

# ML/HS MAT Program Handbook



Lewis & Clark College  
Graduate School of Education and Counseling



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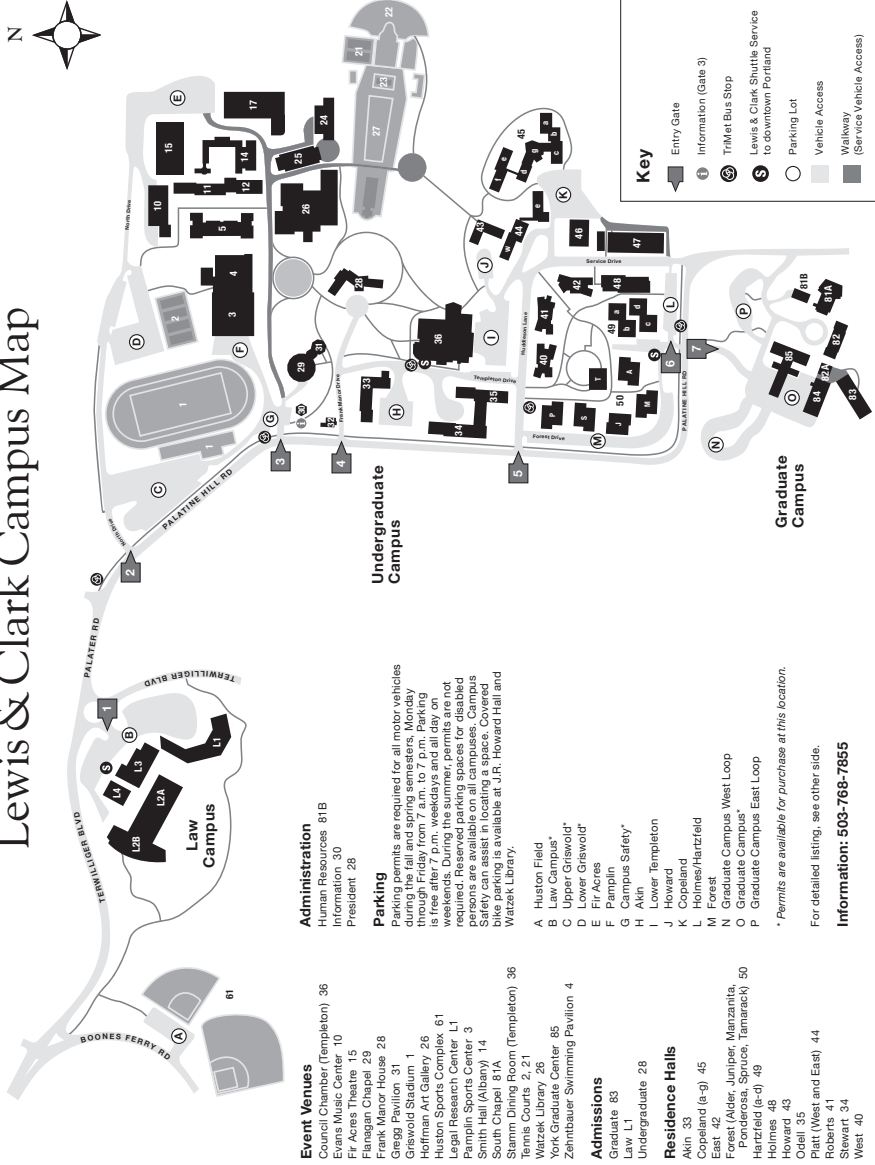
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# Lewis & Clark Campus Map



Note: Academic departments appear in *italic*.

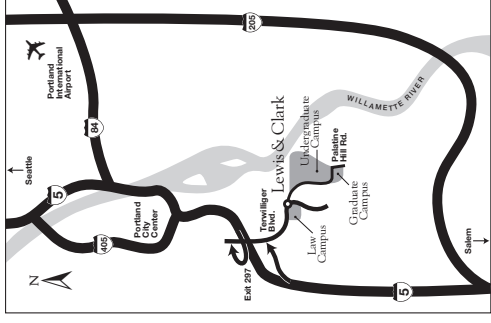
## Undergraduate Campus

- Griswold Stadium, Wilson Field, Fix Track
- Tennis Dome
- Pamplin fitness center, Physical Education and Athletics
- Zehntbauer
- J.R. Howard copy center, Economics, Environmental Studies, Gender Studies, International Affairs, Philosophy, Political Science, Religious Studies, Rhetoric and Communication, Sociology and Anthropology, summer sessions
- Evans (Music)
- Biology/psychology (Biology, math, science, psychology)
- Bodine (Mathematical Sciences)
- Albany (academic advising, Academic Success, career development, community engagement, dean, Dovecote Café, overseas and off-campus programs, Smith Hall, student support services)
- Platt (West and East)
- Roberts Residence Hall (Maggie's Café)
- East Residence Hall (dean of students)
- Howard Residence Hall
- Platt (West and East) Residence Hall
- McKitter (development, institutional research, public affairs and communications)
- Facilities Services (campus planning, transportation and parking)
- Holmes Residence Hall
- Hartzfield Residence Hall
- Forest Residence Halls (student co-op, Tamarack Lounge)
- Estate Gardens
- Frank Manor House (admissions, business office and finance, institutional advancement, president, provost)
- Flanagan Chapel (dean of religious and spiritual life)
- Campus Safety (information)

## Graduate Campus

- South Chapel Annex (human resources, student employment)
- Corbett House
- Corbett Annex
- Rogers (admissions, alumni, center for continuing education, Counseling Psychology, dean, Educational Leadership, registrar, School Counseling, student services, Teacher Education, veterans services)
- Sequoia (College Outdoors)
- York Graduate Center, formerly South Campus (graduate admissions, computer lab, Food for Thought Café)
- Legal Research Center (admissions, bookstore, staff, dean, registrar)
- Boley Library
- Wood (computer lab, legal clinics, student organizations)
- McCarthy
- Gundersheim (alumni, career and professional development services, student organizations)

## Routes to Campus



**Lewis & Clark**  
0615 S.W. Palatine Hill Road  
Portland, Oregon 97219-7899

# **Introduction & Overview Materials**

## Welcome to the MAT at Lewis & Clark!

Welcome to the Middle Level/High School M.A.T. Program at Lewis & Clark College. Together with other preservice teachers across a range of content areas, you are taking the first step towards beginning what we hope will be a lifelong career as a professional educator. Congratulations on your decision to enter this incredibly demanding and immensely rewarding profession!

You were admitted to this program based on the excellence, depth, and breadth of your academic background; the strength of your recommendations; the passion expressed in the essays you wrote; and the way you presented yourself during our interview process. We believe you are a promising teacher candidate, and we intend to invest in your success. In turn, we ask that you fully commit to engaging with your heart, your mind, and your actions in every opportunity this program provides.

Ours is a program that aims to produce more than new teachers; we want our graduates to be change agents, to leave these walls prepared not only to succeed in today's schools, but also to go beyond the status quo for the sake of our youth. Through challenging courses, meaningful assignments, engaging discussions, and a carefully chosen internship placement we will support you in becoming a transformative educator who is dedicated to promoting democratic school reform and social justice in a multicultural society. Over the course of this 14-month program, you will become a thoughtful decision-maker and innovative teacher. While helping adolescents learn and grow using creative and reflective approaches to teaching, learning, and research, you will grow as well. You will have the opportunity to draw upon the resources of an outstanding faculty, your highly capable intern colleagues, and educators and students in the culturally-rich schools in the greater Portland metropolitan area.

This year will also provide you with extensive opportunities to observe accomplished teachers and to develop your craft with the support of a committed mentor teacher. You will also have a supervisor to provide additional feedback in the field. Here on campus, your Content Area Coordinator, Cohort Advisor, and numerous faculty members will challenge you to think in new ways and encourage you to develop strategies as a lifelong learner – all in the interest of you becoming an excellent beginning teacher.

Here's to all that lies ahead!

*Education is not the filling of a pail, but the lighting of a fire.*  
— William Butler Yeats

## Middle Level/High School M.A.T. Program Overview

The Middle Level and High School Master of Arts in Teaching (M.A.T.) program at the Graduate School of Education and Counseling at Lewis & Clark College is a 14-month sequence of courses and field experiences, leading to an M.A.T degree, an Initial I Teaching License with a single endorsement, and two levels of authorization: middle level and high school

### Design Features

Three unique features form the foundation of our program's design:

► ***We emphasize both the development of best practices and pedagogical content knowledge.***

Our students learn about adolescents and their development, learning theory, school systems, issues of equity in schools, institutional racism/sexism/classism/heterosexism/ableism, and the practical knowledge necessary to create and support a thriving community of learners. But unlike many other teacher education programs, we build on the disciplinary content knowledge interns bring to their graduate studies through 13 hours of coursework designed to develop pedagogical content knowledge. These courses emphasize “best practices” which reflect theory, classroom-based research and recommendations from professional organizations such as the National Council of Teachers of Mathematics, National Council for the Social Studies, National Writing Project, National Council of Teachers of English, American Association for the Advancement of Science, and the National Art Education Association.

► ***We prepare teachers to be researchers in their own classrooms.***

Our teacher candidates begin their work in schools by developing their skills as keen observers and active listeners. Drawing from important work in literacy research and classroom practices we prepare interns to become “kidwatchers” in their mentors’ classrooms. They note what they see and hear as they watch students interact with the mentor, each other, and the content area and use those data to inform subsequent pedagogical decision making. In October, interns select a single student to shadow for the day using focused data gathering techniques to understand one student’s literacy. The resulting literacy case study is presented to other ML/HS interns at a November roundtable. In December, as interns take on the role of “lead teacher” for one class period at their internship site, they hone their teacher research skills by gathering data as they teach, including classroom observations, feedback from students, and a variety of assessments to check students’ learning. This data is the basis for the first required Work Sample: a detailed account of the intern’s developing understanding with respect to students, learning, and teaching, including an analysis of pre and post-assessment data during their December teaching. We build on this work in the spring term by continuing to develop interns’ skills as researchers of their classroom practice as they write curriculum and gather and analyze data regarding students’ learning for Work Sample #2. Our expectation is that interns see teacher research as a habit of practice they will continue throughout their teaching career.

► ***We provide students with a yearlong internship in a school site so they can observe and practice within the rhythm and flow of a full school year.***

Our beginning educators step into their internship classroom in late August, where they see the initial preparation for a school year, and they continue in their internship site classroom through the final day of school for teachers. As a result, they come to know their students well and they experience a full year of learning. This emphasis is consistent with current research calling for a greater focus on clinical practice in teacher education. Balanced with rigorous university coursework to help illuminate the patterns interns observe and the interactions they experience in the classroom, and coupled with significant and varied support from mentors, supervisors, faculty, and staff, interns are immersed in the theoretical and practical elements of their practicum placement from fall to spring.

## **Collaboration with Local Teachers, Schools & Districts**

At the center of our work in the M.A.T. program is a collection of strong, professional relationships with our colleagues in local schools and districts. We consistently integrate theory and practice in our program so that our aspiring educators are able to teach effectively in the schools as they exist, and so they can participate in district, school, and community efforts to improve the quality of teaching and learning in the years ahead. The goals of collaboration between the Lewis & Clark Graduate School Middle Level/High School Master of Arts in Teaching Program and selected school districts, administrators, and teachers are as follows:

1. to draw upon the expertise of public school teachers and education faculty to plan and implement cooperatively a research-based, exemplary model of teacher education;
2. to develop a cohesive program of study that fuses knowledge about the purposes of schooling, student development and learning, classroom pedagogy, cultural responsiveness, teacher development and learning, curriculum construction and implementation, and pedagogical content knowledge with the development of professional teaching practices;
3. to create a community of educators who will support preservice teachers through their induction into their careers;
4. to build partnerships with schools and districts in support of teacher learning and development;
5. to improve public school education through the participation of districts, administrators, and teachers in the M.A.T. program;
6. to improve teacher education at Lewis & Clark Graduate School through this collaborative model.

## **Primary Internship**

The primary (“year-long”) internship involves close collaboration between intern and mentor in the classroom, as well as coordination and communication among the college supervisor, Lewis & Clark faculty, the mentor teacher, building administration, Teacher Education Program staff, and the intern. It offers interns the opportunity to experience the rhythms of the school year, to become acquainted with school policies and practices, to meet teachers and other staff, to get to know their students (and the parents of their students) as they move from being an observer (student of teaching) to a more active role in the classroom, and ultimately, take on the role of “the lead teacher.”

## **Fall Other-Level Practicum (Swap)**

In addition to the yearlong internship, M.A.T. students participate in an “other level” Swap practicum. During October and November interns are placed at the other licensure level: high school interns are placed at middle schools and middle school interns are placed at high schools. The purpose of this TSPC-required practicum experience is to provide interns with the opportunity to develop practical knowledge of younger or older adolescents as well as to familiarize interns with the organizational structure, culture, and curriculum at two license levels of education in grades 6-12.



## About the Graduate School

### Vision, Mission & Guiding Principles

Lewis & Clark has been educating teachers and counselors since its earliest days; the Graduate School of Education and Counseling in its present form, however, was established in 1984. That year, graduate programs were consolidated into a single administrative unit and faculty collaborated to create a unified vision for educating students and joining together as a community of scholars and learners. Through this vision, the Graduate School of Education and Counseling has supported the mission of Lewis & Clark by educating thoughtful leaders, innovative decision makers, and agents of positive change in the fields of education and counseling. Our graduates become leaders who actively engage with the communities they serve.

*All Graduate School programs operate within and in support of our common Vision and Mission:*

#### Vision

*We join with students to learn, to serve, and to lead through deep engagement with the self and the world. Together we reach for wisdom, justice, compassion, and bold ideas in education and counseling.*

#### Mission

*The Lewis & Clark Graduate School of Education and Counseling is a community that values the rich diversity of voices and perspectives in a complex world. We reach out to those around us, explore new ideas, and pursue the best practice of education and counseling. We promote open dialogue, inquiry, respect, and social action to enhance the learning of adults and children.*

In addition, the Lewis & Clark Graduate School community has identified nine guiding principles to support our vision and mission. These augment and enhance our fundamental commitment to cultural responsiveness and advocacy grounded in knowledge and respect for the vitality of the diverse cultural, linguistic, and ethnic groups we serve.

- Learning and Living Environments** – Create democratic communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.
- Disciplinary Knowledge** – Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.
- Professional Practice** – Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
- Connection to Community** – Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.
- Professional/Technological Resources** – Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.
- Assessment** – Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.
- Research and Reflection** – Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.
- Leadership and Collaboration** – Lead and collaborate with others to plan, organize, and implement education and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.
- Professional Life** – Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).

## **Graduate School Policies & Procedures**

The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, *The Navigator*, on the graduate school website (see link below). In this handbook you will find information about the academic, registration, and college-wide policies and procedures that guide life on campus, as well as information about the graduate school generally, and resources and tools for planning your course of study. Interns should read this document carefully because you are responsible for abiding by the policies and procedures outlined in it. The Navigator, together with the Graduate School Catalog (see link below), will be helpful throughout the experience at Lewis & Clark. Interns should be sure to read the Statement of Student Responsibilities:

[www.lclark.edu/about/at\\_a\\_glance/consumer\\_information/student\\_responsibilities](http://www.lclark.edu/about/at_a_glance/consumer_information/student_responsibilities)

*The Navigator* includes the following sections:

- About the Graduate School
- Academic Planning and Support
- Academic Policies
- Registration Policies
- College Policies
- Student Resources

Every student enrolled in the Graduate School is expected to know and comply with academic rules established in *The Navigator* and the catalog. A student who is uncertain about the application of the rules to his or her circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

### **Navigator and Catalog**

Below are the links to the Navigator and Graduate School Catalog.

[www.graduate.lclark.edu/student\\_life/handbook](http://www.graduate.lclark.edu/student_life/handbook)

[www.graduate.lclark.edu/catalog](http://www.graduate.lclark.edu/catalog)

Please also see the student life link on the Graduate School website for additional resources: [www.graduate.lclark.edu/student\\_life](http://www.graduate.lclark.edu/student_life)

### **LIABILITY POLICY RE: PRACTICA AND INTERNSHIPS**

All students registered in the college are covered by the college's liability policy during practicum or internship activities that are required by the college as part of their academic program. This liability policy only covers third party actions against the individual and/or the college arising from incidents during the intern's supervised practicum in the school. Injuries to student teachers or interns themselves are not covered by this policy.

### **TRANSPORTATION**

With regard to personal vehicle use, Lewis & Clark College does not provide insurance coverage. Students who transport other students in a personal vehicle, to or from off-campus sites, related to required practicum or internship assignments, are required to have valid insurance coverage.

### **MEDICAL COVERAGE**

Complete information on the medical plan available to Lewis & Clark students and enrollment can be found at the following: [www.lclark.edu/offices/student\\_health\\_services/insurance](http://www.lclark.edu/offices/student_health_services/insurance)

## Core Program

Historically, the GSEC Core Program was founded to provide opportunities for faculty and students across the Graduate School to collaboratively engage in teaching and learning experiences connected to our common work as educators and counselors who are called to serve the broader community. For decades, faculty created classes with a CORE prefix, many offered on the weekends, and students in the Graduate School were required to complete two semester hours of CORE coursework as part of the ML/HS Program.

Over the past two years, the Graduate School community has been immersed in a process of reflection and examination of the Core program. The letter below, sent to all GSEC constituents in June 2013 details the changes and expectations for students enrolling under the new system.

\* \* \* \* \*

*June 6, 2013*

*Dear Graduate Students, Faculty, and Staff,*

*As we open registration for Fall 2013, I am very pleased to write to you about an exciting new development at the Graduate School. Faculty have engaged in a deeply thoughtful process of reflection and inquiry over the last two years to re-envision our Core Program. The changes we have made are based on student feedback and our shared commitment to creating and sustaining innovative programming guided by our collective mission.*

*The new Core Program is built around three principles:*

- (1) The Core Program is rooted in the Graduate School's commitment to equity and social justice in all the professional fields served by our students, faculty, and graduates.*
- (2) Core offerings will engage current issues in the field through an interdisciplinary lens that brings professionals together across specific areas of preparation.*
- (3) Participation in the Core Program will help build the capacity for resilience and renewal in the profession.*

*The new Core Program does **not** involve completing graduate courses for credit. The new Core Program requires that you complete **two Core Units**, as well as attending the Graduate School's Convocation in the year that you enter your program. Convocation participation is not required for inservice teachers (endorsement programs), administrators (IAL and CAL), or doctoral students. There will be no charge to you for **any** of the Core Experiences in the new program, except in cases where special materials are required. In these cases there will be a materials fee and you will know this at the time of registration.*

*You will have a wide variety of options for completing your two Core Units and these options*

*will vary from year to year. Core experiences for Fall 2013 are listed on WebAdvisor and you can register for them just as you would any of your graduate classes. Individual core experiences may be offered in .5 and 1.0 units. You may combine any set of experiences to equal (or exceed) the two unit requirement. Currently, only .5 unit Core experiences are offered; we anticipate adding 1.0 unit experiences in the future.*

*Registration for Core Experiences is offered on a space-available basis and you may register at anytime during your course of study. At the time you wish to graduate, you will need to have completed the two Core Units and attended Convocation. Each Core Experience will be noted on your transcript and you will be able to track your progress using your Program Evaluation in WebAdvisor, just as you track your regular course work and other degree requirements.*

*Students that have already completed the former Core requirement will not be required to take any additional Core Units. Any Core courses that current students have previously completed will be counted toward our new Core requirement (1 credit hour is the equivalent of 1.0 Core Unit).*

*Please consult with your program advisor for guidance and additional information as you consider your options in the new Core Program.*

*My best wishes for a wonderful year at the Graduate School.*

**Scott Fletcher**

*Dean of the Graduate School of Education and Counseling*



## Intern Support: Roles & Responsibilities

**Content Area Coordinators** serve as the key faculty point people in the program, providing support for interns regarding the academic program as well as the internship. Content Area Coordinators also serve as the first point of contact for mentors and supervisors. They work closely with the Director of Strategic Placement and Partnership to match interns with mentors and to strengthen Lewis & Clark's collaboration with our public school colleagues.

Responsibilities include:

- meeting with interns at Orientation to provide content-specific details and information;
- helping secure placements for all interns in content area;
- teaching pedagogical content courses: FALL- Teaching (Content Area) to Adolescents (579) and SPRING - Curriculum & Inquiry (564);
- supporting and sometimes teaching content area electives; 6 semester hours of content area course work is required over the course of the program;
- answering questions about content area courses or content area testing ;
- selecting, assigning, and supporting supervisors;
- meeting with MAT candidates to discuss teaching or issues related to content;
- communicating regularly with mentors and supervisors in support of internship expectations; this includes hosting meetings in August and March with interns and mentors as well as a meeting for mentors and supervisors in January;
- serving as the first point of contact for any questions or concerns that might arise;
- observing MAT candidates in the field on an as needed basis;
- writing letters of recommendation for interns in the content area, by request.

