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Lewis and Clark College
Traditional Program

2015 Title II
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AY 2013-14

Institution Information

Name of Institution: Lewis and Clark College**Institution/Program Type:** Traditional**Academic Year:** 2013-14**State:** Oregon**Address:** 0615 SW Palatine Hill Road

Portland, OR, 97219

Contact Name: Dr. Barbara Shepperson**Phone:** 503-768-6180**Email:** shepperson@lclark.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:**Grantee name:****Project name:****Grant number:****List partner districts/LEAs:****List other partners:****Project Type:**

Section I.a Program Information

List each teacher preparation program included in your traditional 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 <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early Childhood/ Elementary School	No
Middle Level/High School	No
Total number of teacher preparation programs: 2	

Section I.b Admissions

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

Other Senior Year or Postgraduate

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://www.lclark.edu/graduate/offices/admissions/apply/requirements/>

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

Students with undergraduate GPAs below 2.75 may still apply to the program. Our admissions website indicates the following in this scenario: "When reviewing applications, faculty members read transcripts carefully and thoughtfully. They will look for when the poorer grades were earned and in which courses. i.e., Did the student experience a poor first year adjustment? Where the poor grades earned in the major? Is the transcript over 15 years old and the student has done well at community colleges or in post-baccalaureate work? We suggest you include a letter of explanation with your application. We also recommend that you contact your program of interest to discuss if there are ways to strengthen your application."

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

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.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other Successful completion of all key assessments including State of Oregon content area testing	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No

Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
OtherSatisfactory completion of key assessments including required State of Oregon content testing	No	Yes

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.44

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

4

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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.

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 2013-14:	79
Unduplicated number of males enrolled in 2013-14:	36
Unduplicated number of females enrolled in 2013-14:	43

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	2
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	66
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	238
Average number of clock hours required for student teaching	707.5
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	138
Number of students in supervised clinical experience during this academic year	79

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	31
Teacher Education - Elementary Education	31
Teacher Education - Junior High/Intermediate/Middle School Education	47
Teacher Education - Secondary Education	47
Teacher Education - Multiple Levels	78
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	11
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	12
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	8
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	5
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	31

Teacher Education - Elementary Education	31
Teacher Education - Junior High/Intermediate/Middle School Education	47
Teacher Education - Secondary Education	47
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	11
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	12
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	8
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	5
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	

Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2013-14: 78

2012-13: 104

2011-12: 106

Section II 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. (**S205(a)(1)(A)(ii)**, **S206(a)**)

Information about teacher shortage areas can be found at <http://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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

8

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

We have made major efforts to enhance our recruitment of candidates into both our math and science teacher preparation program. We have enhanced the connection between math and/or science undergraduate majors and our graduate school. Second, we have taken steps to increase the visibility of graduate programs and faculty on the College of Arts and Sciences at Lewis & Clark, also with the goal of recruiting more math and/or science majors into our teacher education programs. Math and Science faculty members, with support from the Howard Hughes Medical Institute (HHMI) grant, created paid mentoring opportunities for math and science students from the College of Arts and Science to work with high school students across five Portland area schools. On April 6, students from each of the high schools traveled to the CAS campus to present their research. These high school students will have the opportunity to continue their science research this summer through internships with CAS science faculty. In addition, Dr. Liza Finkel, ML/HS program Director and science educator created and taught a CAS class in science education. Graduate faculty met with math and science faculty from CAS to discuss the HHMI mentoring program and ways we could collaborate in support of math/science undergraduate students who wanted to teach.

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

8

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

8

Provide any additional comments, exceptions and explanations below:

Section II 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 <http://www2.ed.gov/about/offices/list/oep/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 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

12

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

We have made major efforts to enhance our recruitment of candidates into both our math and science teacher preparation program. We have enhanced the connection between math and/or science undergraduate majors and our graduate school. Second, we have taken steps to increase the visibility of graduate programs and faculty on the College of Arts and Sciences at Lewis & Clark, also with the goal of recruiting more math and/or science majors into our teacher education programs. Math and Science faculty members, with support from the Howard Hughes Medical Institute (HHMI) grant, created paid mentoring opportunities for math and science students from the College of Arts and Science to work with high school students across five Portland area schools. On April 6, students from each of the high schools traveled to the CAS campus to present their research. These high school students will have the opportunity to continue their science research this summer through internships with CAS science faculty. In addition, Dr. Liza Finkel, ML/HS program Director and science educator created and taught a CAS class in science education. Graduate faculty met with math and science faculty from CAS to discuss the HHMI mentoring program and ways we could collaborate in support of math/science undergraduate students who wanted to teach.

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

8

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Section II 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 <http://www2.ed.gov/about/offices/list/oep/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 2013-14

Did your program prepare teachers in special education in 2013-14?

No

How many prospective teachers did your program plan to add in special education in 2013-14?

