacher candidates with the opportunity to engage with middle school students in an informal setting. This gave our teacher candidates a foundation that fosters communication and understanding of student needs and recognition of student strengths. The 2023-2024 school year was the second year Wheeling University received the grant.*
- *The Wheeling University Education Department H.E.S.S. Mentoring Program Grant was submitted for funding again to the HESS FAMILY FOUNDATION for the Spring 2025 semester.*

Accelerated Certification for Teaching Program
Progress:
- *The Director of Education Programs participates in the monthly West Virginia Department of Education Office of Certification virtual meetings to discuss the latest updates to the West Virginia Licensure Testing Directory.*
- *The West Virginia Licensure Directory is a listing of all WVBE-required licensure exams for educator certification and for completion of West Virginia Board of Education approved programs leading to West Virginia licensure. This directory is maintained on the WVDE website.*
- *The West Virginia Licensure Testing Directory also lists the exemptions for Praxis I and Praxis II exams. These exemptions are shared with the ACT students as they prepare for their student teaching placements.*
- *ACT students seeking certification in Multi-Categorical Special Education may also complete two courses in Autism that will help them receive Autism certification once they receive their West Virginia Multi-Categorical Special Education teaching certification.*
- *Membership in the West Virginia Association of School Administrators (WVASA) provides current information about state licensure, policies, procedures, and professional development.*

Accomplishments:
- *The Association for Advancing Quality in Educator Preparation awards full accreditation to the Wheeling University Education Program for excellence in educator preparation valid December 2022 – December 2029.*
- *The Wheeling University Education Department presented at the 2024 AAQEP Symposium on April 4 and April 5 in Orlando, Florida, in collaboration with the West Virginia Department of Education.*
- *The Accelerated Certification for Teaching (ACT) program provides an online pathway to teacher certification in grades 5-Adult. The program is designed for those who currently serve as emergency, temporary, or substitute teachers and desire formal teaching credentials, those looking to transition into a second career, and those desiring add-on endorsements and/or renewal credits.*
- *Teacher candidates enrolled in the ACT program are able to work in West Virginia Schools on a WVDE Form 1 Permit as the teacher of record. This process helps with the teacher shortage in West Virginia.*
- *The West Virginia Board of Education fully recognized Wheeling University's Elementary Education, English, General Science, Mathematics, Multi-Categorical Special Education excluding Autism, and Social Studies content programs for seven years as designated in the WVCAPA (West Virginia Content Area Program Approval) process at the February 14, 2024, West Virginia Board of Education meeting.*
- *The Accelerated Certification for Teaching program relies on experienced and committed instructors who are current or former school administrators as well as National Board Certified teachers.*

Innovation:
- *The Wheeling University Education Department was named as a provider of coursework for the West Virginia Department of Education Alternative Certification program. The West Virginia Board of Education has established and adopted this program pursuant to West Virginia §18A-3-1j. The focus of this program is to provide an additional pathway to teacher certification to help decrease the shortage of teachers in West Virginia.*
- *The Wheeling University Education Department received approval from the West Virginia Department of Education to be a provider of the six semester hours of coursework in Autism for individuals who hold a Professional Teaching Certificate endorsed in Emotional/Behavior Disorders, Multi-Categorical Special Education, Mental Impairment (Mild/Moderate), Severe Disabilities, or Pre-School Special Needs or the equivalent to these endorsements as previously defined in WVDE Policy 5100 to receive an additional endorsement in Autism.*

Master of Arts in Education: Education Leadership Program
Progress:
- *The Director of Education Programs participates in the monthly West Virginia Department of Education Office of Certification virtual meetings to discuss the latest updates to the West Virginia Licensure Testing Directory.*
- *The West Virginia Licensure Teaching Directory is a listing of all WVBE-required licensure exams for educator certification and for completion of West Virginia Board of Education approved programs leading to West Virginia licensure. This directory is maintained on the WVDE website.*
- *Membership in the West Virginia Association of School Administrators (WVASA) provides current information about state licensure, policies, procedures, and professional development.*

Accomplishments:
- *The Association for Advancing Quality in Educator Preparation awards full accreditation to the Wheeling University Education Program for excellence in educator preparation valid December 2022 – December 2029.*
- *The Wheeling University Education Department presented at the 2024 AAQEP Symposium on April 4 and April 5 in Orlando, Florida, in collaboration with the West Virginia Department of Education.*
- *The Master of Arts in Education: Education Leadership (MEL) program offers leadership candidates a 33-credit online graduate program in the following pathways:*
  - *School and School System Leadership (principal, supervisor of instruction, and superintendent certification)*
  - *Instructional Leadership (for teachers)*
- *Graduates of the Wheeling University Education Preparation Program who receive teacher certification participate in the MEL program while furthering their academic and athletic eligibility.*
- *The Master of Arts in Education: Education Leadership program relies on experienced and committed instructors who are current or former school administrators as well as National Board Certified teachers.*

