

Title II

Higher Education Act

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Lewis-Clark State College
Traditional Program
2008-09

Section VIII Report Card Certification

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:

Dr. Jannette R. Hill

Title:

Chair, Division of Education

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 President/Chief Executive:

Dene Thomas

Title:

President

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Lewis-Clark State College
Traditional Program
2008-09

Section VIII Report Card Certification

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Lewis-Clark State College
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Lewis-Clark State College
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Idaho

Address: 500 8th Avenue

Lewiston, ID, 83501

Contact Name: Ms. Davu Byers
Phone: 208-792-2553
Email: dbyers@lsc.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
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Lewis-Clark State College
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Lewis-Clark State College
Institution/Program Type: Traditional

Background check	Yes	Yes
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g., Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

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

http://education.lsc.edu/ed_app/requirements.lasso

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

Junior year postgraduate

Does your initial teacher certification program conditionally admit students? Yes

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

We have just completed a review of our admission requirements and have concluded that our entrance interview is the most informative aspect of our admission process.

Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes

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.

Total number of students enrolled in 2008-09:	209
Unduplicated number of males enrolled in 2008-09:	28
Unduplicated number of females enrolled in 2008-09:	181

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	3
<i>Race</i>	
American Indian or Alaska Native:	5
Asian:	2
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	191
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	65
Average number of clock hours required for student teaching	1280
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2.7
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0.67
Number of students in supervised clinical experience during this academic year	81

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

The supervision of interns is part of the faculty load for most of our full-time faculty. We hire adjunct to help with supervision when we have more interns than we can accommodate and when the interns are at distant sites. With interns that are placed at distant sites, we hire a local supervisor, but we also monitor progress through distance technologies such as Skype or MegaMeeting.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

	Number	Number	Number
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Teaching subject/area	certified/ licensed 2008-09	certified/ licensed 2007-08	certified/ licensed 2006-07
TOTAL (all areas/subjects)	66	61	25
Standard Elementary K-8	49	37	15
Standard Secondary 6-12: English	5	4	3
Standard Secondary 6-12: Natural Science	2	5	1
Standard Secondary 6-12: Social Studies	1	6	1
Standard Secondary 6-12: Mathematics	1	1	1
Standard Secondary 6-12: Chemistry	0	1	0
Physical Education K-12	7	5	3
Foreign Language K-12: Spanish	0	2	0
Music K-12	1	0	0
Art K-12	0	0	1

Section I.e Program Completers

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

2008-09: 72

2007-08: 66

2006-07: 51

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2008-09 Goal: 8 Goal met? No

	<p>Description of strategies used to achieve goal:</p> <p>Idaho has increased the high school graduation requirements for math. As a result, the state is facing a severe shortage of math teachers in the near future. We have been emphasizing the pending need when recruiting students.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We are in the process of developing a new major in secondary math education that will offer an integrated approach to the general education requirements, accelerated completion of math content courses, an emphasis on STEM principles and new instructional technologies and an extended internship in the schools. We have received a one-year grant from the state to support the development of the curriculum. We hope to have the full curriculum developed, approved, and in place by fall 2011 and plan to promote this unique degree to qualified students throughout the region.</p>
<p>Science</p>	<p>Academic year: 2008-09</p> <p>Goal: 12</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>As with math, we have been emphasizing the state's need for chemistry and physics teachers when recruiting students. However, the current economic conditions and cutbacks in education are not helping the situation.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Special education</p>	<p>Academic year: 2008-09</p> <p>Goal: 43</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>We have expanded the number of opportunities our candidates have during the their program to work with students with disabilities. Engaging our majors directly in events such as "Tools for Life" as often as possible has increased interest in the major.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>In collaboration with other institutions in the state that offer Special Education, we developed an on-line major for paraprofessionals interested in earning their certification in Special Education. The initiative was funded by a federal grant. We are now in the process of working with the state to create a self-sustaining model of the on-line collaborative Special Education major that we would offer to</p>

	<p>anyone holding an appropriate AA degree. The on-line option seems to provide the flexibility and access needed in a rural state like Idaho.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Other (NA)</p>	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Financial incentives, like loan forgiveness, for students interested in teaching math, science or Special Education would help in recruiting students to the profession. I would also like to see a state or national campaign emphasizing the need for teachers and the importance of the teaching profession - the difference that teachers make on multiple levels.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional

	<p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Other (NA)</p>	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p>

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

Three strategies have been most effective in helping us meet these assurances.

