

2007 Part C of the AACTE Annual Report

Section 1 - Institutional Information

NCATE ID:	15419	AACTE SID:	1840
Institution:	Lewis & Clark College		
Unit:	Graduate School of Education and Counseling	Deadline to Submit Final Version of Part C:	01/16/2008
Next Accreditation Visit:	S10	Last Accreditation Visit:	S05

Section 2 - Individual Contact Information

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Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2006-2007 academic year?

319

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2006-2007 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. A change in the name of the unit or institution.
2. The status of the institution (e.g., campuses merged, campuses separated, etc.).
3. Changes in key personnel, particularly the unit head, NCATE coordinator, or university/college president.
4. The addition and/or removal of programs.
5. The addition or removal of a level of preparation (e.g., addition of a master's degree or doctoral program).
6. Changes in program delivery, particularly when traditionally delivered programs become distance learning programs. (NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face.)
7. Significant changes in physical facilities.
8. Significant changes resulting from unforeseen conditions such as natural disasters or health calamities.

There were two substantive changes during the 2006-7 school year. We had an approval of new standards and curriculum for the Initial and Continuing Administrator License. Both were approved by the Oregon Teacher Standards and Practices Commission and are being implemented. Second, the District-Affiliated Programs Office was moved into the Continuing Studies Unit and continues to work collaboratively with school districts to offer endorsement programs in reading, ESOL, special education, and the initial and continuing administrator license.

Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

There were no substantive changes made to the unit's conceptual framework during the 2006-07 academic year. Data we collected from alumni surveys and exit interviews indicate that the culture we have built at Lewis & Clark reflects our framework and guiding principles (a summary of survey results is presented in the Standard 2 update).

Section 6. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

We continue to use numerous assessments to measure whether candidates gain the knowledge, skills, and dispositions necessary to help all students learn including: field observations of our candidates, review of work samples (for preservice teacher education candidates), GPA standards, and testing standards. We also gather our candidates' perceptions of their preparation on core knowledge, skills, and dispositions upon completion of the program. Results from several of these assessments are reviewed in the Standard 2 update.

In addition, the faculty aim to ensure that the curriculum and curriculum delivery support growth in candidates' knowledge, skills, and dispositions. This aim has led to numerous program recommendations:

EDUCATION:

Initial Teacher Preparation Program:

The program faculty will develop two new courses in 2007-08 to provide initial license candidates with additional instruction in working with second language learners and students identified as having special academic and behavior needs. These courses will be carefully reviewed by analyzing student feedback regarding the courses and obtaining feedback from our supervisors and mentors regarding these courses.

Advanced Preparation Programs:

In the special education endorsement program, the students and faculty have decided to create one evening session every semester for three semesters following the semester in which the students complete their program. These seminars will involve evening meetings where the students and faculty will meet to discuss issues graduates are facing in their first year of special education teaching.

The ESOL faculty has been working very closely with local administrators in 2006-07 to ensure that teachers are prepared to design English Language Development lessons as required by their districts. Teachers continue to be introduced to a variety of sheltered strategies appropriate for ELL students, but also design lessons for different acquisition levels based on the forms and functions embedded in the Oregon English Language Proficiency Standards.

The Educational Leadership faculty added a course in special education best practices and legal issues to provide candidates with better preparation in this area. We will review feedback from graduates to assess whether they find this work helpful in preparing them to better serve this student population and their families.

The Education Department also continues to look closely at course evaluations to ensure that students report that each course offers training that supports their development as professionals.

OTHER SCHOOL PERSONNEL:

School Psychology Program:

In order to ensure quality instruction throughout our program, each course offered in the School Psychology program in 2006-07 included a mid-term evaluation. The data collected by the program coordinator will include instructors addressing the following two questions: What has worked well in your teaching this term? What changes/improvements were made to the course based on the data gathered in the mid-term evaluation? We have found these mid-term evaluations to be very effective for ensuring that

necessary corrections to courses are made midway through the term instead of waiting until the term is over for the students to voice concerns. We have not been collecting the data from the midterm evaluations, but instead have allowed instructors to consult with the Program Coordinator on an "as-needed" basis. Our goal is to be 100% effective in getting each class within the program to use the midterm evaluations in 2007-08.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Please describe the unit's plans for and progress in meeting this standard.

