title **II**
highereducationact

Lewis and Clark College
Traditional Program

2017 | Title II Reports

Complete Report Card
AY 2015-16

Institution Information

Name of Institution: Lewis and Clark College
Institution/Program Type: Traditional
Academic Year: 2015-16
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?
Elementary Multiple Subjects	No
Secondary Education	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:

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
OtherSuccessful 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 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

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	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No

Interview	Yes	No
OtherSatisfactory completion of all program assessments	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 2015-16

3.434

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

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 2015-16:	81
Unduplicated number of males enrolled in 2015-16:	26
Unduplicated number of females enrolled in 2015-16:	55

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	4
Race	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	64
Two or more races:	3

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	273.5
Average number of clock hours required for student teaching	660
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	40
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	147
Number of students in supervised clinical experience during this academic year	83

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

Per Oregon's state policy, the figure given for "Number of full-time equivalent faculty supervising clinical experience during this academic year" is a head count of faculty supervising clinical experiences during the academic year, including adjunct faculty, rather than using the FTE formula.

Per Oregon's state policy, the figure given for "Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)" is a head count for Cooperating Teachers instead of adjunct faculty supervising clinical experiences during the academic year.

Section I.e Teachers Prepared by Subject Area

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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	28
Teacher Education - Elementary Education	28
Teacher Education - Junior High/Intermediate/Middle School Education	49
Teacher Education - Secondary Education	49
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	6
Teacher Education - Business	
Teacher Education - English/Language Arts	22
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	6
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	4
Teacher Education - Social Science	
Teacher Education - Social Studies	7
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
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	
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 2015-16. 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	
Teacher Education - Elementary Education	1
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
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	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
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	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	4
Psychology	7
Social Sciences	1
Anthropology	2
Economics	2
Geography and Cartography	1
Political Science and Government	3
Sociology	2
Visual and Performing Arts	8
History	4
Foreign Languages	4
Family and Consumer Sciences/Human Sciences	4
English Language/Literature	20

Philosophy and Religious Studies	1
Agriculture	
Communication or Journalism	2
Engineering	3
Biology	4
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	4
Physics	
Business/Business Administration/Accounting	3
Computer and Information Sciences	
Other Specify: Interdisciplinary Studies, International Studies	3

Section I.f Program Completers

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

2015-16: 77

2014-15: 76

2013-14: 78

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. (§205(a)(1)(A)(ii), §206(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 2015-16

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

Yes

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

6

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

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:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

4

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

2

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/ope/pol/tsa.html.

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

Academic year 2015-16

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

Yes

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

8

Did your program meet the goal for prospective teachers set in science in 2015-16?

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:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

8

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

9

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/ope/pol/tsa.html.

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

Academic year 2015-16

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

No

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

Did your program meet the goal for prospective teachers set in special education in 2015-16?

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 2016-17

Is your program preparing teachers in special education in 2016-17?

No

How many prospective teachers did your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

No

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

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/ope/pol/tsa.html.

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

Academic year 2015-16

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

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

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 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

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

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. We also have an MAT with ESOL Endorsement program that allows beginning teachers to earn an ESOL endorsement alongside their MAT degree program.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT503-ART Evaluation Systems group of Pearson All program completers, 2015-16	5			
NT305-BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
NT305-BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	3			
NT306-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	1			
NT102-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	10	252	9	90
NT102-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	27	256	27	100
NT103-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	12	252	10	83
NT103-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	27	256	27	100
NT301-ENGLISH Evaluation Systems group of Pearson Other enrolled students	7			
NT301-ENGLISH Evaluation Systems group of Pearson All program completers, 2015-16	22	272	22	100
NT507-ENGLISH TO OTHER LANGUAGES Evaluation Systems group of Pearson Other enrolled students	1			
NT311-GENERAL SCIENCE	1			

Evaluation Systems group of Pearson Other enrolled students				
NT311-GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	4			
001-LANGUAGE ARTS SOCIAL SCIENCE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
NT304-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
NT304-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	4			
002-MATHEMATICS SCIENCE HEALTH AND PE Evaluation Systems group of Pearson Other enrolled students	2			
NT201-MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
NT203-MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
NT203-MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
008-PROTECTING CIVIL RIGHTS IN EDUCATION Evaluation Systems group of Pearson Other enrolled students	33	283	33	100
008-PROTECTING CIVIL RIGHTS IN EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	75	284	75	100
NT303-SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	7			
NT303-SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	7			
NT601-SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	75	75	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
NWCCU

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. 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 use of media and mobile devices in schools. For example, they conduct a website or media analysis, explore issues related to professionalism on social media platforms and creation of blogs, &v websites. Candidates participated in technology workshops focused on using Excel in support of data analysis and reporting regarding student learning. As part of their edTPA assessment, they learned to create, edit, and upload video of their teaching into an eportfolio platform in several hands-on workshops. In the spring, all candidates successfully submitted their edTPA assessment into our e-portfolio system, TaskStream, and for scoring by Pearson.

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 Elementary program candidates take a two-course sequence (fall/spring) that focuses on teaching students with disabilities, including legal issues. In the Secondary 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. 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.

Supporting Files

Complete Report Card   AY 2015-16

ED.gov This is a United States Department of Education computer system.   About Title II| Technical Assistance| Privacy Policy| Contacts