- 1) Advisory boards which include teachers, administrators, and faculty provide feedback concerning program quality and district needs.
- 2) 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.
- 3) Our candidates' extensive experiences in the field working with students and a year-long internship in our elementary program are key elements in preparing our candidates to be effective classroom teachers.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS)	1					

All program completers, 2008-09						
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2008-09	6					
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2007-08	8					
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2008-09	6					
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2007-08	8					
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	51		51	100		
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	40		40	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4					
360 -ENGL TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2008-09	1					
360 -ENGL TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2007-08	1					
435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					

435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7				
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	8				
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	5				
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	2				
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8				
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6				
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	2				
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	2				
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	49		49	100	
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	38		38	100	
390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2007-08	1				
300 -READING SPECIALIST Educational Testing Service (ETS)	9				

All program completers, 2008-09						
300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	13		13	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Edncational Testing Service (ETS) All program completers, 2008-09	1					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6					
950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2007-08	1					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2007-08	2					
640 -THEATRE Educational Testing Service (ETS) All program completers, 2007-08	1					
941 -WORLD AND U.S. HISTORY: CK Educational Testing Service (ETS) All program completers, 2008-09	1					
941 -WORLD AND U.S. HISTORY: CK Educational Testing Service (ETS) All program completers, 2007-08	6					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
Educational Testing Service (ETS) All program completers, 2008-09				
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6			
950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2007-08	1			
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2			

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:

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. Technology

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 how your program 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 how your program 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 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 of knowledge and skills in terms of the ISTE National Educational Technology Standards for Teachers (NETS-T) 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 candidates, faculty, and staff are fully supported with current equipment, software tools, and a dedicated support staff through the division's Technology for Teachers (TfT). TfT faculty and staff oversee the open laboratory and the distribution of loaned equipment to education students. This includes the loan of a notebook computer to each candidate during the semester of their media and technology course and then again through the semesters of their internship experience. Division faculty and staff also benefit from the services of Technology for Teachers for technical support, instructional resource management, and professional development. Currently, the division faculty and staff are designing a student records database and interface that would enhance the current use of technologies to monitor and assess student progress and achievement in the teacher education program. It is anticipated that this online assessment system will enhance student advising and program evaluation and improvement.

Section VI. Teacher Training

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**
No

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

At LCSC, all candidates seeking a degree in general education take a three-credit course: SE 322 Inclusion Strategies. This course includes; designing 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 needs. This knowledge-based course is designed to clarify learning characteristics, needs and problems of the exceptional learner in the public schools including student with limited English proficiencies. Perspectives on the Least Restrictive Environment (LRE) and categories of special education are discussed. This course emphasizes legal issues, individual education planning and collaborative team responsibilities of professionals working to meet individual differences. It introduces approaches to teaching and assisting students with individual needs or strengths.

In addition, all elementary general education candidates take two credits of Adaptive Teaching (SE 428 and SE 431). The purpose of SE 428 is to continue the emphasis on individualized planning, Responsive To Intervention, classroom differentiation, and 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.

Does your program prepare special 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**

No

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

In addition to the above courses, all students seeking a minor in special education take additional coursework directly related to supporting students who are being served on an Individualized Education Plan. These classes include:

SE 335: Special Education Field Experience

SE 332: Individualized Assessment

SE 333: Individualized Instruction

SE 334: Individualized Motivation

SE 477: Consulting with Parents and Professionals

SE 484: Special Education Internship

SE 333 provides an emphasis on instructional design and planning for teaching individuals with disabilities or learning needs including students with limited English proficiencies. The class emphasizes standards of instructional practice for motor, cognitive, academic and functional life skills. The class provides instruction on the development and design of student focused Individual Education Plans.

SE 477 provides an emphasis on theory and practice of consulting with parents of students with disabilities. Emphasizes standards of performance related to communication, collaborative partnerships, professional and ethical practices.

SE 484 is a performance-based course (6 credits) where interns will apply knowledge and refine skills in planning, implementing and evaluating instruction for the purpose of meeting individual student needs. The importance of utilizing effective communication strategies with students, parents, paraprofessionals and other professionals are 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.

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.

In addition to the above courses, all students seeking a minor in special education take additional coursework directly related to supporting students who are being served on an Individualized Education Plan. These classes include:

SE 335: Special Education Field Experience

SE 332: Individualized Assessment

SE 333: Individualized Instruction

SE 334: Individualized Motivation

SE 477: Consulting with Parents and Professionals

Title II

Higher Education Act

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Lewis-Clark State College
Alternative, IIIE-based Program
2008-09

Section VIII Report Card Certification

Data Edit Checks

Please resolve the following items:

Section	Item
Section La	Other element required but not specified
Section III Assessment Pass Rates	Assessment pass rates have not been reported

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:

Dr. Jannette Hill

Title:

Chair, Division of Education

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*

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Lewis-Clark State College
Alternative, IIIE-based Program
2008-09

Section VIII Report Card Certification

Data Edit Checks

Please resolve the following items:

