

2017 EPP Annual Report

CAEP ID:	10352	AACTE SID:	1841
Institution:	Lewis-Clark State College		
Unit:	Division of Education		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 49

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Title II & PEDS reports:

<http://www.lcsc.edu/education/reports/>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

- | |
|---|
| 1. The unit has not systematically compiled, summarized, or analyzed candidate assessment data on a regular basis to inform unit decisions. |
|---|

(ITP)

Lewis-Clark State College conducts annual program assessment through utilization of a Unit Assessment Report (UAR). Measurable objectives are set on an annual basis to track program performance and effectiveness. Document construction is done in tandem with program faculty and the division Chair. The Chair, the Academic Dean, and the Provost each review and provide feedback on the UAR.

The EPP engages in meaningful program assessment throughout the academic year. Tasksteam is utilized as an electronic assessment system, tracking candidate performance on program signature assignments. In addition, the EPP utilizes a second electronic assessment system, called the Info Portal, to collect and analyze data specific to practicum and internship experiences from the candidate, EPP faculty mentor, and cooperating teacher. Candidate performance data is collected and analyzed on a semester-by-semester basis. This process is facilitated by the Assessment, Accreditation, and Accountability (AAA) committee. Program faculty reflect and respond to program data reports during team and/or program meetings and use this information to drive program changes, if needed. Program courses are aligned to state and national standards, and candidate performance data is analyzed to ensure that candidate knowledge and performance meets accrediting body expectations. In addition, P-12 community school partners provide feedback about candidate performance through attendance at advisory board meetings, through engagement in program assessment activities, and through employer surveys.

During 2015-2016, weekly reports were issued to program faculty detailing which internship observation reports had been submitted, which has positively influenced faculty accountability for required documentation. Additionally, in preparation for the 2017 Idaho State Department of Education mid-cycle review, program faculty continued efforts to collect candidate artifacts which document that Lewis-Clark State College EPP meets Idaho Core teaching and content based preparation standards.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

- | |
|---|
| 1. Candidates have limited opportunities to interact with diverse candidates. |
|---|

(ITP)

The EPP has begun a partnership with the Lewis-Clark State College International Programs Office, matching teacher education program candidates with international students learning English. Candidates pursuing a Literacy minor provided 10-15 hours of reading and writing tutoring for students whose first language was not English. Additionally, candidates pursuing the English as a New Language minor completed practicum experience in ENL instruction in a culturally and linguistically diverse classroom. These sorts of culturally-rich learning environments better prepare the EPP's candidates to serve culturally and linguistically diverse P-12 students. The EPP is also creating new opportunities for candidates to gain international teaching experience while being concurrently enrolled in EPP-required coursework. The EPP believes that this kind of international/global focus of teaching is critical to today's P-12 classroom. Additionally, the College was successful in renewing the College Assistance Migrant Program (CAMP) grant. The renewal of this grant should increase the diversity of the student body at Lewis-Clark State College and, we hope, in Teacher Education. Possible partnerships with Educator Preparation Programs across the country and in Canada continue to be explored. Such partnerships would facilitate discussions between faculty and candidates about challenges associated with preparing to become a teacher. Examination of similarities and differences faced by candidates and educator preparation programs will be the focus of these partnerships.

Section 7. Accreditation Pathway

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

The EPP is working towards target on CAEP Standard 2: Clinical Partnerships and Practice. All faculty supervisors responsible for intern supervision are required to pass the Teachscape Proficiency Exam. Faculty mentors arrange for internship visits/observations weekly throughout the course of a semester. The Elementary Education program uses a website to communicate program expectations and updates to candidates, faculty mentors, cooperating teachers, and building supervisors to enrich communication during the internship experience. Elementary and Secondary programs utilize advisory boards composed of

teachers, building supervisors, and program faculty to discuss program issues, strengths, and areas for improvement. Program faculty adopted "Handbrake," a video software system, as a mechanism to utilize videotaped lessons delivered by candidates for professional growth. Purposeful measurement and analysis of candidate impact on P-12 student learning is ongoing. Pre- and post-test analysis of lesson delivery and impact is conducted by all candidates. Elementary program candidate work is scored in Taskstream. Secondary program candidate data is scored in final candidate portfolio submissions. Results of data are shared at program-wide data days, which occur at least once per semester. The division Chair actively participates in statewide collaborative efforts to identify best practices and certification requirements regarding clinical practice. The EPP continues to explore measurement of program impact. During the 2016-2017 academic year, the EPP will engage in a complete case study. Additionally, the EPP will survey building supervisors regarding areas for program improvement.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.*

☒ I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.