**Mentors** are talented veteran teachers selected based on evidence of their success in the classroom combined with a recommendation from local administrators and/or colleagues. Strong mentors play a vital role in the intern's development over the course of the year.

Responsibilities include:

- meeting with the intern in the summer to confirm placement;
- coordinating with the intern at the end of the summer to clarify roles and responsibilities for the start of school;
- introducing the intern to various constituents in the school community;
- making time for regular conversation with the intern related to the work of teaching, especially planning and providing feedback;
- supporting the yearlong internship as it evolves from a focus on observation to the interns taking on the role of "lead teacher";
- providing positive support, ongoing critique and a willingness to recognize interns as beginners;
- creating opportunities for co-planning as well as co-teaching;
- providing feedback on both Work Samples and meeting in 3-way conferences for each with the intern and supervisor;
- evaluating the intern's progress using the ITP;
- participating in a mentor meetings, three times throughout the year of the internship (August, January, and March) – all designed to help mentors understand program expectations; share with other mentors the successes, challenges and strategies of mentoring; and work with Graduate School faculty to support interns' development of the competencies listed on the ITP;
- writing a letter of recommendation for the intern, which is typically written in May.

**Supervisors** provide field-based support and guidance through classroom observation and detailed feedback to interns. Experienced teachers, often retired, supervisors visit interns at least 6 times at their placement site over the course of the school year. Two keys to successful supervision are flexibility and availability.

Responsibilities include:

- participating in four professional development meetings on the Lewis & Clark campus over the course of the year;
- conducting the first observation visit in December to establish a relationship with the intern and mentor, to observe the intern teaching his/her first Work Sample, providing early assistance as needed;
- completing at least six visits, including the one in December, to formally observe the intern and provide a brief written report for each observation (note –interns should email lesson plans the night before observation);
- checking-in with the mentor during each visit to determine how the intern is progressing using the ITP as a guide;
- reading both Work Samples and discussing this work with the intern;
- supporting the scheduling of 3-way conference between the intern, mentor and supervisor (triad) for each Work Sample as well as the summative evaluation at the end of the year;
- writing a letter of recommendation for the intern -- typically during the month of May.

**Cohort Advisors** act as the “homeroom teachers” for the three Cohorts in our M.A.T. program. Each Cohort Advisor works with a designated cohort for the entire year. They teach the Fall & Spring “Field Experience Seminar” course for that cohort and work with Content Area Coordinators to support their group of interns both academically and professionally.

Responsibilities include:

- collaboratively designing and teaching ED 553 (Fall) and ED 554 (Spring), a seminar course designed to support student teaching as well as the intern’s developing understanding of the teaching profession including: teacher identity, professionalism, socialization, creating democratic learning communities, renewal, and education reform;
- providing regular information about the M.A.T. program through the various phases, including testing, graduation, the job search, and licensure;
- meeting with interns individually, as needed;
- observing MAT candidates in the field, as needed.

**Clinical Coordinator** provides leadership for elements of the MAT directly tied to the field,-acting as the primary liaison between our program and the schools. The Clinical Coordinator works closely with the Director of Strategic Partnership and Clinical Placement as well as faculty, interns, mentors, and supervisors to address concerns about an intern’s placement and/or performance in the field.

Responsibilities include:

- troubleshooting field-related issues with interns, mentors, supervisors and/or faculty;
- facilitating meetings of interns, mentors, supervisors and/or faculty to resolve field-related issues;
- assisting with changes of placement when warranted;
- observing MAT candidates in the field on an as needed basis;
- developing plans to support interns in the field, should the need arise;
- supporting the licensure process.

**Program Director** works with faculty and interns on academic and policy issues related to the M.A.T., taking the lead in internal program evaluation and accreditation. The Program Director also works to foster and further develop mutually beneficial professional relationships with local schools. When interns encounter an issue related to the MAT program that they cannot resolve by speaking to the party(ies) involved, they should speak to the program Program Director.

Responsibilities include:

- meeting with interns and/faculty regarding program-related issues;
- leading the admissions process;
- collecting internal data to support program improvement;
- writing reports associated with strategic planning and accreditation;
- working with program faculty to produce the annual handbook;
- maintaining relevant content on the program web-site.

**Summer Program Director** takes on the responsibilities of the Program Director from May until August. Content Area Coordinators, the Clinical Director, and the Program Director will continue to be on call should issues arise that require consultation with the Summer Program Director.

Responsibilities include:

- leading Orientation;
- supporting the licensure process, as needed;
- serving as point person for Summer faculty;
- collaborating with the Program Director on annual report writing;
- meeting with interns and faculty throughout the summer on an as needed basis.

**Director of Strategic Partnership and Clinical Placement** works with Content Area Coordinators, Clinical Coordinator and appropriate school district personnel to secure internship placements, including the other level (SWAP) placements which occur in the fall. In addition, the Director works with faculty to develop and sustain our collaborative efforts with school districts.

Responsibilities include:

- managing the Graduate School's local K-12 partnerships at the institution level;
- strategizing and troubleshooting regarding field-related issues with Clinical Coordinator, Program Director, and Content Area Coordinators;
- facilitating meetings with new and existing school and district partners;
- maintaining data about Lewis & Clark presence in K-12 schools and district across programs.

**Teacher Education Chair** leads the department as a whole and is available to meet with interns regarding any issue if he or she feels their concerns have not been adequately addressed by the faculty listed above



## Middle Level/High School M.A.T. Program

### FAQs

**Q: When do I need to have my testing done?**

The answer to this question depends on the test. Basic Skills Tests are required for admission. Civil Rights must be completed prior to Thanksgiving, before interns teach their first Work Sample. Content tests must be completed prior to licensure. The same is true for the *NES: Elementary Test: Subtests 1 & 2*, required for all teacher candidates pursuing authorization at the middle level. The bottom line is that interns are well served by completing all testing at the earliest possible date. Failing to do so can result in a delay of licensing at the end of the program. Test scores can be viewed in WebAdvisor under “Tests.”

**Q: Why do we need to take an “elementary” test?**

The state of Oregon requires any teacher seeking a middle level authorization must complete a multiple subjects test. Currently, the *NES Elementary Test: Subtests 1 & 2* is the only test that the state will accept. NOTE: If you have no interest in adding the middle level authorization, you are not required to take the test. However, in general, we recommend that teacher candidates complete the test so that they have every possible option available to them when seeking a teaching position.

**Q: How many times can I be absent from a class?**

The M.A.T. is a condensed and intensive program. Many courses meet only once a week, in which case missing one class is more like missing one week of a course (which can range from 5%-20% of the total meeting time). For this reason, interns are discouraged from missing *any* class unless the situation is particularly urgent. Individual faculty have their own policies regarding absences; few will tolerate more than one. That said, we know that life goes on during the M.A.T. Significant family events will occur, both planned and unexpected, weddings and funerals being among the most common. A few of you will become very ill at some point in the year and will need to miss a class for the sake of all of us. This is a long way of saying that interns should only miss a class when they absolutely must. So please don’t decide to skip simply because you are feeling run down or have a headache or just need some personal time. As teachers, there are many days when we simply must push through for the sake of our students, and that practice begins as an intern in the M.A.T. program.

**Q: Where can I get help with my writing?**

Many faculty members will be happy to provide support for the writing assignments in their individual classes. However, for students looking for additional support, please contact:

John Holzwrth, Director of the CAS Writing Center – [holzwrth@lclark.edu](mailto:holzwrth@lclark.edu) 503-768-7503

Students interested in further developing their writing skills might want to enroll in some writing sessions offered through the Core program.

**Q: How should I dress as a student teacher?**

While the expectations may vary a bit from one school to the next, generally speaking interns should dress in a style referred to as “business casual” – modest, clean, and tidy. We recommend refraining from t-shirts, torn jeans, and any other attire that might prove



distracting to your students. Know that teenagers will always inspect their teacher's clothing choices; your goal is to give them nothing to talk about.

**Q: What if I have a conflict with my mentor or my supervisor?**

Honest and frequent communication between the intern, mentor, and supervisor is the best assurance that the internship assignment will be a successful one. However, even in the best of situations, problems can arise. If the intern, mentor, or supervisor encounters or suspects a problem, we encourage them to address concerns directly with the party involved. If this strategy proves unsuccessful, then they should contact the Content Area Coordinator. Our program policy is to hold a problem-solving meeting, facilitated by the Content Area Coordinator, to discuss and resolve the situation. If the problem persists, the Content Area Coordinator will then investigate the situation, converse with all concerned parties, and work out an agreement that addresses the concerns. If an agreement cannot be reached, the Content Area Coordinator, in consultation with the Clinical Coordinator may recommend that the placement or supervisor assignment be changed. This decision will then be communicated to all parties and a new placement for the intern will be found and/or a new supervisor will be assigned.

**Q: When do I apply for my license?**

Lewis & Clark will recommend you to TSPC for a license in late June, provided all of your testing and other required documentation is complete and submitted to the Teacher Education office. This includes grades in your Spring courses, both Work Sample checklists (with the form for the 3-way conference attached), all six observation reports from your supervisor, both Formative ITP forms, and your Summative ITP. You can apply for your license once you receive a "Congratulations!" email from Sharon Chinn, Director of Educational Career, Licensing, and Accreditation Services. Please do not attempt to do so before receiving this email.

**Q: When should I apply for jobs?**

Opportunities to apply for jobs can surface as early as January or February. However, it is difficult for your mentor, supervisor, or Content Area Coordinator to write you strong, detailed letters of recommendation at this point in the year because you will only have been teaching one class and only for a matter of weeks. Lewis & Clark hosts a Metro Educators Fair in early March that serves as an introduction to the job search for many of our interns. In April, the Oregon Educators Fair takes place at the Convention Center and most interns choose to participate. Jobs will be posted on-line throughout the spring and summer. For those interested in working for Portland Public Schools, they generally post later in the summer than most.

**Q: Will adding endorsements to my license make me more marketable?**

After you have your earned initial license, you can add many content area endorsements simply by taking a test – Basic Mathematics, for example. Be aware that you should only add endorsements (particularly in shortage areas) for things you truly want to teach. The same holds true for in-service endorsements such as ESOL and SPED. These endorsements require additional course work as well as a practicum. Some of the coursework in your M.A.T. program will apply to these "add-on" endorsements. So although you cannot complete the endorsement during your M.A.T program, you can get started.

# **Phases of the M.A.T.**

## Phases of the M.A.T. – Middle Level/High School

Preparing to Teach	Observing & Assisting	Co-Planning & Co-Teaching	Teaching 1 <sup>st</sup> Work Sample	Refining the Work	Teaching Full-Time	Completion & Licensing
<u>1<sup>st</sup> SUMMER:</u> <i>June - August</i>	<u>FALL:</u> <i>late Aug - October</i>	<u>FALL:</u> <i>October &amp; November</i>	<u>FALL:</u> <i>December</i>	<u>SPRING:</u> <i>January - March</i>	<u>SPRING/2<sup>nd</sup> SUMMER:</u> <i>April - June</i>	<u>2<sup>nd</sup> SUMMER:</u> <i>June-July</i>
Interns complete initial coursework in writing, foundations, adolescent development, ESOL, and their content area. They meet their potential mentor and secure their student teaching placement. Once placed, interns and mentors confirm expectations for the first week of school.	Interns participate in “start-of-school” activities, spending extra time at their site in the morning during the first week after Labor Day. Mentor and intern determine the first class that the intern will teach. Intern spends 7-10 hours per week (across 3 mornings). Beginning in October, intern goes to SWAP site each Monday.	In anticipation of the 1 <sup>st</sup> Work Sample, mentors and interns are taking time to plan together, to co-plan lessons for the intern to try teaching and are possibly co-teaching some lessons together. The mentor and intern determine a rough plan for the 1 <sup>st</sup> Work Sample. Intern develops and submits “Plan for Teaching” using the principles of backward design.	Interns take on lead teacher role for one class period between the Thanksgiving and Winter Breaks. These 3+ weeks of teaching provide the data for the first Work Sample. Using the ITP as a guide, mentors observe weekly during this period and supervisors conduct their 1st observation. Interns use data to make instructional decisions and reflect on their experience.	Interns submit WS #1 and revise as needed. Mentors and interns plan for teaching of WS #2 sometime in February. Using the ITP as a guide, interns collaborate with supervisors and mentors to identify areas of focus (ex. planning, facilitating groups, questioning strategies, etc.). In March, interns complete formative ITP evaluations with their mentors and supervisors.	Interns transition gradually to ¾ teaching load following Spring Break. This might require working with a 2 <sup>nd</sup> mentor. Interns are now at their site full-time contract hours. Graduate coursework is diminished, but ongoing. Work Sample #2 is revised and discussed in a triad conversation with mentor and supervisor. Interns complete their Spring coursework.	Interns participate in commencement. They finish teaching and grading at their site, participating in all end-of-year activities. They complete summer coursework consisting of Classroom Management Workshop, culturally responsive teaching, and 1-2 content courses (depending on their designated content area). L&C prepares license paperwork.
<u>Transition Gates:</u> <ul style="list-style-type: none"> <li>• completion of summer coursework</li> <li>• demonstrated professionalism at LC</li> <li>• placement secured at local school</li> </ul>	<u>Transition Gates:</u> <ul style="list-style-type: none"> <li>• demonstrated professionalism at LC and placement site</li> <li>• demonstrated knowledge of students and teaching environment (names, schedule, practices &amp; procedures, etc.)</li> </ul>	<u>Transition Gates:</u> <ul style="list-style-type: none"> <li>• WS #1 Plan for Teaching</li> <li>• Civil Rights Test complete</li> <li>• completion of SWAP portfolio</li> </ul>	<u>Transition Gates:</u> <ul style="list-style-type: none"> <li>• successful teaching of plan and lessons for WS #1</li> <li>• collection of student as evidence of learning</li> <li>• submission of 1<sup>st</sup> supervisor report</li> <li>• Fall coursework</li> <li>• mentors in classroom as need</li> </ul>	<u>Transition Gates:</u> <ul style="list-style-type: none"> <li>• submission and revision of WS #1</li> <li>• triad conversation for WS #1</li> <li>• completion of formative ITP with mentor on 3/5/14</li> <li>• submission of WS #2</li> <li>• completion of formative ITP with supervisor prior to Spring Break</li> </ul>	<u>Transition Gates:</u> <ul style="list-style-type: none"> <li>• revision of WS #2</li> <li>• triad conversation for WS #2</li> <li>• successful ramp-up to ¾ teaching load following Spring Break</li> <li>• supervisor completes mid-Spring electronic ITP feedback</li> <li>• supervisors finishes last of 6 visits.</li> </ul>	<u>Transition Gates:</u> <ul style="list-style-type: none"> <li>• summative ITP with mentor and supervisor</li> <li>• content-related testing completed</li> <li>• NES Elementary test completed for all seeking ML level of authorization</li> <li>• Spring &amp; Summer coursework complete</li> </ul>

## PHASE 1: Preparing to Teach

— 1<sup>st</sup> Summer: June - August —

*Interns complete initial coursework in writing, foundations, adolescent development, ESOL, and their content area. They meet their potential mentor and secure their student teaching placement. Once placed, interns and mentors confirm expectations for the first week of school.*

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This first phase of the M.A.T. serves as the “getting-to-know-you” period for everyone involved in the program. In addition to the formation and confirmation of mentor/intern pairs, cohorts as well as content groups meet for the first time and begin developing their own collective identities. The relationships formed during these first few months can last throughout one’s teaching career.

The M.A.T. differs from many other master degrees in that it is a professional development and licensure program, meaning that completing academic coursework is only one portion of the degree requirements. Teacher candidates are expected to conduct themselves as professionals at all times in our program.

**INTERNS** attend Orientation as a kick-off to the M.A.T. experience. Over the course of the summer term, they will be building foundational knowledge and refining professional skills critical to their work as teachers. It is important that M.A.T. candidates use the summer weeks to become familiar with the Lewis & Clark campus. Once they have secured a student teaching placement, we also recommend interns make an effort to tour the neighborhoods surrounding their school placement site.

Phase 1 of the M.A.T. program also provides an opportunity for new teachers to carefully consider, visualize, and begin practicing the professional educator they want to be—the philosophy, style, voice, attitude, dispositions, etc.—and to begin developing their professional practice with their new colleagues on campus. Academically, this is a time when some interns find they may need some support, particularly with writing and managing a graduate level workload. We encourage all interns to reach out to faculty for the support they need, sooner rather than later.

**MENTORS** meet their interns during this period and make their plans for the start of school. Mentors also attend the “mentor/intern” Meeting in late August with their interns. In that meeting we review expectations for the program and gather as Content Area Groups so that all of the mentors in the different disciplines have a chance to meet, share experiences, and ask subject-specific questions that may surface as the school year begins.

**SUPERVISORS** are generally being contacted by Content Area Coordinators during this phase of the program. However, in most cases, they will not yet have been matched with specific interns. These pairings occur during Phase 2, prior to the first supervisor meeting in September.

## **Transition Gates:**

- ***Completion of summer coursework***

Teacher candidates should complete all coursework with a grade of “B” or better. They must clear any grades of incompletes before beginning their practicum in a local school.

- ***Demonstrated professionalism at L&C***

Teacher candidates conduct themselves as professionals in all of their dealings on campus, both during and outside of class. They communicate in a direct and timely fashion with faculty regarding any special circumstances that might arise. They serve as reliable colleagues for their classmates when it comes to any group assignments or projects.

- ***Placement secured at local school***

Teacher candidates complete a placement survey once they have confirmed enrollment at Lewis & Clark. Content Area Coordinators and the Placement Director use this information, along with data from an intern’s admissions file, to make the best possible match with a mentor. The typical process is as follows:

- Content Area Coordinators develop a pool of potential mentors and submit the names to the Placement Director.
- The Placement Director requests specific mentor placements from the school district offices or in some cases may be allowed to make direct requests to schools. If necessary, requests are then sent to the school level from the district offices. At that point, information about the design of our M.A.T. program and internship is also provided to districts and schools.
- Once mentors have been approved by the district/school, Content Area Coordinators match mentors with interns and send the intern’s resume to the mentor for review. When the Lewis & Clark placement office receives confirmation that the mentor is willing to consider the placement, the intern is notified by e-mail.
- Interns contact the mentor as soon as possible to arrange an appointment to meet and ensure the intern and mentor will form a good team for the coming school year.
- After the interview, the intern and the mentor each notify the Placement Director by e-mail or phone regarding how the interview went. The intern and mentor need to agree that they want to work together. In the event there is not agreement, the Content Area Coordinator will work with the Placement Director to locate a new placement.
- *Please note: It is imperative that interns do not contact teachers or schools regarding a placement. If an intern has a specific school or teacher in mind, please share this information with the Placement Director.*
- In some cases, securing a placement can prove challenging. The Lewis & Clark staff will do everything in our power to find a strong match. In very rare cases, if numerous potential mentors meet with the same intern, but none of them believes the intern is a suitable match, the Content Area Coordinator and Placement Director will meet with the intern to discern next steps.

## PHASE 2: Observing & Assisting

— Fall: late August - October —

*Interns participate in “start-of-school” activities, spending extra time at their site in the morning during the first week after Labor Day. Mentor and intern determine the first class that the intern will teach. Intern spends 7-10 hours per week (across 3 mornings) at their site. Beginning in October, intern goes to SWAP site each Monday.*

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Interns enter the classroom during Phase 2 and experience Lewis & Clark’s approach to student teaching. We take a different tact from many teacher preparation programs in the region, based on our belief that being a “student of teaching” grounds preservice teachers in habits of inquiry, a deep understanding of young people, and the craft and theory of teaching. Research in teacher preparation and follow-up studies of our graduates indicate that this approach prepares beginning teachers for the difficult and complex work of teaching and provides them with a foundation that keeps our graduates in the education profession.

Rather than completing two shorter periods of student teaching with full teaching loads, our interns participate in a year-long practicum as well as a short immersion experience at the their second level of authorization—something we refer to as “Swap”: those with a primary placement in a high school do their “Swap” at a middle school and those with a primary placement in a middle school do their “Swap” at a high school. We are committed to engaging interns in meaningful learning experiences that will support their development as reflective practitioners who are committed to creating learning communities that honor and support student learners and the diverse perspectives they bring to the classroom.

