

OR

Linfield University

Traditional Report AY 2023-24

Oregon

REPORT COMPLETE

STATUS: **CERTIFIED**

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

Linfield University

900 SE Baker Street #A474

CITY

McMinnville

STATE

Oregon

ZIP

97128

SALUTATION

Dr.

FIRST NAME

Carrie

LAST NAME

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. [\(\\$205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	UG	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
- ☐ 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. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>Introductory Video and Culturally Responsive Teaching Paper</div>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

☐ Yes

☒ 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 postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year’s IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2023-24. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- ☒ Yes
- ☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div>53</div>
Number of clock hours required for student teaching	<div>720</div>

Are there programs in which candidates are the teacher of record?

- ☐ Yes
- ☒ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)
--

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	8
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	49
Number of students in supervised clinical experience during this academic year	22

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

Full-time Student Teachers are in their student teaching placement for the entire semester following their host school's calendar, including holidays. Full-time student teachers gradually assume the full range of responsibilities of a classroom teacher, including three weeks of full responsibility of the classroom and teaching. Part-time Early Childhood/Elementary and Elementary/Middle Level Student Teachers are in their student teaching placements on Tuesdays, Wednesdays, and Thursdays and are at Linfield University for their methods courses on Mondays and Fridays. In October (Fall semester) or April (Spring Semester) part-time student teachers are in their student teaching placements for three full weeks. Part-time student teachers follow the Linfield calendar for holidays. Part-time early childhood/elementary student teachers gradually assume the full range of responsibilities of a classroom teacher for three full days. Part-time Middle Level/High School Student Teachers are in their student teaching placements every school day for a minimum of one period. Part-time student teachers follow the Linfield calendar for holidays. Part-time middle level/high school student teachers gradually assume the full range of responsibilities of a classroom teacher for one-two periods a day for two weeks. Students are required to engage in aiding and observation field experiences in various local schools as part of their curriculum prior to student teaching. All education majors are required to engage in aiding and observation in classrooms for EDUC 150 (20 hours), EDUC 240 (13 Hours), EDUC 200 (20 hours). Additionally, those pursuing Early Childhood/Elementary designation are required to aid and observe as part of their coursework for EDUC 401 (9 hours).Those pursuing and ESOL endorsement are also required to complete aiding and observation as part of their coursework for EDUC 250 (24 hours).

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	51
Subset of Program Completers	17

Gender	Total Enrolled	Subset of Program Completers
Male	14	5
Female	34	12
No Gender Reported	3	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	2	1
Black or African American	2	1
Hispanic/Latino of any race	11	7
Native Hawaiian or Other Pacific Islander	0	0
White	32	7
Two or more races	3	1

No Race/Ethnicity Reported	1	0

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

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\(b\)\(1\)\(H\)](#))

What are CIP Codes?

☐ No teachers prepared in academic year 2023-24

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<div>1</div>
13.1202	Teacher Education - Elementary Education	<div>8</div>

13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	2
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	3
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	3
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

☒ Yes

☐ No

☐ No teachers prepared in academic year 2023-24

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	8
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	3 <input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	2 <input type="text"/>

99	<div>Other Specify:</div> <div>Political Science; Spanish</div>	<div>5</div>

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(§205\(a\)\(1\)\(A\)\(iii\); §206\(b\)\)](#)

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Program Assurances

Note: This section is preloaded from the prior year’s IPRC.