There have been several areas of progress with the Assessment System and Unit Evaluation. First, the Director of Research and Assessment met with the program coordinators for our preservice and educational administration programs to strengthen and clarify the transition points used to assess candidate progress. While still in progress, the Teacher Education faculty supported several modifications. Two were particularly notable: We modified when students need to demonstrate satisfactory completion of their classroom observations and their two work samples (these have now been moved to transition points 4 and 5, respectively). In addition, we added a new transition point (Transition point 6 – Post Graduation Experience). Our goal with this additional transition point is to continue to gather data on our program and degree completers to: (1) track where they go when they leave; (2) assess whether they feel adequately prepared for the profession; and (3) measure their self-assessment of their current teaching practices. These data will be gathered primarily through survey research.

The education faculty have continued to use data to drive decision-making. The teacher education faculty met during the final faculty meeting of 2006-07 (in May) to examine and discuss our graduate students' responses to exit surveys from the 2005-06 school year. Exit surveys asked for graduate students' perspectives on how well prepared they felt across eight key indicators, including, for example, preparation to plan curriculum, preparation to assess student learning, and preparation to respond to individual and cultural differences in the classroom. Our graduate students were also invited to share feedback on how their mentor and supervisor contributed to their student-teaching experience and overall learning. The faculty was given copies of graduate students' comments for discussion at the final faculty meeting. During the discussion, faculty members were also asked to include thoughts on graduate student work, particularly any patterns related to learning gaps or improvements they saw in graduate student coursework and work samples. In small groups, faculty devised ideas and plans for the 2007-08 school year.

Consistent with national research results, our preservice graduates indicated they needed further assistance in providing differentiated instruction for second language learners and students who struggled with reading. Thirdly, they wanted even more classroom management than the two semester hour course and discussions in numerous student teaching seminars. The faculty is working on allocating three or four semester hours of coursework specific to the first two of these concerns and locating this coursework at the end of the students' year-long classroom placement (May and early June) or immediately following this classroom placement (mid to late June).

For our advanced programs, based on a review of both student and faculty feedback, the special education program added a new one credit course, SPED 535/635 Current Issues in Special Education. The course is designed each year to provide the students about to complete their special education endorsement and the faculty teaching in the endorsement to review the year, consider the knowledge/skills the candidates still need in order to be as well prepared as possible after an endorsement program, and develop a set of instructional activities to enhance knowledge/skills in the selected content

In a May 2007 faculty meeting for the reading program faculty, faculty discussed the differences between district-affiliated and on-campus students and issues. They made adjustments to add greater focus on helping students in the advanced programs learn ways to use their new knowledge in support of school-wide literacy practices that draw the school community together. They also plan to collect more work samples and create binders of excellent examples for each required assignment. Additionally, in the reading endorsement program, the faculty will use the Marshall Cohort (scheduled to begin in Fall 2007 and supported by an Arthur Vining Davis Foundation Grant) as a case study to evaluate the reading program. Baseline data will be collected during the first class, and the faculty have a research plan to continue to collect and analyze data from this 2-year sequence of courses at this site.

OTHER SCHOOL PERSONNEL:
School Psychology Program:

The director of the School Psychology program invited the Research & Assessment Office to conduct exit focus group sessions

with all 2006-2007 school psychology program completers. When asked whether they felt prepared for the profession, all (100%) of the graduating students noted that they felt well prepared to take a position in the field. The internship experience was typically noted as making the greatest impact on students' development as School Psychologists because it offered them the opportunity to integrate and practice all they had learned. Numerous additional positive themes were shared by the graduating Ed.S. and licensure-only students. Students felt that the program promoted several essential values, particularly the value of diversity and social justice. For example, one graduate noted that the program teaches students to be "accepting of all the different types of people, [including] ethnicity, cultural values, gender, sexual orientation". Another shared that the program, "has a nice focus on a liberal minded education and being respectful of diversity in the environment and in the systems that you work in, and puts you out there to be competent in those areas." Students felt that the faculty modeled these values in their own teaching. Moreover, they felt the professors were "caring", "supportive", and passionate; "they have a lot of passion for what they're doing, and that's inspiring... You're just getting started and they're doing all this stuff in the field and are really excited about it. It's really encouraging."