**INTERNS** spend additional time at their placement site to support a successful start of the school year. During the last week of August planning days, they should expect to spend 12-15 hours engaged in the following activities:

- assisting their mentor teacher in preparing the classroom for the year
- attending school-based faculty and team/PLC meetings
- discussing yearlong instructional planning with their mentor
- becoming familiar with the curriculum associated with their mentor’s teaching assignment

During the first week of school, after Labor Day, they should plan to spend the morning at their internship site; they will have graduate classes in the afternoon. The focus of this observation should be the following: engaging in targeted observations to support knowing students well, establishing classroom routines, and fostering inclusive classroom culture.

After the first week of classes, interns are expected to spend **7-10 hours** each week at their placement site. (Note: interns will be doing their “Swap” practicum on Mondays.) Interns can use this time to:

- Take attendance.
- Give directions for assignments, group work, and homework.
- Collect and return student work.

- Read and evaluate student work (*however, the intern should not be expected to grade all of a mentor's papers*).
- Meet other faculty and staff in the school—*especially the SPED (Resource Room) and ELL staff to learn about support for students with special needs*.
- Meet the school librarian and learn about the library.
- Meet the person who schedules technology and/or audiovisual equipment and learn how to access these resources.
- Operate available classroom equipment, become familiar with technology available in the school site, and know how technology is used in your content area.
- Write instructions on the board, overhead projector, or other equipment (*recommendation: seek out your mentor's assistance regarding the legibility of your writing, correctness of spelling, and the "organization" of your instructions*).
- Use the photocopy machine (interns should learn all sign-up procedures or other checks associated with making copies).
- Visit other classrooms (we encourage you to consult with your mentor about which classrooms to visit, including other teachers in the content area, and if possible, to observe some of the students with whom you work in other content area classes; and if there is a fellow intern in the building, we encourage interns to visit each other's classrooms).

**MENTORS** Discuss a schedule with the intern that will satisfy the 7-10 hour requirement, your needs, the L&C course schedule, and the following expectations:

- **Establish a regular conference period with the intern.** (This is possibly the most important thing you can do for your intern during this Phase.) This could be two 15-minute periods during your prep period or before or after school, or any other regular period of time (at least 30 minutes per week) when you and the intern meet face-to-face specifically to discuss issues related to teaching.
- Try to obtain a mailbox for the intern, or have the intern's name added to your box. Check with your school regarding the procedures for interns to sign in and out of the building. If at all possible, please arrange to provide a desk for your intern and a place for their coat, books, etc.
- Introduce the intern to all students. It's important you introduce the intern as a teacher.
- Show the intern how to use the school's attendance system, how you record absences and tardies, etc.
- Help the intern become acquainted with the school's grading requirements. If permitted, interns may enter grades in the school's system; they are encouraged to keep their own computer system or grade book as back-up.
- Support the intern in learning the names of students in their "primary" observation class (the one in which they will begin teaching in November/December), so they can tell who is absent without a seating chart. *Interns should get to know these students by working with them in the classroom (tutoring, small group work, taking attendance, entering grades, and returning students' work).*
- Introduce the intern to other teachers, the administration, and staff. If you work with students who receive services for special needs, please introduce interns to the teachers and staff who provide these services.
- Recommend colleagues the intern should visit. We encourage them to see other teachers in the content area, and if possible, to observe some of the students with whom they work in other content area classes.

**SUPERVISORS** attend the first professional development meeting for all Middle Level/High School and Early Childhood/Elementary Level supervisors. This takes place in late September on the L&C campus. Most likely, supervisors will have been in conversation about the teacher candidates that have been assigned to them. Regardless, at the September meeting, all supervisors will receive the names, resumés, and contact information for the interns they will be supervising.

**Transition Gates:**

• ***Demonstrated professionalism at L&C***

Teacher candidates conduct themselves as professionals in all of their dealings on campus and at their school site. They interact regularly with their mentor about expectations, instructional planning, and their role in the classroom. Interns continue to communicate in a direct and timely fashion with Lewis & Clark faculty as well as their mentor regarding any special circumstances that might arise. They maintain a reliable schedule of 7-10 hours per week in the morning at their school site. Interns dress in a manner befitting a new teacher, meaning clean and tidy, involving nothing that might prove distracting for a teenager.

• ***Demonstrated knowledge of students and teaching environment  
(names, schedule, practices & procedures, etc.)***

Teacher candidates are applying what they have learned through graduate coursework at their teaching site. They are building relationships with students as well as fellow teachers – learning their names, interests, hobbies, habits, and idiosyncrasies. They are learning classroom routines and how to implement them. They become acquainted with the adopted instructional materials and course curriculum for the course for which they will become “lead teacher” in November/December. They attend department and faculty meetings as their graduate courses allow (i.e., interns should not miss any L&C classes to attend meetings or events at their middle or high school practicum site). They learn the schedule at their placement site.



## PHASE 3: Co-Planning & Co-Teaching

— Fall: October & November —

*In anticipation of the 1<sup>st</sup> Work Sample, mentors and interns are taking time to plan together, to co-plan lessons for the intern to try teaching and are possibly co-teaching some lessons together. The mentor and intern determine a rough plan for the 1<sup>st</sup> Work Sample. Intern develops and submits “Plan for Teaching” using the principles of backward design.*

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Phase 3 involves interns playing a more active role in the classroom and beginning to develop their skills as teacher researchers. Teacher candidates continue to spend 7-10 hours (across 3 mornings) per week at their placement site. They also continue at their “Swap” placement every Monday and complete their “Swap” experience during Phase 3, culminating with the completion of their “Swap portfolio.”

Interns are now discussing all aspects of instructional planning with their mentor and frequently assisting by working with small groups or individuals who need additional support. They regularly take responsibility for a range of classroom routines such as attendance, reviewing homework, launching group activities, direct instruction, class openings/closings, whole group discussions, mini-lessons, etc. Depending on the interests of the mentor and intern, the pair will engage in various levels of co-planning and co-teaching. There are no hard and fast rules here. However, we do believe it is important for interns as well as mentors to have experience with both.

Although interns will be doing more teaching during Phase 3, they will still have a full load of graduate course work. Towards the middle of Phase 3, preparation begins in earnest for the 1<sup>st</sup> Work Sample (taught between Thanksgiving and Winter Breaks). Mentor and intern collaboratively discuss the plan for these 3+ weeks of instruction, including the selection of curriculum materials and assessment. While we do want interns to assume increased responsibilities in the classroom as preparation for taking on the role of “lead teacher” and teaching their first Work Sample, they cannot be expected to prepare to teach on a regular daily basis until after Thanksgiving.

As interns develop their “Plan for Teaching” for Work Sample #1, they will use a “backward design” approach. This method, originally articulated by Grant Wiggins and Jay McTighe in their book, *Understanding by Design*, challenges some traditional assumptions about curriculum planning. Instead of creating a list of topics to teach, the educator starts with the goals and works backwards. Wiggins and McTighe offer a three-stage process that we strongly support in our program: 1) **identify desired results** (*articulate learning objectives*), 2) **determine acceptable evidence** (*create appropriate and aligned assessments*), and 3) **plan learning experiences** (*develop a series of lessons to support student success*).

**INTERNS** are encouraged to take the initiative in scheduling time to talk with their mentor about planning and taking on additional responsibilities in the classroom. As they begin discussing the Work Sample in their L&C courses, they will want to collaborate with their mentor about developing the unit plan for the Work Sample.

- Plan mini-lessons or activities that you implement in the classroom.
- Plan a full lesson with your mentor and try teaching it; debrief with your mentor.
- Identify the topic for your Work Sample early on and begin researching instructional ideas that you might want to incorporate.

- Begin thinking about how you might differentiate your Work Sample instruction for the students in your classroom.
- Share drafts of the various elements of your Plan for Teaching with your mentor so that you can receive feedback prior to submission to your Content Area Coordinator in mid-November.
- Continue to visit other classrooms.

**MENTORS** dedicate special time and attention to working with interns on planning, unit plans as well as daily lesson plans. Specifically consider the following:

- Show the intern how you write a lesson plan, what is included and what is not included. Talk about how you decide what to teach—and what to leave out.
- Discuss the factors that influence your instructional decision making (EX. state standards, district scope and sequence, department curriculum, etc.)
- Encourage interns to teach mini-lessons or other portions of a class period. We ask that you co-plan these lessons so that interns can learn from you about the planning process and then implement the lesson. Note: interns may also be asked to do this teaching as part of their content area course.
- Meet with the intern to review a lesson plan and make any needed adjustments prior to teaching it. *If possible, do this a day in advance. After observing the lesson, provide feedback. If the schedule permits, we encourage teaching the lesson to a second class.*
- Support the intern in the planning and teaching of a full class period, but not more than once per week.
- Discuss the curriculum focus for when interns take on the role of “the lead teacher.”
- Make yourself available for input and feedback as the intern develops the “Plan for Teaching” for Work Sample #1

**SUPERVISORS** attend the second professional development meeting for all Middle Level/High School and Early Childhood/Elementary Level supervisors. This takes place in mid-November on the L&C campus. Make contact with the intern to schedule the first classroom observation during the teaching of Work Sample #1.

### **Transition Gates:**

#### **• Work Sample #1 “Plan for Teaching”**

In their 579 classes, interns will submit a “plan for teaching” for their first Work Sample. The specific requirements vary somewhat by content area. However, each includes a description of the unit, standards alignment, a calendar, and sample lessons.

#### **• Completion of Swap Portfolio**

As part of ED 553, teacher candidates will complete their Swap portfolio.

#### **• Civil Rights Testing**

All interns must complete their Civil Rights Testing prior to taking on responsibilities as “lead teacher.” This is a TSPC requirement.

## PHASE 4: Teaching the 1<sup>st</sup> Work Sample

— Fall: December —

*Interns take on lead teacher role for one class period between the Thanksgiving and Winter Breaks. These 3+ weeks of teaching provide the data for the first Work Sample. Using the ITP as a guide, mentors observe weekly during this period and supervisors conduct their 1st observation. Interns use data to make instructional decisions and reflect on their experience.*

Phase 4 marks a critical transition in the M.A.T. program. The triad of intern-mentor-supervisor is formed during this period as supervisors make their first official observation. While interns teach their 1<sup>st</sup> Work Sample, they are demonstrating to their mentor and supervisor as well as the students in the classroom their capacity to take on the role of “lead teacher.” Ideally, the class that the intern takes on at this point in the program is one that they can work with until the end of the school year. If all goes well, they will teach this course on a daily basis until June. The “lead teacher” role includes planning and assessment as well as instruction. The intern and mentor will also want to coordinate about how best to communicate with parents and other school staff about the transition. It is our expectation that the intern work closely with the mentor to ensure all curriculum and school policies are being followed. We recognize that, legally speaking, mentors hold responsibility for what occurs in their classrooms.

The 3+ weeks associated with the 1<sup>st</sup> Work Sample can be a bit bumpy as interns confront the realities of teaching on daily basis. Making plenty of time for mentor/intern conversations can help smooth the transition. In an effort to improve communication, interns will create a Google docs folder that is shared with their mentor, supervisor, and Content Area Coordinator. Here, they will save all lessons by course and date for the duration of the academic year so that they are available for review at any time. Before leaving for Winter Break, interns should have finished the teaching of their Work Sample unit.

**INTERNS** are at their placement site full-time hours during the teaching of the 1<sup>st</sup> Work Sample. They should use this time primarily for work related to planning and assessing student learning. Below is a list of tasks interns will want to attend to during this time.

- Provide your mentor with a finalized copy of your Plan for Teaching.
- Write a lesson plan for each class period you teach and review the plan with your mentor prior to teaching.
- Make notes and/or write reflections on your lesson plans after you teach. Check with your Content Area Coordinator regarding expectations about these reflections.
- Respond to and assess student work in a timely fashion, ensuring that your students receive feedback that is useful to them.
- Collect student learning data for your Work Sample; details regarding data collection will be provided by your Content Area Coordinator in your 579 course.
- Work with your mentor to film your teaching during one class period in December. *We recommend you wait until at least your second week of teaching before filming.*
- Meet regularly with your mentor in support of your teaching.
- Observe your mentor or another colleague teach another section of the course you are teaching.
- Use the time at your internship primarily to focus on work that supports your teaching.

**MENTORS** are supporting the transition of the intern from the role of co-teacher to lead teacher for one class period. Below is a list of suggestions to consider and attend to while the intern engages in teaching their 1st Work Sample.

- Review intern's finalized Plan for Teaching, which includes the curriculum requirements you provided, as well as what interns have learned about teaching, planning and assessment in their content area course. Content Area Coordinators provide a format as well as support for the development of this plan in their fall course. ***Note: interns are expected to meet your requirements regarding curriculum and time lines, but we ask that you support interns in developing their own approaches to the content. We encourage interns to draw on your expertise and resources, but we also want them to learn how to develop their own strategies and resources.***
- Require and review intern's daily lesson plans, and if needed, suggest adjustments. Lesson plans must be written for each class period the intern teaches. Interns are required to keep a copy of each plan in a shared "Google docs" folder. Content Area Coordinators will provide guidance for the lesson plan format.
- Discuss grading practices and policies. We encourage mentors to work closely with interns around the challenges of grading and responding to the student work they assign during this teaching period.
- Provide information for the intern about policies, procedures, and the location of appropriate forms, including the following:
  - contacting parents about students' absence, quality of work, missed or late assignments, behavior, etc.
  - fire drills
  - student health information; what to do if an emergency occurs in a classroom (e.g. a nosebleed, a fist fight, a student with epilepsy)
  - confidentiality (a student asks for help with a drug problem, information about abortion, reports abuse at home)
  - appropriate action if a student is injured in class or on a field trip
  - accessibility to students who require extra help
  - use of technology in your department and school
- Work with the intern regarding how to handle parent contacts and communication.
- Observe the intern teaching and provide feedback using the competencies on the Intern Teaching Profile (ITP) found in the Documents & Forms section of this handbook. We urge you to identify strengths as well as areas for growth.
- Support the intern in filming their teaching during one class period in December.
- Encourage the intern to observe a particular lesson you are teaching and/or visit other classrooms.
- Consider stepping out of the classroom as much as possible while the intern is teaching. ***We know this can be challenging but we encourage you to begin now so that as the intern's teaching continues, both of you will feel comfortable with the intern being the only teacher in the room.***

**SUPERVISORS** make their first official classroom visit as interns transition into the role of "lead teacher." This first observation is an opportunity to experience the classroom in which the intern works, connect with the mentor, observe the intern teaching the 1<sup>st</sup> Work Sample, and provide feedback based on your initial impressions. Below is a list of guidelines and tasks to consider:

- For this and all subsequent visits, sign in at the Main Office to pick up a visitor's pass if needed.
- In December, please be sure to meet the mentor, introduce yourself, let the mentor know how much we appreciate their work with the intern, and create an opportunity to learn about what the mentor is seeing. *(The intern may be included in this meeting.)*

- Have your handbook available, should questions about the program arise. If you don't know the answers to intern or mentor questions and can't find them in the handbook, feel free to direct the questions to the intern's Content Area Coordinator or the Clinical Coordinator.
- Discuss with the intern and mentor the overall unit plan for the 1<sup>st</sup> Work Sample, including student learning objectives and assessment procedures.
- Write up your observation report soon after the visit and email it to the intern, mentor, Content Area Coordinator, and Teacher Education Office (lcteach@lclark.edu).

### **Transition Gates:**

- ***Successful teaching of plan and lessons for WS #1***

Work Sample #1 is the intern's first full opportunity to demonstrate their developing skills as a new teacher. We understand that interns are beginners. However, we also want to be certain that a teacher candidate can successfully apply what they are learning through their graduate study to a real classroom situation.

- ***Collection of student data as evidence of learning***

Central to a successful Work Sample #1 is the collection of student data to provide evidence that students are meeting the learning objectives that the intern articulated at the beginning of the unit. Interns are expected to use a variety of assessments: include pre-assessment, formative assessment, and summative assessment.

- ***Submission of 1<sup>st</sup> supervisor report***

Supervisors write a report for each observation. These become part of the teacher candidate's licensure file. Supervisor Meetings will provide professional development that supports the writing of these reports. (See also "Guidelines for Supervision Reports" in the Documents and Forms section of this handbook.)

- ***Mentors in classroom as needed***

If all goes well during the teaching of Work Sample #1, the mentor should feel comfortable leaving the classroom and allowing the intern to teach solo. If the mentor is hesitant to leave a group of students alone with the intern, this can be cause for concern and likely warrants a conversation with the Content Area Coordinator.

- ***Fall coursework***

All Fall coursework should be completed with a "B" or better and all grades of "Incomplete" should be cleared before an intern returns to their placement site in January.

## PHASE 5: Refining the Work

— Spring: January - March —

*Interns submit WS #1 and revise as needed. Mentors and interns plan for teaching of WS #2 sometime in February. Using the ITP as a guide, interns collaborate with supervisors and mentors to identify areas of focus (ex. planning, facilitating groups, questioning strategies, etc.). In March, interns complete formative ITP evaluations with their mentors and supervisors.*

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In Phase 5, the intern continues in the role of “lead teacher” for the one class with which they worked during their 1<sup>st</sup> Work Sample. Interns are expected to return to their internship site when the school resumes in January.

Because they can concentrate on the one class that they already know quite well, Phase 5 also presents a unique opportunity for the intern to focus on developing specific pedagogical skills prior to taking on more courses after spring break. We encourage mentors and supervisors to help their interns identify areas for needed improvement based on the indicators in the ITP. The second Work Sample, generally planned in late January and taught in February, presents another valuable opportunity for interns to refine their skills. By early March, the mentor and intern will complete the formative ITP as a formal evaluation of the intern’s progress to date. Supervisor and intern will engage in a similar process later in the month. It is also during this time that mentor and intern articulate the plan for ramping the intern’s teaching up to a  $\frac{3}{4}$  load.

One of the challenges of Phase 5 is helping the interns maintain balance between their internship responsibilities and their ongoing work in graduate courses – no small task since interns will submit both Work Samples during this Phase. For this reason, we request that interns spend **no more than 15 hours per week** at their placement site during this period. It is important that the intern prioritize tasks connected to improving their teaching while at the site. Although we continue to encourage the intern to observe the mentor and other colleagues, they will want to ensure that these choices support the intern’s role as “lead teacher.” We recognize that the schedule limitations can be a source of tension, but we have found that the opportunity for interns to be in a classroom setting in support of their graduate coursework is invaluable.

**INTERNS** maintain the responsibilities of planning, teaching, and assessing for the **one class period** they teach. In this class, interns will design and implement their 2<sup>nd</sup> Work Sample. We encourage interns to handle parent communication as well. Other tasks specific to Phase 5 include the following:

- Submit your Work Sample #1 on time and respond quickly with revisions if needed.
- Share your completed Work Sample #1 with your mentor and supervisor as soon as it is revised and schedule a time for your triad or 3-way conference to discuss the Work Sample #1.
- Following the triad conference, submit your fully completed Work Sample Checklist to your Content Area Coordinator. (This document becomes part of your licensure file.)
- Determine when you will teach Work Sample #2 and create a Plan for Teaching that you share with your mentor and Content Area Coordinator prior to beginning.
- Teach your Work Sample #2 and submit it prior to Spring Break.



**MENTORS** should continue to set aside specific time each week to the intern's planning, unit plans as well as daily lesson plans. The mentor continues to observe the intern at least once a week to provide detailed feedback about the intern's classroom practice. We recommend that mentors use the language of the *Intern Teaching Profile (ITP)* found in the **Documents & Forms** section of this handbook to support of their feedback.

- Show interest in the Work Samples: Work Sample #1 will be submitted and revised in January; Work Sample #2 taught and submitted prior to Spring Break.
- Collaborate with the intern on the focus/unit for Work Sample #2 and when it should be taught.
- Review the intern's Plan for Teaching for Work Sample #2.
- Encourage the intern to limit their time at the internship to 15 hours so that their state-required Work Samples will be high quality and submitted on time.
- Negotiate with the intern regarding classroom responsibilities that occur beyond the intern's 15-hour limit.
- Support the intern in creating a second DVD of their teaching, due in March.
- Come to the mentor-intern meeting in early March prepared to complete the ITP with the Intern.

**SUPERVISORS** generally conduct two observations between winter break and spring break, recognizing that a minimum of six visits are required by year's end. In addition, they review the first Work Sample and complete their first formal Formative Assessment with the intern using the ITP. See suggestions for each of these key activities below.

### **Classroom Observations**

#### **Pre-Observation:**

- Make the sure the intern emails a copy of the lesson plan in advance.
- Review the lesson plan.
- If it is possible, have a brief conversation prior to the lesson about the goals of the lesson and what the intern would like you to look for. (This can take place at the site or over the phone the night.)
- Arrive early and check-in at the office as a visitor.

