



Lewis-Clark State College
Alternative, IHE-based Report AY 2017-18
Idaho



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Huffaker

PHONE

(208) 792-2553

EMAIL

cbhuffaker@lcsc.edu

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
All Subjects (K-8) PACE	No	
Biological Science 6-12 PACE	No	
Chemistry 6-12 PACE	No	
Communication Arts 6-12 PACE	No	
English 6-12 PACE	No	
English as a New Language (ENL) K-12 PACE	No	
Exceptional Child Generalist K-12	No	
Geology 6-12 PACE	No	
History 6-12 PACE	No	
Mathematics 5-9 PACE	No	
Mathematics 6-12 PACE	No	
Physical Ed. K-12 PACE	No	
Psychology 6-12 PACE	No	
Social Studies 6-12 PACE	No	

Total number of teacher preparation programs: 14

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

THIS PAGE INCLUDES:

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

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Postgraduate



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

<http://www.lcsc.edu/education/teacher-education/program-application/>

4. Please provide any additional information about or exceptions to the admissions information provided above:

The Entrance Interview conducted by a panel of practicing teachers and administrators is a critical element of our admission process.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

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

Element	Required for Entry	Required for Exit
---------	--------------------	-------------------

Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

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

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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

- Yes
- No

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

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

3

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

2.975

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

2.67

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.447

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

The median GPA recorded is reflective of students' undergraduate transfer GPA. However, for program admittance purposes we calculate the GPA on the coursework that counts towards their endorsement area. Content specific coursework and pre-professional coursework must meet the minimum threshold of a 3.0 GPA.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	80
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	12
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	7

Please provide any additional information about or descriptions of the supervised clinical experiences:

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	<input type="text" value="4"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="2"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="2"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="0"/>
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

0

Asian

1

Black or African American

0

Native Hawaiian or Other Pacific Islander

0

White

3

Two or more races

0

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="1"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="3"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	1
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	1
13.1202	Teacher Education - Elementary Education	3
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	1
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	1
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
01	Agriculture	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>

CIP Code	Academic Major	Number Prepared
45.11	Sociology	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
42	Psychology	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
45	Social Sciences	<input type="text"/>
40.05	Chemistry	<input type="text"/>
46	Construction	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
40.08	Physics	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>
99	Other Specify: <input type="text" value="Kinesiology"/>	<input type="text" value="1"/>

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	<input type="text" value="4"/>
2016-17	<input type="text" value="3"/>
2015-16	<input type="text" value="2"/>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

Annual Goals - Mathematics

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- Yes
 No
 Not applicable

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

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

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

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

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

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

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

Annual Goals - Science

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes
 No
 Not applicable

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

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

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

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

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

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

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

Annual Goals - Special Education

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- Yes
 No
 Not applicable

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

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

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

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

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

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

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

Annual Goals - Instruction of Limited English Proficient Students

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2017-18

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

- Yes
 No (leave remaining questions for year blank)

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

1

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- Yes
 No
 Not applicable

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

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

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

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

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

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

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

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Several strategies have been most effective in helping us meet these assurances. 1) Our full-time faculty participate in the supervision of interns so they

are actively engaged in schools and are aware of current issues facing the school community. 2) Our candidates' extensive experiences in the field working with students and a year-long clinical experience in our elementary program are key elements in preparing our candidates to be effective classroom teachers. Our Secondary candidates complete a semester long clinical experience. In addition, between 50-100 hours in the schools are completed prior to the clinical experience in both the elementary and secondary programs.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2016-17	1			

Summary Pass Rates

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	1		
All program completers, 2016-17	2		
All program completers, 2015-16	1		
All program completers, combined 3 academic years	4		

Low-Performing

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

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

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

- Yes
 No

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

- State
 NCATE
 TEAC
 CAEP
 Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes
 No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