1. Program 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

☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

☒ Yes

☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

☒ Yes

☐ No

☐ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

☒ Yes

☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

☒ Yes

☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

☒ Yes

☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

☒ Yes

☐ No

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

We meet regularly with PK-12 school partners to learn about school district needs. We translate this information to advising of students, office communication and processes, and occasionally, to adding new endorsements or programs. In our regular meetings with PK-12 school partners, they keep us abreast of current technology and instructional strategies being used in their respective districts and classrooms. We also learn this through faculty and adjunct faculty university supervisors who go out into the schools and observe student teachers. All candidates in our program take EDUC 260: Equity & Culturally Responsive Teaching. This course is a broad interdisciplinary examination of the school-society relationship in the United States and of the many issues embedded in this relationship including equal opportunity, students with special needs, human diversity, ideology, politics, and social change. In this writing intensive course, students examine multiple perspectives and discourses; work to understand one’ own lens(es); examine

systems of oppression (past and present), including an understanding of the social construction of identities; and develop strategies and dispositions to advocate for all learners, including an assets-based view of children and families. This course uses a social justice education framework as a way to identify and better understand the multiple and intersecting issues of race, class, gender, ability/disability spectrums, and oppression. Students in this course have a field experience in an autism classroom that gives them the opportunity to work with 6-8 students and the Special Education teacher and staff to plan, enact, and evaluate differentiated instruction. Students learn how individual, social/cultural, and institutional processes influence the ways that they design curricula and teaching. They also learn how to articulate key theoretical principles to explain individual and social processes, inform public policy and/or develop practical approaches to human problems across local, regional, and global contexts. They illustrate these understandings through written assignments, such as reading reviews, a mid-term paper, and a final research paper. In these papers, they connect the readings to their own background experience, to teaching, and to the broader realm of education in the U.S. In addition, they collaborate with their peers in small groups to lead class discussions and make extensions from the course readings by incorporating media clips and educational websites. Students also create a final aesthetic project that reflects an issue that was particularly compelling to them throughout the course then render it in an art form. This assignment presses them to think in a different way as we often ask our students to do. All PK-12 candidates are required to take EDUC 240: Foundations for Teaching ESOL, even if they are not in our ESOL endorsement program. Oregon has statewide ELL standards for all PK-12 candidates, which we have embedded across several program courses that all candidates take. All students in the Linfield Education Program take the compulsory EDUC 150: Introduction to Education and EDUC 302: Diversity and Inclusion courses. In EDUC 150, students are introduced to frameworks for cultural assets and instructional strategies with students from low socio-economic households. Additionally, students complete a 20-hour school aiding practicum. 80% of the students are placed in the lowest socioeconomic, most racially and linguistically diverse elementary school in a local district. In EDUC 260, students are introduced to social justice education, socio-cultural theories of race, gender, class, ability, among other identity factors with a focus on non-deficit and cultural assets, and equity in education. In this writing intensive course, students respond to readings, lead course discussions, and analyze their positionality in relation to society and institutional systems, specifically advocating with a social justice lens. Utilizing a socio-cultural lens and equity pedagogy framework that places social identities of students and teachers as imperative to teaching and learning, EDUC 302 students look at the intersections of identities of race, class, gender, language, immigration status, sexuality, spirituality, and geographical regions. As such, PK-12 students are contextualized in their social contexts as learners, and Linfield students are taught to adapt lessons through equity pedagogy and culturally relevant instruction.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

>> [Report Progress on Last Year’s Goal \(2023-24\)](#)

>> [Review Current Year’s Goal \(2024-25\)](#)

>> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒

Yes
- ☐

No

2. Describe your goal.

We planned to prepare 2 candidates.

3. Did your program meet the goal?

- ☒

Yes
- ☐

No

4. Description of strategies used to achieve goal, if applicable:

Increased internal marketing through student interaction and social media.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

We plan to prepare 1 candidate.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

We plan to prepare 4 candidates.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

We plan to prepare 3 candidates in Science.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

☐ Yes

☒ No

10. Describe your goal.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We plan to prepare 2 candidate in Special Education.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

We added an online degree program with the option for a special education generalist endorsement. Online information meetings provide a good connection point for interested students. Admissions Director communicated personally with SPED Coordinator to support one-on-one meetings for interested individuals. Presentations in introductory class resulted in many interested students reaching out about Special Education Endorsement and requesting the SPED Coordinator as their advisor. In our management class we have supported students to implement inclusive practices and consider special education. Presentations will continue. The SPED coordinator met with a Psych Professor, which opened the door to conversations about communication. Going forward we will meet more to see what options might be mutually beneficial. The reworking of the foundations of special education course resulted in students expressing interest in the topic of special education and considering ways to potentially add the endorsement. Course will continue to be tweaked to best support students and allow access to the endorsement pathway. Students, especially online students, who begin the endorsement usually finished it, flexibility within the program allowed them options when needed which supports program completion.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