Innovation:
- *The Wheeling University Education Department has partnerships with local school systems to offer graduate courses for teacher renewal.*
- *Wheeling University offers a cohort rate.*

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Undergraduate Education Preparation Program	**Standard 1:** *Program completers perform as professional educators with the capacity to support success for all learners.*
Goals for the 2024-25 year	*Increase first attempt percent passing rate on Praxis exams for teacher candidates.*
Actions	*Upgraded Computer Lab in Education Suite for Education Majors to use for practicing taking Praxis exams by adding seven additional laptops for student use* *Provide resources about Praxis exams to Education Majors during their education courses* *Collaborate with content area faculty to support the Praxis II Content Knowledge exams* *Discuss Praxis exams during one-to-one Advisory meeting with students each semester*
Expected outcomes	*An increase in first attempt percent passing rate on Praxis exams for teacher candidates*
Reflections or comments	*Data from first attempt passing rate on Praxis exams will be discussed at Department meetings, Faculty Chair meetings, and our Educator Preparation Provider Advisory Committee (EPPAC) meetings* *Interventions, if necessary, will be made based on the data collected from the meetings*

	Standard 2: *Program completers adapt to working in a variety of contexts and grow as professionals.*
Goals for the 2024-25 year	• *Provide at least two professional learning sessions to education majors about current educational topics that impact the teaching profession. For example, topics such as cultural competence, trauma, and suicide prevention*
Actions	• *Contract with local educators to provide professional learning sessions about current educational topics that impact the teaching profession* • *Offer the professional learning sessions in the evening* • *Request Education Majors to provide written reflections on their learning from the sessions*
Expected outcomes	• *Feedback from Cooperating/Mentor teachers on these topics on assessment forms* • *Artifacts provided from Education Majors on these topics in their portfolios*
Reflections or comments	• *Reflections from Education Majors about these sessions will be discussed at Department meetings and our Educator Preparation Provider Advisory Committee (EPPAC) meetings* • *Interventions, if necessary, will be made based on the data collected from the meetings*
	Standard 3: *This program has the capacity to ensure that its completers meet Standards 1 and 2.*
Goals for the 2024-25 year	*Collaborate with P-12 schools to offer clinical experiences that prepare teacher candidates to be effective teachers.*
Actions	• *Contract with P-12 schools to place teacher candidates in clinical experiences* • *Wheeling University Student Teacher Supervisors meets with Cooperating/Mentor teachers prior to placements to discuss program goals* • *Wheeling University Student Teacher Supervisors meets with Cooperating/Mentor teachers at least six times per semester to discuss student progress*

Expected outcomes	• *Feedback from Cooperating/Mentor teachers on assessment forms* • *Successful completion of the West Virginia Teacher Performance Assessment (WVTPA)*
Reflections or comments	• *Discussion about student teaching performance and feedback from Cooperating/Mentor teachers at Department meetings* • *Quality of the WVTPA* • *Interventions, if necessary, will be made based on the data collected from the meetings*
	Standard 4: *Program practices strengthen the P-12 education system in light of local needs and in keeping with the program's mission.*
Goals for the 2024-25 year	• *Increase the number of completer and employer surveys completed.*
Actions	• *Have teacher candidates complete Exit Survey* • *Share information about surveys to students prior to graduation* • *Explain the importance of the surveys to the students prior to graduation*
Expected outcomes	• *An increase in the number of completer and employer surveys received*
Reflections or comments	• *Make modifications to the Education Program based on the data received from the completer and employer surveys, if necessary*

Accelerated Certification for Teaching Program	**Standard 1:** *Program completers perform as professional educators with the capacity to support success for all learners.*
Goals for the 2024-25 year	*Increase first attempt percent passing rate on Praxis exams for teacher candidates.*
Actions	• *Provide resources about Praxis exams to Education Majors during their education courses* • *Collaborate with content area faculty to support the Praxis II Content Knowledge exams*

	• *Discuss Praxis exams during one-to-one Advisory meeting with students each semester*
Expected outcomes	• *An increase in first attempt percent passing rate on Praxis exams for teacher candidates*
Reflections or comments	• *Data from first attempt passing rate on Praxis exams will be discussed at Department meetings, Faculty Chair meetings, and our Educator Preparation Provider Advisory Committee (EPPAC) meetings* • *Interventions, if necessary, will be made based on the data collected from the meetings*
	Standard 2: *Program completers adapt to working in a variety of contexts and grow as professionals.*
Goals for the 2024-25 year	*Provide at least two professional learning sessions to education majors about current educational topics that impact the teaching profession. For example, topics such as cultural competence, trauma, and suicide prevention.*
Actions	• *Contract with local educators to provide professional learning sessions about current educational topics that impact the teaching profession for Education Majors* • *Post information from the professional learning sessions on the Accelerated Certification for Teaching (ACT) Canvas Resource site*
Expected outcomes	• *Feedback from Cooperating/Mentor teachers on these topics on assessment forms* • *Artifacts provided from Education Majors on these topics in their portfolios*
Reflections or comments	• *Wheeling University Student Teaching Supervisor will address any questions from the ACT students about the professional learning sessions* • *Interventions, if necessary, will be made based on the data collected from discussions with the Student Teaching Supervisor*
	Standard 3: *This program has the capacity to ensure that its completers meet Standards 1 and 2.*