The Division of Teacher Education holds the integration of technologies into teaching and learning as one of its main themes. The teacher preparation curricula address the strategic use of instructional technologies in all coursework. Teacher candidates engage in the development and knowledge and skills in terms of the ISTE National Educational Technology Standards for Teachers and formally document their capacity to meet these standards through an electronic portfolio. The Technology Integration Portfolio (TIP) becomes a discrete element of each candidate's professional portfolio of teaching qualifications, serving as a primary assessment instrument of achievement. Teacher education faculty and staff are fully supported with current equipment, software tools, and the institution's e-Learning and IT support staff. The division faculty and staff utilize Taskstream/Watermark. This system provides the program with assessment data used to measure candidate performance related to program, state, and national standards. All LCSC candidates take a 3-credit course in ED 318: Assessment of Learning. This course includes strategies to effectively collect, manage, and analyze data to inform and improve teaching and learning of students. Additionally, at LCSC, all candidates seeking a degree in education take a three-credit course in SE 322: Inclusion Strategies, K-12. This course includes universal design strategies for teaching and assisting individuals with differences or disabilities in the public schools.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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

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

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(G\)](#))

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

At LCSC, all candidates seeking a degree in education take a three-credit course called SE 322: Inclusion Strategies, K-12. This course includes universal design strategies for teaching and assisting individuals with differences or disabilities in the public schools. It emphasizes teaching approaches and team responsibilities of professionals working to assist students with differing needs. This knowledge-based course is designed to clarify learning characteristics, needs and problems of the exceptional learner in the public schools including students with limited English proficiencies. Perspectives on the Least Restrictive Environment (LRE) and categories of special education are discussed. This course emphasizes legal issues, individual education planning and collaborative team responsibilities of professionals working to meet individual differences. It introduces approaches to teaching and assisting students with individual needs or strengths. In addition, all elementary general education candidates take two credits of Adaptive Teaching (SE 428 and SE 431). The purpose of SE 428 is to continue the emphasis on individualized planning, Response To Intervention, classroom differentiation, current brain research regarding learning, and adaptive instruction. Teacher education students will extend their current knowledge and acquire new skills in planning, implementing, and evaluating instruction for the purpose of meeting individual student needs. Performance goals and objectives will be demonstrated during actual internship experiences in the public schools. The purpose of SE 431 is to continue the emphasis on individualized planning, student motivation, alternative learning environments, and adaptive instruction. Teacher education students will apply knowledge and refine skills in planning, implementing, and evaluating instruction for the purpose of meeting individual student needs. Performance goals and objectives will be demonstrated during actual internship experiences in the public schools. In RE 217: Children's Literature, books written in both Spanish and English are shared with the candidates. Wordless books are introduced as a way to help engage ENL students and get them started with speaking and writing English. In RE 401: Phonemic Awareness, the importance of not discriminating against students with accents when investigating phonemic principles is emphasized. Candidates study logographic, syllabic and alphabetic writing systems to recognize that not all language structures are the same. In RE 319/320: Understanding the Literacy Processes, candidates are introduced in ways that readers' native languages, including

dialects, influence the kinds of miscues they are likely to make and the influence culture has on reading comprehension. In RE 324 and 325: Assessment of Literacy Processes, the needs of the second language learner are addressed as part of the instructional plan that candidates prepare as they work with elementary students in a one-on-one tutoring program in reading and writing. Candidates are expected to consider their elementary student's affective needs, cultural backgrounds, and learning styles as they prepare lessons appropriate to the elementary student's skills. It is an important part of the lesson planning that candidates build on their elementary reading partner's potentially different ways of learning and using language. The planned activities are designed to tap into the auditory, visual, and kinesthetic learning styles of their reading partner. The lecture class incorporates discussions of learning styles, assessing skills levels in a variety of ways in order to triangulate findings, and providing opportunities for the elementary student to demonstrate his/her understandings in alternate ways. In ED 445: Instructional Strategies and Classroom Management, secondary candidates are taught to identify "core" knowledge and skills necessary to pass a unit. After the unit assessment, a period (usually 2-3 days) is reserved for differentiation or extension activities. The candidates are asked to use this time to guide students needing additional instruction. This includes ENL students. In addition to remediation, students are given individual assignments as enrichment or extension. This concept is based on the idea that the most important variable in learning is not intelligence, but time (Bloom, Slavin). The challenge concept is suited for inclusive classrooms and is a practical way to address diverse needs and provide more direct student-teacher interaction. This concept is reinforced in ED 452: Intern Seminar. Interns are asked to share the composition of their classes and to discuss what can be done to meet the diversity of individual needs in those classes. In addition, a demographic report assignment is completed which asks students to research the demographics and culture of a school and its community. Students are asked to address how to best meet the needs of students in the community and adjust their teaching strategies accordingly. In ED 310: Foundations of Education, secondary candidates are introduced to issues related to the education of minorities, including the history of the types of issues faced by minorities and legal statutes. Candidates discover issues related to the struggles for equal education for minorities, specifically Asian Americans, Latinos, and Native Americans. The course also covers the legal issues that support ENL – Title III, history of ELL, legal support and services available such as family literacy, outreach, mentoring, instructional support as well as compensatory education and programs. In ED 345: Culturally Relevant Teaching, all candidates gain a deeper understanding of diverse issues in the classroom. We not only discuss issues of race and ethnicity and how it relates in the classroom, but how to develop a classroom environment that will provide all students the opportunity for them to be successful. One of the goals of this course is to raise cultural awareness and help candidates develop the skill base to work with diverse learners in the classroom. The introduction of culturally relevant instructional strategies help candidates develop ways to enhance learning for diverse learners. Additionally, SIOP and ENL awareness and integration projects are a part of course curriculum.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

