

2016 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 2014-2015 ?

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 48

***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 2014-2015 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 and 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) |
|---|-------|

The Assessment, Accreditation, and Accountability (AAA) committee provides consistent and continual analysis of the assessment system. In addition, a new faculty member with responsibilities as the teacher education program assessment coordinator began in Fall 2015. Taskstream was adopted in Spring 2014 and is being utilized as an assessment system. In addition, the EPP utilizes a second 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. Data is analyzed and shared with program faculty once per semester. Program faculty reflect and respond to program data reports during team meetings and use this information to drive program changes, if needed. Assessment oversight practices now include weekly internship observation reports to program faculty and the division chair, and faculty accountability for required documents. In preparation for State of Idaho changes to Core Teaching Standards, faculty will update assessment artifact matrices to show continual effort to respond to standards updates.

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) |
|---|-------|

Possible partnerships with Teacher Preparation programs across the country and in Canada are being explored that 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 teacher preparation programs will be the focus of these partnerships. This work is ongoing.

Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

The EPP is working towards target on NCATE Standard 3: Field Experiences and Clinical Practice. 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. In addition, a video library of teacher candidate performance is under construction. Elementary and Secondary program faculty engaged in a supervision training exercise where best practices were modeled and discussed. 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 continue to explore the use of video software as a mechanism to utilize videotaped lessons delivered by candidates for candidate growth. The candidate lesson evaluation form, across programs, has been changed to align to the state of Idaho expectation that the Danielson Framework for Teaching is used for pre-service candidate evaluation during the clinical field experience. One component of this form requires faculty mentors and cooperating teachers to assess pre-service candidate use of resources during lesson delivery. 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. The EPP will utilize focus groups and a completer case study, beginning fall 2016, as additional methods to measure program impact.

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 2016 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.