Did your program meet the goal for prospective teachers set in special education in 2013-14?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

No

How many prospective teachers does your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II 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 <http://www2.ed.gov/about/offices/list/oep/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 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

4

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

All M.A.T. candidates are required to complete four semester hours of coursework focused on working with emerging bilingual students. This coursework looks at

culturally responsive teaching practices and theory as well as practice in ESOL. In addition, beginning in 2014, preservice candidates can choose to complete an ESOL endorsement as part of their M.A.T. preparation. The M.A.T. with ESOL (MESOL) requires six additional hours of ESOL coursework, which addresses language acquisition and legal/historical issues. Candidates complete 60 hours of practicum focused on working with emerging bi-lingual students with an ESOL cooperating teacher. An ESOL supervisor observes and supports this ESOL practicum.

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

6

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

8

Provide any additional comments, exceptions and explanations below:

Section II 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.

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

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

Yes

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

NA

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

Yes

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

Yes

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

Yes

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

Yes

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

We have coursework in ESOL and coursework or seminars in special education to help better prepare our candidates to meet the needs of their students who are limited English proficient and/or students with special needs. Our curriculum is aligned to the national SPA standards and we have both ESOL and SPED courses embedded in both of our preservice programs.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
006-ADMINISTRATOR I Evaluation Systems group of Pearson Other enrolled students	31	274	31	100
007-ADMINISTRATOR II Evaluation Systems group of Pearson Other enrolled students	31	274	31	100
NT503-ART Evaluation Systems group of Pearson Other enrolled students	1			
NT503-ART	2			

Evaluation Systems group of Pearson All program completers, 2012-13				
NT305-BIOLOGY Evaluation Systems group of Pearson Other enrolled students	2			
NT305-BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	7			
NT305-BIOLOGY Evaluation Systems group of Pearson All program completers, 2012-13	4			
098-CBEST Evaluation Systems group of Pearson Other enrolled students	41	165	40	98
098-CBEST Evaluation Systems group of Pearson All program completers, 2013-14	14	158	14	100
098-CBEST Evaluation Systems group of Pearson All program completers, 2012-13	43	165	43	100
NT306-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	2			
5730-COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) Other enrolled students	9			
5730-COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	20	184	20	100
5730-COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	23	184	23	100
5710-COMPUTERIZED PPST READING Educational Testing Service (ETS) Other enrolled students	8			
5710-COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2013-14	20	183	20	100
5710-COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2012-13	23	184	23	100
5720-COMPUTERIZED PPST WRITING Educational Testing Service (ETS) Other enrolled students	8			
5720-COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2013-14	20	181	20	100
5720-COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2012-13	23	181	23	100
5301-COMPUTERIZED READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	5			
NT102-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	3			
NT102-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	20	256	20	100
NT102-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	54	259	54	100
NT103-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson	3			

Other enrolled students				
NT103-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	20	260	20	100
NT103-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	54	265	54	100
NT301-ENGLISH Evaluation Systems group of Pearson Other enrolled students	10	259	9	90
NT301-ENGLISH Evaluation Systems group of Pearson All program completers, 2013-14	10	272	10	100
NT301-ENGLISH Evaluation Systems group of Pearson All program completers, 2012-13	16	272	16	100
NT507-ENGLISH TO OTHER LANGUAGES Evaluation Systems group of Pearson Other enrolled students	6			
004-ESOL I Evaluation Systems group of Pearson Other enrolled students	4			
005-ESOL II Evaluation Systems group of Pearson Other enrolled students	4			
NT003-ESSENTIAL ACADEMIC SKILLS - MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	36	267	36	100
NT003-ESSENTIAL ACADEMIC SKILLS - MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	19	274	19	100
NT003-ESSENTIAL ACADEMIC SKILLS - MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	23	273	23	100
NT001-ESSENTIAL ACADEMIC SKILLS - READING Evaluation Systems group of Pearson Other enrolled students	36	276	36	100
NT001-ESSENTIAL ACADEMIC SKILLS - READING Evaluation Systems group of Pearson All program completers, 2013-14	19	272	19	100
NT001-ESSENTIAL ACADEMIC SKILLS - READING Evaluation Systems group of Pearson All program completers, 2012-13	23	276	23	100
NT002-ESSENTIAL ACADEMIC SKILLS - WRITING Evaluation Systems group of Pearson Other enrolled students	37	253	36	97
NT002-ESSENTIAL ACADEMIC SKILLS - WRITING Evaluation Systems group of Pearson All program completers, 2013-14	19	253	19	100
NT002-ESSENTIAL ACADEMIC SKILLS - WRITING Evaluation Systems group of Pearson All program completers, 2012-13	23	263	23	100
NT311-GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	2			
NT311-GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	6			
NT505-HEALTH Evaluation Systems group of Pearson Other enrolled students	1			
001-LANGUAGE ARTS SOCIAL SCIENCE ARTS Evaluation Systems group of Pearson	19	272	19	100
Other enrolled students				