#### **Classroom Observations:**

- Note the set-up of the classroom, the intern's movements during class, and evidence or lack of evidence regarding classroom routines.
- Capture language the intern uses in providing directions and responding to student behavior.
- Monitor the intern's questioning strategies. Are they broadcast, targeted, or randomized? (Do supervisors know these terms? Open-ended or one answer?)
- Check pacing and the extent to which the intern implements the lesson plan as designed. Please note, we support an intern making changes in the plan as he/she teaches, but expect the intern to be able to explain the rationale for any change.
- Collect data related to any area(s) the intern asked you to observe.
- Observe how the intern is addressing any concerns that you have identified in previous observations.

#### **De-Brief:**

- Ensure that this conversation takes place as soon as possible following the observation, preferably on site.
- Ask at the beginning: "How did you feel about the lesson?" "Was this lesson typical for this class?" "Was anything unexpected?" "What went well?" and "What could you have done differently?"
- Ask: "What were your goals in designing this lesson?" and "What were you hoping to achieve?"
- Ask the intern for information regarding how he/she is assessing student learning, both formally and informally. Ask how he/she responds to the individual needs of students.
- Mirror what you observed during the class, discussing the strengths and weaknesses.
- Ask the intern where they'll go from here with the unit? With assessment?
- Highlight positives as well as specific areas the intern needs to improve for your next observation. Whenever possible, please use the language of the ITP in support of goals.
- Schedule a time for the next visit. Ask the intern to inform their mentor of your observation schedule.

### **Work Sample**

- If the intern has not shared their Work Sample #1 with you by early February, please ask them to see it. If this pattern continues, please alert the Content Area Coordinator.
- Once you have the Work Sample, read through it in preparation for your triad conference. NOTE: supervisors and mentors do not evaluate the Work Sample. The copy you receive will have already been reviewed by the Content Area Coordinator and revised so that it meets all criteria.
- During the triad conference, record the major ideas discussed on the 3-way conference form and make sure that all three participants at the meeting sign the form. The intern should return the completed Work Sample checklist (with 3-way form attached) to the Content Area Coordinator.
- Provide support as needed and requested for the intern's development of Work Sample #2 based on the experience with Work Sample #1.
- Try to schedule a classroom observation during the teaching of Work Sample #2.

### **Intern Teaching Profile – Formative Evaluation (In the past, mentors were also part of this discussion. Do we want them to be?)**

- Supervisors are asked to bring a **completed Formative ITP form** (located in *Documents & Forms* section of this handbook) to the **March supervisor meeting**. This will require some pre-planning on the part of the supervisor, since the form is completed in discussion with the intern. Note: supervisor's will receive a copy of the mentor's Formative ITP form, completed at the mentor-intern meeting on March 5th.
- When meeting with the intern to go over the ITP, we recommend first encouraging the intern to evaluate their process using the language of the ITP. Then, you should share and possibly explain your ratings.
- Know that the purpose of the Formative ITP evaluation is to determine whether an intern is on track for successful completion of the program. At this point in the program, we expect interns to be at the "BASIC" level for nearly all indicators.
- If you have any questions or concerns completing the *Formative ITP form*, please contact your Content Area Coordinator.

### **Transition Gates:**

#### **• Submission and revision of WS #1**

Work Sample #1 should be submitted to the Content Area Coordinator or the faculty member teaching the 564 course during the 2<sup>nd</sup> or 3<sup>rd</sup> week in January. The Work Sample will be evaluated by the faculty member and returned to the intern to revise or pass on to the mentor and supervisor. Revisions should be completed by early February so that the Work Sample #1 triad conversation between intern, mentor, and supervisor can take place.

#### **• Triad conversation for WS #1**

Once the intern has made all necessary revisions to their Work Sample #1, it should be shared with the mentor as well as the supervisor to inform a 3-way conversation about the Work Sample. During this meeting, participants complete the 3-way form and attach it to the Work Sample Checklist containing the faculty reviewer's ratings and comments. The intern should return the fully completed checklist with 3-way form attached to the Content Area Coordinator to be included as part of the licensure file.

#### **• Completion of formative ITP with Mentor on March 5<sup>th</sup>**

Mentor and intern will complete the Formative ITP evaluation at the mentor-intern meeting. The forms will be collected at the meeting. Interns should prepare for this meeting by reviewing the ITP.

#### **• Submission of WS #2**

The timing of the teaching of Work Sample #2 varies from intern to intern. However, the sooner the intern can submit the write-up, the better – and no later than the week prior to Spring Break.

#### **• Completion of formative ITP with supervisor prior to March 20<sup>th</sup>**

Supervisor and intern will meet on their own schedule, prior to the March 20<sup>th</sup> supervisor meeting, to complete the Formative ITP. Supervisors will bring this form to the meeting.



## PHASE 6: Teaching Full-Time

— Spring/2<sup>nd</sup> Summer: April - June —

*Interns transition gradually to  $\frac{3}{4}$  teaching load following Spring Break. This might require working with a 2<sup>nd</sup> mentor. Interns are now at their site full-time contract hours. Graduate coursework is diminished, but ongoing. Work Sample #2 is revised and discussed in a triad conversation with mentor and supervisor. Interns complete their Spring coursework.*

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In Phase 6, the intern ramps up to what we “teaching full-time” – meaning “full time contract hours” at their placement site combined with a “ $\frac{3}{4}$  teaching load.” After Spring Break, interns gradually increase the number of classes they are teaching to reach the desired course load. The schedule will have been determined at the mentor-intern meeting in March, if not before. Because we limit interns to no more than two preps during their full-time teaching, we often need to identify another teacher at the internship site who can take on the role of second mentor, especially if the internship is at a high school where there are AP or IB programs. If a second mentor is needed, the Content Area Coordinator will have likely been in conversation with the mentor since the time of placement. Regardless, the specific details will be finalized at the mentor-intern meeting in March.

As mentioned above, we do not expect interns to jump into the  $\frac{3}{4}$  teaching load the day after spring break. Instead we recommend an incremental increase in their teaching responsibilities, which often includes some team-teaching, as they transition into the role of “lead teacher” for multiple classes. However, we do expect that they are teaching the required  $\frac{3}{4}$  load by no later than mid-April.

During “full-time teaching,” interns are required to be in the schools for the full day, just like regular contract teachers. They are expected to fulfill the responsibilities of a full-time teacher during this time in every respect other than their reduced teaching load, and to adhere to building policies, including preparing lesson plans for substitutes; conferencing with other teachers, support staff, and parents regarding students; meeting deadlines regarding paperwork for students' absence, illness, I.E.P.'s where appropriate, and graduation; and contacting parents. Interns are also expected to continue providing to mentors a Plan for Teaching for each course as well as daily lesson plans for each class period they teach. These can be saved in the Google docs folder established in the Fall. It is the interns responsibility to keep their mentor teachers informed and up-to-date about what is happening in their classes.

Quite possibly, three out of the six required supervision visits will take place during Phase 6. We encourage supervisors to observe all of the classes that the intern ultimately teaches. In addition, the triad conference for Work Sample #2 and the *Summative ITP*, a third triad conference that takes place at the end of the school year will all occur during this Phase.

**INTERNS** are encouraged to wrap-up Work Sample #2 early in Phase 6 so that they can concentrate on their teaching. They will still have a few academic assignments, but all of these are tightly coupled with their efforts to improve their instructional practice. Below are some key tasks for interns to attend to during this final teaching phase.

- As soon as you receive your Work Sample #2 from your Content Area Coordinator, make any necessary revisions, forward the Work Sample to you mentor and supervisor for their review, and schedule a date for the Work Sample #2 triad conversation.

- Once the Work Sample #2 triad conference is complete, submit the checklist (with the signed 3-way summary form attached) to your Content Area Coordinator to be included in your licensure file.
- Discuss and develop a Plan for Teaching for each class/prep you teach and share it with your mentor. Use the format provided by your Content Area Coordinator. Save these documents in your shared Google docs folder.
- Write a lesson plan for each class/prep you teach and review the plans with your mentor as much as the two of you feel is warranted. Adapt the format provided by your Content Area Coordinator as needed. Save these documents in your shared Google docs folder.
- Make notes and/or write reflections on your lesson plans after you teach.
- Respond to and assess students' work in a timely fashion.
- Continue to collect and reflect on data regarding your teaching and students' learning.
- Remember the importance of novelty for student learning and try not to get "stuck in a rut" in terms of your lesson design.
- Meet at least twice a week with your mentor in support of your teaching.
- Be open and responsive to feedback you receive from your mentor and supervisor during observation conferences.
- Continue to visit other classrooms.

**MENTORS** arrange a specific and regular time to meet with your intern, to ask "How's it going?" and to give the intern an opportunity to ask for special help or to check that the intern is prepared and able to teach the material as you expect. We anticipate that these conversations will require more time earlier in this phase than later. Also, most interns will continue to benefit from support with planning, particularly as they refine their practice with respect to differentiating instruction. In addition, we ask you to attend to the following:

- Ask to see the intern's Work Sample #2 shortly after the return from spring break. If the intern needs to revise Work Sample #2, set a date for when they will give it to you to read so that Work Sample does not become a lingering distraction or hurdle at the end of the school year.
- To complement the check-in conferences noted above, please arrange for more formal, weekly "conferences" with your intern that focus on improvement. Please use these to provide support, give direction, and challenge as necessary. We recommend using this time to:
  - go over lesson plans and assignments,
  - help interns develop long-range and unit calendars for each of their classes so you know what they intend to teach and when,
  - act as a resource, answer content questions, provide materials, and assist in reworking assignments or tests.

At the end of this conference every week, you and the intern should have a clear idea of what is going well and where the intern needs help.

- Continue to conduct weekly "formal" observations of the intern's teaching using the following model:
  - Meet in advance to discuss the lesson plan.
  - Decide what areas of teaching you and the intern think you should observe: How does the intern relate to students? How much time does the intern give students to respond after asking a question? What are the curricular expectations? How was the clarity of oral or written directions? How was the intern's classroom management?
  - Take notes during the lesson.
  - Meet after the lesson (or as soon after the lesson as possible) to discuss the observation. At this "post- observation" conference, mentors should begin by providing feedback on what the intern did well, move to critiquing observation areas agreed on in advance, and help the intern to propose alternate teaching strategies for parts of the lesson that did not go well. Mentors are free to structure the conversation in ways that make sense to them. However, each post-observation conference should contain at least these three elements.
  - Come to some feeling of closure and mutual understanding about what the intern is doing well, what the next phase of the intern's development of teaching process should focus upon, and how the mentor will support this effort.
- At least twice during Phase 6, provide the intern with written feedback, as well as oral conferencing. This could be in the form of notes, diagrams, or narrative and will help to prepare the intern for formal supervision by a principal. It will also serve as a record of the mentor's assessment of the intern's progress and help the intern to remember effective teaching practice as well as areas of needed improvement. Please share this written feedback with the Content Area Coordinator.
- To experience the full range of the joys and demands of teaching, interns need time alone with students. We ask mentors to find a place to go during class time when they are not observing and to remain outside the classroom for the entire period at least three full days a week. In order for the intern to be successful, students in the classroom must view the intern as the "the teacher" and this tends not to happen so long as the mentor remains in the room. Students will turn to the mentor to "check" perceptions, and the intern will also look to the mentor to try to read facial expressions or body language. The dynamics of the classroom alter when the mentor is present. We hope you can use this additional free time to prepare your classes or the coming school year – a reward of sorts for all that you have given to the intern in recent months.
- If you have extra-curricular or coaching duties and the intern is interested, it would be helpful to ask the intern to assist you once in a while. This will give him/her a chance to see students outside of class.
- When you feel the intern is ready, it would be helpful for you to arrange for an administrator to observe the intern teach, in a formal way, with the expectation that if all is well, he or she might be willing to write a recommendation for the intern's file.
- Lewis & Clark faculty and your intern's teaching supervisor welcome telephone calls to discuss your concerns and satisfaction with your intern's progress. If you sense a problem, please call the Content Area Coordinator. We would prefer to be pro-active rather than re-active.

**SUPERVISORS** complete their work with the intern during Phase 6, culminating with the required triad conference to complete the *Summative (final) ITP evaluation*. All remaining observation reports should also be submitted at this time so that the intern's licensure file will be complete. Below are some additional details and guidelines:

- **Observations:** Schedule visits according to individual needs. You may want to schedule two visits in April or May in an effort to see more of the classes that the intern is teaching. Try to schedule the required triad meetings for Work Samples as well as the *Summative ITP* on days when you are observing as well. Try to visit each class the intern is teaching. If you find yourself needing to make more than 6 visits, due to the intern's needs or issues that may surface during their spring semester teaching experience, ***please alert the Content Area Coordinator.***
- **Summative ITP:** Mentor, supervisor, and intern come to the meeting with the *Intern Teaching Profile (ITP)* ratings marked. Ratings are then discussed among all parties, not with the intent of reaching consensus but to allow for sharing of everyone's perceptions, including the intern's. Supervisor and mentor record their ratings on the *Summative Evaluation* and sign along with the intern. The supervisor submits the *Summative Evaluation* to Lewis & Clark College by the first week in June.
- **Letters of Recommendation:** As mentioned in the *Roles & Responsibilities* section of this handbook, supervisors are asked to write letters of recommendation for their interns and these letters are typically written in May. They should be sent directly to the intern: an e-mail version and one hard copy on letterhead. It is not necessary for you to send a copy of your letter to Teacher Education. We are happy to provide a sample recommendation letter if it would be helpful to you.
- **Record Keeping:** To the extent possible, please submit reports as you complete your observations and keep a list of visits for each intern you supervise. In order to comply with IRS regulations (so that we won't have to consider your mileage reimbursements taxable), mileage reimbursements must be requested within 60 days of your travel date. You will receive an e-mail with a Mileage Expense Report form attached in mid-September for recording your visits with your intern. Please submit the form for your September through December mileage to the Teacher Education Office according to the email instructions. The additional reports will be due March 31 and May 31, 2014 (You will receive e-mail reminders of these due dates.)

### **Transition Gates:**

- ***Revision of WS #2***

The finalized version of Work Sample #2 should be submitted to the Content Area Coordinator as early in April as possible.

- ***Triad conversation for WS #2***

Once the intern has revised Work Sample #2, it should be shared with the mentor and supervisor so that their triad can discuss it. The signed 3-way summary form should be attached to the Work Sample checklist and submitted to the Content Area Coordinator. This is the intern's responsibility.

- ***Successful ramp-up to ¾ teaching load following Spring Break***

Content Area Coordinator will request feedback from mentors on this transition.

- ***Supervisor electronic ITP feedback***

Content Area Coordinators will send an electronic survey based on the *ITP* to obtain this data.

- ***Completion of required supervision visits.***

Supervisor's reports will serve as evidence that a visit has been completed.

## PHASE 7: Completion & Licensing

— 2<sup>nd</sup> Summer: June-July —

*Interns participate in commencement. They finish teaching and grading at their site, participating in all end-of-year activities. They complete summer coursework consisting of Classroom Management Workshop, Culturally Responsive Teaching and 1-2 content courses (depending on their designated content area). L&C prepares license paperwork.*

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Phase 7 serves as period of wrap-up and reflection for the outgoing M.A.T. teacher candidates. Beginning with graduation on the first weekend in June, the mood is celebratory as our new teachers finish up this year of transformational growth – both professionally and personally. As a new group of interns appears on campus, the outgoing folks are reminded of just how much they have learned in a single year. Most will be wrapping up the grading at their placement site only days (and sometimes only hours) before they return to campus for their last classes at Lewis & Clark. During the summer term, they will complete three or four courses, depending on content area and elective offerings.

A few interns will already have jobs at this point, but the vast majority will be applying for positions, both near and far. Mentors and supervisors will be writing letters of recommendation, if they haven't done so already. Teacher education staff will be assembling licensure files for TSPC. Content Area Coordinators will be supporting this effort, in the midst of other year-end activities, such as completing reference checks on-line and by phone for our new teachers.

Phase 7 is also a time to attend to professional relationships, here on campus and in the field. We encourage everyone in the middle level/high school M.A.T. program to use this as a time to renew and re-connect before our graduates are scattered in many directions. We hope you will always view Lewis & Clark as a place that you can come home to.

**INTERNS** will want to prioritize the work at their placement site so that the school year ends well. Simultaneously, they will want to make sure that everything is order for their license, as ultimately this is their professional responsibility. We also encourage you to create an opportunity for closure with your mentor as the K-12 school year draws to a close. Consider the following:

- Be aware of the Graduate School calendar and the schedule for summer classes. Should you encounter any potential conflicts, alert your mentor and Content Area Coordinator and work to negotiate a professional compromise.
- Attend graduation. It is a rite of passage and usually a lot of fun.
- Stay on top of assessing student work and grading during those last few weeks of school.
- Plan a meaningful closure activity for all of your last classes. Thank your students.
- Help your mentor clean-up the classroom and prepare for the next year.
- Be sure your mentor knows how grateful you are for their generosity this year and the experience you have had in their classroom.
- Check WebAdvisor to be sure all your testing is in order.
- Check with your Clinical Coordinator to be sure all your licensure paperwork is assembled.

**MENTORS** generally have some additional free time at this point to prepare for the end of school or their classes in the fall. They are rarely in the classes the intern has taken over unless they are completing an observation or the mentor and intern have decided to do some team teaching.

- Communicate with the intern about your expectations for the last weeks of the school year.
- Coordinate with the intern about any special considerations connected to grading and submit final grades at the end of the term.
- Write a letter of recommendation for the intern if you have not done so already.
- Create an opportunity for closure with your intern.
- Take a quiet moment to acknowledge all that you have contributed this year to the life of a new teacher and to the profession at large.

**SUPERVISORS** have generally completed their work with the intern. However, they may be finishing up required paperwork, such as classroom observation reports. We encourage supervisors and interns to also create an occasion for some closure as the year draws to an end.

### **Transition Gates:**

- ***Summative ITP with Mentor and Supervisor***

At some point in early June, the triad of intern, mentor, and supervisor will meet to complete the summative ITP (see *ITP Summative Form* in the ***Documents & Forms*** section of this handbook).

- ***Content-related testing complete***

No M.A.T. graduate can be recommended for a license until their content area testing is complete. The tests vary for the different disciplines. See list below.

TEST No.	Title
503	ART
305	BIOLOGY
306	CHEMISTRY
301	ENGLISH LANGUAGE ARTS
311	GENERAL SCIENCE (Integrated Science)
304	MATHEMATICS (ADVANCED)
203	MIDDLE GRADES MATH (BASIC)
303	SOCIAL SCIENCE (SOCIAL STUDIES)
308	PHYSICS

- ***NES Elementary Test: Subtests 1 & 2 completed for all seeking ML level of authorization***

As noted in the FAQs in this handbook, the NES Elementary Test is a “multiple subjects” test required for all teacher candidates who want to be authorized to teach in middle schools. This test must be complete before you can be recommended for a middle school license.

- ***Spring & Summer coursework complete***

Any grades of INC for Spring term must be cleared prior to being recommended for a teaching license. Summer course work must be complete to complete your M.A.T. degree.



## Professional Expectations and Accountability Procedures

The M.A.T. program is intense and requires interns to be focused on academic responsibilities as well as responsibilities at their internship site. Faculty members collaborate with each other and with mentors and supervisors in support of interns' learning and professional development. In the event that a problem does arise, we have procedures in place that formalize our expectations, identify areas of additional support, and articulate consequences should problems persist.

### **Academic Expectations**

Interns need to meet the graduate school expectations regarding grades and academic performance, which can be found in the [Satisfactory Academic Progress and Performance policy](#) in the graduate school catalog. In addition:

- Students in licensure programs must maintain a 3.0 GPA. Interns with incompletes in courses may be prohibited from continuing in their practicum site until the incomplete is cleared.
- For information regarding Professional Conduct Policies at the Graduate School, see the graduate school catalog: <http://docs.lclark.edu/graduate/policyprocedures/academic/>

### **Professional Expectations**

As described in the Graduate School [Student Professional Conduct Policy](#), interns are also expected to meet the standards of professional conduct appropriate to their field of study. Whether on campus or in the classroom, interns should exemplify the characteristics of successful professionals. These include, but are not limited to, the following:

- Arriving to school and to class on time and prepared;
- Completing all work on time or arranging for extensions in advance of the due date (including assignments for class, tasks assigned by the mentor, lesson plans requested by supervisors, etc.);
- Being absent for class or field placements only for legitimate reasons such as personal or family illness, emergencies, or job-search related appointments;
- Maintaining professionally appropriate attire and grooming;
- Not engaging in conversations that exclude, belittle, or malign another professional (including other interns, mentors and other teachers in the building, L&C faculty and staff)
- Being fully engaged in class or school activities which includes, for example, not engaging with technology in ways that may be distracting to you or others around you

### **Procedures for Addressing Performance Concerns**

Mentors, supervisors, and faculty all provide frequent feedback to interns' regarding their performance both at the practicum site and at the Graduate School. Academic and professional expectations are evaluated by program faculty using the criteria in course syllabi and in the GSEC catalog, particularly in the items specified in the Student Professional Conduct Policy. Intern teaching competency is evaluated using the Intern Teaching Profile (ITP). In combination, these documents guide the assessments of interns' growth throughout the program and are the basis for providing explicit, timely, and detailed feedback to interns and determining, ultimately, whether interns successfully complete the program. Two procedures of documentation, support, and accountability are articulated below, each of which is designed to formalize a response in the event that an intern's performance fails to meet basic expectations.