We plan to prepare 3 candidates in Special Education.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

We plan to prepare 4 candidates in Special Education.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We plan to prepare 6 candidates.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Our numbers of ESOL program completers reduced this year, unfortunately. We think this was an outlier year and are continuing our efforts to recruit teachers to this endorsement. We have opened up the option to add an ESOL endorsement for our new online programs. We anticipate this will increase the number of ESOL candidates.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

We plan to prepare 3 candidates.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

We plan to prepare 9 candidates.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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 enrolled students who have completed all noncl	1			
TP110 -ELEM ED: LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2021-22	11	50	11	100
NT102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	12	219	7	58
NT102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2023-24	6			
NT102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2022-23	10	249	10	100
NT102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	11	234	9	82

NT103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	12	228	7	58
NT103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2023-24	6			
NT103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2022-23	10	245	10	100
NT103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	11	244	10	91
NT301 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			
NT301 -ENGLISH Evaluation Systems group of Pearson All program completers, 2022-23	3			
NT301 -ENGLISH Evaluation Systems group of Pearson All program completers, 2021-22	1			
NT507 -ENGLISH TO OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2023-24	3			
NT507 -ENGLISH TO OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2022-23	9			
NT507 -ENGLISH TO OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2021-22	3			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
NT201 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	1			
NT202 -MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			

NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	1			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
TP011 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	1			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
NT303 -SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT303 -SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
NT303 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	1			
NT303 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	1			
NT303 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2023-24	3			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			

NT601 -SPECIAL EDUCATION
Evaluation Systems group of Pearson
All program completers, 2023-24

1

NT601 -SPECIAL EDUCATION
Evaluation Systems group of Pearson
All program completers, 2022-23

4

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	18	18	100
All program completers, 2022-23	21	21	100
All program completers, 2021-22	16	13	81

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☒ State
- ☒ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. 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. [\(\\$205\(a\)\(1\)\(F\)\)](#)
- Does your program prepare teachers to:
- a. integrate technology effectively into curricula and instruction
 - ☒ Yes
 - ☐ No
 - b. use technology effectively to collect data to improve teaching and learning
 - ☒ Yes
 - ☐ No
 - c. use technology effectively to manage data to improve teaching and learning
 - ☒ Yes
 - ☐ No
 - d. use technology effectively to analyze data to improve teaching and learning
 - ☒ Yes
 - ☐ No
2. 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.

The Linfield TEP values technology use in 21st century classrooms and ensures that candidates model and apply technology standards as they design, implement, and assess engaging learning experiences and participate as professionals using technology. Technology-enhanced learning experiences are part of clinical experiences, and technology is assessed at multiple points in the program. CAEP Standard 1: Linfield TEP candidates are expected to use technology to engage students in learning, assess student learning, and engage in professional practice. In spring 2018 we piloted the technology rubrics that are Domain 6 of the Student Teaching Assessment, which are based on the ISTE Standards (<https://www.iste.org/standards>). These rubrics were collaboratively revised with our Consortium. Combined data is only from Spring 2018, Fall 2018, and Spring 2019 because we first assessed technology in Spring 2018. In Domain 6a Technology—Facilitate Experiences that Advance Student Learning average scores were high across all programs. The average scores were: Elementary-Multiple Subjects 3.4 (mode = 3); ESOL was 3.5 (mode = 4); and Art, Music, & PE/Single-Subjects: 3.5 (mode = 3). Because this is a new tool, we should continue to monitor these results closely and then analyze further and make recommendations, especially as we add “n’s” to smaller content areas. This is Key Assessment data from Full-Time Student Teaching. See Component 1.5 for more information. Candidates are also assessed in technology during part-time student teaching on the same instrument. Finally, part of the TEP Application is creating an Introductory Video in which candidates are assessed on their ability to display engaging and effective technology skills. These latter two assessments are not key assessments; therefore, we are not presenting data at this time. CAEP Standard 2: The Linfield Education Consortium, our K-12 advisory board has served as a critical group in co-constructing our technology rubrics over the past several semesters. As we look at embedding technology in our revamping of our field experience and clinical experience scope and sequence in Spring 2020, they will continue to serve a key role in