Goals for the 2024-25 year	*Collaborate with P-12 schools to offer clinical experiences that prepare teacher candidates to be effective teachers.*
Actions	• *Contract with P-12 schools to place teacher candidates in clinical experiences* • *Wheeling University Student Teacher Supervisors meets with Cooperating/Mentor teachers prior to placements to discuss program goals* • *Wheeling University Student Teacher Supervisors meets with Cooperating/Mentor teachers at least six times per semester to discuss student progress*
Expected outcomes	• *Feedback from Cooperating/Mentor teachers on assessment forms* • *Successful completion of the West Virginia Teacher Performance Assessment (WVTPA)*
Reflections or comments	• *Discussion about student teaching performance and feedback from Cooperating/Mentor teachers at Department meetings* • *Quality of the WVTPA* • *Interventions, if necessary, will be made based on the data collected from the meetings*
	Standard 4: *Program practices strengthen the P-12 education system in light of local needs and in keeping with the program's mission.*
Goals for the 2024-25 year	• *Increase the number of completer and employer surveys completed.*
Actions	• *Have teacher candidates complete Exit Survey* • *Share information about surveys to students prior to graduation* • *Explain the importance of the surveys to the students prior to graduation*
Expected outcomes	• *An increase in the number of completer and employer surveys received*
Reflections or comments	• *Make modifications to the ACT Program based on the data received from the completer and employer surveys, if necessary*

Master of Arts in Education: Education Leadership Program	Standard 1: *Program completers perform as professional educators with the capacity to support success for all learners.*
Goals for the 2024-25 year	*Maintain first attempt percent passing rate of 100% on Praxis exam for leadership candidates.*
Actions	*Provide resources about Praxis exam to leadership candidates during their education courses* *Collaborate with content area faculty to support the Praxis II Educational Leadership: Administration and Supervision exam* *Discuss Praxis exams during one-to-one Advisory meeting with students each semester*
Expected outcomes	*To maintain the first attempt percent passing rate 100% on Praxis exam for leadership candidates*
Reflections or comments	*Data from first attempt passing rate on Praxis exam will be discussed at Department meetings, Faculty Chair meetings, and our Educator Preparation Provider Advisory Committee (EPPAC) meetings* *Interventions, if necessary, will be made based on the data collected from the meetings*
	Standard 2: *Program completers adapt to working in a variety of contexts and grow as professionals.*
Goals for the 2024-25 year	*Provide additional information about at least two professional learning sessions to leadership candidates about current educational topics that impact schools and school systems. For example, topics such as cultural competence, trauma, and suicide prevention.*
Actions	*Contract with local educators to provide professional learning sessions about current educational topics that impact schools and school systems* *Post information from the professional learning sessions on the Master of Arts in Education: Education Leadership (MEL) Canvas Resource site*
Expected outcomes	*Feedback from Instructional Coaches on these topics on assessment forms* *Artifacts provided from leadership candidates on these topics in their portfolios*

Reflections or comments	• *Wheeling University MEL faculty will address any questions from the MEL students about the professional learning sessions* • *Interventions, if necessary, will be made based on the data collected from discussions with MEL faculty*
	Standard 3: *This program has the capacity to ensure that its completers meet Standards 1 and 2.*
Goals for the 2024-25 year	*Collaborate with P-12 schools to offer 400 hours of residency experiences that prepare leadership candidates to be effective school leaders.*
Actions	• *Contract with P-12 schools to place teacher candidates in clinical experiences* • *Wheeling University MEL Residency instructor collaborates with Instructional Coaches prior to placements to discuss program goals* • *Instructional Coaches verify residency hours twice during each residency course*
Expected outcomes	• *Feedback from Instructional Coaches on assessment forms* • *Feedback from Residency II Instructor about the Mock Interview*
Reflections or comments	• *Discussion about residency hours completed by leadership candidates at Department meetings* • *Interventions, if necessary, will be made based on the data collected from the meetings*
	Standard 4: *Program practices strengthen the P-12 education system in light of local needs and in keeping with the program's mission.*
Goals for the 2024-25 year	*Increase the number of completer and employer surveys completed.*
Actions	• *Have leadership candidates complete Exit Survey* • *Share information about surveys to leadership candidates prior to completing the MEL Program* • *Explain the importance of the surveys to the students prior to completing the MEL Program*
Expected outcomes	• *An increase in the number of completer and employer surveys received*