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

b. participate as a member of individualized education program teams

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

c. teach students who are limited English proficient effectively

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

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

In addition to the above courses, all students seeking a minor in special education take additional coursework directly related to supporting students who are being served on an Individualized Education Plan. These classes include: SE 335: Special Education Field Experience SE 332: Individualized Assessment SE 333: Individualized Instruction SE 334: Individualized Motivation SE 477: Consulting with Parents and Professionals SE 484: Special Education Internship SE 333 provides an emphasis on instructional design and planning for teaching individuals with disabilities or learning needs including students with limited English proficiencies. The class emphasizes standards of instructional practice for motor, cognitive, academic and functional life skills. The class provides instruction on the development and design of student focused Individual Education Plans. SE 477 provides an emphasis on theory and practice of consulting with parents of students with disabilities. It emphasizes standards of performance related to communication, collaborative partnerships, professional and ethical practices. SE 484 is a performance-based course (6 credits) where interns will apply knowledge and refine skills in planning, implementing and evaluating instruction for the purpose of meeting individual student needs. The importance of utilizing effective communication strategies with students, parents, paraprofessionals and other professionals is emphasized. Interns will apply knowledge of formal and informal assessments including proctoring, scoring, evaluating, and applying information gained as a result. Interns will

demonstrate knowledge of federal and state law as it applies to the individual student with disabilities through a portfolio discussion of major provisions of IDEA as well as producing an Individualized Education Plan for a specific student, including all necessary items required by law.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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

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

Contextual Information

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

Overall program goal: "To prepare caring professionals who teach for understanding in communities of learning." Background Information 1-a. What are your institution's requirements for admission to teacher education? Coursework Candidates must have completed or be in the final semester of completing all required core course work with grades of "C-" or better in each course. No grade lower than a "B-" will be accepted in any professional education course. Scholarship Candidates must have a cumulative grade point average of 3.0 or higher on a 4.0 scale. In addition, for secondary teacher education candidates, a minimum grade point average of 3.0 in their major teaching field is required. Standardized Test Candidates must have qualifying scores on the SAT or ACT. Professional Experience Elementary candidates must have experience working with children. Teacher Ed candidates, both elementary and secondary, are asked to compose a reflective essay about their experience. Interview and Essay Each candidate is interviewed by a panel of professionals; the panel includes school administrators and current or retired teaching professionals from the community. As part of the interview, candidates write an extemporaneous essay. The object of the interview /essay process is to detect any communication difficulties, to determine the candidate's capacity for reflective thinking, and to assess the candidate's motivation to complete the teacher education program and to enter the teaching profession. Detractors Candidates can lose points for patterns of course incompletes or withdrawals on transcripts; paracompetencies; or moral turpitude.

1-b. What is your process for admission to teacher education? Students initiate the application process by accessing a web application at www.lcsc.edu/education/teacher-education/program-application, providing the information requested, and turning in a signed statement of release. Applicants also sign a consent form to have a name and social security number background check conducted through the state police agency. The Division of Teacher Education office staff checks that the applications are complete; verifies the data in applications; and assigns numerical weights for scholarship. The Director of Field Experience then contacts applicants to schedule interviews and essays. The interview panel of professionals gives numerical weights for the essay and the interview, then makes a recommendation for admission. After the interview, the elementary or secondary committee reviews application files for professional experience, incompletes, withdrawals, paracompetencies, and moral turpitude. The committees use a list of all applicants and the numerical ranking to make final admission decisions. Applicants are notified in writing of results.