#### **Formative Assessment Reports**

There may be times where a faculty member, supervisor, or mentor identifies a particular area of challenge for an intern that merits the attention of other support personnel. We understand these occasional struggles to be a normal part of an intern's development and we approach them as

behaviors we want to identify and rectify early so that later success can be facilitated. To make sure professional expectations and needed improvements are made clear, we have articulated a process that documents specific observed challenges in an intern's performance. This "early intervention" process is initiated by the submission of a Formative Assessment Report (FAR). Mentors, supervisors, and/or program faculty may complete and submit an FAR whenever an intern's performance fails to meet expectations articulated in the ITP and/or the Student Professional Conduct Policy, or when current trends in the intern's performance suggest an inability to meet those expectations at a later date.

Regardless of who initiates the FAR, it should be sent to both the Content Area Coordinator and Clinical Coordinator, preferably via email attachment. Once received by the Content Area Coordinator and Clinical Coordinator, the FAR will trigger the timely scheduling of a meeting between the intern and Content Area Coordinator; that meeting may also include the Clinical Coordinator, Program Director, and/or the mentor, supervisor, or faculty member who submitted the FAR. The intent of the FAR is to identify—and to identify early—any potential areas of concern in an intern's performance, either at the Graduate School or at the internship site. Both the ITP and the Student Professional Conduct Policy should serve as the primary guide in identifying specific areas of concern; consequently, where possible, it is important that the FAR name specific ITP Elements and/or specific Conduct Policies that the intern needs to address. Interns are expected to carefully consider the feedback noted in the FAR and work with the faculty member(s), mentor, and/or supervisor to improve in the identified area(s) of concern in a timely manner. Because there are considerable advantages to working through potential performance or conduct issues when they are first identified, interns are encouraged to be receptive and responsive to the feedback contained in the FAR and discussed in the meeting it triggers. If the intern fails to demonstrate improvement in the areas articulated in the FAR, consequences may include further interventions, a Plan of Assistance (see below), disciplinary actions (per Graduate Catalog procedures), or any of the policy options identified below, which include withdrawal from the M.A.T. Program.

### **Plans of Assistance**

Plans of Assistance are typically written when one of two situations occur:

1. if an intern receives a FAR and does not demonstrate needed improvements in a timely manner, or
2. if the Formative ITP Evaluation identifies specific areas in need of improvement (i.e., any ITP Elements that are rated "Unsatisfactory") and those concerns persist in the weeks or months following the Formative ITP Evaluation

When a faculty member, supervisor, or mentor determines that there has been insufficient progress over time in those areas identified in the FAR, a Plan of Assistance should be written. Likewise, when a faculty member, supervisor, or mentor determines that insufficient progress has occurred since "Unsatisfactory" ratings were recorded on the Formative ITP Evaluation, a Plan of Assistance should be written.

A request for a Plan of Assistance may be initiated by the mentor, supervisor, or Content Area Coordinator and should be communicated in writing, preferably by email, to the Clinical Coordinator as soon as possible after persistent issues have been identified. After the request is received, the Clinical Coordinator will consult with the Content Area Coordinator, mentor, and supervisor to determine if a Plan of Assistance is warranted, and if so, to construct a draft of the document and schedule a meeting with the intern as soon as can be arranged. This plan will include a detailed description of the issues that need addressing and the ITP Elements that must be improved along with strategies and resources for addressing the concerns, a timeline for meeting the goals, a plan for assessing progress, and specific consequences should needed improvements fail to occur. Copies of the Plan of Assistance will be distributed to relevant



support personnel (typically the mentor, supervisor and Content Area Coordinator) who may, if they desire, make further suggestions about the contents of the Plan. The Program Director may elect to participate in the discussions about the Plan of Assistance if any of the above parties request it.

At the meeting with the intern in which the Plan of Assistance is discussed, all support personnel will endeavor to be specific about both their concerns (again, using the ITP as a guide) and the supports they intend to provide to help the intern reverse current trends. At the end of that discussion, all parties will sign the Plan of Assistance and make provisions to follow up in the weeks to come to determine if sufficient improvements have occurred. (See below for various programmatic responses should an intern's Plan of Assistance and the supports it specifies fail to generate required changes in the intern's performance.)

If an intern is dissatisfied with the outcome or the process, the intern may discuss these concerns with the Teacher Education Department Chair. If the intern is dissatisfied with the Department Chair's decision, the intern may request a meeting with the Dean of the Graduate School. If any concern is serious enough to merit a formal review and potential academic or disciplinary action (up to and including dismissal from the program), the Program Director will follow the Student Professional Conduct Review Process described in the Graduate Catalog.

### **Special Cases**

- **Disagreement about the Performance of an Intern:** Where there is disagreement regarding the performance of an intern teacher, any member of the evaluation team may request additional supervision by another faculty member. This request should be discussed with the Content Area Coordinator and the Clinical Coordinator. If the situation seems critical, mentors are expected to call the Content Area Coordinator immediately to set up a meeting.
- **Student/Parent Complaint:** If a student or parent complaint generates a request from the mentor or principal for the removal of an intern from the school site/classroom, the mentor or principal should contact the Content Area Coordinator within 24 hours of the complaint. All concerns regarding an intern's classroom conduct should be discussed by both college and school personnel before any decision about a potential placement change are reached. The principal or district administrator may temporarily remove an intern from the site until the concern is resolved.
- **Substance Abuse or Sexual Misconduct:** The college has multiple policies that govern sexual conduct and harassment, substance abuse, and the removal of students from programs based on evaluations of the safety and security of the community at large. In the context of field placement sites, substance abuse, sexual harassment, and other inappropriate behaviors fall under the umbrella of "professional conduct." If suspicion of substance abuse or sexual misconduct arises, the intern will be immediately removed from the internship site until the proper procedure can be put into place. The [Student Professional Conduct Policy](#), including procedures for student conduct review, can be found in the graduate school catalog. Other collegewide policies governing substance abuse, sexual conduct, and removal from an academic program can be found in the [Navigator Student Handbook](#) and include:
  - Sexual Conduct Policy
  - Sexual Harassment
  - Alcohol and Other Drugs Policy
  - Involuntary Administrative Withdrawal of Student

### **Policy Options if an Intern is Not Progressing Satisfactorily Toward Licensure**

As noted above, interns who receive ratings of Unsatisfactory in the Formative ITP Evaluations will be provided with additional support, which may include a Plan of Assistance. If the intern continues to be rated as Unsatisfactory on the Summative ITP evaluation, the Clinical Coordinator, in consultation with

the Program Director, Content Area Coordinator, the mentor, and the supervisor may direct the intern to one of the following options:

- Extend the student teaching practicum or internship into Fall (see *Expectations for Fall Finishers* in this handbook);
- Repeat the practicum at another time;
- Transfer into the M.Ed. in Educational Studies program (see details below);
- Withdraw from the Lewis & Clark College M.A.T. Program.

In a limited number of cases, a student may be offered the opportunity to apply to the M.Ed. in Educational Studies, which is a non-licensure degree program. This option is determined by individual situations and must be approved by the Content Area Coordinator, Clinical Coordinator, Program Director, and the Chair of the Teacher Education Department.

### **Appeal Process**

Should a student enrolled in the Lewis & Clark College licensure program be in disagreement with a judgment made by the College or representatives of the College, pertaining to either his/her academic performance or competent and ethical performance, that student should first confer with the instructor or supervisor who provided the evaluation or judgment asking for explanation or further consideration of the case. Students may appeal decisions related to their graduate school program participation. For complete details, please review the [Student Professional Conduct Policy and Satisfactory Academic Progress and Performance Policy](#) in the graduate school catalog.

## Expectations for Fall Finishers

A Fall practicum option is made available to interns who require additional student teaching experience in order to demonstrate the competencies listed on the *Intern Teaching Profile (ITP)*, located in the ***Documents & Forms*** section of this handbook. Details regarding the expectations for teacher candidates completing a Fall practicum are provided below:

### **Course Registration**

Interns register for two semester hours of *Practicum*, ED 544, and one semester hour of *Inquiry Work Sample*, ED 599. Successful completion of the practicum and the Work Sample will result in credit earned for these fall courses. If the intern earned a grade of INC in their *Curriculum & Inquiry* course, ED 564, based on the Work Sample requirement, the INC will be changed upon the completion of the Fall practicum Work Sample. A Work Sample is required for the Fall practicum, regardless of whether or not both Work Sample #1 and Work Sample #2 were successfully completed during the *Curriculum & Inquiry* course. The Work Sample serves as the assessment of the intern's planning and assessment skills in support of student learning during the Fall practicum experience.

### **Evaluation of Practicum and Work Sample**

During the Fall practicum, interns are evaluated using the ITP. Supervisors and mentors are encouraged to make reference to the *Intern Teaching Profile (ITP)* in providing all feedback to the intern. The mentor and supervisor will each complete an *ITP*. Interns must earn a rating of at least "Emerging" in all categories of the *ITP*.

The Fall Work Sample will be evaluated using the Work Sample checklist (also found in the ***Documents & Forms*** section of this handbook). The Content Area Coordinator will read and evaluate the Fall Work Sample. The intern will complete any necessary revisions following this review. The supervisor and mentor will then review the Fall Work Sample and conduct a triad conference with the intern regarding this work.

### **Practicum Schedule**

Typically the Fall Practicum begins in late August and continues until Thanksgiving. Interns are expected to work out a schedule with their mentor for Inservice week in late August. For the remainder of the practicum, interns are to be at their site for full-time contract hours. When interns are not in their role as "lead teacher" they should use their time at school to plan instruction, assess student work, and observe their mentor as well as other teachers in the building.

The practicum will be complete just after Thanksgiving if the intern has demonstrated all of the competencies on the *Intern Teaching Profile*, successfully submitted and/or revised the Fall Work Sample so that it meets all of the checklist criteria, and completed all grading as well as any other responsibilities at the school site. The practicum can be extended through Winter Break if the intern needs additional time to demonstrate *ITP* competencies or to complete the Fall Work Sample.

### **Teaching Load**

Although each Fall practicum is crafted to meet the individual needs of the intern, typically interns assume responsibility for a  $\frac{3}{4}$  teaching load. During the first week or two of school, interns focus on observation and take on some teaching. The intern and mentor then determine a plan for the intern to take on the role of “lead teacher” for multiple courses over the next few weeks. By early October, the intern should be teaching the  $\frac{3}{4}$  load on a daily basis.

As “lead teacher,” interns should be doing the following for each class period they teach: developing unit plans, writing lesson plans for each day, teaching each lesson, evaluating all student work, determining grades based on student assessments, and working with support staff as well as parents in support of student learning.

### **Support for Fall Practicum**

Interns will have the support of the mentor at their practicum site. A supervisor will be assigned to observe the intern and provide additional field-based support. Supervisors will visit with the intern and mentor in September and work out an observation cycle in support of the intern. In addition, the Content Area Coordinator will be available for on-campus support as needed.

### **Termination of Fall Practicum**

We are committed to supporting interns during their Fall practicum, but we also recognize and are committed to ensuring that the students in the classroom at the practicum site are receiving the education to which they are entitled. In the event that an intern is not meeting expectations or demonstrating growth in the ITP competencies, the Fall practicum may be terminated prior to November. At this point, Content Area Coordinator and Clinical Coordinator will advise the intern of their options, including the possibility of applying their M.A.T. course credits towards a Lewis & Clark M.Ed. degree.

# **Documents & Forms**

# Calendar 2013-14

## Summer/Fall

June/July	August
<p>Jun 18 - Orientation (1:00 - 4:00 p.m.)</p> <p><i>Jun 19 - Lewis and Clark classes begin</i></p>	<p><i>Aug 9 - Lewis &amp; Clark classes end</i></p> <p>Aug 26 – 29 Interns participate in Inservice week (check with mentor for dates/times)</p> <p><b>Aug 28 - Mentor/Intern Meeting (5:00 - 7:00 p.m.)</b></p>
September	October
<p><i>Sept 3 - Lewis and Clark classes begin</i></p> <p>Sept 3 - Sept 6 -- AM at internship; PM classes at Lewis and Clark</p> <p><b>Sept 6 - Convocation (4:00 - 7:00 p.m.)</b></p> <p>Sept 9 - Nov 15 Intern site: 7-10 hours per week</p> <p><b>Sept 19 - Supervisor meeting</b></p>	<p>Intern site: 7-10 hours/week (collect literacy study data)</p> <p>"Swap" Practicum: All day on Mondays Oct 7 - Nov 11</p>
November	December
<p>Intern site: 7-10 hours/ week (teach several lessons, finalize literacy study, develop teaching plan for December)</p> <p>"Swap" Practicum: All day on Mondays Oct 7 - Nov 11</p> <p><b>Nov 14 - Supervisor meeting</b></p> <p>Nov 25 - Nov 26: Transition to full-time at site; "lead teacher" for one class.</p> <p>Dec 2 - Winter Break: Full-time at site "lead teacher" for one class.</p>	<p>Dec 2 - Winter Break: Full-time at internship; "lead teacher" for <b>one</b> class period (Note: school schedules vary regarding start date for winter break)</p> <p>Film teaching (#1)</p> <p>Supervisor Observation</p> <p>LA/MATH/SCI/SS 579 course meets in support of teaching: Wednesdays 4:30 - 6:30 p.m.</p>

## Spring/Summer

January	February
<p>First week in January: Return to Intern Site (School schedules may vary)</p> <p><i>Jan 6 - Lewis and Clark classes begin</i></p> <p>Intern Site: 15 hours per week. Continue or transition into teaching responsibilities for <b>one</b> class.</p> <p><b>Jan 9 - Mentor-Supervisors Meeting 5:30 - 7:30 p.m. (Interns do not attend this meeting)</b></p>	<p>Intern Site: 15 hours per week. Continue as "lead teacher" for <b>one</b> class. Develop Teaching Plan for IWS #2</p> <p>Film teaching (#2)</p> <p>Supervisor Observation: Includes triad meeting for Work Sample #1</p> <p><i>Degree Application completed in Seminar</i></p>
March	April
<p>Intern Site: 15 hours per week. Continue as "lead teacher" for <b>one</b> class.</p> <p><b>Mar 5 - Mentor/Intern Meeting 5:30 - 7:30 p.m.</b></p> <p><b>Mar 20 - Supervisor meeting</b></p> <p>Formative Evaluation (ITP) with mentor</p> <p>Formative Evaluation (ITP) with supervisor</p>	<p>Intern Site: Full-time contract hours Begin taking on additional classes to meet ¾ teaching load requirement</p> <p>Supervisor Observation: Includes triad meeting for Work Sample #2</p>
May	June/July
<p>Intern Site: Full-time. "lead teacher" for ¾ teaching load</p> <p>Final Supervisor Observation: 3-way conference with intern and mentor to complete Summative Evaluation (ITP) (this could also take place in early June)</p> <p><i>May 5 - Summer Term I begins at Lewis &amp; Clark</i></p>	<p>Intern Site: Full-time. "lead teacher" for ¾ teaching load</p> <p>Jun 1 - L &amp; C Commencement</p> <p><i>June - Summer Term II begins</i></p> <p>Apply for licensure after notification from Sharon Chinn</p> <p>July - Lewis and Clark classes continue</p> <p><i>July - Summer Term II ends</i></p>

**Required meetings for Mentors:** Weds, Aug. 28<sup>th</sup>, 5:00-7:00pm • Thurs, Jan. 9<sup>th</sup> • 5:30-7:30 • Weds, Mar. 5<sup>th</sup>, 5:30-7:30

**Required meetings for Supervisors:** Thurs, Sept. 19<sup>th</sup>, 10:00-noon • Thurs, Nov. 14<sup>th</sup>, 10:00-noon • Thurs, Jan. 9<sup>th</sup>, 5:30-7:30 • Thurs, Mar. 20<sup>th</sup>, 10:00-noon

# Master of Arts in Teaching with Initial 1 Teaching License

## Middle-Level/High School Program

### 2013-14

The Lewis & Clark M.A.T. program with Oregon Initial 1 Teaching license for middle level and secondary school teaching consists of a minimum of 40 semester hours (SH) of graduate study. Designed in consultation with a faculty advisor and according to the student teacher's background and interest, individual programs include 4 SHs applicable to an ESOL endorsement as well as elective courses in the MAT candidate's designated content area. Programs leading to licensure are available in the following areas: Art, English Language Arts, Mathematics, Science (choose Biology, Chemistry, Integrated Science, or Physics), and Social Studies.

<b>1<sup>st</sup> SUMMER</b>	<b>Title</b>	<b>Semester Hours</b>
LA 531	Writing and the Writing Process	1
*ED 550	Social, Historical, and Ethical Perspectives on Education	2
*ED 552	Adolescent Development: Understanding Your Learners	2
*ESOL 535A	English Language Learners: Theory – content affiliated	1
CONTENT ELECTIVE	Content area elective(s) – (consult with subject advisor)	2-4
<b>FALL</b>		
*ED 551	Literacy, Culture, and Learning	3
ESOL 598	Special Studies: Culturally Responsive Teaching – Part I	1
*ED 553	Field Experience Seminar I – ML/HS	1
*ED 540	Field Experience I – ML/HS	2
*(Content Area) 579	Teaching (ART/LA/MATH/SCI/SS) to Adolescents	4
CONTENT ELECTIVE	Content area elective – (consult with subject advisor)	0-2
<b>SPRING</b>		
*ED 560	Classroom Management: Co-Building a Learning Community	2
*(Content Area) 564	Curriculum and Inquiry: (Subject)	3
*ESOL 535B	English Language Learners: Theory in Practice	1
*ED 554	Field Experience Seminar II – ML/HS	2
*ED 541	Field Experience II – ML/HS	3
<b>2<sup>nd</sup> SUMMER</b>		
*ED 573	Classroom Management Workshop	1
SPED 598	Special Studies: Special Education for Middle Level/High School Teachers	1
ESOL 598	Special Studies: Culturally Responsive Teaching – Part II	1
*ED 543 (was 546)	Field Experience III – ML/HS	3
CONTENT ELECTIVE	Content area elective(s) – (consult with subject advisor)	2-4
<b>TOTAL Semester Hours for M.A.T. program:</b>		<b>40</b>

#### Minimum Required for M.A.T: 40 Semester Hours

All courses applicable to the master's degree, which include six (6) semester hours of content area elective and four (4) semester hours of ESOL must be completed within five years from date of admission to the program.

*NOTE: The completion of three Core Units is also required for M.A.T: Convocation is the first of the three units and students must complete two additional Core Units taken at any point in the program. Core units are tuition free.*

#### Minimum Requirements for Licensure (ITL1):30 Semester Hours

Students who have successfully completed the following: all licensure course requirements (\*), one subject area elective, the internship, and have passed the required tests (listed below) can be recommended for the Oregon Initial 1 Teaching License.

#### Testing Requirements for Licensure:

- 1) **BASIC SKILLS** NES: EAS, Praxis I, CBEST or WEST-B (required for admission)
- 2) **CIVIL RIGHTS** Protecting Student and Civil Rights in the Educational Environment Test (prior to student teaching)
- 3) **CONTENT KNOWLEDGE** NES Subject Area Tests
- 4) **MULTIPLE SUBJECTS** NES Elementary Test: Subtests 1 & 2 (required for middle school level of authorization)

Once recommended students must apply for a license through the Student Services and Licensing Office,  
[http://www.lclark.edu/graduate/career\\_and\\_licensing](http://www.lclark.edu/graduate/career_and_licensing).