The graduating students also mentioned areas for program improvement. In particular, they were interested in learning more about teaching methods, gaining more counseling strategies and practical counseling experience, and engaging more with assessment and intervention tools. Findings from these focus group sessions will be used for continued program improvement. The sessions will be conducted on an annual basis in order to monitor and best meet the needs of our students over time.

ALUMNI DATA COLLECTION:

To meet our new goals for alumni data collection, we conducted a series of alumni surveys, exit interviews, and focus group sessions with program completers across our education programs. An alumni survey was sent to more than 300 teacher education alumni (both preservice and inservice) from the past 4 years. Exit focus group sessions were conducted with all School Psychology graduates and program completers in 2006-07. Lastly, the Office of Research & Assessment conducted exit interviews with a small random sample of 2006-07 graduates and licensure-only completers in our education department. A summary of the survey results is presented below. We are still analyzing data from the exit interviews.

Teacher Education Survey Results:

This survey aimed to gather alumni's perceptions of the preparation they received from the Graduate School and to learn about their current work in the field of education. More specifically, we wanted to determine areas in which alumni felt well-prepared and the areas in which they experienced gaps in preparation. We planned to use this feedback to structure our programs in ways that will most effectively prepare new teachers. Additionally, we sought to report to the GSEC community on the settings in which our graduates work. We had 116 alumni complete the survey (85% of whom were currently teaching, with an additional 13% who were working in other educational settings). Below is a summary of our major findings, based on quantitative and qualitative analyses:

Preparation findings:

- 1) Alumni reported feeling most prepared to promote student learning, social development, and work with diverse families and communities (these are key pieces of our guiding principles).
- 2) Overall, alumni felt least prepared in specific strategies for ELL and Special Education students and to use technology in the classroom. Not surprisingly, our Inservice alumni, who were trained specifically in ESOL and/or Special Education felt significantly more prepared in specific strategies for ELL and Special Education populations than our Preservice alumni.
- 3) 77% reported that their expectations were quite well or exceptionally well met by our Graduate School of Education and Counseling.
- 4) Participating alumni indicated that one of the strongest values they gained from their education at Lewis & Clark's Graduate School was the value of working to meet the needs of every learner in one's classroom. This meant believing in every student, recognizing and valuing the differences in one's students, and differentiating instruction in order to support students' learning (again, this is one of the Graduate School's primary guiding principles).
- 5) Correlation and regression analyses supported the findings reported in number 4. Alumni's sense of preparation to work with diverse students and communities was associated with feelings of preparedness when they first started teaching.
- 6) The two primary areas in which alumni sought or recommended additional training were:
 - a) Specific strategies on how to support special populations (particularly ELL students and special education students)
 - b) Additional opportunities for practice – alumni noted benefits of the Graduate School's yearlong classroom placement and other practical experiences; because experience in the classrooms or practicing specific strategies was so vital to their development as professionals, they indicated that teacher education preparation should continue to include more practical experiences.

Practice findings:

- 1) In the classroom, participating alumni reported being most likely to use practices to make connections with students in their classrooms and to use students' backgrounds to guide the choices around curriculum and assessment.
- 2) Some alumni also reported on how they use practices from their Grad School training at Lewis & Clark in their current classroom practice. For example, several alumni reported on implementing practices of:
 - a) Reflection and using the teacher-as-researcher model
 - b) Working to diversify instruction to meet needs of all learners

Implications for the Lewis & Clark Graduate School Teacher Education Programs:

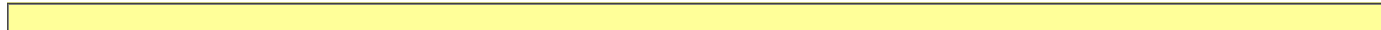
The department has taken the feedback from this survey and integrated it into plans for program development. In 2007-08, we will remove the summative ED 555: Experience and Meaning Course and replace it with an ESOL course. In addition, we will add time in several courses for additional instruction in methods for working with students identified under IDEA as having special needs.

In 2007-08, we plan to continue the Teacher Education alumni surveys and education and School Psychology exit interviews. In addition, we have devised new surveys to assess preparation and professional development needs for alumni of our School Counseling and ESOL programs.

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



Please indicate how the unit has addressed these Areas for Improvement (Optional).



Section 7. Unit capacity

Standard 3. Field Experiences and Clinical Practice.