2-a. What are your institution requirements for continuation in teacher education? In order to be admitted to the internship, candidates must: be fully admitted to the Teacher Education Program; have successfully completed all professional foundations coursework with grades of "B-" or higher in all Division of Teacher Education courses (ED, RE, SE, PSYCH; have positive evaluations from all field-based experiences; have qualifying scores on the Praxis II exams for all teaching areas; and have interviewed with an on-site teacher educator who has agreed to work with them. After three unsuccessful placement attempts, candidates meet with the Instructional Team to discuss the nature of the difficulty and whether or not they should continue in the Teacher Education Program.

2-b. What are your requirements for exiting (completing) a teacher education program? Currently, in order to be recommended for teacher certification, candidates must:

- successfully complete the internship
- pass the Idaho Comprehensive Literacy Exam (elementary only)
- submit a performance portfolio with evidence of competence in LCSC's eight professional standards
- pass an exit interview.

Idaho Comprehensive Literacy Assessment (ICLA): To be recommended for certification, all teacher education candidates whose teaching responsibilities will include elementary education, special education, and/or reading must pass the Idaho Comprehensive Literacy Assessment. The ICLA consists of three areas: phonemic awareness/phonics, comprehension, and assessment.

Portfolio Requirements: The portfolio is a form of performance assessment that requires teacher candidates to demonstrate they have the knowledge, skills, and dispositions needed to be effective classroom teachers. Development of the portfolio is a year-long endeavor. In this portfolio teacher candidates collect and display evidence that they are able to meet the set of eight standards required for completion of the Lewis-Clark State College Teacher Education Program. The eight standards are titled:

- Dedicated Professional
- Knowledgeable Professional
- Content Specialist
- Educational Designer
- Educational Facilitator
- Educational Evaluator
- Culturally Responsive Educator
- Reflective Professional

The portfolio is assessed by two reviewers: the candidate's faculty mentor and one other education faculty member. If there is disagreement concerning the quality of the portfolio, a third reviewer is consulted. Revisions are made until two of the reviewers find the portfolio acceptable.

Exit Interview Process: A formal exit interview is required of all interns at the completion of their program. Teams consisting of an LCSC Division of Teacher Education faculty member, the intern's faculty supervisor, and an on-site teacher educator will participate in these exit interviews. The college faculty mentor/supervisor is the chair of the exit interview team. Approximately four weeks before the end of the internship experience, if both the college supervisor and on-site teacher educator agree that the intern is demonstrating the competencies expected for certification, the exit interview process proceeds in the following manner:

- The intern submits a completed portfolio to the college mentor/supervisor.
- When the portfolio has been accepted according to the procedures outlined previously, the Director of the Field Experience selects the additional faculty member for the interview team.
- Exit interview questions relate to the internship experience, the