## Intern Teaching Profile (ITP)

### Assessment of Professional Practice for Initial License (Preservice)

Intern:	Mentor:	Supervisor:
School:	Subject(s):	Grade level(s):

#### Domain 1: Knowledge of Learners

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 1A	<b>Knowledge of individual learner's differences</b>	Shows little or no awareness of or support for individual students' interests, academic strengths, race, ethnicity, SES, gender, sexuality, gender expression, linguistic heritage, religion, disability, and/or cultural background.	Shows curiosity about student differences. Interactions with students are usually respectful but may sometimes reflect ignorance of student diversity or a need for greater attention to differentiation.	Knows students' individual and cultural background information as well as their motivations for learning. Interactions communicate belonging and demonstrate caring and respect, but student information may not be gathered systematically.	Collects and integrates use of student information. Demonstrates integration of student diversity in planning, teaching, and assessment. Communicates high expectations, genuine caring, and respect for all students even when they present difficult or confusing behaviors.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 1B	<b>Knowledge of adolescent development</b>	Displays little or no knowledge of the developmental characteristics of adolescents, or communicates erroneous assumptions about that age group's needs and proclivities.	Displays partial knowledge of the developmental characteristics of adolescents (e.g., the need for autonomy, agency, identity expression, experimentation, belonging, and challenge) but may need to continue to consult trusted sources to gain additional insights.	Accurately names and effectively uses developmental concepts to guide classroom decisionmaking so that youth achievement and well-being are maximized. Also demonstrates awareness of important exceptions to general trends and can cite research to support practices.	In addition to naming and using developmental concepts and integrating exceptions to general patterns, the teacher is an active reader of books or research articles describing current insights in fields relevant to the developing adolescent. Teacher seeks opportunities to share those insights with others and shape school practices based upon what is learned.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

This and all subsequent pages are adapted from: Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: ASCD.

And from: Danielson, C. (2013) *The Framework for Teaching Evaluation Instrument*. <http://www.teachscape.com/frameworkforteaching/home>.



		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 1C	<b>Knowledge of learning processes</b>	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher’s knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 1D	<b>Knowledge of students’ skills, knowledge, and language proficiency</b>	Teacher displays little or no knowledge of students’ skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency but generalizes this knowledge for the class as a whole.	Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students’ skills, knowledge, and language proficiency and has a strategy for updating such information.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 1E	<b>Knowledge of students’ interests and cultural heritage</b>	Teacher displays little or no knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher can describe the value of understanding students’ interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher regularly inquires about students’ interests and cultural heritage and uses this knowledge to inform practices that target groups of students.	Teacher prioritizes the value of understanding students’ interests and cultural heritage and uses this knowledge to design instruction that responds well to individual students' backgrounds.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 1F	Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher articulates the importance of knowing students' special learning or medical needs and has attempted to gain access to that information, but such knowledge may be incomplete or inaccurate.	Teacher has accessed and can articulate students' special learning and medical needs.	Teacher possesses detailed information about each student's learning and medical needs, collecting such information from a available sources.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 1G	Knowledge of community	Teacher displays little or no understanding of local, community-based issues that influence school learning and classroom behaviors. Knowledge of students is rarely contextualized by neighborhood and regional situations, and equity may not be a concern.	Teacher indicates a willingness to learn about and begin considering how community context shapes students' learning and behaving in school, but that information may not yet be sought or incorporated. Equity issues may be understood theoretically but not locally.	Teacher seeks neighborhood, community, and regional information about students and families and uses that information to inform classroom practices and enhance equity.	Teacher is a recognized expert on localized and regional contexts that shape student and school performances and is active in community-based efforts to share information, improve schoolwide practices, and promote social justice.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

## Domain 2: Instructional Planning

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 2A	<b>Knowledge of content and the structure of the discipline</b>	In lesson and unit planning, teacher makes errors in the way content is framed, explained, visualized, or investigated. Teacher may not understand the content well enough to teach it effectively.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Little to no content errors are made, but nuanced connections among concepts are infrequent.	In lesson and unit planning, teacher displays error-free characterizations of concepts in the discipline and can describe some important ways these concepts relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Creative and novel connections among concepts abound in planning documents.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 2B	<b>Knowledge of prerequisite relationships</b>	Teacher's unit and lesson plans display little understanding of prerequisite relationships (i.e., what students must know or be able to do before they can undertake new explorations).	Teacher's plans indicate some awareness of the prerequisite relationships important to student learning of the content, although such knowledge may be inaccurate at times or incomplete.	Teacher's unit and lesson plans reflect an accurate understanding of prerequisite relationships students must know in order to be successful in learning new content.	Teacher's plans demonstrate the use of prerequisite relationships to build subsequent learning such that students' cognitive structures and abilities are consistently scaffolded.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 2C	<b>Knowledge of content-related pedagogy</b>	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans reflect familiarity with a range of effective pedagogical approaches in the discipline.	Teacher's plans reflect command of a diverse range of effective pedagogical approaches in the discipline.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 2D	<b>Expectations, sequence, and alignment</b>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a school, district, state or nationally sanctioned sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sanctioned sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sanctioned sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are clearly and consistently connected to a sanctioned sequence of learning both in the discipline and in related disciplines.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 2E	<b>Unit structure</b>	Little evidence exists that backwards planning techniques are being used, or the teacher's attempt at using them demonstrates confusion about or lack of dedication to comprehensive unit design.	Portions of the teacher's unit plans demonstrate adequate backwards planning techniques though some plans may neglect key components of this design technique.	Backwards planning techniques are often employed to enhance content-related inquiries and activities, and they are applied in ways that demonstrate the teacher's facility with the method.	Backwards planning techniques are consistently employed throughout unit and lesson documents and the teacher's plans could serve as exemplars for other educators interested in learning how to do backwards planning.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 2F	<b>Lesson structure</b>	Lessons have no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations do not support instructional objectives.	Lessons have a recognizable structure, although the structure is not uniformly maintained. Progression of activities is uneven, with some disproportionate time allocations.	Lessons have a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	Lessons' structures are clear and allows for different success pathways according to diverse student needs. The progression of activities is highly coherent.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 2G	<b>Clarity and utility of objectives</b>	Objectives are either not clear or are stated as activities, not as student learning. Objectives do not permit viable methods of assessment (i.e., "understanding" is not measurable) and/or they represent low expectations for students.	Objectives are only moderately clear or consist of a combination of goals and activities. Some objectives do not permit viable methods of assessment or may lack rigor for students at all levels.	Instructional objectives are generally clear and written in the form of student learning. Most suggest viable methods of assessment and are written with the needs of more than the "middle" group in mind.	All the objectives are clear, written in the form of student learning, and permit viable methods of assessment. Objectives are differentiated for high-, medium-, and low-expectancy students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 2H	<b>Balance of learning modalities</b>	Unit plans reflect only one type of learning.	Unit plans reflect a few different types of learning, but teacher has made no attempt at coordination or integration.	Unit plans reflect several different types of learning and opportunities for coordination are provided.	Where appropriate, unit plans reflect several different types of learning and ample opportunities for both coordination and integration are provided.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 2I	<b>Suitability for diverse learners</b>	Objectives are not suitable for the class or are not based on any assessment of student needs.	Most of the objectives are suitable for most of the students in the class based on global assessments of student learning.	Most of the objectives are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Objectives are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 2J	<b>Resources for classroom use and knowledge extension</b>	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments			
Element 2K	<b>Learning activities and instructional materials</b>	Learning activities and instructional materials are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities and instructional materials are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities and instructional materials are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments			
Element 2L	<b>Cooperative grouping</b>	Plans for cooperative group activities do not support the instructional objectives, are vaguely defined, or are not "group worthy" activities to begin with.	Plans for cooperative group activities partially support instructional objectives with an effort to define student roles, structure tasks, use time productively, and ensure both individual and collective accountability.	Plans for cooperative group activities generally support instructional objectives. Clearly defined roles, well-sequenced tasks, and mechanisms to maintain productivity are articulated as are specific plans to support student positive interdependence throughout the activity.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments			
Element 2L	<b>Cooperative grouping</b>	Plans for cooperative group activities directly and powerfully support specific instructional objectives. Group work is not only "group worthy," it is designed to elevate both social cohesion and academic achievement in students.		
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments			

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 2M	<b>Motivation and engagement</b>	Little to no evidence of plans to raise anticipation, intrigue, or interest through "hooks," well-phrased and appropriately sequenced questions, provocation, or other means of heightened engagement.	Some evidence of plans to attempt to entice student interest and generate motivation for intellectual activity, but they may be poorly developed, or tangential to instructional objectives.	Teacher often demonstrates in written plans the ability to prepare activities and class discussions that promote achievement motivation and enhance school engagement.	All lessons and units contain pervasive evidence of the teacher's plans to entice student interest, curiosity, and emotion, and channel it into productive academic activity.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

### Domain 3: Instructional Effectiveness

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 3A	<b>Quality of questions</b>	Teacher's questions typically demonstrate low cognitive challenge and single correct responses, and they are generally asked in rapid succession. Student answers are usually followed by the teacher's evaluation with little or no opportunities for deeper or more collective questioning provided.	Teacher's questions represent a combination of lower- and higher-order thinking though they may be posed in rapid succession without sufficient time to process possible answers. Only some questions invite thoughtful responses, and closed-ended questions tend to outnumber open-ended ones.	Teacher's questions demonstrate an extended range of cognitive challenge so that most students have opportunities to move from recitation through analysis and into evaluation. Adequate wait-time is provided for students to respond, and students sometimes question each other as well as the teacher.	Teacher's questions demonstrate the full range of cognitive challenge and all students have opportunities to experience lower-order & closed-ended as well as higher-order & open-ended forms. Ample wait-time is provided. Students pose questions for each other those questions are sometimes used to direct later inquiries.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 3B	<b>Discussion techniques</b>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate to allow students to engage one another.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 3C	<b>Student participation</b>	A few students dominate class discussions and recitations. Teacher does not employ a systemic method to vary and solicit student participation.	Teacher makes some attempts to engage all students in class activities, discussions, and recitations, but with only limited success and a limited variety of methods. Some students may still be allowed to "hide out" while others are allowed to dominate.	Teacher successfully engages all students in class discussions by employing a variety of methods and cueing students when changes in culturally responsive participation styles are imminent. Teacher provides multiple avenues for student participation and works with students who dominate as well as those who may be reticent to better balance the voices in the room.	Teacher monitors the distribution and varies the types of participation to substantively include all students. Teacher generates participation by building student contributions on one another and by varying the expected participation styles. Students self-monitor and remind one another of the need to listen as well as contribute, helping to ensure that all learners are acknowledged in class discussions.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				



		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 3D	<b>Instructional variety</b>	Students are provided with activities specific to the content, but there is neither an attempt to use a variety of activities to support instructional outcomes nor an attempt to differentiate tasks to address a variety of student needs. Evidence of student disengagement is high.	Teacher occasionally attempts but does not consistently use a variety of activities to support instructional outcomes and meet varied student needs. Some students may be intellectually engaged but others remain bored or overwhelmed.	Teacher uses a variety of activities on a regular basis that specifically target instructional outcomes. Most students are frequently observed to be cognitively engaged in exploring content.	Teacher successfully varies classroom activities to support instructional outcomes. All students regularly appear inspired, curious, and excited to engage in varying forms of inquiry, exploration, and analysis of new content.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 3E	<b>Group activities</b>	Time in groups is unproductive and the teacher's interventions fail to promote achievement. Teacher fails to attend to the class as a whole and may devote disproportionate attention to a few groups for too much time.	Students may be moderately successful in advancing the instructional objectives of the lesson, but some time may be squandered and/or some groups may be unfocused or dysfunctional. Group roles, task sequencing, and/or accountability checks may need improvement.	Instructional groups are engaging and are appropriate to the students and to the instructional objectives. Student collaboration is high as is active exploration of content. Roles, sequencing, and accountability checks are largely successful and help to keep students focused and productive.	Instructional groups are highly productive and fully appropriate to the students and to the instructional objectives. Students take the initiative to influence the adjustments and products of instructional groups. Evidence is abundant that students are working well with peers and collaborating to produce their best work.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 3F	<b>Instructional materials and resources</b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students intellectually.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially engaged with them on an intellectual or personal level.	Instructional materials and resources are suitable to the instructional purposes and engage students both intellectually and emotionally.	Instructional materials and resources are suitable to the instructional purposes and engage students in multiple ways. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 3G	<b>Pacing</b>	The pace of the lesson is too slow, rushed, or both. Several students display behaviors that indicate they are lost, confused, bored, stressed, or "checked out," and the teacher makes little effort to adjust pacing to address these indicators.	Teacher is making an effort to modulate pacing based on perceived student needs, but this pacing is successful only part of the time. Fewer students are indicating that pacing is problematic for them, but some are still demonstrating a level of frustration that may be negatively affecting their learning.	Pacing of the lesson is generally appropriate for most if not all students. Teacher is typically able to adjust pacing when needed by accelerating or slowing instructional activities based on perceived student needs.	Pacing of the lesson is appropriate for all students and the teacher's monitoring, checks for understanding, and informal assessment techniques provide ample data to inform decisions about speeding up or slowing down the lesson.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 3H	<b>Differentiation</b>	Teacher rigidly adheres to an instructional plan even when a change is clearly needed. Differences in student preparedness, comprehension and proficiency are largely ignored.	Teacher attempts to adjust a lesson when needed, with only partially successful results. Some attempts are made to differentiate learning for high-, medium-, and low-expectancy students.	Teacher makes minor adjustments to a lesson, and such alterations occur smoothly. When evidence of the need for acceleration or re-teaching is observed, the teacher personalizes instruction to meet individual student needs.	Teacher successfully makes major adjustments to a lesson when needed and the adjustments add value and rigor to the lesson. Students at all performance levels are provided opportunities for enrichment.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 3I	<b>Response to students</b>	Teacher ignores or brushes aside students' questions, comments, or interests.	Teacher attempts to accommodate students' questions, comments, or interests, although doing so may occasionally disrupt the flow of lessons.	Teacher successfully accommodates students' questions, comments, or interests and integrates them into the flow of the lesson.	Teacher seizes major opportunities to enhance learning, building on student interests or a spontaneous event to promote engagement and achievement.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 3J	<b>Persistence</b>	When students have difficulty learning, the teacher either gives up or blames them, their home environment, or some other perceived deficit for their lack of success.	Teacher accepts responsibility for the success of all students but only uses a limited repertoire of instructional strategies to attempt to reach and teach each and every student.	Teacher seeks and experiments with approaches for students who have difficulty learning, drawing on a growing repertoire of strategies. Solutions are sought instead of blame.	Teacher persists in finding solutions for students who need help, using an extensive repertoire of strategies and seeking additional resources from colleagues, research, and the community.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 3K	<b>Anticipation and transitioning</b>	Lessons are typically delivered with little to no introduction, and transitions between the phases of a lesson are choppy if not abrupt. Students are uninspired to engage the lesson and may be disinterested in the content.	Teacher introduces lessons and activities with occasional interest-generating prompts or uses novelty to enhance students' interest, but such efforts are inconsistent or sometimes unsuccessful. Transitions are typically sufficient but may lack in efficiency or explanation.	Lessons are introduced in a curious, novel, and/or theatrical manner such that student attention is piqued and engagement is elevated. Transitions help shift student attention and interest from one activity to the next such that time on task is maximized.	Using a variety of strategies, prompts, "hooks," and provocations, the teacher consistently builds anticipation for learning and effectively transitions between various stages in a lesson or activity. Students begin tasks rapidly and then sustain academic effort throughout the lesson.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 3L	<b>Student voice and choice</b>	Students are rarely if ever asked for their perspectives on course content, classroom procedures, or behavioral norms, and little to no opportunity exists for students to exercise their autonomy in choosing how to complete classwork.	Students are occasionally consulted for their opinions about classroom operations and the quality of the learning community, and occasional opportunities for student choice are provided during classwork or assessments.	Student perspectives regarding classroom operations are formally solicited and integrated such that they routinely participate in classroom decision-making. Consistent opportunities exist for students to choose how they will demonstrate content proficiency.	Students are afforded ample opportunities to express their autonomy and perspectives that occasionally take the form of actual leadership in and beyond the classroom. Students assist in the design of both instructional activities and assessments.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 3M	<b>Communicating high expectations</b>	Teacher demonstrates generally low expectations for student learning and consistently distributes low-level questions and prompts to those students the teacher perceives to be low-expectancy students.	High-expectancy students receive the greatest frequency and level of difficulty with regard to questions and prompts, but the teacher is beginning to distribute intellectual challenges and supports more equitably.	Teacher conveys high expectations for all students and has developed methods to distribute questions and prompts in such a way that both low- and high-expectancy students experience frequent intellectual rigor.	Teacher uses the same positive affective tone with low- as with high-expectancy students, and asks questions of low-expectancy students with the same frequency, depth, and rigor as with high-expectancy students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 3N	<b>Embedded literacy skills</b>	The practices of reading, writing, developing academic language, spelling, and speaking are not embedded into instruction; rather, literacy is presented (if presented at all) as a stand-alone skillset to be used outside most or all class activities.	Evidence of occasional infusion of literacy skills into instruction is observed, but it may be fleeting and tangential.	Literacy skills are clearly woven into lessons, are explicitly linked to instructional objectives, and are evident during class activities.	Literacy skills are foundational to most lessons such that visual representations provided, ideas expressed, decisions made, texts consulted, vocabulary developed, academic language used, and problems solved all reflect this infusion.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 3O	<b>Communications with students</b>	The teacher's explanation of content contains major errors and spoken language contains mistakes in spelling, grammar, and/or syntax. Such errors are also common in written materials (tests, handouts, presentations, writing on board or screen, letters home, emails, notes to students or colleagues, etc.)	Occasional but minor errors in content explanation are evident, and teacher vocabulary or syntax sometimes may be inappropriate or incorrect, though there are few errors in spelling or grammar in either spoken or written communications.	Teacher is able to communicate without error in both speaking and writing regardless of the medium.	Teacher demonstrates exemplary speaking and writing skills that are not only error-free but represent a commitment to form, function, and style in the use of language.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

## Domain 4: Assessment Strategies

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 4A	<b>Congruence with instructional objectives</b>	Assessments an assessment procedures are incongruent with instructional objectives. It is not clear how assessments relate to the purpose of the lesson or lessons.	Assessments and assessment procedures are partially congruent with instructional objectives but little to no individual adaptations are evident.	All of the assessments and assessment procedures are aligned with instructional objectives. Adaptations have been incorporated for groups of students.	All of the assessments and assessment procedures represent measurable expressions of the instructional objectives. Assessment methods have been differentiated to allow for individual student needs.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 4B	<b>Criteria and standards</b>	Plan for assessment lacks criteria by which students will be assessed.	Assessment criteria and standards have been developed, but they may be vague or difficult to measure.	Assessment criteria and standards are clear and measurable.	Assessment criteria and standards are clear and measurable, and easily incorporated by students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 4C	<b>Design of formative assessments</b>	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Teacher's approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy for using formative assessment and has designed and articulated in lesson or unit plans the specific approaches that will be used.	The teacher's approach to using formative assessment is well designed and clearly articulated in instructional plans and includes student as well as teacher use of the assessment information.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 4D	<b>Use of assessments in planning</b>	Teacher does not use assessment results in designing future instruction.	Teacher uses assessment results to plan for future instruction for the class as a whole.	Teacher uses assessment results to plan for future instruction for groups of students.	Teacher uses assessment results to plan and differentiate future instruction for individual students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 4E	<b>Communication of assessment criteria</b>	Students are not informed of the assessment criteria by which their work will be evaluated and/or no assessment criteria were developed by the teacher.	Students are only partially informed of the assessment criteria and/or such criteria were communicated to students too late to be of much use to them.	Students are informed of the assessment criteria, and the teacher communicates these criteria to students well in advance of the work's submission or completion.	Not only are students informed of the assessment criteria well in advance but the teacher solicits student contributions to the criteria's development and/or their revision.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 4F	<b>Monitoring student learning</b>	There is little or no monitoring of student learning during lessons or activities.	The teacher monitors student learning for the class as a whole but does not consistently check for student understanding at the individual level.	Teacher monitors the progress of groups of students by using well-formed questions or prompts to diagnose evidence of learning.	Questions, prompts, and formative assessments are regularly used to diagnose evidence of learning in individual students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 4G	<b>Feedback to students</b>	Teacher's feedback to students rarely contains information that will assist them in improving their performance and/or feedback is not provided in a timely manner.	Teacher's feedback to students is too general and its timeliness is inconsistent. Teacher relies too heavily on praise without communicating sufficient scaffolds to promote greater learning, effort, and achievement.	Teacher's feedback to students is timely and accurate. Encouragement is communicated by focusing on students' effort and accomplishment. Praise is specific, sincere, and judicious.	Teacher's feedback to students is timely and is consistently focused on what students are (or are not) accomplishing through effort. There is ample evidence that students make regular use of teacher feedback in their learning and it appears to motivate greater effort.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 4H	<b>Student peer- and self-assessment</b>	Students do not engage in self- or peer assessment.	Students occasionally assess the quality of their own or their peers' work against the assessment criteria.	Students frequently assess and monitor the quality of their own and others' work against the assessment criteria.	Students not only frequently assess and monitor the quality of their own and others' work against the assessment criteria but also make active use of that information in their learning.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 4I	<b>Equity &amp; ethical considerations</b>	Teacher does not consider the extent to which students possess varying capacities to complete homework and projects outside of school, or when such contexts are considered they result in lowered expectations rather than increased levels of support.	Teacher occasionally considers the extent to which students possess varying capacities to complete work outside of school and additional supports are sometimes provided to help students meet expectations.	Teacher demonstrates an understanding of the inequities associated with the assigning of work outside of school hours and may increase allocations of in-class work-time, decrease homework, and/or provide additional help when disparities appear.	Teacher has successfully minimized or removed inequities due to varying capacities to complete homework by providing ample in-class time to complete summative assignments and giving additional help to those students who may need it.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 4J	<b>Maintaining accurate records</b>	The teacher’s system for maintaining information on student attendance, completion of assignments, and progress in learning is non-existent or in disarray. The teacher makes little to no distinction between formative and summative assessments in record-keeping.	The teacher’s system for maintaining information on student attendance, completion of assignments, and progress in learning is rudimentary but only partially effective. Some distinctions are made between formative and summative assessments but occasional conflation of the two mars the accuracy of records.	The teacher’s system for maintaining information on student attendance, completion of assignments, and progress in learning is effective. Summative and formative assessments are clearly distinguishable in records.	The teacher’s system for maintaining information on student attendance, completion of assignments, and progress in learning is exemplary such that other teachers benefit from seeing how it is constructed and maintained. Students contribute information and participate in maintaining the records.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 4K	<b>Grading schemes and calculations</b>	Teacher's gradebook and grading methods fail to capture student proficiency, effort, and/or learning. Calculations do not reflect an understanding of basic numeracy. Students do not know how or why they received the grade they did.	Teacher's gradebook and grading methods function as an accurate record of students' completed work, but the calculating system employed may be mathematically flawed or insufficiently sophisticated to represent student learning with validity.	Teacher's gradebook and grading methods reflect sound mathematical reasoning and the calculations therein capture student learning and accomplishment with validity. Students demonstrate that they understand what their grades mean and how they were calculated.	Teacher's grading schemes and gradebook calculations reflect both mathematical integrity and an equitable summation of student accomplishment. Teacher's grading methods on summative work are driven by transparent and clearly communicated standards such that all students know their grade and what it will take to sustain or improve it.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				



