



Lewis-Clark State College
Alternative, IHE-based Report AY 2018-19
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

Porquis

PHONE

(208) 792-2553

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alporquis@lsc.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

(§205(a)(C))

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

- [Teacher Preparation Program](#)

List of Programs

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------|---|-----------------|--------|
| 13.1202 | Elementary Education | PG | |
| 13.1203 | Junior High/Intermediate/Middle School Education and Teaching | PG | |
| 13.1 | Special Education | PG | |
| 13.1322 | Teacher Education - Biology | PG | |
| 13.1323 | Teacher Education - Chemistry | PG | |
| 13.1337 | Teacher Education - Earth Science | PG | |
| 13.1305 | Teacher Education - English/Language Arts | PG | |
| 13.1316 | Teacher Education - General Science | PG | |
| 13.1328 | Teacher Education - History | PG | |
| 13.1311 | Teacher Education - Mathematics | PG | |
| 13.1314 | Teacher Education - Physical Education and Coaching | PG | |
| 13.1315 | Teacher Education - Reading | PG | |
| 13.1317 | Teacher Education - Social Sciences | PG | |
| 13.1318 | Teacher Education - Social Studies | PG | |
| 13.1331 | Teacher Education - Speech | PG | |

Total number of teacher preparation programs:

Program Requirements

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

THIS PAGE INCLUDES:

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

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

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

- Yes
 No

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

| Element | Admission | Completion |
|---|--|--|
| Transcript | <input 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 |

| Element | Admission | Completion |
|--|--|--|
| 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 is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

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

Postgraduate Requirements

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

- Yes
 No

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

| Element | Admission | Completion |
|---|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input 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 |

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

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

Alternative Certification candidates must be postgraduate level students who have been hired to teach while completing their teacher preparation program. 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 2018-19. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

| Programs with student teaching models (most traditional programs) | |
|--|----------------------------------|
| Number of clock hours of supervised clinical experience required prior to student teaching | <input type="text" value="80"/> |
| Number of clock hours required for student teaching | <input type="text" value="640"/> |

Are there programs in which candidates are the teacher of record?

- Yes
 No

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

| Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs) | |
|--|--------------------------------|
| Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom | <input type="text" value="0"/> |

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

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

0

All Programs

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

2

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

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

0

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

0

Number of students in supervised clinical experience during this academic year

2

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

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

| 2018-19 Total | |
|--------------------------------------|---|
| Total Number of Individuals Enrolled | 4 |
| Subset of Program Completers | 2 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male | 0 | 0 |
| Female | 4 | 2 |
| Non-Binary/Other | 0 | 0 |
| No Gender Reported | 0 | 0 |
| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Hispanic/Latino of any race | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 3 | 2 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|-----------------------------------|----------------|------------------------------|
| Two or more races | 0 | 0 |
| No Race/Ethnicity Reported | 1 | 0 |

Teachers Prepared

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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

What are CIP Codes?

No teachers prepared in academic year 2018-19

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

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

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

| CIP Code | Subject Area | Number Prepared |
|----------|--|----------------------|
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text"/> |
| 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 | <input type="text"/> |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | 1 |
| 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"/> |
| 13.1321 | 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"/> |
| 13.1328 | Teacher Education - History | <input type="text"/> |
| 13.1329 | Teacher Education - Physics | <input type="text"/> |
| 13.1331 | Teacher Education - Speech | <input type="text"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|------------------------|
| 13.1337 | Teacher Education - Earth Science | <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text"/> |
| 13.99 | Education - Other Specify: <input type="text" value="Teacher Education- Health"/> | 1 <input type="text"/> |

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2018-19

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

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

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------|
| 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 | <input type="text"/> |
| 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"/> |
| 13.1321 | 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"/> |
| 13.1328 | Teacher Education - History | <input type="text"/> |
| 13.1329 | Teacher Education - Physics | <input type="text"/> |
| 13.1331 | Teacher Education - Speech | <input type="text"/> |
| 13.1337 | Teacher Education - Earth Science | <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text"/> |
| 01 | Agriculture | <input type="text"/> |
| 03 | Natural Resources and Conservation | <input type="text"/> |
| 05 | Area, Ethnic, Cultural, and Gender Studies | <input type="text"/> |
| 09 | Communication or Journalism | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------|
| 11 | Computer and Information Sciences | <input type="text"/> |
| 12 | Personal and Culinary Services | <input type="text"/> |
| 14 | Engineering | <input type="text"/> |
| 16 | Foreign Languages, Literatures, and Linguistics | <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"/> |
| 42 | Psychology | <input type="text"/> |
| 44 | Public Administration and Social Service Professions | <input type="text"/> |
| 45 | Social Sciences | <input type="text"/> |
| 46 | Construction | <input type="text"/> |
| 47 | Mechanic and Repair Technologies | <input type="text"/> |
| 50 | Visual and Performing Arts | <input type="text"/> |
| 51 | Health Professions and Related Clinical Sciences | <input type="text"/> |
| 52 | Business/Management/Marketing | <input type="text"/> |
| 54 | History | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|---|---|
| 99 | Other Specify: <input data-bbox="289 121 1260 163" type="text"/> | <input data-bbox="1292 90 1568 132" type="text"/> |

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

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.

Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our quantitative goal is open ended based on candidates who apply.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our quantitative goal is open ended based on candidates who apply.

Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We did not set a goal for 2018/2019.

3. Did your program meet the goal?

- Yes
 No

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

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

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

We had not set a goal for 2018/19 year.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our quantitative goal is open ended based on candidates who apply.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our quantitative goal is open ended based on candidates who apply.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We did not set goals for 2018/2019

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our quantitative goal is open ended based on candidates who apply.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our quantitative goal is open ended based on candidates who apply.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

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 program completers, 2017-18 | 1 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17 | 1 | | | |
| 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, combined 3 academic years | 3 | | |

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology. 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](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

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.

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

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.

c. Effectively teach students who are limited English proficient.

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.

2. Does your program prepare special education teachers?

- Yes
 No

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

a. Teach students with disabilities effectively

In addition to the above course, all students seeking an endorsement 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.

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

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.

c. Effectively teach students who are limited English proficient.

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.

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; 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 • submit a performance portfolio with evidence of competence in LCSC's eight professional standards • pass an exit interview. 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; Culturally Responsive Teaching (ED 345), 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

5. What are the requirements specifically for elementary education majors beyond the education core? Phase II Foundational Literacy (RE/SE 340), 3 Intermediate Literacy (RE/SE 342), 3 Math Methods w/Practicum (ED 328), 3 Methods & Management (ED 425), 2 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? Disciplinary Literacy (RE 309), 3 The Culturally Relevant Teaching (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 447), 2 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? We are currently offering a new alternative program for teachers who are hired as teachers of record. Our Mastery Based Pathway offers a teacher preparation program in the form of five modules to qualified individuals. Qualifications include having a bachelors degree; being hired as a teacher of record; and showing competence of the content area in which they are hired to teach. This program must be completed within the timeframe of the teacher's interim certification.

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:

Alaina L Porquis

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:

Alaina L Porquis

TITLE:

Program Assistant