Section	Item
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Lewis-Clark State College
Alternative, IHE-based Program
2008-09

Print Report Card

Program Information

Name of Institution: Lewis-Clark State College
Institution/Program Type: Alternative, IHE-based
Academic Year: 2008-09
State: Idaho

Address: 500 8th Avenue

Lewiston, ID, 83501

Contact Name: Ms. Dawn Byers
Phone: 208-792-2553
Email: dbyers@lsc.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
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Lewis-Clark State College
Alternative, IHE-based Program
2008-09

Print Report Card

Program Information

Name of Institution: Lewis-Clark State College
Institution/Program Type: Alternative, IHE-based

Background check	NA	Yes
Experience in a classroom or working with children	NA	Yes
Minimum number of courses/crcdites/semester hours completed	NA	Yes
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	Yes
Minimum GPA in professional education coursework	NA	Yes
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	No
Minimum basic skills test score	NA	No
Subject area/academic content test or other subject matter verification	NA	Yes
Minimum Miller Analogies test score	NA	No
Recommendation(s)	NA	Yes
Essay or personal statement	NA	Yes
Interview	NA	Yes
Resume	NA	No
Bechelor's degree or higher	NA	Yes
Job offer from school/district	NA	Yes
Personality test (e.g.,Myers-Briggs Assessment)	NA	No
Other (specify:)	NA	No

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

http://education.lsc.edu/cd_app/requirements.lasso

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

Postgraduate

Does your initial tcaeher certification program conditionally admit students? Yes

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

The entrance interview and the 3 day summer orientation are key elements of our admission process.

Minimum GPA in content area coursework	NA	Yes
Minimum GPA in professional education coursework	NA	Yes
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	No
Minimum basic skills test score	NA	No
Subject area/academic content test or other subject matter verification	NA	Yes
Minimum Miller Analogies test score	NA	No
Recommendatiou(s)	NA	Yes

to the total number of students enrolled.

Total number of students enrolled in 2008-09:	12
Unduplicated number of males enrolled in 2008-09:	7
Unduplicated number of females enrolled in 2008-09:	5

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	10
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	20
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0.25
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0.25
Number of students in supervised clinical experience during this academic year	12

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

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/licensed 2008-09	Number certified/licensed 2007-08	Number certified/licensed 2006-07
TOTAL (all areas/subjects)	0	3	1
Standard Secondary 6-12: English	0	1	1

Standard Secondary 6-12: Natural Science	0	1	0
Standard Secondary 6-12: Social Studies	0	1	0

Section I.e Program Completers

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

2008-09: 0

2007-08: 3

2006-07: 1

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal: 2</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: 3</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year:</p>

	<p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Other (NA)	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and

	<p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p>

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

Section III. Assessment Rates

Section III. Summary Rates

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:

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. Technology

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 how your program 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 how your program 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.

Section VI. Teacher Training

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**
No

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

At LCSC, all candidates seeking a degree in general education take a three-credit course: SE 322 Inclusion Strategies. This course includes; designing 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 needs. This knowledge-based course is designed to clarify learning characteristics, needs and problems of the exceptional learner in the public schools including student with limited English proficiencies. Perspectives on the Least Restrictive Environment (LRE) and categories of special education are discussed. This course emphasizes legal issues, individual education planning and collaborative team responsibilities of professionals working to meet individual differences. It introduces approaches to teaching and assisting students with individual needs or strengths.

In addition, all elementary general education candidates take two credits of Adaptive Teaching (SE 428 and SE 431). The purpose of SE 428 is to continue the emphasis on individualized planning, Responsive To Intervention, classroom differentiation, and 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.

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

In addition to the above courses, all students seeking a minor in special education take additional coursework directly related to supporting students who are being served on an Individualized Education Plan. These classes include:

SE 335: Special Education Field Experience

SE 332: Individualized Assessment

SE 333: Individualized Instruction

SE 334: Individualized Motivation

SE 477: Consulting with Parents and Professionals

SE 484: Special Education Internship

SE 333 provides an emphasis on instructional design and planning for teaching individuals with disabilities or learning needs including students with limited English proficiencies. The class emphasizes standards of instructional practice for motor, cognitive, academic and functional life skills. The class provides instruction on the development and design of student focused Individual Education Plans.

SE 477 provides an emphasis on theory and practice of consulting with parents of students with disabilities. Emphasizes standards of performance related to communication, collaborative partnerships, professional and ethical practices.

SE 484 is a performance-based course (6 credits) where interns will apply knowledge and refine skills in planning, implementing and evaluating instruction for the purpose of meeting individual student needs. The importance of utilizing effective communication strategies with students, parents, paraprofessionals and other professionals are 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.

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.

Supporting Files

Lewis-Clark State College
Alternative, IHE-based Program
2008-09

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