001-LANGUAGE ARTS SOCIAL SCIENCE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	4			
001-LANGUAGE ARTS SOCIAL SCIENCE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	45	272	45	100
003-LANGUAGE ARTS SOCIAL SCIENCE ARTS READING Evaluation Systems group of Pearson Other enrolled students	10	274	10	100
NT304-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
NT304-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	6			
NT304-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	4			
002-MATHEMATICS SCIENCE HEALTH AND PE Evaluation Systems group of Pearson Other enrolled students	29	274	29	100
002-MATHEMATICS SCIENCE HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2013-14	4			
002-MATHEMATICS SCIENCE HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2012-13	45	271	45	100
NT201-MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	5			
NT203-MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
NT203-MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	4			
NT203-MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	3			
NT202-MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
NT506-PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
NT308-PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
NT308-PHYSICS Evaluation Systems group of Pearson All program completers, 2012-13	1			
0730-PPST: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
0730-PPST: MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	1			
0730-PPST: MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	4			
0710-PPST: READING Educational Testing Service (ETS) Other enrolled students	2			
0710-PPST: READING	1			

Educational Testing Service (ETS) All program completers, 2013-14				
0710-PPST: READING Educational Testing Service (ETS) All program completers, 2012-13	4			
0720-PPST: WRITING Educational Testing Service (ETS) Other enrolled students	2			
0720-PPST: WRITING Educational Testing Service (ETS) All program completers, 2013-14	1			
0720-PPST: WRITING Educational Testing Service (ETS) All program completers, 2012-13	4			
008-PROTECTING CIVIL RIGHTS IN EDUCATION Evaluation Systems group of Pearson Other enrolled students	52	285	52	100
008-PROTECTING CIVIL RIGHTS IN EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	63	284	63	100
008-PROTECTING CIVIL RIGHTS IN EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	100	284	100	100
0401-SCHOOL PSYCHOLOGIST Educational Testing Service (ETS) Other enrolled students	2			
NT303-SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
NT303-SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	12	252	12	100
NT303-SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	16	255	16	100
NT401-SPANISH Evaluation Systems group of Pearson Other enrolled students	1			
NT601-SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
197-WEST-B MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	5			
197-WEST-B MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	2			
197-WEST-B MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	2			
196-WEST-B READING Evaluation Systems group of Pearson Other enrolled students	5			
196-WEST-B READING Evaluation Systems group of Pearson All program completers, 2013-14	2			
196-WEST-B READING Evaluation Systems group of Pearson All program completers, 2012-13	2			
198-WEST-B WRITING Evaluation Systems group of Pearson Other enrolled students	5			
198-WEST-B WRITING Evaluation Systems group of Pearson	2			

All program completers, 2013-14				
198-WEST-B WRITING Evaluation Systems group of Pearson All program completers, 2012-13	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	64	64	100
All program completers, 2012-13	100	100	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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)?

No

Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

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.

Our teacher preparation program integrates use of technology for instruction and data use into both general and subject-/level-specific courses and activities. All candidates are required to do a work sample related to their student-teaching, where they must examine their students' learning over time. Candidates utilize various forms of technology to gather, enter, and represent learning. At the subject-area level, for example, students in our math program use SMART Board technology and graphing calculators. In language arts, they explore the use of podcasts and other audio and video technologies in literature. In addition, our candidates learn about critical issues associated with media use in schools. For example, they conduct a website or media analysis; explore issues related to creating blogs, websites, etc.; and discuss issues of online plagiarism. In Fall 2014, ML/HS candidates participated in technology workshops focused on using Excel in support of data analysis and reporting regarding student learning in their Work Sample, and they learned to create, edit, and upload film of their teaching. In the spring, all ML/HS candidates submitted two film clips of their classroom teaching practice to our e-portfolio system, TaskStream.

Section VI 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.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

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.

In the EC/EL program, candidates take a two-course sequence (fall/spring) that focuses on teaching students with disabilities, including legal issues. In the ML/HS program, candidates take a yearlong course that focuses on students with disabilities, and they take a Legal Issues course in the fall that addresses Special Education law as well as General Ed law. Attention is given to the kind of language that is likely to appear in an IEP, so that our candidates are able to deeply understand plans. In addition, they are encouraged to attend an IEP meeting, if presented with the opportunity in the classroom (during the student-teaching experience).

Does your program prepare special education teachers to:

- teach students with disabilities effectively
NA
- participate as a member of individualized education program teams
NA
- teach students who are limited English proficient effectively
NA

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.

N/A

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The Lewis & Clark Graduate School offers a 13-month post-baccalaureate program for pre-service teachers. The program is centered around a full-year student-teaching experience. Students are placed at a school site at the beginning of their program and remain at that site for the entire year. Our program reflects and exceeds the best practices in clinical preparation laid out by the NCATE Blue Ribbon Panel on clinical preparation. Our data show, and our students report, that this extended time observing and practicing in the field well prepares them for their first years of teaching. Please note that revision to the set of candidates used to calculate the passrate data is underway. The Oregon Teacher Standards and Practices Commission and Westat have assured us that passrate data derived from the corrected candidates dataset will be included in their final data submission.

Supporting Files

Complete Report Card

AY 2013-14



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