programmatic changes. CAEP Standard 3: Presently, TEP candidates must demonstrate effective use of technology at three transition points in the program. Part of the TEP Application is creating an Introductory Video in which candidates are assessed on their ability to display engaging and effective technology skills. They must achieve passing scores during Part-Time Student Teaching on the Student Teaching Assessment, which includes three technology rubrics, in order to transition into Full-Time Student Teaching. Finally, they must pass the Student Teaching Assessment, which includes three technology rubrics (scored by the College Supervisor) as a key assessment in order to become successful program completers.

Provide the following information about your teacher preparation program.

[\(§205\(a\)\(1\)\(G\)\)](#)

Note: This section is preloaded from the prior year’s IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

All teacher candidates in the Linfield Education Program, regardless of endorsement sought, take the compulsory EDUC 210 Foundations of Inclusion and Special Education course. Within the content of this course, candidates are introduced to their responsibilities as a comprehensive classroom teacher to identify academic, social, and behavioral disabilities based on IDEA legal definitions of disabilities. Candidates start with an understanding of multi-tiered systems of support and intervention with a case study of students with academic, social, and behavioral struggles. They learn to identify accommodations and interventions for their case study students and how to create a record of data on their improvement in achievement or lack thereof. Candidates then learn the structures in current schools of multidisciplinary teams and how to refer a student for additional assistance. Finally, utilizing universal design for learning (UDL) as the philosophical backbone for inclusive education for all K-12 students, Linfield teacher candidates explore frameworks and strategies for universal design for learning (UDL) lesson planning. They create lessons that are differentiated for students with disabilities in classrooms as well as recognize that lessons that are differentiated are vital to all lesson planning instruction.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All teacher candidates in the Linfield Education Program, regardless of endorsement sought, learn the process for an IEP, their responsibility as a general education teacher, and the process of implementing accommodations. Candidates then work on the most commonly identified disabilities in classrooms, learn their definitions, identify specific accommodation strategies, and create a resource list of books and websites to be able to utilize for references as they enter the classrooms.

c. Effectively teach students who are limited English proficient.

All PK-12 candidates are required to take EDUC 240: Foundations for Teaching ESOL, even if they are not in our ESOL endorsement program. Oregon has statewide ELL standards for all PK-12 candidates, which we have embedded across several program courses that all candidates take. All students in the Linfield Education Program take the compulsory EDUC 150: Introduction to Education and EDUC 260: Equity and Culturally Responsive Teaching. In EDUC 150, candidates are introduced to frameworks for cultural assets and instructional strategies with students from low socio-economic households. Additionally, candidates complete a 20-hour school aiding practicum. 80% of the students are placed in the lowest socioeconomic, most racially and linguistically diverse elementary school in a local district. In EDUC 260, candidates are introduced to social justice education, socio-cultural theories of race, gender, class, ability, among other identity factors with a focus on non-deficit and cultural assets, and equity in education. In this writing intensive course, students respond to readings, lead course discussions, and analyze their positionality in relation to society and institutional systems, specifically advocating with a social justice lens. Utilizing a socio-cultural lens and equity pedagogy framework that places social identities of students and teachers as imperative to teaching and learning, EDUC 260 students look at the intersections of identities of race, class, gender, language, immigration status, sexuality, spirituality, and geographical regions. As such, PK-12 students are contextualized in their social contexts as learners, and Linfield students are taught to adapt lessons through equity pedagogy and culturally relevant instruction.