Reflections or comments	• *Make modifications to the MEL Program based on the data received from the completer and employer surveys, if necessary*

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

n/a

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Undergraduate Education Preparation Program:
- *Expand the number of local school visits to the campus of Wheeling University in order for students to participate in panel discussions with Education Majors*
  - *On January 4, 2024, a partnering county school system held its County May Day on the campus of Wheeling University utilizing the support of the Education Major students. The County Math Day is scheduled for January 9, 2025.*
- *The Help Enrich Someone Special (H.E.S.S.) grant was received by the HESS FAMILY FOUNDATION in October, 2023, and approved on December 1, 2023, for the Spring 2024 semester. The grant has been submitted for the Spring 2025 semester.*
  - *The H.E.S.S. Mentoring Program focuses on STEAM (Science-Technology-Engineering-Art-Mathematics) education*
  - *Grade 7 students from a partnering middle school will participate in activities aligned with STEAM education on the campus of Wheeling University*
  - *The Program provides teacher candidates with the opportunity to engage with middle school students in an informal setting*
  - *The Program gives teacher candidates a foundation that fosters communication and understanding of student needs and recognition of student strengths*

- *Professional Learning by presenting and attending the 2024 AAQEP Symposium on April 4 and April 5 in Orlando, Florida*
- *Professional Learning by attending professional learning sessions offered by the West Virginia Department of Education*
- *Professional Learning by participating in AAQEP monthly cohorts and webinars*

Accelerated Certification for Teaching Program:
- *Professional Learning by attending the 2024 AAQEP Symposium on April 4 and April 5 in Orlando, Florida*
- *Professional Learning by attending professional learning sessions offered by the West Virginia Department of Education*
- *Professional Learning by participating in AAQEP monthly cohorts and webinars*

Master of Arts in Education: Education Leadership:
- *Expand the number of cohorts in the Master of Arts in Education: Education Leadership Program*
- *Professional Learning by presenting and attending the 2024 AAQEP Symposium on April 4 and April 5 in Orlando, Florida*
- *Professional Learning by attending professional learning sessions offered by the West Virginia Department of Education*
- *Professional Learning by participating in AAQEP monthly cohorts and webinars*

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

West Virginia Department of Education Policy 5100: Approval of Educator Preparation Programs
Effective December 11, 2023

EPPs with a secondary 5-Adult WVBE-approved program of study in mathematics or general science may recommend candidates for 5-9 licensure if a candidate has completed all 5-Adult program requirements, completed a middle school clinical experience, and obtained a passing score on the 5-9 required Praxis exam. (Wheeling University teacher candidates qualified in 2023-2024)

West Virginia Licensure Testing Directory
Effective September 11, 2024
Licensure Requirements for Teacher Certification

Core Academic Skills for Educators (CASE) – Applicants must pass three of the following exams, specifically one reading, one writing, and one mathematics exam:

- *5713 Reading*
- *5723 Writing*
- *5733 Mathematics*

OR

Meet an exemption such as those listed below:
- *High ACT/SAT scores*
- *Has attained a 'B' or better in each of three courses addressing the basic skills of reading, writing, and mathematics (as indicated by college and career ready standards) at an accredited Institution of Higher Education providing that each course is a minimum of three semester credit hours (or equivalent)*
- *Obtained a score that is two standard error of measurement (SEM) above the adopted content exam cut score for which licensure is sought*
- *Holds a conferred Bachelor's Degree from an accredited Institution of Higher Education with an overall cumulative minimum GPA of 3.0 (ACT Program only)*
- *Holds a master's degree from an accredited Institution of Higher Education (ACT Program only)*

Candidates who complete an approved Teacher Performance Assessment (TPA) as part of a WVDE-approved traditional educator preparation program after July 12, 2023, are exempt from the Praxis Principles of Learning & Teaching (PLT) requirement.

Effective July 1, 2024

*The **Praxis 5205: Teaching Reading Elementary Education** will be required for West Virginia Elementary Education teacher certification.*

Discussion with teacher candidates about Praxis exam requirements and exemptions continue during Advisory meetings and education courses.

Per WVDE Policy 5100, EPPs with a secondary 5-Adult WVBE-approved program of study in mathematics or general science may recommend candidates for 5-9 licensure if a candidate has completed all 5-Adult program requirements, completed a middle school clinical experience, and obtained a passing score on the 5-9 required Praxis exam.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Dianna M. Vargo Director of Education Programs President	Dr. MaryLu Hutchins Assistant Professor, Education Department AAQEP Team Lead

Date sent to AAQEP:	December 3, 2024