content of the portfolio, general questions about theorists and methods, and typical job interview questions. • The interview team may vote to pass or fail the intern, or they may choose to extend the internship and reschedule the interview. The team's decision to fail the intern may be appealed first to the Division chair and second to the entire Division at a regularly scheduled meeting. 3. What are the general education requirements for (all) teacher education students? The General Education Core curriculum provides teacher candidates with opportunities to gain knowledge and skills through study of the arts, communication, history, literature, mathematics, sciences, and the social sciences. The General Education core at LCSC consists of the following areas: Written Communication (6-credits of English), Oral Communication (3-credits), Mathematical Ways of Knowing (3-4 credits), Scientific Ways of Knowing (7-8 credits), Humanistic and Artistic Ways of Knowing (6 credits), Social and Behavioral Ways of Knowing (6 credits), Diversity (3-4 credits), and an Interdisciplinary Capstone with an ethics and values-based context (3 credits). 4. What are your "core" education requirements (including practice) for (all) teacher education majors? All teacher candidates are required to complete the following "core" education requirements: Principles of Education/Field Experience (ED 214),3; Assessment of Learning (ED/PSYC 318),3; Inclusion Strategies (SE 322),3; Educational Psychology (ED 321),3; Media and Tech for Teaching (ED 224 & ED 424), 2 credits each Elementary teacher candidates are also required to complete the following "core" education requirements: Physical Sciences for Elementary Teacher (PHYS 171), 3 • aligned w/K-8 standards for chemistry and physics Natural Sciences for Elementary Teacher (NS 174), 3 • aligned w/K-8 standards for earth science and biology Math for Elementary Teachers (MATH 157), 3 • aligned w/ K-8 math standards Math for Elementary Teachers (MATH 257), 3 • aligned w/K-8 math standards Children's Literature & Storytelling (RE 217), 3 • includes comprehension components of literacy Physical Education for Elem Teachers K-8 (ED/KIN 216), 2 • aligned w/K-8 standards for PE Health Science for Teachers K-8 (HLTH 215), 3 * aligned w/K-8 standards for Health Culturally Relevant Teaching (ED 345), 3 5. What are the requirements specifically for elementary education majors beyond the education core? Phase II Understanding Literacy Processes (RE/SE 320), 3 Field Experience in Education I - 45 hours (RE/SE 319), 1 Phonemic Awareness/Phonics (RE 401), 1 Math Methods w/Practicum (ED 328), 3 Professional Strategies for Teaching K-8 (ED 323), 6 Assessment of Literacy Development (RE/SE 324), 3 Field Experience in Education II - 45 hours (RE/SE 325), 1 Phase III Professional Internship, K-8, I (ED 426), 14 Professional Seminar: Issues in Education I (ED 427), 1 Adaptive Teaching, K-8, I (SE 428), 1 Phase IV Professional Internship, K-8, II (ED 429), 14 Professional Seminar: Issues in Education II (ED 430), 1 Adaptive Teaching, K-8, II (SE 431), 1 6. What are the pedagogical requirements specifically for secondary majors, beyond the education core? Reading in the Content Area (RE 422), 3 The Culturally-Responsive Classroom (ED 345), 2 Media and Tech for Teaching 6-12 (ED 224 & ED 424), 2 credits each Instructional Strategies and Classroom Management 6-12 (ED 445), 3 Teaching Methods Content (ED 449), 3 Prof Internship/Ed II 6-12 (ED 460), 12 Prof Sem: Issues/Educ (ED 452), 1 7. What are the discipline requirements for secondary teaching majors (generic)? Students must meet requirements for academic majors in their teaching fields and satisfy Idaho State Department of Education subject area endorsement requirements for certification. Candidates' content field of study consists of a minimum of 45 credits in the subject area. In addition, candidates must meet or exceed the qualifying scores on Praxis tests in all teaching fields for which they wish to be endorsed. 8. What are the culminating practicum requirements for education students? The culminating practicum requirement is the clinical internship experience which is a two-semester sequence of integrated course work and field experience for elementary candidates and a one semester experience for secondary candidates. During the course of the two semesters, the candidate engages in field-based opportunities to apply the knowledge, skills, and dispositions developed in course work. The clinical internship experience provides the teacher candidate with mentored experiences in all areas of teacher performance. During the clinical internship experience, candidates are expected to fulfill additional responsibilities both on campus and at their assigned school site. Interns complete course assignments as well as duties assigned at their school. They perform professionally according to public school policies and procedures. Failure to successfully progress through the clinical internship experience results in an extended internship, inability to continue with Internship, or withdrawal from the Teacher Education Program. 9. What are additional planned changes in your teacher education program? The literacy courses are altering their sequence and course descriptions (planned for implementation Fall 2019) The two secondary methods courses, ED445 and ED449 are becoming co-requisite, adding clinical hours, and being designed as hybrid to include both traditional and alternative program members in the same sections (for implementation Fall 2019) Performance-based assessments are formally being introduced into the two final semesters of candidate work starting in Fall of 2018 10. Are there additional features about your teacher education program you would like to share? Important features of the internship year: • All interns are assigned to a school where they work with a cadre of on-site teacher educators and specialists. During their internship, candidates follow the K-12 school calendar. • All interns are supervised by college faculty during their practica experiences and during their internship year. Faculty members make regular observations throughout the internship experience. In addition, the secondary program increased candidate practicum hours to provide additional in-class experience. Current program initiatives: • To expand access to our teacher education programs, particularly in rural areas, by offering teacher certification programs via distance learning technologies. • To identify meaningful ways that interns can demonstrate their impact on K-12 student learning.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Casey Huffaker

TITLE:

Program Assistant

Certification of review of submission

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

NAME OF REVIEWER:

Lori Stinson Ph.D.

TITLE:

Provost & Vice President for Academic Affairs