## Domain 5: Learning Community

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 5A	<b>Teacher interaction with students</b>	Patterns of teacher-student interactions with at least some students are negative, inappropriate, or insensitive to cultural backgrounds and/or developmental levels. Students exhibit disrespect for the teacher.	Patterns of teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, a lack of initiative in balancing student voices, or disregard for students' cultures and/or developmental levels. Students exhibit only occasional respect for the teacher and may avoid taking intellectual risks.	Teacher-student interactions are distributed equitably and are appropriate to and may vary depending on the cultural backgrounds and developmental levels of individual students. Teacher takes the initiative to balance student voices. Students typically demonstrate respect for the teacher though some students may be reticent to take intellectual risks.	Classroom interactions between teacher and students motivate students to apply their best effort and increase their engagement with content. Students exhibit respect for and trust in the teacher and often contribute to each other's learning. All students are included, their voices are heard, and they take intellectual risks.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 5B	<b>Student interactions with peers</b>	Student peer interactions are characterized by sarcasm, put-downs, or conflict. The teacher rarely if ever intervenes in such situations, or interventions are unsuccessful in quelling the behavior.	Students do not regularly demonstrate disregard for their peers' feelings or perspectives, but occasional disparaging remarks, nonverbal slights, and/or hurtful statements go unaddressed.	Student interactions are generally polite and respectful. Students sometimes monitor and correct one another's problematic statements or actions. The teacher is usually attentive and responsive when such situations occur.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed such that safety and well-being are quickly restored. Teacher interventions are brief, firm, and helpful.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 5C	<b>A culture of learning</b>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the correct use of academic language are neither expected nor valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only a few students.	The classroom culture is characterized by some commitment to learning by the teacher or students. The teacher refers only in passing to the correct use of academic language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. The teacher may advocate rhetorically for high achievement but shows little evidence of strategies to support a culture of learning.	The classroom culture is a place where learning is valued by all. High expectations for both learning and hard work are the norm for most students regardless of their perceived aptitude. Students are enthusiastic about class activities and consistently expend effort to learn. Classroom interactions support intellectual inquiry, hard work, and the correct use of academic language.	The classroom culture is cognitively busy, rigorous, and encouraging, and is pervaded by a shared belief in the importance of learning and inquiry. The teacher conveys high achievement expectations for all students and insists on their best effort at all times. Mistakes are framed as opportunities for growth and students are eager to demonstrate what they know and can do. The correct use of academic language is widespread even as students are encouraged to retain their culturally derived ways of communicating.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 5D	<b>Expectations for behavior</b>	The teacher has made little to no effort to communicate the rationale for various rules nor the consequences one can expect when adherence is lacking. Students have not been included in a process by which behavioral norms in the classroom are generated and specified.	The teacher has declared a list of rules to be followed with some explanation of their utility and the teacher's likely response when such rules are disregarded. Students may have been asked for their opinions on various norms but the standards for behavior are largely dictated by the teacher with little to no substantive input from students.	The teacher has planned for and used a specific process to co-identify classroom behavioral needs, and then co-construct the norms both students and the teacher will be expected to observe to meet those needs. While this process may have been generative, the teacher may neglect to revise and re-negotiate those norms as circumstances and behaviors evolve over the course of a semester or year.	The teacher has co-constructed behavioral norms with students and regularly reinforces them when (mis)behavior is observed. Students' requests to talk about or negotiate different norms are heeded, though the teacher may still make unilateral decisions based on sound analyses of the learning community's needs.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 5E	<b>Student pride in work</b>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do their best. Teacher may exacerbate this by conveying that student success is the result of natural ability rather than effort.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality. Teacher may occasionally praise students for being "smart" rather than working hard and sustaining focus.	Students accept the teacher's insistence on work of high quality and demonstrate persistence when work is challenging. Teacher consistently highlights positive academic outcomes that occur as a result of student focus and effort.	Students assume responsibility for high academic achievement by initiating improvements, demonstrating persistence, making revisions, adding detail, and/or assisting peers in their sophisticated use of content knowledge.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 5F	<b>Management of cooperative groups</b>	Groups that are not working directly with the teacher are not productively engaged in learning and may be actively distracting others.	Only some groups of students are productively engaged in learning while unsupervised by the teacher.	Teacher promotes a high level of concern and sufficient structuring such that the majority of students in groups are productively engaged in learning even when they are not directly supervised by the teacher.	Teacher has well developed strategies for making sure all students are productively engaged at all times. Students have assumed responsibility for their productivity and for monitoring their peers to stay on-topic and on-task.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 5G	<b>Management of transitions</b>	Transitions are chaotic, with significant time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming significant responsibility for ensuring their efficient operation.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 5H	<b>Management of materials and supplies</b>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. Procedures are seldom or never developed, explained, modeled, and/or reinforced.	Procedures for handling materials and supplies function moderately well, but with some loss of instructional time.	Procedures have become routinized such that the handling of materials and supplies occur smoothly with little loss of instructional time.	Procedures for handling materials and supplies are efficient if not effortless, with students assuming significant responsibility for their smooth operation.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 5I	<b>Establishment and reinforcement of routines</b>	Teacher fails to establish, instruct, and remind students about routines. Instead, teacher resorts to threats and punishments in an attempt to encourage adherence to haphazardly constructed procedures, or students may not know what the proper routines are.	Teacher occasionally attempts to demonstrate class routines but many are not maintained or reinforced, and some may be undermined or ignored by students. Rather than remind or re-enforce, the teacher may reprimand or punish students for failing to follow specified routines.	The teacher instructs students on how specific procedures are to be followed in class and explains their purpose. Teacher also maintains routines by re-teaching and reminding as necessary. Students largely adhere to routines and follow them in a timely manner.	Teacher successfully teaches and maintains routines and enlists student help when classroom procedures and processes need refining. Students not only follow routines but actively reinforce them with one another and look for opportunities to improve them.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 5J	<b>Monitoring of student behavior</b>	Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher reacts to problems far more than preventing them.	Teacher is generally aware of student behavior but may miss the activities of some students. Attempts at prevention are made though they may vary in their success, as evident by continuing problems with off-task student behavior.	Teacher is alert to student behavior at all times and actively prevents many behaviors by seeing and addressing issues early and often.	Monitoring by teacher is subtle, consistent, and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 5K	<b>Response to student (mis)behavior</b>			
	Teacher does not respond to (mis)behavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity. Teacher interventions frequently escalate conflict rather than defuse it, and the social-emotional aspects of interactions are underappreciated.	Teacher attempts to respond to student (mis)behavior but with uneven results. Interventions temporarily stop problematic behaviors though they may recur later. Teacher attempts to address students' social-emotional context but may be unwilling or unable to see how the teacher's actions may exacerbate rather than ameliorate underlying issues or cultural misunderstandings.	Teacher responds to (mis)behavior are appropriate, successful, respectful of students' dignity, and attentive to the social-emotional state of the student. Student behavior is generally productive and prosocial, and situations rarely escalate. Teacher works to differentiate responses based on students' cultural backgrounds.	Teacher responses to (mis)behavior are highly effective and sensitive to students' individual socio-emotional needs as well as their unique cultural contexts. Student behavior is consistently appropriate, productive, and prosocial, and situations almost never escalate.
	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>
Evidence and/or Comments				
Element 5L	<b>Punishments and rewards</b>			
	Teacher uses coercive methods in an attempt to force student compliance. Teacher also uses rewards to compel students to temporarily adhere to expectations. The classroom climate is therefore often repressive and manipulative, and student (mis)behavior rises whenever sanctions and incentives are not applied.	Teacher is aware of the significant drawbacks to punishment and reward systems but persists in using them in the classroom with regularity. Teacher sometimes bargains with students by promising pizza parties, candy, movies, and other inducements in exchange for temporary compliance.	Teacher has developed a host of consequences that are directly linked to specific infractions and demonstrate cause and effect rather than retribution. Teacher typically refrains from offering rewards in exchange for compliance and instead works to elevate engagement and enhance intrinsic motivation.	Teacher almost never uses punishments or reward systems in an attempt to coerce student behaviors; rather, the teacher utilizes an array of encouragements, intrinsic motivators, and engagement strategies to positively influence student behavior and achievement.
	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>
Evidence and/or Comments				
Element 5M	<b>Arrangement and use of furniture and classroom resources</b>			
	The classroom environment is unsafe, or learning is not accessible to many. The arrangement of furniture and use of resources, including technology, hinders rather than enhances the lesson activities because students either cannot see or move safely to access what they need.	The classroom is safe and essential resources are accessible to most students. The teacher makes modest use of furniture and technology to diminish student inconvenience. The teacher attempts to adjust the classroom furniture for a lesson (or adjusts the lesson to the furniture) but with limited effectiveness.	The classroom is safe, and students have equal access to all classroom resources. The teacher ensures that the furniture arrangement and positioning of technology is appropriate to varying learning activities and may adjust it mid-lesson to accommodate different styles of instruction.	The classroom environment is safe, and classroom resources are accessible to all students, including those with special needs. The teacher makes sure that the positioning of furniture and technology supports instructional objectives. Students contribute to the adaptation of resources to advance learning.
	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>
Evidence and/or Comments				

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 5N	<b>Communicating with families</b>	The teacher provides little information about the instructional program to families and the teacher’s communication about students’ academic and behavioral progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate to families information about the curriculum or behavioral expectations, or about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may be insufficiently sensitive to cultural difference, family structure, or socioeconomic status.	The teacher provides frequent and appropriate information to families about the curriculum and behavioral expectations and conveys information about individual student progress in a manner that is sensitive to issues of family diversity. The teacher makes some attempts to engage families in the instructional program.	The teacher regularly communicates with families in a manner that helps sustain diversity and keeps family members aware of developments in the classroom. Students contribute to the success of such communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 5O	<b>Anti-oppressive stance</b>	Teacher ignores the impact that systemic racism, sexism, classism, heterosexism, ableism, and other forms of oppression have on students, the classroom, and the larger school-community. Teacher is dismissive of claims that such oppressions persist and is unwilling to look at issues of privilege and personal complicity in oppression.	Teacher is aware of the influence that some forms of oppression can have on students, classrooms, and schools but needs to develop concrete methods to counter them. Teacher may extol various anti-oppressive literatures or leaders but needs to demonstrate how expressed values translate into practice or how they implicate one's own decision-making.	Teacher integrates understanding of oppression with specific pedagogical and interpersonal approaches to working with students, colleagues, and families. Teacher is able to articulate where and when oppression sometimes occurs and can show how specific practices can reverse such trends. Teacher is critical of her/his/zir own participation and resistance in privilege and oppression in classroom experiences.	Teacher demonstrates an enduring inclination and ability to read, name, and productively resist systemic forms of oppression intrapersonally, interpersonally, in the classroom, and in the larger school-community. Teacher actively seeks diverse collaborations to expand awareness and enhance efforts; these efforts produce identifiable change in the teacher and in others.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

## Domain 6: Reflexivity

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 6A	<b>Accuracy</b>			
	Teacher does not know whether a lesson was effective or achieved its instructional objectives, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional objectives were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional objectives and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional objectives, citing many specific examples from the lesson and weighing the relative strengths of each.
	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>
Evidence and/or Comments				
Element 6B	<b>Use in future teaching</b>			
	Teacher has no suggestions for how a lesson could be improved if/when the lesson is taught again.	Teacher makes general suggestions about how a lesson could be improved if/when the lesson is taught again.	Teacher makes a few specific suggestions regarding what could be attempted if/when the lesson is taught again.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>
Evidence and/or Comments				
Element 6C	<b>Feedback receptivity</b>			
	Teacher rejects observer's data and is dismissive of or hostile to interpretations that are shared. Teacher demonstrates a greater commitment to the status quo than an interest in reform.	Teacher listens to and considers how to incorporate observations, interpretations, and recommendations, though efforts to make changes based on what is learned may be inadequate or the teacher may be reluctant to admit the need for change.	Teacher actively engages observational data then honestly and transparently addresses its implications for classroom practice. Teacher may also participate in co-constructing new approaches to enhance strengths and address weaknesses.	Teacher seeks out any and all feedback from multiple stakeholders, including colleagues, students, and parents. Teacher views collegiality, vulnerability, and transparency as necessary conditions for innovation and can show practices that have been improved based on this orientation.
	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>	Rating <input type="checkbox"/>
Evidence and/or Comments				

## Domain 7: Professionalism & Leadership

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 7A	<b>Relationships with colleagues</b>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership roles among colleagues.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 7B	<b>Involvement in a culture of professional inquiry</b>	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry and volunteers for such opportunities when they present themselves.	Teacher takes a leadership role in promoting a culture of professional inquiry and initiates such efforts.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				
Element 7C	<b>Service to the school</b>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events and makes regular contributions to their success.	Teacher volunteers to participate in school events and makes a substantial contribution to them. Teacher also assumes a leadership role in at least one aspect of a school event.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				



	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 7D	<b>Participation in school, district, and community projects</b>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution. Teacher also assumes a leadership role in a major school or district project.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments			
Element 7E	<b>Enhancement of content knowledge and pedagogical skill</b>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out challenging opportunities for professional development, makes a systematic effort to conduct action research in the classroom or school.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments			
Element 7F	<b>Engaging the profession</b>	Teacher makes no effort to collaborate with colleagues or to contribute to their knowledge, skills, or dispositions in the profession.	Teacher finds ways to inquire about other teachers' practices and seeks insights through collaboration, but such efforts may be restricted to assigned expectations.	Teacher finds ways to contribute to other educators' practices and development at the school site and demonstrates the capacity to elevate the success and esteem of the profession in the community, region, state, or nation.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments			

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Element 7G	<b>Integrity and ethical conduct</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role in articulating and establishing such standards with colleagues.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and/or Comments				

**Intern Teaching Profile (ITP)**  
**Assessment of Professional Practice for Initial License (Preservice)**

**FORMATIVE  
EVALUATION**

Intern:	Mentor <input type="checkbox"/> , or Supervisor <input type="checkbox"/> name (check one):		
School:	Subject(s):	Grade level(s):	Date:

**Domain 1: Knowledge of Learners**

- Element 1A: Individual learner's differences
- Element 1B: Adolescent development
- Element 1C: Learning processes
- Element 1D: Students' skills, knowledge, & lang. proficiency
- Element 1E: Students' interests and cultural heritage
- Element 1F: Students' special needs
- Element 1G: Community

UNSATIS- FACTORY	BASIC	PROFICIENT	DISTIN- GUISHED
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Domain 2: Instructional Planning**

- Element 2A: Content and the structure of the discipline
- Element 2B: Prerequisite relationships
- Element 2C: Content-related pedagogy
- Element 2D: Expectations, sequence, and alignment
- Element 2E: Unit structure
- Element 2F: Lesson structure
- Element 2G: Clarity and utility of objectives
- Element 2H: Balance of learning modalities
- Element 2I: Suitability for diverse learners
- Element 2J: Resources for classrm. use & knowldg. ext.
- Element 2K: Learning activities and instructional materials
- Element 2L: Cooperative grouping
- Element 2M: Motivation and engagement

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Domain 3: Instructional Effectiveness**

- Element 3A: Quality of questions
- Element 3B: Discussion techniques
- Element 3C: Student participation
- Element 3D: Instructional variety
- Element 3E: Group activities
- Element 3F: Instructional materials and resources
- Element 3G: Pacing
- Element 3H: Differentiation
- Element 3I: Response to students
- Element 3J: Persistence
- Element 3K: Anticipation and transitioning
- Element 3L: Student voice and choice
- Element 3M: Communicating high expectations
- Element 3N: Embedded literacy skills
- Element 3O: Communication with students

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Domain 4: Assessment Strategies

- Element 4A: Congruence with instructional objectives
- Element 4B: Criteria and standards
- Element 4C: Design of formative assessments
- Element 4D: Use of assessments in planning
- Element 4E: Communication of assessment criteria
- Element 4F: Monitoring student learning
- Element 4G: Feedback to students
- Element 4H: Student peer- and self-assessment
- Element 4I: Equity and ethical considerations
- Element 4J: Maintaining accurate records
- Element 4K: Grading schemes and calculations

UNSATIS- FACTORY	BASIC	PROFICIENT	DISTIN- GUISHED
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#### Domain 5: Learning Community

- Element 5A: Teacher interaction with students
- Element 5B: Student interaction with peers
- Element 5C: A culture of learning
- Element 5D: Expectations for behavior
- Element 5E: Student pride in work
- Element 5F: Management of cooperative groups
- Element 5G: Management of transitions
- Element 5H: Management of materials and supplies
- Element 5I: Establishment and reinforcement of routines
- Element 5J: Monitoring of student behavior
- Element 5K: Response to student (mis)behavior
- Element 5L: Punishment and rewards
- Element 5M: Arrangement & use of furn. & classrm. resources
- Element 5N: Communicating with families
- Element 5O: Anti-oppressive stance

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Domain 6: Reflexivity

- Element 6A: Accuracy
- Element 6B: Use in future teaching
- Element 6C: Feedback receptivity

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Domain 7: Professionalism & Leadership

- Element 7A: Relationships with colleagues
- Element 7B: Involvement in a culture of professional inquiry
- Element 7C: Service to the school
- Element 7D: Particip. in sch., dist., & community projects
- Element 7E: Enhancement of content knowldg. & ped. skill
- Element 7F: Engaging the profession
- Element 7G: Integrity and ethical conduct

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Intern Teaching Profile (ITP)**  
**Assessment of Professional Practice for Initial License (Preservice)**

**SUMMATIVE  
EVALUATION**

Intern:	Mentor:	Supervisor:
School:	Subject(s):	Grade level(s):
Date:		

