title II
higher education act

2020 TITLE II REPORTS
National Teacher Preparation Data

OR | **Linfield College**
Traditional Report AY 2018-19
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

209065

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

Linfield College

900 SE Baker Street #A474

CITY

McMinnville

STATE

Oregon ▼

ZIP

97128

SALUTATION

Dr. ▼

FIRST NAME

Gennie

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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), Institution Information 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

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary 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	
13.1314	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:

14

Program Requirements

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))**

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

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	○ Yes	● No	● Yes	○ No
Fingerprint check	● Yes	○ No	● Yes	○ No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
Interview	○ Yes ● No		○ Yes ● No	
Other Specify: Introductory video and philosophy of education	● Yes ○ No		○ Yes ● 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

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	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No

Element	Admission		Completion	
	Yes	No	Yes	No
Interview	○	○	○	○
Other Specify:	○	○	○	○

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

Provide the following information about supervised clinical experience in 2018-19. (§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	53
Number of clock hours required for student teaching	720

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	
Number of years required for 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	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	12
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	68
Number of students in supervised clinical experience during this academic year	32

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 College 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 270 or EDUC 290 (20 hours), EDUC 302 (2 hours), EDUC 305 (2 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))**

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

2018-19 Total	
Total Number of Individuals Enrolled	71
Subset of Program Completers	27

Gender	Total Enrolled	Subset of Program Completers
Male	7	2
Female	64	25
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	1
Asian	1	0
Black or African American	3	3
Hispanic/Latino of any race	13	5
Native Hawaiian or Other Pacific Islander	0	0
White	49	17

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	3	1
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	3	1
No Race/Ethnicity Reported	0	0

Teachers Prepared

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.

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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 2018-19**

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	
13.1202	Teacher Education - Elementary Education	20

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
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	1
13.1306	Teacher Education - Foreign Language	
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	4
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
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	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	15
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2018-19**

If your program 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	
13.1202	Teacher Education - Elementary Education	20
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
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	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
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	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
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	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	2
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	1
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	3

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Note: 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))**

Program Assurances

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 college supervisors who go out into the schools and observe student teachers. All candidates in our program take EDUC 302: Diversity & Inclusion. 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 302, 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))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ◉ Yes
- ○ No

2. Describe your goal.

Our goal was to prepare 3 candidates. We also listed that we hoped to add 3 more candidates to the program. Beginning with this 2018-2019 report, we will define "prepared candidates" as program completers.

3. Did your program meet the goal?

- ◉ Yes
- ○ No

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

During the 2018-2019: academic year, Dr. Bernhisel met with Jeff McNamee (Physical Education), Sharon Bailey-Glasco (History), John Syring

(Biology), Steve Bricher (Mathematics), and Anna Keesey (English). At these meetings, Dr. Bernhisel provided a folder of advising materials/flyers and chocolate for the faculty to give to the students in their departments. Prior to these meetings, Dr. Bernhisel met individually with members of academic departments that feed students into our program, including Mathematics, Biology, and Chemistry. He provided information about our program and how math and science majors could fit Education licensure requirements into their four years at Linfield. He also shared that Oregon no longer requires a master's degree for ongoing licensure of secondary teachers. Therefore, the advice of waiting to get a Master of Arts in Teaching (MAT) is not necessarily in students' best interests. He informed the department members that any time a student has a question about the possibility of becoming a teacher while at Linfield, the student is invited to meet with a member of our department for advising. These meetings with departments occurred in Spring of 2019.

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

We will make two additional visits to Math professors in Spring 2020. We believe this may increase Mathematics candidates as seems to have for Science candidates. We also plan to distribute promotional materials in the Science and Mathematics departments in Spring of 2020. That way, students will not have to rely on advisors to share information about our Secondary Education program--they can see appealing, informative materials that advertise our program.

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

The COVID-19 pandemic has caused us to communicate with the Math Department via email.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We plan to prepare 1 candidate.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We plan to prepare 5 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))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

● Yes
○ No

2. Describe your goal.

Our goal was to prepare 2 candidates. We also listed that we hoped to add 1 more candidate to the program. Beginning with this 2018-2019 report, we will define "prepared candidates" as program completers.

3. Did your program meet the goal?

● Yes
○ No

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

During the 2018-2019: academic year, Dr. Bernhisel met with Jeff McNamee (Physical Education), Sharon Bailey-Glasco (History), John Syring

(Biology), Steve Bricher (Mathematics), and Anna Keesey (English). At these meetings, Dr. Bernhisel provided a folder of advising materials/flyers and chocolate for the faculty to give to the students in their departments. Prior to these meetings, Dr. Bernhisel met individually with members of academic departments that feed students into our program, including Mathematics, Biology, and Chemistry. He provided information about our program and how math and science majors could fit Education licensure requirements into their four years at Linfield. He also shared that Oregon no longer requires a master's degree for ongoing licensure of secondary teachers. Therefore, the advice of waiting to get a Master of Arts in Teaching (MAT) is not necessarily in students' best interests. He informed the department members that any time a student has a question about the possibility of becoming a teacher while at Linfield, the student is invited to meet with a member of our department for advising. These meetings with departments occurred in Spring of 2017.

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

We plan to distribute promotional materials in the Science and Mathematics departments in Spring of 2020. That way, students will not have to rely on advisors to share information about our Secondary Education program--they can see appealing, informative materials that advertise our program.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

⦿ Yes
◯ No

8. Describe your goal.

We plan to prepare 2 candidates in Science.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

⦿ Yes
◯ No

10. Describe your goal.

We plan to prepare 5 candidates in Science.

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))**

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 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 (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

○ Yes

● No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

○ Yes

● No

10. Describe your goal.

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))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

● Yes
○ No

2. Describe your goal.

In our 2017-2018 report, we listed that our plan was to "add" 12 candidates--this referred to enrolling 12 ESOL candidates to our program. However, now we understand "teachers prepared" to mean program completers only. Based on this updated definition, we prepared 15 candidates in ESOL.

3. Did your program meet the goal?

● Yes
○ No

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

We have changed the course schedule so that students are more easily able to complete ESOL courses during the regular academic year (without additional tuition or fees). We had found that some students were unable to complete our ESOL endorsement coursework due to the need to take classes during our January term. This term had costs above and beyond regular tuition/room and board, and some students were unable to pay for it. We do not yet have any data to show gains from these changes.

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

In the Spring of 2020, a Students of Color Focus Group that included students in the ESOL endorsement program, was held that included specific questions about recruitment and retention. Data from that group included affirmation of building personal relationships with students and suggestions of providing experiences outside of our local school district to increase opportunities for diverse learning environments. During the school year 20-21, these suggestions will be formalized into an action plan.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

● Yes
○ No

8. Describe your goal.

We plan to prepare 10 candidates in ESOL.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

● Yes
○ No

10. Describe your goal.

We plan to prepare 10 candidates in ESOL.

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 Westat'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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP110 -ELEM ED: LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2018-19	14	55	14	100
NT102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	5			
NT102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	20	244	20	100
NT103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	4			
NT103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	20	248	20	100
NT301 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			
NT507 -ENGLISH TO OTHER LANGUAGES Evaluation Systems group of Pearson Other enrolled students	4			
NT507 -ENGLISH TO OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2018-19	15	257	15	100
NT505 -HEALTH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	2			
NT204 -MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
NT204 -MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
NT203 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	2			
NT202 -MIDDLE GRADES SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP011 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
008 -PROTECTING CIVIL RIGHTS IN EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
008 -PROTECTING CIVIL RIGHTS IN EDUCATION Evaluation Systems group of Pearson Other enrolled students	22	278	22	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -PROTECTING CIVIL RIGHTS IN EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	27	279	27	100
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	4			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	4			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2			
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 All program completers, 2018-19	3			

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 Westat'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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	27	27	100

Low-Performing

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

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

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Teacher Training

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

   a. **Teach students with disabilities effectively**

   All students in the Linfield Education Program take the compulsory EDUC 302 Diversity and Education Course. Within the content of this course, students are introduced to their responsibilities as a comprehensive classroom teacher to identify academic, social, and behavioral disabilities based on IDEA legal definitions of disabilities. Students start with an understanding of RtI 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 running-record of data on their improvement in achievement or lack thereof. Students then learn the structures in current schools of SAT Teams and how to refer a student for additional assistance for whom the interventions have not worked for. Finally, utilizing differentiated instruction as the philosophical backbone for inclusive education for all K-12 students, Linfield students explore frameworks and strategies for differentiated 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. Additionally, students work in an autism classroom with 12-16 students to plan, enact, and evaluate differentiated 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.***

   Students learn the process for an IEP, their responsibility as a general education teacher, and the process of implementing accommodations. Students 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 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 302, 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.

2. **Does your program prepare special education teachers?**

   ○ Yes

   ● No

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

a. **Teach students with disabilities effectively**

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*.**

c. **Effectively teach students who are limited English proficient.**

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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:

Gennie VanBeek

TITLE:

Accreditation Chair

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:

Grace Tissell

TITLE:

Program Coordinator