2. Does your program prepare special education teachers?

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

All teacher candidates in the Linfield Education Program, regardless of endorsement sought, take the compulsory EDUC 210 Foundations of Inclusion and Special Education course. Within the content of this course, candidates are introduced to their responsibilities as a comprehensive classroom teacher to identify academic, social, and behavioral disabilities based on IDEA legal definitions of disabilities. Candidates start with an understanding of multi-tiered systems of support and intervention with a case study of students with academic, social, and behavioral struggles. They learn to identify accommodations and interventions for their case study students and how to create a record of data on their improvement in achievement or lack thereof. Candidates then learn the structures in current schools of multidisciplinary teams and how to refer a student for additional assistance. Finally, utilizing universal design for learning (UDL) as the philosophical backbone for inclusive education for all K-12 students, Linfield teacher candidates explore frameworks and strategies for universal design for learning (UDL) lesson planning. They create lessons that are differentiated for students with disabilities in classrooms as well as recognize that lessons that are differentiated are vital to all lesson planning instruction. In addition, candidates who are also adding a special education generalist endorsement are offered at least 1 instructional methods courses specifically for students with disabilities, EDSP 422. Within this course, candidates are not only provided instruction on how to effectively teach students with disabilities (SWD), but also participate in constructing instructional plan(s) for these students. Undergraduates take subject specific methodology courses that embed elements of universal design for learning (UDL) to support their continued skills around instructing SWD. In addition, all endorsement students take EDSP 472 which focuses in part on constructing behavior plans. This supports students in their abilities to support students behavioral and emotional learning as well. Special Education Coursework includes: EDSP422 - Instructional Techniques, Interventions and Culturally Responsive Practices in Special Education: This course provides participants with the skills necessary to effectively teach students with moderate and severe disabilities. Students learn identification and teaching methodologies and practices in the areas of autism, traumatic brain injury, deafness, blindness, orthopedic and other health impairments. The coursework covers the stages of communication, teaming, functionality, adaptation, inclusion and transition. It emphasizes teaching individuals and small groups in special education, general education, and community settings. The coursework requires students to expand their knowledge and application of culturally responsive teaching within special education. In this class, students explore evidenced-based strategies across curricular areas and learn to work effectively with itinerant and paraprofessional support staff. EDSP 424 - Assessment and Diagnosis For Special Education: This course provides participants with the knowledge of current concepts and issues in the area of assessment in special education. Students receive an overview of various assessments and opportunities to practice the administration of both standardized and curriculum based assessments. The coursework establishes principles and criteria for assessment, evaluation, and diagnosis based on formal, informal, and standardized measures. Student will understand models used in school district to determine eligibility for students with learning disabilities. EDSP 472 - Classroom Administration and Management: This course addresses classroom management for special education settings including student behavior management as well as overall classroom administration unique to special education. Participants apply learned skills to develop Individualized Education Plans (IEPs) and lead IEP meetings with a clear understanding of special education law. Emphasis is placed on increasing classroom administration/management skills in the areas of completing required special education paperwork, creating a working schedule, supervising and educating Educational Assistants (EAs), working within a multidisciplinary team, and communicating clearly with parents and teachers. EDSP 482 - Ethical, Legal and Collaborative Principals: This course integrates concepts of special education law, ethics, and collaboration. Participants develop knowledge of current case law, legislation, litigation and administrative rulings related to special education. Participants focus on the ability to use this knowledge in professional and ethical practice that not only centers the individual with special needs, but also regards the assets and funds of knowledge of colleagues, families, related service providers and community. The coursework develops the student's ability to approach legal issues, policies and procedures in culturally responsive ways to ensure an appropriate education for individuals with exceptionalities across a range of learning experiences. Students complete part of their practicum experience in a Special Education classroom setting allowing them to apply all their learning and put it into practice. Finally, utilizing universal design for learning (UDL) as the philosophical backbone for inclusive education for all K-12 students, Linfield students explore frameworks and strategies for UDL lesson planning. They create lessons that are differentiated for students with disabilities in classrooms as well as recognize that lessons that are differentiated are vital to all lesson planning instruction.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All teacher candidates in the Linfield Education Program, regardless of endorsement sought, learn the process for an IEP, their responsibility as a general education teacher, and the process of implementing accommodations. Candidates then work on the most commonly identified disabilities in classrooms, learn their definitions, identify specific accommodation strategies, and create a resource list of books and websites to be able to utilize for references as they enter the classrooms. In addition, candidates who are also adding a special education generalist endorsement take EDSP 482, which focuses in part on IEP construction and implementation. They learn about all parts of an IEP, how to write them, track growth when necessary, and share about them in meetings. Students are tasked with writing a mock IEP or annotating one they have previously completed. In EDSP 482, they deepen their knowledge of the meeting process and learn how to run a culturally responsive meeting that supports collaboration. In the course we also participate in meeting simulation to support the acquisition of these skills. EDSP 472 - Classroom Administration and Management: This course addresses classroom management for special education settings including student behavior management as well as overall classroom administration unique to special education. Participants apply learned skills to develop Individualized Education Plans (IEPs) and lead IEP meetings with a clear understanding of special education law. Emphasis is placed on increasing classroom administration/management skills in the areas of completing required special education paperwork, creating a working schedule, supervising and educating Educational

Assistants (EAs), working within a multidisciplinary team, and communicating clearly with parents and teachers.

c. Effectively teach students who are limited English proficient.

All PK-12 candidates are required to take EDUC 240: Foundations for Teaching ESOL, even if they are not in our ESOL endorsement program. Oregon has statewide ELL standards for all PK-12 candidates, which we have embedded across several program courses that all candidates take. All students in the Linfield Education Program take the compulsory EDUC 150: Introduction to Education and EDUC 260: Equity and Culturally Responsive Teaching. In EDUC 150, candidates are introduced to frameworks for cultural assets and instructional strategies with students from low socio-economic households. Additionally, candidates complete a 20-hour school aiding practicum. 80% of the students are placed in the lowest socioeconomic, most racially and linguistically diverse elementary school in a local district. In EDUC 260, candidates are introduced to social justice education, socio-cultural theories of race, gender, class, ability, among other identity factors with a focus on non-deficit and cultural assets, and equity in education. In this writing intensive course, students respond to readings, lead course discussions, and analyze their positionality in relation to society and institutional systems, specifically advocating with a social justice lens. Utilizing a socio-cultural lens and equity pedagogy framework that places social identities of students and teachers as imperative to teaching and learning, EDUC 260 students look at the intersections of identities of race, class, gender, language, immigration status, sexuality, spirituality, and geographical regions. As such, PK-12 students are contextualized in their social contexts as learners, and Linfield students are taught to adapt lessons through equity pedagogy and culturally relevant instruction. In EDSP 424, which addresses special education assessment, we discuss how to ensure that assessments are appropriate for students and identify disabilities, not language development. This understanding is applied in EDSP 422 and EDSP 472 when we talk about creating instructional plans and/or goals for students. We consider how to effectively use strategies and collaborate with students, families, and colleagues to support academic growth that develops alongside language learning but does not necessarily depend on it.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Linfield’s Teacher Education Program prepares students within the context of a strong liberal arts tradition that promotes a culture of engagement and excellence; integrated teaching and learning; global and multicultural understanding; and experiential learning. Linfield’s education faculty prepare teacher education candidates who understand and apply multiple theories of learning and content knowledge; develop dispositions and strategies for advocating for all learners; and reflect and act on their own behaviors and on the teaching and learning process. Candidates are prepared for service in educational settings within Oregon, across the nation, and throughout the world.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

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:

Carrie Kondor

TITLE:

Director 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 REVIEWER:

Danielle Ludwick

TITLE:

Licensure & Accreditation Specialist