		UNSATIS- FACTORY		BASIC		PROFICIENT		DISTIN- GUISHED	
		Mntor	Supe	Mntor	Supe	Mntor	Supe	Mntor	Supe
<b>Domain 1: Knowledge of Learners</b>									
Element 1A:	Individual learner's differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1B:	Adolescent development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1C:	Learning processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1D:	Students' skills, knowledge, & lang. proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1E:	Students' interests and cultural heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1F:	Students' special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1G:	Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 2: Instructional Planning</b>									
Element 2A:	Content and the structure of the discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2B:	Prerequisite relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2C:	Content-related pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2D:	Expectations, sequence, and alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2E:	Unit structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2F:	Lesson structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2G:	Clarity and utility of objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2H:	Balance of learning modalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2I:	Suitability for diverse learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2J:	Resources for classrm. use & knowldg. ext.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2K:	Learning activities and instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2L:	Cooperative grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2M:	Motivation and engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 3: Instructional Effectiveness</b>									
Element 3A:	Quality of questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3B:	Discussion techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3C:	Student participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3D:	Instructional variety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3E:	Group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3F:	Instructional materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3G:	Pacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3H:	Differentiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3I:	Response to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3J:	Persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3K:	Anticipation and transitioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3L:	Student voice and choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3M:	Communicating high expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3N:	Embedded literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3O:	Communication with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Domain 4: Assessment Strategies

- Element 4A: Congruence with instructional objectives
- Element 4B: Criteria and standards
- Element 4C: Design of formative assessments
- Element 4D: Use of assessments in planning
- Element 4E: Communication of assessment criteria
- Element 4F: Monitoring student learning
- Element 4G: Feedback to students
- Element 4H: Student peer- and self-assessment
- Element 4I: Equity and ethical considerations
- Element 4J: Maintaining accurate records
- Element 4K: Grading schemes and calculations

UNSATIS- FACTORY		BASIC		PROFICIENT		DISTIN- GUISHED	
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#### Domain 5: Learning Community

- Element 5A: Teacher interaction with students
- Element 5B: Student interaction with peers
- Element 5C: A culture of learning
- Element 5D: Expectations for behavior
- Element 5E: Student pride in work
- Element 5F: Management of cooperative groups
- Element 5G: Management of transitions
- Element 5H: Management of materials and supplies
- Element 5I: Establishment and reinforcement of routines
- Element 5J: Monitoring of student behavior
- Element 5K: Response to student (mis)behavior
- Element 5L: Punishment and rewards
- Element 5M: Arrangement & use of furn. & classrm. resources
- Element 5N: Communicating with families
- Element 5O: Anti-oppressive stance

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#### Domain 6: Reflexivity

- Element 6A: Accuracy
- Element 6B: Use in future teaching
- Element 6C: Feedback receptivity

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Domain 7: Professionalism & Leadership

- Element 7A: Relationships with colleagues
- Element 7B: Involvement in a culture of professional inquiry
- Element 7C: Service to the school
- Element 7D: Particip. in sch., dist., & community projects
- Element 7E: Enhancement of content knowldg. & ped. skill
- Element 7F: Engaging the profession
- Element 7G: Integrity and ethical conduct

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**Lewis & Clark Graduate School of Education and Counseling  
Teacher Education Department  
ML/HS M.A.T. Program**

**INQUIRY WORK SAMPLE CHECKLIST**

Intern \_\_\_\_\_ Course \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ I/WS # \_\_\_\_\_

<b>Scoring Rubric</b>		
<b>3= Exceeds Expectations</b>	<b>2= Meets Expectations</b>	<b>1= Revision Needed/ Date Revision Met</b>
<ul style="list-style-type: none"> <li>✓ <i>Demonstrates</i> deep understanding of the task,</li> <li>✓ Completes <i>all</i> requirements, and</li> <li>✓ Provides an <i>insightful</i> explanation/opinion</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Demonstrates</i> an understanding of the task,</li> <li>✓ Completes <i>all</i> requirements, and</li> <li>✓ Provides explanation/opinion</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Does not</i> demonstrate or <i>demonstrates a partial</i> understanding of the task,</li> <li>✓ Does <i>not</i> complete all requirements, and</li> <li>✓ Provides incorrect or <i>limited</i> explanation/opinion</li> </ul>

Exceeds Expectations	Expectations Met	Revision Needed/ Date Revision Met	
_____	_____	_____	<b>Description of school community and students.</b> Provides context for intern's assessment of and planning for student learning; includes demographics.
_____	_____	_____	<b>Theme/question/overall description of teaching and learning focus/unit.</b>
_____	_____	_____	<b>List of objectives for students</b> What did intern want students to know/do? What concepts were students expected to attain? (Knowledge, Skills, Generalizations, Values)
_____	_____	_____	<b>Description of unit and its relationship to overall classroom work</b> How does this work fit into district, state, and national standards and guidelines? How did teaching address standards/guidelines?
_____	_____	_____	<b>Literacy Instruction</b> Purposeful attention to appropriate literacy instruction for content area
_____	_____	_____	<b>Lesson plans</b> Description of how lesson plans were adapted as part of ongoing assessment. Appendix of lesson plans for equivalent of ten teaching days as well as a calendar of overall teaching focus/unit.

Exceeds Expectations	Expectations Met	Revision Needed/ Date Revision Met	
			<b>Assessment of students' prior knowledge</b> What were the criteria and indicators for the work and what scale was used to assess (achieved, exceeded, etc.)? How did this assessment influence planning?
			<b>Means for assessing whether students achieved the outcomes/objectives addressed in teaching</b> What were the criteria and indicators for the work and what scale was used to assess (achieved, exceeded, etc.)? What did this assessment show regarding students' learning?
			<b>Examples of student work that met, didn't meet your criteria.</b> These should be referenced in the paper and placed in the appendix with labels indicating assessment ("good," "not passing," etc.)
			<b>Discussion of modifications, considerations, and support for students with special learning needs, or absence-of-need for such modification</b>
			<b>Visual representation and analysis of whole class and individual students' learning gains.</b> Analysis of learning gains for each student and whole class patterns in relation to students' learning.
			<b>Discussion of what intern learned about teaching and learning through the work on this Inquiry/Work Sample.</b>
			<b>Discussion of how data will be used in future planning.</b> What are the implications for future teaching? How will intern use student learning data to plan? How will student progress be shared with students? With parents?
			<b>Content Knowledge</b> Planning, assessments, and analysis demonstrate understanding of content area knowledge.



**Content Area Feedback:**

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Content Area Coordinator

Date

**Lewis & Clark Graduate School of Education and Counseling  
Teacher Education Department  
ML/HS M.A.T. Program**

**Inquiry Work Sample Feedback Form  
(Supervisor, Intern, Mentor)**

Strengths and weaknesses related to intern's teaching of the Inquiry Work Sample:

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Mentor signature

Date

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Supervisor signature

Date

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Intern signature

Date

**584-017-1015 Knowledge Skills and Professional Dispositions**

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

(2) Areas evaluated under this standard include:

(a) Content Knowledge for Teacher Candidates (Initial and Advanced Preparation);

(b) Pedagogical Content Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation);

(c) Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation);

(d) Student Learning for Teacher Candidates;

(e) Knowledge and Skills for Other School Professionals;

(f) Student Learning for Other School Professionals; and

(g) Professional Dispositions for All Candidates.

(3) Units will be accredited against a rubric that sets forth the following levels of achievement of the standards: Target, Acceptable, and Unacceptable. The full rubrics for each standard are found in the TSPC Professional Standards Manual adopted by the Commission. A unit is held accountable to the full set of standards contained in the TSPC Professional Standards Manual.

(4) Candidates include persons preparing to teach, teachers who are continuing their professional development, and person preparing for other professional roles in schools such as administrators and school personnel services experts.

(5) “All students” includes students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional or geographical origins.

**584-017-1020 Knowledge of School Law for Licensed Educators**

The unit provides preparation in state and federal statutes on education including but not limited to: laws prohibiting discrimination, professional standards of ethical conduct and the rights and responsibilities of students, teachers, and parents, special education, and school finance.

**584-017-1030 Evidence of Effectiveness for Initial I Teaching License Preparation**

- (1) The unit assures that candidates provide evidence of effectiveness to foster student learning.
- (2) Each student teacher preparing for an Initial I Teaching License assembles and analyzes two work samples to document the candidate's ability to demonstrate knowledge, skills and professional dispositions as designated in OAR 584-018-0105. If a candidate is seeking more than one authorization level, the two work samples may be completed at either authorization level. One work sample must be delivered over a period of three to five weeks. Work samples include:
  - (a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered;
  - (b) Goals for the unit of study, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;
  - (c) Instructional plans to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in subsection (a) above;
  - (d) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction;
  - (e) Interpretation and explanation of the learning gains, or lack thereof; and
  - (f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents.
  - (g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject.

**584-017-1038 Field Experience and Clinical Practice**

- (1) The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.
- (2) Areas evaluated under this standard include:
  - (a) Collaboration between Unit and School Partners;
  - (b) Design, Implementation, and Evaluation of Field Experiences and Clinical Practice; and
  - (c) Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn.

(3) Units will be accredited against a rubric that sets forth the following levels of achievement of the standards: Target, Acceptable, and Unacceptable. The full rubrics for each standard are found in the TSPC Professional Standards Manual adopted by the Commission. A unit is held accountable to the full set of standards contained in the TSPC Professional Standards Manual.

#### **584-017-1042 Field or Clinical Experiences**

The unit provides field or clinical experience in public or private school settings that ensure the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for educator licensure.

(1) For all candidates not holding a current TSPC license, the unit shall submit to TSPC a completed and signed PA-1 candidate registration form, including fingerprinting cards, for each candidate prior to the date that the first field or clinical experience begins. (See also, OAR 584-017-0128 on admission requirements.) At the unit's discretion, candidates may be required to obtain fingerprint clearance prior to the first field or clinical experience, so long as the candidate is admitted into the program.

(2) At least twice during primary clinical experience, the institution's supervisor(s) meets with the candidate and the school district supervisor(s) in joint conferences to discuss supervisors' evaluations and the candidate's work samples or portfolios.

#### **584-017-1045 Student Teaching**

(1) Student teaching is at least 15 weeks in length.

(a) At least nine consecutive weeks are full-time in schools, during which the student teacher assumes the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for initial licensure.

(b) During the remaining six weeks, the six week requirement may be met either through full-time or the equivalent part-time experience.

(c) The assignment of responsibilities may be incremental in keeping with the objectives of the experience.

#### **584-017-1050 Diversity and Inclusion**

(1) The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn equitably. Assessments indicate that candidates can demonstrate and apply proficiencies related to cultural competency and equitable student learning. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools. A cohort of candidates and faculty from diverse groups informs the unit's curriculum, pedagogy, and field experiences in culturally inclusive meaningful ways. Diverse faculty and peers assist candidates in addressing teaching and learning from multiple perspectives and different life experiences. These experiences provide for different voices in the

professional development and work of the education profession. The greater range of cultural backgrounds and experiences among faculty and candidates enhances understanding of cultural competency, inclusion and equity for all students in the classroom.

(2) Areas evaluated under this standard include:

(a) Design, Implementation, and Evaluation of Curriculum and Experiences;

(b) Experiences Working with Diverse Faculty; and

(c) Experiences working with Diverse Candidates; and

(d) Experiences working with Diverse Student in the P-12 Schools.

(3) Units will be accredited against a rubric that sets forth the following levels of achievement of the standards: Target, Acceptable, and Unacceptable. The full rubrics for each standard are found in the TSPC Professional Standards Manual adopted by the Commission. A unit is held accountable to the full set of standards contained in the TSPC Professional Standards Manual.

### **584-018-0105 Knowledge, Skills, Abilities and Professional Dispositions for Initial I Teaching Licensure**

The unit assures that candidates for an Initial I Teaching License have sufficient evidence to show performances, essential knowledge and critical dispositions in each of the following 10 teaching standards.

(1) The Learner and Learning:

(a) Learner Development: The teacher understands how children learn, grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]

(b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]

(c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. [InTASC Standard #3]

(2) Content

(a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the

discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard #4]

(b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

### (3) Instructional Practice

(a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [InTASC Standard #6]

(b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

(c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

### (4) Professional Responsibility

(a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]

(b) Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10]

**584-018-0125 Middle Level Authorization**

The unit assures that candidates for a Middle Level authorization demonstrate knowledge, skills, and competencies in the middle level setting.

- (1) Candidates document understanding and apply knowledge of developmental psychology and learning, appropriate to students in middle level education within the cultural and community context of the teacher education institution and cooperating school districts.
- (2) Candidates articulate and apply a philosophy of education which is appropriate to the students in middle level education and which ensures that students learn to think critically and integrate subject matter across disciplines.
- (3) Candidates document broad knowledge of the subject matter, curriculum and methods needed to enable students to meet state and district standards by passing the required Commission-approved multiple subjects examination.
- (4) Candidates document in-depth knowledge of one subject matter or specialty endorsement appropriate to middle level teaching assignments by one or more of the following:
  - (a) Completing a college major in the subject matter or specialty endorsement;
  - (b) Passing the required Commission-approved test or tests, in the subject or specialty, including Basic Math;
  - (c) Passing the optional Commission-approved test in middle school Language Arts, Math, Social Studies or Science;
  - (d) Presenting evidence satisfactory to the Commission of specialized education.
- (5) Candidates who have also passed the required Commission-approved multiple subjects examination may add subject-matter endorsements to the Initial Teaching License with middle-level authorizations by:
  - (a) Passing the high school level subject-mastery test, including Basic math. These endorsements authorize the candidate to teach the subjects through grade 12 so long as the candidate also holds the high school authorization; or
  - (b) Passing the middle school optional Commission-approved test in Language Arts, Social Studies or Science. These endorsements are only valid to teach the subject up through grade 9 in an elementary, middle or junior high school regardless if the candidate holds a high school authorization.
- (6) Candidates who have not passed the commission-approved multiple subjects examination, but hold middle-level authorizations in art; English for Speakers of Other Languages (ESOL); bilingual education/ESOL; music, physical education, adaptive physical education; reading or special education may add an endorsement by:



(a) Passing the Commission-approved test or tests, including the middle school tests in Language Arts, Social Studies or Science in the subject-matter endorsement; and

(b) Completing one of the following practical experiences in grades 5-9:

(A) A field or clinical experience of 2 semester hours or 3 quarter hours, which except as specified below may or may not be part of a longer preparation that includes content or methods courses in the subject area, in an institution approved to prepare teachers for that endorsement;

(B) Verification of one year of experience teaching the new subject-area at least one hour each day or the equivalent on either an optional assignment of ten hours or less or on an approved conditional assignment permit (CAP) as allowed by OAR 584-036-0081; or

(C) Five years of experience teaching the subject area in a public school or regionally accredited private school within a U.S. jurisdiction on a license appropriate for the assignment before holding any Oregon license.

(7) Candidates complete student teaching or internship with students in grades 5-9 in an elementary, middle, or junior high school. A field or clinical experience may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

### **584-018-0130 High School Authorization**

The unit assures that candidates for a High School Authorization demonstrate knowledge, skills, and competencies in a high school setting.

(1) Candidates document understanding and apply knowledge of developmental psychology and learning, appropriate to students in grades 7-12 within the cultural and community context of the teacher education institution and cooperating school districts.

(2) Candidates articulate and apply a philosophy of education which is appropriate to the students in grades 7-12 and which ensures that students learn to think critically and integrate subject matter across disciplines.

(3) Candidates document in-depth knowledge of one subject matter or specialty area, curriculum, and methods needed to enable students to meet state and district standards by passing the required Commission-approved test or tests in the specific subject area(s).

(4) Candidates holding middle-level endorsements in language arts, social studies or science, are not eligible to teach these subjects on the high school authorization.

(5) Candidates complete student teaching or internship with students in grades 7-12. A field or clinical experience may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

### **584-018-0135 Endorsements Requiring Multiple Authorization Levels**

(1) The unit assures that candidates for selected subject matter or special education endorsements demonstrate knowledge, skills, and competencies for multiple authorizations.

(2) Candidates for endorsements in **art**, ESOL/bilingual, ESOL, **music**, physical education, adaptive physical education, special education and reading shall qualify for two levels of authorization by:

(a) Completing preparation in developmental psychology and methods appropriate for early childhood and elementary education, OR elementary and middle level, OR middle level and high school;

(b) Completing supervised field or clinical experiences in early childhood and elementary, OR elementary and middle level, OR middle level and high school; and

(c) Documenting knowledge of the endorsement by passing the commission-approved test in the specialty. The Multiple Subjects Examination (MSE) [NES: Elementary I/II] is not required for the endorsements in subsection (2) above.

(d) Candidates completing a field or clinical experience at either early childhood or elementary and at either middle or high school levels shall qualify for authorization for pre-primary (pp) through grade twelve (12).

(3) See, OAR 584-060-0071 for further guidance related to this rule.

## Guidelines for Supervision Reports

Supervisors play a pivotal role in determining whether an intern is ready to assume the responsibilities of a fully licensed educator; consequently, the documentation supervisors produce as a result of their observations and conferences is critical to the growth of the intern and to the accountability of our teacher education program. At Lewis & Clark, supervisors observe each of their interns at least six times over the course of the year and follow up each classroom observation with a written report. These six observation reports, taken together with the ITP, provide a written record of the intern's year-long development as a new teacher.

Historically, supervisors in the ML/HS M.A.T. program have generated largely narrative reports that included the following elements: 1) a brief description of the lesson—*what the supervisor observed*; 2) commendations—*what aspects of the lesson/teaching went well*; and 3) recommendations—*what the intern needs to work on or improve*.

In the fields of teacher education and school improvement, teacher evaluations now take a variety of forms, and with schools and districts moving toward more data-based decision making, our M.A.T. program seeks to be responsive to these trends. Consequently, this year, as part of the professional development for supervisors, we will be discussing the myriad ways that supervisors can capture and interpret observational data in the field and how they might best provide feedback to new teachers. We anticipate working together to develop tools that capture the complexities and challenges associated with teaching and learning, especially learning to teach. Whatever form these supervision reports take, they should possess the following qualities:

1. **DATA-BASED:** focused on actual observed events, interactions, behaviors, remarks, patterns, actions, statements, etc. (and avoiding loose impressions or vague generalizations about the intern's abilities)
2. **SYSTEMATIC:** grounded in the methodical recording of classroom information that targets the specific knowledge, skills, and dispositions described in the ITP (Examples: keeping count of who is doing the speaking in the classroom, recording the intern's and students' movements in the room, chronicling and characterizing the questions asked by the intern during a lesson, capturing disciplinary interactions—the possibilities are endless)
3. **CRITICAL:** providing detailed feedback about both the successes and failures of the intern's instructional choices and how those choices affect student learning. Supervisors—like mentors, L&C faculty, and the intern's peers—often function as "critical friends," whose commitment to the intern's growth necessitates regular critique, if not the delivery of hard truths when necessary. Of course, such conversations must also be supportive, providing multiple scaffolds to guide the intern towards incrementally improvement.
4. **SPECIFIC:** making clear the techniques, behaviors, skills, dispositions, knowledge, and practices the intern should prioritize in the time between this observation and the next as a way of outlining expectations for continuous growth over time. (In this regard, the ITP should be used as a guide to highlight where interns are in their development; and in the event the intern does not demonstrate sufficient growth, the ITP can inform a plan of assistance.)

In the end, the primary purpose of a supervisor's work is *not* to make the intern *feel good*, but to help the intern to *do good*. We prepare good teachers not by telling them they are doing fine, but by showing them how they can change to become even better teachers. Consequently, we encourage supervisors to be supportive, but not to withhold critique when critique is needed. They should acknowledge growth as it occurs, but focus primarily on continuous improvement in

order to safeguard high academic achievement for all students. Ultimately, this is our charge.

## Licensure Checklist

Item	Date expected	Who submits	Submitted to
Formative ITP - mentor	March 5 <sup>th</sup>	intern	Content Area Coordinator
Formative ITP - supervisor	March 20 <sup>th</sup>	supervisor	Content Area Coordinator
Summative ITP (mentor & supervisor)	Early June	supervisor	Marjorie Synakiewicz, Teacher Education
Observation #1	December	supervisor	Marjorie; cc Content Area Coordinator
Observation #2	January or February	supervisor	Marjorie; cc Content Area Coordinator
Observation #3	February or March	supervisor	Marjorie; cc Content Area Coordinator
Observation #4	March or April	supervisor	Marjorie; cc Content Area Coordinator
Observation #5	April	supervisor	Marjorie; cc Content Area Coordinator
Observation #6	May or June	supervisor	Marjorie; cc Content Area Coordinator
Work Sample #1 Checklist <i>w/3-way summary</i>	End of February	intern	Content Area Coordinator
Work Sample #2 Checklist <i>w/3-way summary</i>	End of April	intern	Content Area Coordinator
Basic Skills Testing	Admissions	Admissions	Teacher Education Office
Civil Rights Test	November 1 <sup>st</sup>	Testing agency	Teacher Education Office
Content Test	April 1 <sup>st</sup>	Testing agency	Teacher Education Office
Multiple Subjects	April 1st	Testing agency	Teacher Education Office