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

In 2006-07, teacher education faculty members worked collaboratively with a research subgroup of OACTE (the Oregon Association of Colleges for Teacher Education) to examine how teacher work samples were associated with candidates' sense of preparation to teach. Eight institutions in Oregon, including Lewis & Clark, participated in this survey. Key findings were as follows: (1) faculty and teacher education candidates perceived the work samples as being most useful for preparing candidates in the areas of lesson planning and assessment; (2) faculty perceived the work sample as more beneficial for fostering teacher effectiveness than did candidates; (3) candidates did not differ in responses by institution type (public or private), number of work samples completed, or program level (graduate or undergraduate). These are results are drawn from the first round of data collection. The multi-institution team plans to gather more data to confirm these findings.

In 2007-08, we plan to be more systematic in our analysis and review of graduate student performance related to the work sample and student-teaching. Several faculty will likely pilot a more extensive qualitative examination of the work sample, with attention to student revisions and patterns of learning and expression among students in the same content area. In addition, we hope to enter and analyze mentor and supervisor ratings of the student-teachers to be reviewed at the end of the year.

OTHER SCHOOL PERSONNEL:

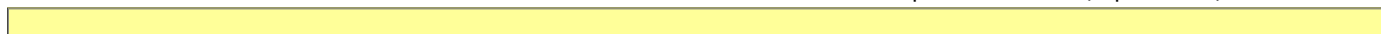
School Psychology Program:

In the School Psychology program, data from our graduate students indicated that we needed to focus on having clear standards in place in order for students to transition from the first to the second to the third year in the program. We therefore created forms that our students must have signed in a meeting with their advisor in order to advance in the program for the following three areas: Pre-Practicum Registration Form; Practicum Registration Approval Form; and Internship Registration Approval Form. By the end of the next academic year, we will be able to assess the effectiveness of these forms and their ability to assess the competencies they reflect.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:



Please indicate how the unit has addressed these Areas for Improvement (Optional).



Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse

students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

The Institution developed a new diversity committee in 2006-07. The committee set out to devise a Diversity Statement for the institution, conduct a review of policies, and make policy recommendations consistent with the institution's commitment to fostering a sense of community where all individuals feel respected. Two members of our Graduate School faculty and a graduate student have acted as our representatives and liaisons between the committee and the Graduate School. In May 2007, the Board of Trustees approved "The Educational Benefits of Diversity" Statement devised by the committee.

In 2006-07, we began scholarship fundraising efforts focused on opportunity scholarships to provide aid to incoming graduate students from historically under-represented groups. We aim to grow this effort over time, in order to garner funds to help support these students.

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

[Redacted]

Please indicate how the unit has addressed these Areas for Improvement (Optional).

[Redacted]

Standard 5. Faculty Qualifications, Performance, and Development.

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

The Graduate School initiated a senior developmental review process during the 2006-07 school year. The review allows for the evaluation of faculty with tenure and will occur every six years for Associate Professors and every eight years for Full Professors.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

[Redacted]

Please indicate how the unit has addressed these Areas for Improvement (Optional).

[Redacted]

Standard 6. Unit Governance and Resources.

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

See under "Areas for Improvement" below.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

1. The unit and its programs do not receive proportional allocations or equitable distributions of the institution's financial resources.	(ITP)	(ADV)
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Please indicate how the unit has addressed these Areas for Improvement (Optional).

During the 2006-07 academic year, the Executive Council retained a consultant to review the Common Services Allocation Model. All three schools were interested in this analysis, with the Graduate School of Education and Counseling greatly interested due to the large number of off-campus courses which are charged at the same rate as on campus courses.

The intent of this analysis and report was to determine if the current structure of allocating costs based on credit hour revenue is an equitable model for our college. The report was presented to the Executive Council in May, 2007 and to the Board of Trustees. At the current time, further analysis is being conducted, as Institutional Advancement was not included in the original

study. It is the intent of the Executive Council and the Board of Trustees to adopt some of the recommendations from these studies and implement them during the 2009-10 academic year. These changes will result in lower common costs to the Graduate School, thereby releasing funding for programs. Although not attached here, we currently have the report on file from the institution's Vice President of Business and Finance regarding the proposed common services allocation model, which includes tables and formulas for the proposed adjustments.

If you have another comments, use the space below: