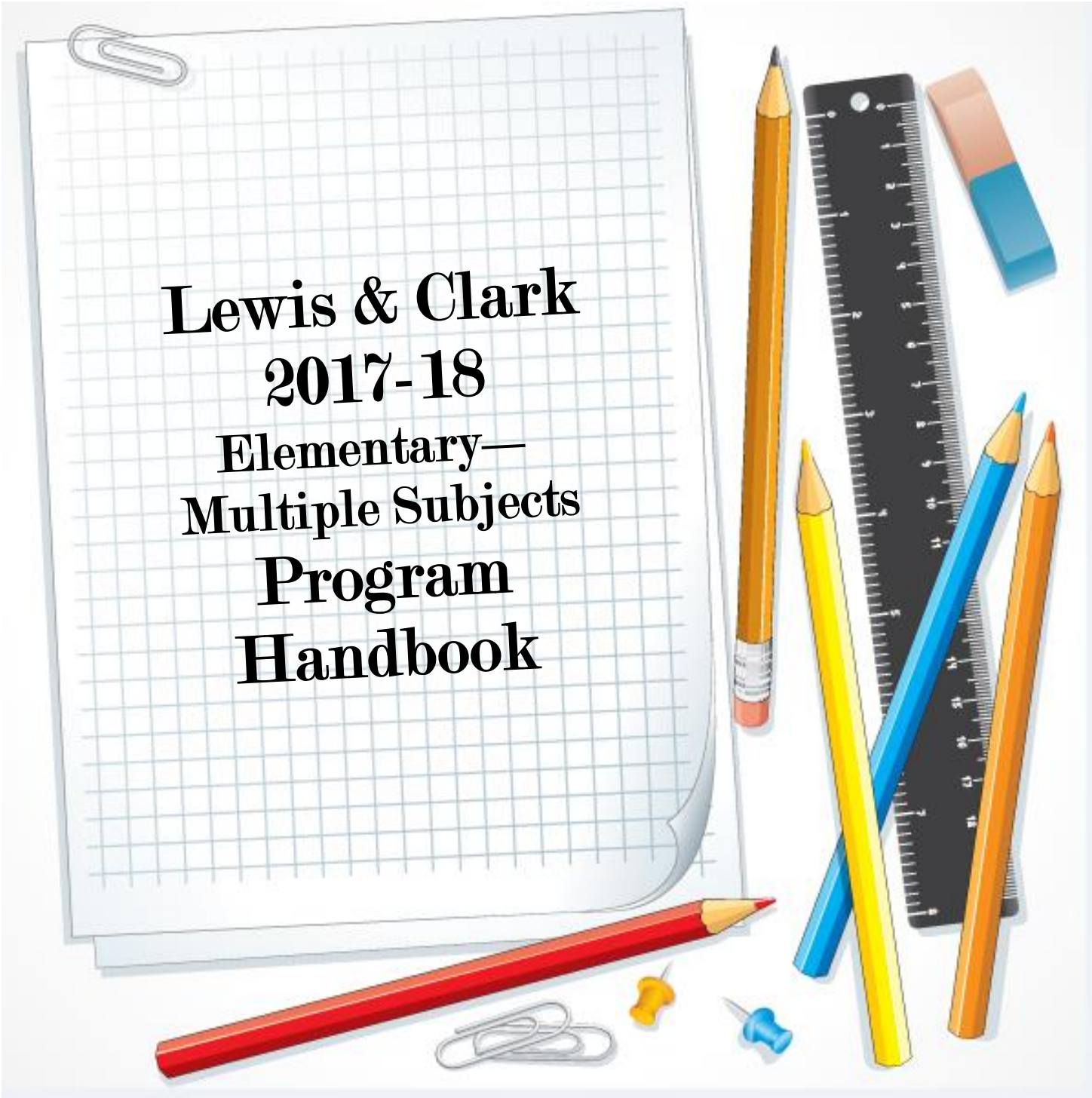
Lewis & Clark
2017-18
Elementary—
Multiple Subjects
Program
Handbook



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Welcome

Welcome to the Elementary--Multiple Subjects Preservice Program at Lewis & Clark College. You are taking the first step into what we hope will be a lifelong career as a professional educator. Congratulations and welcome to an incredibly demanding and immensely rewarding profession!

You have been chosen to enter the program at Lewis & Clark based on the excellence, depth, and breadth of your academic background; the strength of your recommendations; the quality of your prior classroom experience; 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 will invest in your success. We ask that you commit to engaging fully with your heart, your mind, and your actions in every opportunity this program provides.

Through challenging courses, meaningful assignments, engaging discussions, and a carefully chosen student teaching placement we will prepare you to be a transformative educator who is dedicated to promoting democratic school reform and social justice in a diverse and multicultural society. Over the course of this yearlong experience, you will become a thoughtful decision-maker and innovative leader. While helping children 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 peers, 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 outstanding teachers and to practice teaching under the careful supervision of a skillful mentor teacher. You will be encouraged to develop strategies as a lifelong learner through your coursework and your practicum experience. The Lewis & Clark program will both challenge and enrich you as you work toward the goal of becoming an excellent beginning teacher.

Our best advice as you begin this incredible year is three-fold: (1) Be fully present each day whether in your classroom or on campus; (2) Embrace the many challenges that will arise; (3) Nurture strong and enduring relationships with your fellow students, the faculty at Lewis & Clark, with your school colleagues, and your students.

Welcome to the start of an exciting year.

About the Graduate School

Vision, Mission, and 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 of the 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.

The Lewis & Clark Graduate School community has identified nine guiding principles which support our vision and mission. These principles are in addition to the fundamental commitment, which is at the heart of our mission, to cultural competence and advocacy based on knowledge and respect for the vitality of 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 and Procedures

The Navigator is the official student handbook of the Lewis & Clark Graduate School of Education and Counseling. 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. Candidates should read this document carefully because they are responsible for abiding by the policies and procedures outlined there. *The Navigator*, together with the graduate school's catalog, will be helpful throughout the experience at Lewis & Clark. Candidates should be sure to read the Statement of Student Responsibilities.

The catalog includes academic policies, including:

Academic Integrity
Academic Integrity in Practice
Student Conduct, Academic Performance, and Appeal Guidelines

The Navigator and catalog also contain college-wide policies that set out student rights such as access to disability services, as well as responsibilities such as refraining from using hate speech. These documents explain in detail essential policies and procedures associated with discrimination and harassment, sexual conduct, and hate and bias motivated incidents. Every student is expected to know and comply with academic and campus rules established in 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.

Professional Ethics

Lewis & Clark candidates must adhere to the Student Professional Conduct policy of the graduate school. It is each candidate's responsibility to read and follow the guidelines found there:
http://docs.lclark.edu/graduate/policyprocedures/academic/

In addition, candidates must adhere to the ethical, legal, and professional responsibilities identified by Oregon law and TSPC guidelines found here:
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_020.html

Student Support Services

Lewis & Clark is committed to serving the needs of our students with disabilities and learning differences. Professional staff members in the office of Student Support Services are available to ensure students receive all of the benefits of a comprehensive selection of services. This office also provides advising and advocacy for students with disabilities and support for students who seek advice on academic strategies. Services, advising, and accommodations are always the result of an active partnership between students and Student Support Services staff. Students seeking testing accommodations for the required licensure exams should contact Student Support Services for assistance.

Writing Support

Many faculty members will be happy to provide support for the writing assignments in their individual classes. However, students looking for additional support may contact: John Holzwarth, Director of the CAS Writing Center at holzwrth@lclark.edu or 503-768-7503.

Additional Policies Pertaining to ELEM Students

Liability Policy Regarding Practicum and Field Experience

All students registered in the college are covered by the college's liability policy during practicum or field 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 teacher candidate's supervised practicum in the school. Injuries to student teachers or teacher candidates 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 field 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

Convocation

Convocation: A call to assemble, to reflect on the ways our "core" values—creativity, compassion, commitment—impact and sustain our professional lives. An opportunity for students and faculty to connect across programs and to reflect on the shared values of each of our disciplines.

The Graduate School's Convocation brings together students and faculty from education and counseling psychology professions in an interdisciplinary exploration of fundamental issues affecting personal development and professional life. This crossing of disciplinary borders encourages participants to consider new ways of researching, learning, and solving real-world problems common across social service professions. Convocation is designed to welcome students to the community and inspire them to shape a more just, inclusive, equitable, and compassionate world.

Convocation focuses on the role that creativity, compassion, and commitment play in the professional lives of educators and counselors. Convocation provides an opportunity for students to learn more about the graduate school. Attendance at Convocation, held annually in September, is required for all students enrolled in an MAT Program. There is no tuition charged for this experience, but all students will be required to register through WebAdvisor and attend the event.

Commencement

The Graduate School of Education and Counseling holds one commencement ceremony annually on the first Sunday in June. Students eligible to participate include degree candidates from the previous December, May degree candidates, and July and August degree candidates who have filed a degree application by the required deadline. You will receive information about filing your degree application in the spring semester during your Seminar class. Information about Commencement, including when and how to order regalia (required for candidates planning to participate in the ceremony), and information about the schedule for the event, can be found on the Lewis & Clark Graduate School web page.

Substitute Teaching

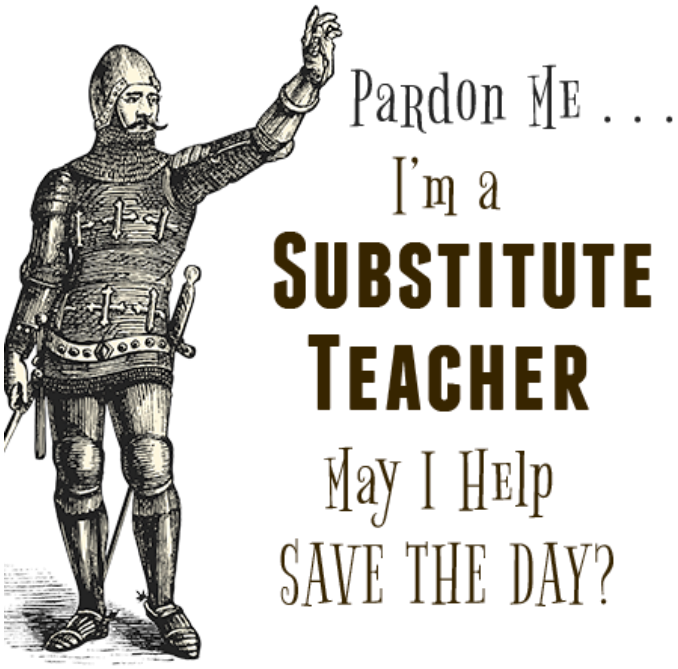
The Restricted Substitute Teaching license makes you eligible to serve as a paid substitute during your student teaching experience. OAR 584-210-0150 defines the requirements and limitations of this license (http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_210.html).

However, district policies vary regarding the use of student teachers as substitutes so contact the Human Resources department in your district to find out if they sponsor student teachers in the substitute licensure process and if they hire student teachers as substitutes. If you choose to apply for the Restricted Substitute Teaching license, you will do so through the district's process and not through Lewis & Clark.

Additionally, the ELEM program policy below defines the timeframe and locations you for which you are permitted to serve as a paid substitute.

- Subbing is not permitted prior to solo teaching.
- Subbing is not permitted outside your school.
- Subbing is permitted during or after solo for your classroom mentor.
- Subbing is permitted for other teachers in your school after solo has been completed, but is restricted to one day a week.
- The duration and frequency of subbing assignments must adhere to district guidelines and TSPC rules.

You are not required to serve in the role of substitute. If questions arise, contact the clinical coordinator.



About the Elementary--Multiple Subjects Program

Program Philosophy

The Elementary--Multiple Subjects (ELEM) program provides teacher candidates with an educational experience that prepares them to meet the complex challenges of professional life in a diverse and changing society. Our program prepares candidates to integrate strong knowledge of subject matter, extensive understanding of pedagogy, and passion for the well-being of all children into their professional practice. Our goal is to produce graduates who distinguish themselves as exceptionally caring, competent, and qualified teachers. To accomplish these ends, the faculty operates from a set of common beliefs.

- Progressive: Humans are social beings who learn best in real-life activities with other people where they can develop practical knowledge and problem-solving skills. This progressive education ideal applies to both the experience of candidates in our program and to the children they will teach.
- Constructivist: Education must support students in constructing important knowledge and deriving concepts for themselves. To encourage the construction of understanding teachers must use practices that engage learners in actively fitting new information together with what they already know, and these practices should permeate the candidate's experience—as a student and as a teacher.
- Equitable: Teachers who make a difference have a steadfast commitment to high quality education for all children. They participate in improving schools, educational systems, and the profession by fostering multicultural understanding, implementing culturally responsive teaching practices, advocating for social justice, and teaching for equity.

Program Variations

Lewis & Clark offers two options for earning a Master of Arts in Teaching (MAT) and completing the requirements for an Oregon Preliminary Teaching License -- Multiple Subjects endorsement. Both programs are full-time experiences preparing candidates to teach children in prekindergarten through grade eight. Both programs adhere to state standards for licensure and provide intensive classroom student teaching experiences. The MAT with ESOL (MESOL) Program combines the MAT and Preliminary Teaching License requirements with the coursework and practicum requirements for the ESOL Endorsement into a unified MAT program. The relationship between the two programs is depicted in the diagram below:

ALL PROCESSES, REQUIREMENTS, AND PROTOCOLS DESCRIBED IN THIS HANDBOOK APPLY TO ALL CANDIDATES (REGULAR MAT and MESOL). REQUIREMENTS SPECIFIC TO MESOL ARE DESCRIBED IN THE MESOL SECTION AT THE END OF THIS HANDBOOK.

MAT Program (Regular MAT)

The program is organized around four semesters of coursework as well as a year of supervised student teaching in a single classroom with an experienced mentor who is open to sharing their practices with a beginning teacher. The full-time experience is complemented with an additional second-level practicum, more limited in scope, in the same school. See page 39 for more information about the second level practicum.

The regular MAT program is composed of 40 credit hours distributed over four semesters (Summer, Fall, Spring, Summer) with program completion coinciding with the last teacher contract day at the placement site (typically mid-June). All of the credit hours serve to fulfill Oregon licensure requirements as well as the requirements for the Lewis & Clark MAT degree. The program planning sheet is found on page 62 lists all the course requirements by semester.

MAT with ESOL Program (MESOL Program)

Candidates who have chosen this program option will complete all requirements for the MAT and all requirements for the ESOL endorsement within their master's degree program. The MESOL program includes an addition of eight credit hours of ESOL-specific coursework for a total of 48 credit hours. Six of these credit hours are associated with coursework and two credit hours are for an ESOL practicum.

The 48 SH for the MESOL program are distributed over four semesters (Summer, Fall, Spring, Summer) with additional coursework (and practicum for some students) continuing through early August. All specific requirements for the ESOL portion of the MAT with ESOL program are found in a separate section of this Handbook beginning on page 67.

IT IS THE RESPONSIBILITY OF ALL MESOL STUDENTS TO CONSULT BOTH THE MAT AND MESOL SECTIONS OF THE HANDBOOK REGULARLY.

Teaching Standards

Oregon Administrative Rules

The ELEM program uses two primary sources to guide and assess candidate preparation for teaching. The first is the set of standards for teaching established by the Oregon Teacher Standards and Practices Commission (TSPC) in the Oregon Administrative Rules (OARs). The complete list of OARs pertaining to the ELEM program can be found on the TSPC website:
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_tofc.html

Framework for Teaching

The second source used by the ELEM program to define teaching proficiency is the set of research-based practices described in *The Framework for Teaching Evaluation Instrument* (Danielson, 2013) The Framework for Teaching (FFT) defines and describes proficiency levels in four domains containing 22 components. Each candidate is evaluated by their supervisor and mentor using the FFT at two points in the year. The Formative FFT is completed in March and the Summative FFT is completed in May/June. The FFT rubric can be found on pages 50 - 61 in this Handbook.

Performance Assessment Required for Licensure: edTPA

All teacher candidates seeking licensure in the state of Oregon are required to complete a performance assessment, the edTPA, as a part of the licensure process. The Elementary Education edTPA requires teacher candidates to complete four tasks, three of these tasks relate to literacy instruction and the fourth is related to mathematics.

Task 1: Planning for Literacy Instruction and Assessment
Task 2: Instructing and Engaging Students in Literacy Learning
Task 3: Assessing Students' Literacy Learning
Task 4: Assessing Students' Mathematics Learning

The sequence of three literacy tasks involves candidates documenting a cycle of teaching including planning, teaching, and assessing a learning segment of 3-5 lessons. They submit authentic artifacts including lesson plans, assessment tools and results, classroom video recordings of the learning segment, and commentaries that provide a rationale to support their instructional choices and practices based on the learning strengths and needs of students. The focus is on analyzing their teaching and their students' learning, with attention to students' academic language development and use.

The mathematics task focuses on analysis of student learning. It requires candidates to analyze student work to identify a targeted learning objective/goal and plan and teach a re-engagement lesson focused on students' needs. This task does not include video recordings, but does require the submission of artifacts such as a formative assessment tool, evaluation criteria, assessment results, samples of student work, and a written commentary.

Candidates' edTPA submissions are externally evaluated and scored. Any candidate whose edTPA score does not meet program minimums will be required to revise and resubmit relevant portions of the edTPA.

In the ELEM program, candidates will complete practice edTPA experiences in the fall supported with course assignments. In the spring they will complete and submit their final edTPA. *The start of the solo teaching experience is contingent on submission of the edTPA.*

Because the edTPA is an assessment of candidate performance, mentors play a limited supporting role. Specifically mentors are expected to assist in four important ways:

(1) facilitate the distribution and collection of video permission forms to families;
(2) assist the candidate in choosing appropriate lessons for the purpose of edTPA;
(3) be flexible with scheduling during the edTPA focus weeks;
(4) serve as videographer during the recorded lessons.

edTPA

Calendar

The calendar below provides a broad overview of the schedule over the course of the year.
The ELEM program maintains a detailed electronic calendar showing the daily class schedule and all program events which can be accessed from the program web page.

When conflicts arise between events at school sites and courses or events at Lewis & Clark, candidates must put their Lewis & Clark obligation first unless specifically approved by the program director and clinical coordinator.

2017-2018

Red indicates full days at LC; Blue indicates full days at student teaching experience school;
Red/Blue stripes indicate half-days at each;
Orange indicates additional MESOL coursework and practicum dates
(NOTE: Summer 2018 MESOL dates are approximate. Check WebAdvisor in January for specific dates.)

May							June							July							August						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
30	1	2	3	4	5	6	28	29	30	31	1	2	3	25	26	27	28	29	30	1	30	31	1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31	1	2	3	25	26	27	28	29	30	1	23	24	25	26	27	28	29	27	28	29	30	31	1	2

September							October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
27	28	29	30	31	1	2	1	2	3	4	5	6	7	29	30	31	1	2	3	4	26	27	28	29	30	1	2
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
24	25	26	27	28	29	30	29	30	31	1	2	3	4	26	27	28	29	30	1	2	24	25	26	27	28	29	30

January							February							March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
31	1	2	3	4	5	6	28	29	30	31	1	2	3	25	26	27	28	1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31	1	2	3	25	26	27	28	1	2	3	25	26	27	28	29	30	31	29	30	1	2	3	4	5

May							June							July							August						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
29	30	1	2	3	4	5	27	28	29	30	31	1	2	1	2	3	4	5	6	7	29	30	31	1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31	1	2	24	25	26	27	28	29	30	29	30	31	1	2	3	4	26	27	28	29	30	31	1

What to Do About Holidays

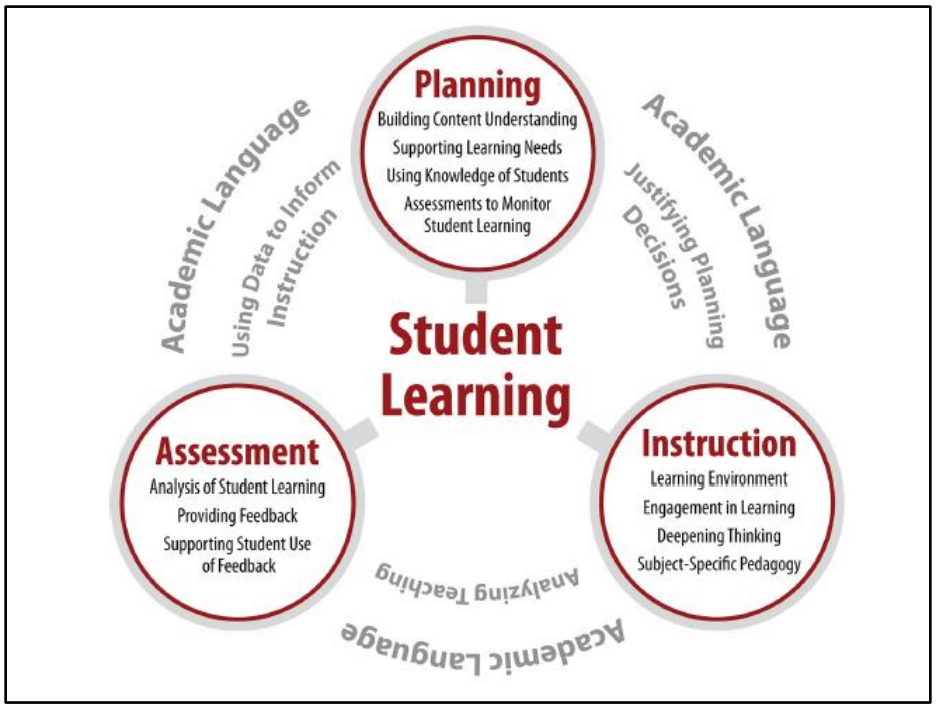
LC candidates split their time between campus and their school sites. For this reason, the calendar for the ELEM program does not match perfectly with the GSEC calendar nor the many variations in school district calendars when looking at holiday observances and other non-work days. For simplicity, use this guideline for holiday observance: Follow your school district calendar for holidays except on days when you have class at LC. For example, Veteran's Day is a school holiday, but not an LC holiday. If you are scheduled to be at your school on Veteran's Day, you will have a holiday. If you have LC classes on Veteran's Day, you will attend class.

edTPA Focus Weeks

The following weeks have been identified as edTPA focus weeks during which edTPA tasks and activities impact the classroom:

- October 16-17: Teach and assess literacy instruction. ***Video recording required.***
- March 12-14: Collect math assessment data. Teach a re-engagement lesson. Reassess students. ***No video required.***
- March 19-23: Teach and assess literacy instruction. ***Video recording required.***
- April 2-6: Technical and writing support provided by appointment at LC. Candidates should be excused to attend as needed (approximately three half-days this week).

Some deviation from these dates may occur based on specific classroom circumstances. If you anticipate problems with these dates, alert the clinical coordinator as soon as possible. Additional information about edTPA that will be distributed throughout the year. Candidates and mentors are expected to heed any updated timeline information if it conflicts with what is listed here.



Successful Student Teaching: A Partnership View

The Lewis & Clark yearlong student teaching placement provides a unique and invaluable opportunity for the candidate and mentor. Candidates are immersed in the work of a teacher for an entire school year. This experience provides a depth of exposure that prepares them to be outstanding beginning teachers. Mentors who have worked with the LC program have identified many benefits including the opportunity to share and refine their practice, additional support in their classroom for the entire school year, and the opportunity to stay up-to-date with current educational trends and research through conversations with their student teachers.

The yearlong student teaching experience also presents unique challenges. Candidates are embedded in the mentor's life and work environment for an entire year. In a way it is like having a long-term houseguest and requires heightened attention to communication and respect for each other's physical and emotional needs. There is a natural and predictable ebb and flow to the year that will include high points filled with joy and a sense of accomplishment, along with some difficult lows when stress becomes overwhelming. Open, honest, and respectful communication is an important factor in a successful mentor-candidate relationship.

Open, honest, and respectful communication is an important factor in a successful mentor-candidate relationship.

The partnership requires a high degree of attention and nurturing in the earliest stages and becomes much more collegial over time. The best mentor-candidate relationships avoid establishing a pattern that always puts the mentor in the forefront with the candidate consistently in their shadow. No two teachers are exactly alike. Both the mentor and the candidate should strive to foster a relationship that allows the candidate to find their own unique voice and identity as a teacher.

What Candidates Need to Know

This will be a year of tremendous professional growth for you as you transition from observer to independent teacher in just a few months. To get the most from your student teaching experience be curious, be open, and be willing to take risks. Each day when you arrive at your placement site, make a commitment to be your best self. Be fully present and engaged in all aspects of life at your school.

Candidate's Role and Responsibilities

This year you will be a graduate student and a teacher candidate simultaneously. Both of these roles require you to act professionally and ethically at all times.

Responsibilities as a graduate student	Responsibilities as a teacher candidate
• Adhere to the Graduate School Standards for Professional Conduct and Academic Integrity	• Know and practice ethical, legal, and professional responsibilities as per the Oregon Teacher Standards and Practices Commission (TSPC) rules including Family Educational Rights and Privacy Act (FERPA) laws respecting students' education records and the Oregon statutes for reporting child abuse found here: https://www.oregonlaws.org/ors/419B.010
• Maintain clear communication with all college faculty including instructors, cohort coordinator, supervisor, and the clinical coordinator. Reply to email questions promptly and professionally (within 24 hours).	• Maintain clear communication with your mentor both verbally and in writing. Reply to email questions promptly and professionally (within 24 hours). Initiate timely discussions regarding course assignments that will require student or mentor interactions.
• Make every effort to attend every class meeting. In the event of an unavoidable absence, inform your instructor prior to the class meeting. Each instructor will provide you with the attendance policy and procedures to follow in the event of an absence.	• Inform your mentor immediately in case of an absence due to illness. Requests for absence due to reasons other than illness must be made in advance and approved by both the mentor and the clinical coordinator.
• Complete all course work in a timely manner. In this intense, rigorous, and compressed program it is difficult to regain momentum if you fall behind with assignments.	• Become knowledgeable about school policies, schedules, school calendar, field trip policies, parent involvement, and available district resources. Comply with all district policies, regulations, and procedures.
• All written assignments must reflect the highest level of skill, clarity, and correctness. Written work adheres to the ELEM Academic Writing Guidelines found on page 65.	• Be professional in both grooming and in dress, keeping in mind the student teaching experience is a yearlong interview. Consider such things as visible piercings and body art, condition and cleanliness of clothing, cleanliness and grooming of hair (including facial hair), necklines, and skirt length. Be aware of and follow the school norms for faculty attire.
• If you receive an incomplete in any course, it must be cleared before you can continue the next semester. All course work must be successfully completed and all grades of incomplete resolved prior to solo teaching.	• Take advantage of opportunities to meet and observe other professionals in the school including in special programs such as physical education, music, art, special education, ESOL and school counseling. Participate fully while at your student teaching experience site.

What Mentors Need to Know

Mentors play a vital role in the professional development of Lewis & Clark candidates, and the mentorship requires a commitment of time, effort, and perseverance. Mentors serve a dual teaching role: teaching the students in their classes and teaching their candidates through modeling and discussion of practices. All mentors must meet the requirements established by TSPC and must submit an annually updated resume to the teacher education department prior to the first day the candidate reports to the classroom.

Mentors play a vital role in the professional development of Lewis & Clark candidates, and the mentorship requires a commitment of time, effort, and at times, perseverance.

Mentor's Role

First and foremost, the mentor's responsibility to the candidate is to model high quality professional practices. From planning, teaching, assessing, managing your classroom, and communicating with parents and colleagues, your student teacher needs to see what caring, competent, and qualified teachers do.

The second critical responsibility of the mentor is to communicate frequently and clearly with the candidate. Effective mentors "think out loud" for their candidates, revealing their decision-making processes for the innumerable choices a teacher makes in the course of a normal day. When the candidate begins to take on teaching responsibilities, the mentor needs to give the candidate honest and specific feedback that will help him/her improve. The mentor must take equal responsibility with the candidate for maintaining a professional relationship. There will inevitably be times when the relationship becomes strained. At these times, the mentor should take the initiative to open up lines of communication and work to resolve any issues before they become overwhelming for either person.

Communication Protocol

1. Maintain open communication between the candidate and mentor. This is by far the most important advice we can give. Candidates who work proactively to communicate openly and honestly with their mentors experience few problems over the course of the year.
2. If a problem arises, inform your supervisor and seek their advice.
3. If the problem persists, discuss the issue with the cohort coordinator.
4. If further intervention is needed, the cohort coordinator will refer the candidate to the clinical coordinator.
5. If the issue is unresolved, it may be brought to the program director and/or the department chair.

What Supervisors Need to Know

The ELEM program hires supervisors with extensive classroom and/or administrative experience in elementary school settings. Each of our supervisors has demonstrated a high degree of success in the field of education. In addition to playing a vital role in the professional development of Lewis & Clark candidates, supervisors also serve a supportive role for mentor teachers. All supervisors must meet the requirements established by TSPC and must provide a resume (updated annually) to the Teacher Education department.

> **First and foremost, the supervisor's responsibility is to provide feedback to candidates on their performance in the classroom.**

Supervisor's Role

First and foremost, the supervisor's responsibility is to provide feedback to candidates on their performance in the classroom by observing and documenting their teaching performance.

The second critical responsibility of the supervisor is to be a conduit of information about what is happening at the placement site to Lewis & Clark faculty. Supervisors are the "eyes and ears" in the field for the program. If difficulties arise or if a mentor or candidate has raised concerns, supervisors should let the clinical coordinator know about the situation, as appropriate. Likewise, if things are going especially well, the clinical coordinator and faculty appreciate hearing this.

Observation Schedule

If a candidate is struggling, supervisors should schedule additional observations. Formal reports are not required for any observations beyond the ones described on the schedule below.

Month	Type of observation	What the supervisor should know
September	Informal observation of candidate interacting with students	Secondary purpose is to meet the mentor and building principal and complete the "Off to a Good Start" check list.
October	1st formal observation of the candidate conducting a classroom routine	Appropriate routines to observe include read-aloud, transition, morning meeting, etc. Candidate should send a short description ahead of time.
December	2nd formal observation of the candidate teaching a December math unit lesson	Candidate should send the formal lesson plan at least 24 hours before the lesson.
February	3rd formal observation of the candidate teaching a whole group lesson (not math)	Candidate should send the formal lesson plan at least 24 hours before the lesson.
April	4th and 5th formal observations of the candidate teaching lesson	Both observations should be during the solo. At least one of which must be of a literacy lesson. The other should be in a content area not yet observed. Candidate should send the formal lesson plan at least 24 hours before the lesson.
May	6th formal observation of the candidate teaching a lesson	Candidate should send the formal lesson plan at least 24 hours before the lesson is to be observed.

Supervisor Observation Protocols

For each of six formal observations the supervisor must conduct a supervision cycle consisting of five important steps:

(1) Meet for a pre-observation conference prior to the lesson observation at which the candidate describes the lesson and identifies an area in which they would like targeted feedback.
(2) Observe an entire lesson and collect data about the lesson. Lesson data collection may include scripting of the lesson, time-interval notes, diagrams of teacher movement in the room, tallies of interaction patterns, etc. The method of data collection will depend on the area for which the candidate has requested feedback.
(3) Meet for a post-observation conference where the candidate shares their evaluation of the lesson and the supervisor shares their data collected and indications of the lesson's strengths, suggestions for future improvement, and general comments. The supervisor may choose a few pertinent domains from the FFT to discuss with the candidate during this time.
(4) Compose a formal written report using the ELEM supervisor report form. The report may include information that comes from the lesson as well as information that comes from the pre- or post-observation conference.
(5) Upload the report to the electronic data collection system (Task Stream) and email it to the mentor.

Beginning with the December math unit lesson and for all subsequent lessons the supervisor will observe, candidates are expected to provide lesson plans at least one day in advance containing all the elements included in the ELEM lesson plan template (see page 48)

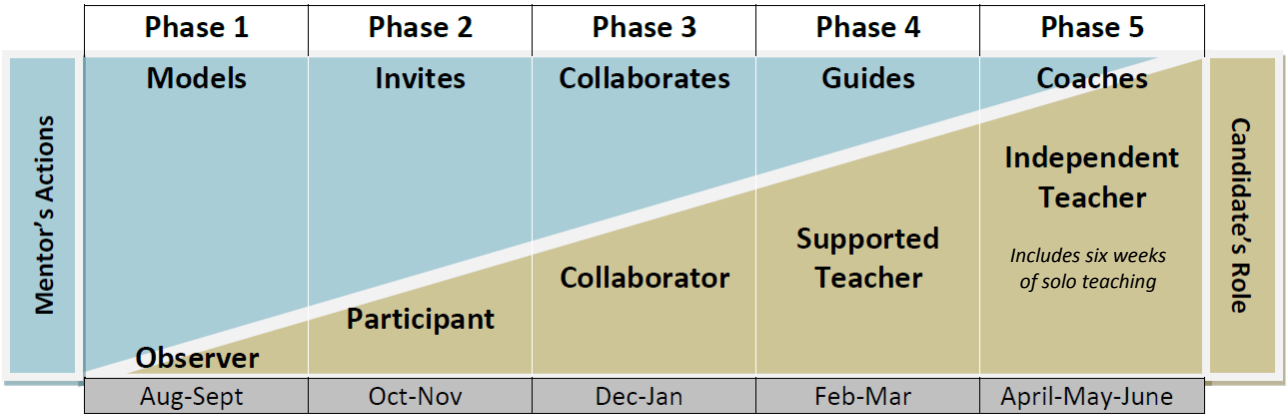
Triad Meetings

Supervisors take the responsibility for scheduling the three required triad meetings where the mentor, candidate, and supervisor discuss the candidate's progress.

1. January Triad Meeting: <u>December Math Unit Reflection</u>
   Supervisor coordinates the first triad meeting at which the candidate reflects on the experience of teaching the December Math Unit.
2. March Triad Meeting: <u>Formative FFT and Goal Setting</u>
   Supervisor coordinates the second triad meeting at which the mentor and supervisor share the Formative FFT ratings with the candidate. The second purpose of this meeting is to set goals for the candidate for the solo teaching experience. Typically two or three primary goals are identified through collaborative discussion between the mentor, candidate, and supervisor.
3. May/June Triad meeting: <u>Summative FFT and Solo Teaching Reflection</u>
   The Supervisor coordinates the final triad meeting (mentor-candidate-supervisor) at which the mentor and supervisor share the Summative FFT with the candidate and engage in a collaborative reflection on the solo teaching experience.

Program Structure

The yearlong student teaching experience structure allows for a thoughtful and deliberate gradual release of teaching responsibilities to the candidate. The classroom role of the candidate increases over the course of the year from observer to independent teacher with each phase bringing additional opportunities for growth. The actions of the mentor shift over time--receding from prominence in the classroom, but maintaining a strong supportive presence.



Learning Trajectory: Month-by-Month Goals and Discussion Topics

To ensure timely progress through the five phases, the following benchmarks and discussion topics should serve as reference points throughout the year. Specific details about roles and responsibilities for each month are provided in the next section beginning on page 23.

Month	Candidate's goal for the month	Discussion topic for the month
August	Establish relationships in the school community	
September	Understand and practice classroom management	Classroom management philosophy and systems
October	Take full responsibility for most routines and procedures	Implementation of routines and procedures
November	Plan and teach several lessons	Planning and assessing mathematics
December	Take full responsibility for a unit of instruction	Reflecting on teaching, management, and assessment
January	Teach half- and full-days; increase responsibility for planning	Long ranging planning
February	Increase stamina and hone teaching/planning skills	Mapping out the solo
March	Demonstrate planning, teaching, assessing, reflecting skills through completion of edTPA	Planning and preparing for all aspects of the solo
April	Assume sole responsibility for all facets of the classroom	Reflect on the solo teaching experience
May/June	Refine planning, teaching, assessing skills	Reflect on the solo teaching experience

Support in the Field

The ELEM program provides several interconnected layers of support for candidates and mentors as they progress through the program. Our system works best when the lines of communication between all of these groups are strong.

The level of field support provided by each of the roles below will be differentiated. Partnerships that are struggling or are facing extra challenges will receive additional visits and more individual attention.

1. *Supervisor*: Each candidate is assigned a Lewis & Clark supervisor who is an experienced elementary teacher or administrator who is not currently in the classroom. Many of our supervisors are retired educators who bring a wealth of experience to their work. The supervisor will visit each candidate in their classroom at least seven times during the year. If a candidate finds himself/herself struggling in the classroom, the supervisor is a primary source of support.

2. *Cohort Coordinators*: The program is organized in a cohort structure with faculty members assigned as the cohort coordinators. The cohort coordinators serve as the candidate's first contact if they have a question or concern about the program or any academic issue. Candidates meet weekly with cohort coordinators (and cohort members) in a Seminar class (ED 517, 518) and can schedule additional individual meeting time with cohort coordinators as needed.
3. *Clinical Coordinator*: The clinical coordinator supports candidates in their field placement sites. The clinical coordinator visits each candidate at least twice to observe performance and provide support as needed. In addition, the clinical coordinator serves as the primary point of contact with mentors and supervisors.

Partnership Responsibilities in Phase 1: August – September

Candidate Responsibilities in Phase 1	Mentor Responsibilities in Phase 1
Your experience starts on the first day teachers report to school and begins with full days at your school from the first teacher day through the first day of classes at Lewis & Clark. A "full day" is defined as the teacher contract day for your district. For the next ten weeks you will report for full days on Mondays and Tuesdays and Wednesday mornings. You will be at Lewis & Clark Wednesday afternoons, all day Thursdays and Fridays, and some Wednesday evening courses. Refer to the program Google calendar and WebAdvisor for specifics. In this phase strive to be an astute observer and respectful colleague. You are there to learn and in this phase there are many things happening at any given moment of which you may be completely unaware. Hone your observations skills. Ask your mentor what you should notice. Take notes on what you have seen and be sure to ask your mentor to clarify any processes, procedures, or decisions you do not fully understand. These notes will be a valuable resource to you next year when you have the task of setting up a classroom on your own! Learn as much as you can about how the school works, how this classroom is organized, how the teacher sets norms and classroom policies. Get to know your students, including their names and their individual interests. How are the students invited into the new school year? How does the teacher assess students' incoming abilities in key subject areas? Ask about curriculum, planning, assessment, classroom management. Your introduction to the staff and students in the school will set the tone for the year. Before students arrive on the first day of school, be sure you discuss the following topics with your mentor: → How will students refer to you? Is this a "first name" school where students call all teachers by their first names or is this	Helping your student teacher get off to a good start is the focus of this phase. Establishing strong communication and getting to know one another is a key step in this process. You should help to integrate your student teacher into the school community by facilitating introductions with all the staff in the school and making them an authentic part of the classroom community. The list below describes the actions you can take to ensure a smooth transition into the student teaching experience. ✓ Model and discuss effective practices for organizing and structuring your classroom. Explain your thinking and decision-making process for the many choices you make while setting up your classroom and launching the school year with students. ✓ Assist your student teacher's transition into the classroom and school building by making introductions to other faculty and staff members and explaining important school processes and protocols. Be explicit and direct when giving your student teacher information about the professional norms at your school including how teachers typically dress, where to park, accessing school supplies, etc. ✓ Introduce your student teacher to parents and include the candidate's name on classroom door signs, newsletters, and other visible classroom displays. Consider asking your student teacher to contribute a short introduction to be included in your classroom newsletter or bulletin board display. ✓ If appropriate, request a mailbox, identification badge, access codes, classroom key, and/or school email account for your student teacher. ✓ Provide your student teacher a designated working area in the classroom.

a “last name” school where students address the teacher as Mr. or Ms.? In either case, candidates should follow the school convention.

→ How can you be identified to students and parents as a member of the teaching team? Ask if your name can be added to the signs outside the door identifying the classroom. Can your picture be included in any class photos or other community-building displays? Find out if your name and your bio can be added to early communication that goes to parents.

→ What are the norms and expectations for teacher attire at this school? Find out what the written and unwritten expectations are and follow them. When in doubt, dress up not down. Are jeans acceptable? If so, when? Are T-shirts the norm? Are there “spirit days” when everyone wears school-related shirts? How can you get a school shirt?

→ How is communication handled at this school? Will you have a teacher mailbox or share one with your mentor? Can you get a district email account? How can you access announcements and messages on days you are not at the school site?

→ What physical space in the classroom can you have as your own? Where can you have a desk or table in the room? A closet or cupboard? Don’t be afraid to ask for some space for your belongings and later in the year for your work-related materials.

→ What are the faculty norms for such things as obtaining a district ID badge, parking, accessing the building after hours, using the copy machine, lunchtime, playground duty? When in doubt, ask your mentor’s advice.

✓ Make time for regular meetings with your student teacher. Ideally these meetings will occur at least weekly and will be scheduled at a time free from interruptions and distractions.

✓ Help your student teacher find an appropriate classroom for their second level practicum by suggesting the names of colleagues at other grades who model high quality instruction and are willing to share their practices with others. See the guidelines on page 39.

✓ During the first weeks with students be sure to “think out loud” and explain the rationale for the routines and procedures you put in place to create a productive learning environment.

AUGUST 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28 **Mentor-Candidate Meeting #1 (PPS)**	29	30	31 **Mentor-Candidate Meeting #1 (non-PPS)**		

Goal for August: Establish relationships in the school community		
Candidate	**Mentor**	**Supervisor**
☐ **Attend mentor-candidate meeting #1 at LC on Thursday, Aug 28, 5:00-7:00 (PPS) or Thursday, Aug 31, 5:00-7:00 (non-PPS)** ☐ Assist the mentor in all aspects of preparation of the classroom for the year. ☐ Establish relationships with the children, mentor, students' families, other faculty and staff. ☐ Attend all faculty and team meetings and professional development opportunities. ☐ Identify a second level mentor.	☐ **Attend mentor-candidate meeting #1 at LC on Thursday, Aug 28, 5:00-7:00 (PPS) or Thursday, Aug 31, 5:00-7:00 (non-PPS)** ☐ Inform candidate of staff and team meetings. ☐ Assist in identifying a second level mentor. ☐ Discuss and explain the tasks associated with preparing for the year.	☐ **Attend mentor-candidate meeting #1 at LC on Thursday, Aug 28, 5:00-7:00 (PPS) or Thursday, Aug 31, 5:00-7:00 (non-PPS)** ☐ Become familiar with *The Framework for Teaching Evaluation Instrument* (Danielson, 2013).

SEPTEMBER 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 **Labor Day Holiday**	5	6	7	8	9
10	11	12	13 **FIRST DAY LC FALL CLASSES**	14	15	16
17	18	19	20	21	22 **Convocation**	23
24	25	26	27	28	29	30

Goal for September: Understand and practice classroom management		
Candidate	**Mentor**	**Supervisor**
☐ **Attend Convocation at LC on Friday, September 22, 3:30-7:00**. ☐ Report to site full-time through the first day of classes at Lewis & Clark. ☐ Spend 2- 2.5 hours per week in the second level classroom and log hours using the LC form. ☐ Learn your mentor's classroom management systems. ☐ Lead <u>at least</u> one classroom routine per week (e.g. morning meeting, read aloud, transitions, end-of-day routine). ☐ Seek mentor's input for edTPA lesson planning.	☐ Meet for at least 30 minutes each week. *<u>Discuss your classroom management philosophy and systems including how you establish and reinforce norms and routines</u>*. ☐ Assist your candidate with the collection of edTPA video permission forms from parents. ☐ Complete and submit the Phase 1 Mentor Feedback Form.	☐ **Attend supervisor meeting at LC on Wednesday, September 20, 10:00 am-noon.** ☐ Visit the school to meet the mentor and building principal. Observe the candidate interacting with students. No write-up is required. ☐ Complete the "Off to a Good Start" checklist.

Partnership Responsibilities in Phase 2: October - November

Candidate Responsibilities in Phase 2	Mentor Responsibilities in Phase 2
Your primary task during this phase is to prove to your mentor that you are ready to take responsibility for most classroom routines and procedures along with some instructional tasks. Jump in when invited. Request opportunities to lead the class or small groups. Ask your mentor to identify areas you are ready to try. Could you take on the morning routines, calendar, read-aloud, escorting the class to specials like PE or library, and/or working with small groups of students at the teacher's direction? Take advantage of every opportunity to practice leading the class or to partner with your mentor in a co-teaching role. Maintain balance and separation between your responsibilities as a Lewis & Clark student and your responsibilities as a teacher in your classroom. You should not take responsibility for school tasks that require extensive preparation outside the school day because your LC coursework takes precedence at this time. The reverse is also true. Don't do homework for LC classes while at school. Be fully present and engaged in all aspects of your school and classroom. Seek as much feedback as possible from your mentor after you have led the class. You want to break any bad habits early in the process. Maybe your voice is too soft. Maybe you talk for too long. Perhaps you tend to focus on one student at the expense of the rest of the class. All of these behaviors are typical for beginners and it is to your advantage to address them early on before you have increased responsibilities for planning and instructing on your own.	Inviting your student teacher to participate in classroom tasks is the goal for this phase. When creating your weekly plans, ask yourself, "Is this a task my student teacher could do? When can my candidate be in front of the class and be in charge of students each day?" Share your resources and your plans with your student teacher, and make your thinking visible. Help your student teacher become an active participant in the classroom. Encourage them to replicate your behaviors and responses. Intentionally plan for situations in which your student teacher can take on tasks that will help the students view them as a co-authority in the classroom. Be a helpful colleague when your candidate asks for your assistance in planning for the literacy and math lessons they will be required to teach in November and December. Other important topics for discussion at this time of year include: ✓ *Assessment*: How do you collect assessment data at the beginning of the year, and how do you use this data to differentiate instruction in your classroom to better meet your students' needs? ✓ *Planning*: Set aside time to do some planning while your student teacher is at school with you. While your regular practice may be to do the bulk of your planning after hours or on weekends, it is imperative that your student teacher see you model this process.

OCTOBER 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 **Mentor-Candidate Meeting #2**	4	5	6	7
8	9	10	11	12	13	14
15	16 ----------Fall edTPA (Literacy) ----------	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Goal for October: Take full responsibility for most routines and procedures		
Candidate	**Mentor**	**Supervisor**
☐ **Attend mentor-candidate meeting #2 at LC on Tuesday, Oct 3, 5:15-7:00** ☐ Spend 2- 2.5 hours per week in the second level classroom and log hours. ☐ Reply promptly to your supervisor's emails to schedule a formal observation visit and send the supervisor a description of the routine to be observed at least one day prior. ☐ Teach and record edTPA literacy lessons Oct 16-18. ☐ Seek mentor's approval for the topic/unit for the December math unit.	☐ **Attend mentor-candidate meeting #2 at LC on Tuesday, Oct 3, 5:15-7:00** ☐ Release responsibility for most routines and procedures to your candidate. ☐ Meet with candidates for at least 30 minutes each week. *Provide feedback to your candidate on how to improve implementation of routines and procedures (especially classroom management during these activities)*. ☐ Assist with preparation and video-recording of edTPA literacy lessons Oct 16-18. ☐ Provide access to district planning documents for math (e.g. scope and sequences, curriculum maps, pacing guides).	☐ **Attend mentor-candidate meeting #2 at LC on Tuesday, Oct 3, 5:15-7:00** ☐ Communicate with candidate to schedule the first formal observation of the candidate conducting a classroom routine. ☐ Submit the first observation report through Task Stream.

NOVEMBER 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17 **LAST DAY LC FALL CLASSES**	18
19	20	21	22	23 **----------Thanksgiving Break----------**	24	25
26	27	28	29	30		

Goal for November: Plan and teach several lessons		
Candidate	**Mentor**	**Supervisor**
☐ Spend 2- 2.5 hours per week in the second level classroom and log hours. ☐ Teach consecutive lessons in math and literacy (lessons to the same group of students over multiple days). ☐ Conduct December Math Unit pretest.	☐ Release responsibility for teaching two or more consecutive lessons in literacy <u>and</u> math (small group and whole group). ☐ Meet with candidates for at least 30 minutes each week. <u>*Discuss how you plan and assess mathematics. Provide input and resources for the math unit the candidate is planning*</u>. ☐ Complete and submit the Phase 2 Mentor Feedback Form.	☐ **Attend supervisor meeting at LC on Wednesday, November 15, 10:00 am-noon.** ☐ Check in with the mentor and candidate via phone or email.

Partnership Responsibilities in Phase 3: December – January

Candidate Responsibilities in Phase 3	Mentor Responsibilities in Phase 3
By now you should begin to feel like a co-teacher in the room and you should be developing a collaborative relationship with your mentor who allows you to take on more and more teaching responsibilities. With your mentor's permission and assistance for planning and preparation, you should take on increasing planning and teaching responsibilities. Specifically you will take full responsibility for teaching, assessing, and reflecting on the December math unit lessons you planned during the fall term in MATH 567. Beginning in January it is permissible for you to occasionally use a portion of the school day for planning even if it means missing some instructional time in the classroom. At this point in the year, developing planning skills is the new focus. Be judicious and strategic if opting to miss instructional time for planning purposes. Only do this if what you will miss is a routine with which you are very familiar, and it is not during a time you have taken over a major responsibility (i.e. working with a particular small group). *For any lesson you will teach, lesson plans must be approved by the mentor no later than the day before you are scheduled to teach*. Use your mentor's suggestions to improve your lesson plans. Later in the year you will be responsible for all of the planning. This is your chance to hone your lesson planning skills with guidance from your mentor.	At this phase collegiality and collaboration should become well-established. You and your student teacher should share responsibilities and plan together--you should begin to feel like co-teachers in the classroom. It is up to you to set the tone and help your student teacher view himself/herself as a contributor who takes on increasing teaching responsibilities and is a co-planner. Release more responsibility for instruction to your student teacher. You should retain most of the planning responsibilities. Allow your student teacher to take over the classroom for extended periods of time. Now is the time to start preparing your candidate for a successful solo teaching experience by: ✓ Making your planning practices visible for your student teacher and explain how you make decisions about pacing, classroom management, and formative assessment. ✓ Discussing your instructional thought process. It is important for your student teacher to know **WHY** you made particular decisions about instruction and management. ✓ Support your student teacher during the teaching of the December math unit. Stay in the room and provide support for classroom management. Provide daily feedback that is targeted and specific.

DECEMBER 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Winter Break

Goal for December: Take full responsibility for a unit of instruction		
Candidate	**Mentor**	**Supervisor**
☐ Take full responsibility for math instruction and assessment for two weeks. ☐ Conduct additional second level practicum observations for a total of 30-35 hours (September – December). ☐ Communicate with your supervisor to schedule the second formal observation which must be during a December math unit lesson and send the supervisor the lesson plan at least one day prior.	☐ Release responsibility for teaching math for at least two weeks. ☐ Meet with candidates for at least 30 minutes each week. *Ask your candidate to reflect on the teaching, management, and assessment of the math unit*.	☐ Communicate with candidate to schedule the second formal observation of the candidate teaching a lesson from the December Math Unit. ☐ Submit the second observation report through Task Stream.

JANUARY 2018						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 **New Year's Holiday**	2 **New Year's Holiday**	3	4	5	6
7	8	9	10	11 **FIRST DAY LC SPRING CLASSES**	12	13
14	15 **MLK Holiday**	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Goal for January: Teach half- and full-days. Increase responsibility for planning.		
Candidate	**Mentor**	**Supervisor**
☐ Communicate with your supervisor to schedule the January Triad meeting. ☐ Spend 2- 2.5 hours per week in the second level classroom and log hours. ☐ Take on additional planning responsibilities. Actively seek planning advice from your mentor and other colleagues in the building. ☐ Take over the class for <u>at least</u> two half- or one full-day. Share planning responsibilities for these days with your mentor.	☐ Communicate with your supervisor to schedule the January Triad meeting. ☐ Provide access to all district and team planning documents for all content areas for the year (e.g. scope and sequences, curriculum maps, pacing guides). ☐ Allow your candidate to take over for <u>at least</u> two half- or one full-day. Share the planning responsibilities for the lessons on these days. Leave the room for portions of these days to give your candidate a pre-solo experience. ☐ Meet with candidates for at least 30 minutes each week. <u>*Explain how you approach long ranging planning. Look ahead to April-June and brainstorm about integrated literacy unit to take place during the solo*</u>. ☐ Complete and submit the Phase 3 Mentor Feedback Form.	☐ Communicate with candidate and mentor to schedule the January Triad meeting. ☐ Submit the January Triad Report form to Task Stream by January 31.

Partnership Responsibilities in Phase 4: February – March

Candidate Responsibilities in Phase 4	Mentor Responsibilities in Phase 4
During this phase your primary task is to prepare to take on the full range of responsibilities of a teacher during your solo experience. Self-assess and talk with your mentor to identify areas in which your confidence or your skills are weak and plan together what responsibilities you can have in the classroom that allow you to strengthen these skills. If you have struggled with literacy instruction, you should ask for more opportunities to teach reading and writing in order to build your skills and confidence in this area. If classroom management is difficult for you, you should ask to be in charge of transitions and the times of day when management issues tend to present themselves. If there is a curriculum area you have not yet taught, ask for the opportunity to take responsibility for the planning and instruction in this area. Implementing your skills for lesson and unit planning is critical in this phase. You will be creating a curriculum map and daily plans for the solo experience. Take advantage of every opportunity to talk with your mentor about the planning process. Because experienced teachers like your mentor may do much of their planning without writing extensive details on paper, your job is to talk with your mentor and find out about the thinking process that accompanies their plans. For the formal lessons the supervisor will observe, lesson plans must be provided at least one day in advance and must conform to the ELEM lesson plan template (see page 48)	Guiding your student teacher is the goal for this phase. Here the candidate moves toward independence as you prepare to hand over the full responsibility for instruction and planning to the candidate. During this phase your student teacher will spend a considerable amount of time planning for the solo teaching experience. Recede from prominence in the classroom and encourage your student teacher to experiment with new ideas and methods. This is the time when they will begin to find their voice and style as a teacher. Allow your student teacher to practice making decisions “in the moment” about how to handle student behavior issues, parent communication, instructional choices, and scheduling/pacing options. Make sure that your student teacher also follows through with the consequences resulting from these decisions. Even if your student teacher makes a decision different from the one you would have made, be supportive. Offer help and suggestions, but do not rescue! Take a proactive role in preparing students and their families for the transition to the solo teaching period. Clearly communicate the new role your student teacher will fulfill, while assuring everyone that you will maintain ultimate responsibility for everything that happens in your classroom during the solo period.

FEBRUARY 2018						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6 **Mentor-Candidate Meeting #3**	7	8	9	10
11	12	13	14	15	16	17
18	19 **President's Day Holiday**	20	21	22	23	24
25	26	27	28			

Goal for February: Increase stamina and hone teaching/planning skills		
Candidate	**Mentor**	**Supervisor**
☐ **Attend mentor-candidate meeting #3 at LC on Tuesday, Feb 6, 5:15-7:00.** ☐ Communicate your supervisor to schedule the third formal observation which must be of a whole group lesson (not math) and send the supervisor the lesson plan at least one day prior. ☐ Spend 2- 2.5 hours per week in the second level classroom and log hours. ☐ Take over the class for at least four half- or two full-days. Share planning responsibilities for these days with your mentor. ☐ Take on the responsibility for planning and teaching one content area consistently on the days you are there. ☐ Actively seek planning advice from your mentor and other colleagues in the building.	☐ **Attend mentor-candidate meeting #3 at LC on Tuesday, Feb 6, 5:15-7:00.** ☐ Allow your candidate to take over for at least four half- or two full-days. Share the planning responsibilities for the lessons on these days. Leave the room for portions of these days to give your candidate a pre-solo experience. ☐ Often observe your candidate while they are teaching and give specific feedback. ☐ Meet with candidates for at least 30 minutes each week. *Spend time specifically mapping out the solo. Your candidate will need your support and direction to complete assignments for Lewis & Clark course requirements.*	☐ **Attend mentor-candidate meeting #3 at LC on Tuesday, Feb 6, 5:15-7:00.** ☐ Communicate with candidate to schedule the third formal observation which must be of a whole group lesson (not math). ☐ Submit the third observation report through Task Stream.

MARCH 2018						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12 ----------Math edTPA----------	13	14	15	16 LAST DAY LC SPRING CLASSES	17
18	19 ----------Literacy edTPA----------	20	21	22	23	24
25	26 ----------Spring Break----------	27	28	29	30	31

Goal for March: Demonstrate planning, teaching, assessing, reflecting skill through completion of edTPA		
Candidate	**Mentor**	**Supervisor**
☐ Communicate with your supervisor to schedule the Formative FFT Triad meeting. ☐ Conduct additional second level practicum observations for a total of 15-20 hours (January through March). ☐ Complete all in-classroom edTPA requirements.	☐ Communicate with your supervisor to schedule the Formative FFT Triad meeting. ☐ Meet with candidates for at least 30 minutes each week. *Spend time specifically planning and preparing for all aspects of the solo.* ☐ Support your candidate in the completion of edTPA requirements.	☐ **Attend supervisor meeting at LC on Wednesday, March 15, 10:00 am-noon.** ☐ Communicate with candidate and mentor to schedule the Formative FFT Triad meeting. ☐ Submit the Formative FFT scores through Task Stream.

ALL LC coursework must be completed prior to the start of the solo teaching.
edTPA must be completed and submitted prior to the start of the solo teaching
Failure to complete all spring coursework and edTPA in a timely way will jeopardize the timing of the solo teaching and could prevent licensure recommendation in June.

Partnership Responsibilities in Phase 5: April – May – June

Candidate Responsibilities in Phase 5	Mentor Responsibilities in Phase 5
During the final phase of the student teaching experience you will take on the full range of responsibilities of a teacher with continued support from your mentor. You may only begin your six-week solo after submitting edTPA and completing all spring course requirements. During this time you will take on the sole responsibility for all teacher duties including planning, preparation, assessment, communication with students' families, and attending required. The exact start and end dates of the solo will be negotiated between you and your mentor but must fall within the window indicated on the calendar below. During the remaining weeks (prior to and following the solo experience) you should maintain a central role in all aspects of the classroom including co-planning and co-teaching with your mentor. Additional requirements: → Teach for at least two weeks of the solo without the mentor teacher in the classroom during instructional time. Typically this is the first two weeks so you can establish your role as the lead teacher. → For the rest of the six week solo, use your mentor as your classroom assistant. → Share detailed lesson and unit plans with the mentor teacher at least the Friday prior to the week of instruction. The level of detail for these plans can be negotiated between the mentor and candidate. A mentor can request more detailed plans from a candidate at any time. → Provide detailed sub plans any time you are absent during the solo. These plans should be written with enough information for any sub to follow.	During this phase student teachers should establish their independence and demonstrate the ability to resolve problems independently by taking responsibility for the full range of teacher responsibilities for a period of six weeks. You take on the role of a coach and help identify areas in need of refinement that will help them become confident in dealing with the rigors of the daily challenges in the school environment. For two weeks of the solo you are not present (or minimally present) in the classroom during the instructional day. A good plan is for you to greet students at the start of the day, touch base with students while they are at lunch or recess breaks, return to say good-bye at the end of the day. This assures students and their parents that you are still involved, but you are confidently handing over teaching responsibilities to your candidate. For the remaining weeks of solo you should return to the classroom as negotiated with your candidate. In addition you should: ✓ Retain responsibility for all state testing. ✓ After the first two weeks, regularly observe and give feedback to your candidate. ✓ Serve as a substitute for your student teacher for any absences including absences to attend job fairs and other employment events, during the solo teaching experience. Follow the sub plans provided for you. ✓ Co-teach during the remaining full-time weeks. ✓ Upon completion of the solo, write a letter of recommendation for the candidate.

APRIL 2018						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
	----------edTPA Support Week: Full time at school except 2-3 half days by appointment----------					
8	9 **Earliest solo start date**	10	11	12	13	14
15	16 **Latest solo start date**	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Goal for April: Assume sole responsibility for all facets of the classroom		
Candidate	**Mentor**	**Supervisor**
☐ Submit edTPA prior to starting solo. ☐ Teach for two weeks during which your mentor is not present in the room (or minimally present by agreement). ☐ Communicate your supervisor to schedule the fourth and fifth formal observations and send the supervisor the lesson plans at least one day prior. ☐ Maintain full responsibility for all aspects of the classroom for the remaining weeks of solo.	☐ Meet with candidates for at least 30 minutes each week. *Ask your candidate to reflect on the solo teaching experience. Provide support, resources, and suggestions.* ☐ Set up a work station outside the classroom (hallway, library, nearby office) and identify a communication system so your candidate can reach you for urgent matters. ☐ Review and approve any communication the candidate plans to send to students' families. ☐ Complete and submit the Mid-Solo Mentor Feedback Form.	☐ Communicate with candidate to schedule the fourth and fifth formal observations one of which must be of a literacy lesson. The other should be in a content area not yet observed. ☐ Submit the fourth and fifth observation report through Task Stream.

MAY 2018						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
JUNE 2017						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16

Goal for May and June: Refine planning, teaching, assessing skills		
Candidate	**Mentor**	**Supervisor**
☐ Communicate your supervisor to schedule the sixth formal observations and send the supervisor the lesson plans at least one day prior. ☐ Following solo, assume role of co-teacher with your mentor. Retain this role through the last teacher contract day. ☐ Following solo, conduct additional second level practicum hours bringing the total to 60 hours for the year (September – June). ☐ Communicate with your supervisor to schedule the Summative FFT Triad meeting.	☐ Meet with candidates for at least 30 minutes each week. *Ask your candidate to reflect on the solo teaching experience. Provide support, resources, and suggestions.* ☐ Provide support for your candidate during the job search process. ☐ Communicate with your supervisor to schedule the Formative FFT Triad meeting.	☐ Communicate with candidate to schedule the sixth formal observation. ☐ Submit the sixth observation report through Task Stream. ☐ Communicate with candidate and mentor to schedule the Summative FFT Triad meeting. ☐ Submit the Summative FFT scores through Task Stream no later than June 8.

Second Level Practicum Requirement

One valued feature of the Lewis & Clark program is the year-long placement in a single classroom. However, to balance the intense experience at one grade, we also require you to complete and document a shorter practicum at another. The second level practicum must be completed in a classroom at least two grades away from your placement classroom and consist of 60 hours (30 hours for MESOL candidates). **It is necessary to spend an average of 2.5 hours per school week in the second level classroom to successfully meet this requirement, so advanced planning is required starting with the first weeks of school.**

While in your second level classroom you will be an observer and participant. You will not take over any teaching responsibilities in this classroom, but you can serve as an assistant at the teacher's direction. You will complete a series of coursework assignments in math, literacy, and seminar classes that allow you to demonstrate your knowledge of instruction at the second level. Successful completion of these assignments is required for program completion.

The purpose of the second level practicum is to prepare you for teaching at the second level by ensuring you fully understand the classroom environment and instruction across grade levels.

The time you spend in your second level classroom is integral to your future success as a teacher beyond the student teaching experience. Please recognize that your time in the second level classroom is a unique and valuable opportunity to become a well-rounded educator. Take advantage of the time with your second level mentor to investigate curriculum, examine instruction, observe classroom norms, and ask questions about students at this level.

Here are some frequently asked questions about the second level practicum:

1. **What grade level(s) "count" as my second level?**
   The second level practicum must be done in a class a minimum of two grade levels removed from your student teaching level. The table below will help you determine in which grades you may conduct your practicum. An X indicates an acceptable grade level.

	Student Teaching Grade Level						
Acceptable Practicum Grade Level		**K**	**1**	**2**	**3**	**4**	**5**
	K				**X**	**X**	**X**
	1				**X**	**X**	**X**
	2					**X**	**X**
	3	**X**	**X**				**X**
	4	**X**	**X**	**X**			
	5	**X**	**X**	**X**	**X**		

2. **Can I fulfill this requirement by observing and working in a variety of classrooms at many of the possible second level grades?**
   No. You are required to participate in a supervised practicum in one classroom at the second level. The intent of the practicum is to give you a full and deep understanding of instruction, management, assessment, and classroom culture at this second level. Working in one classroom over time will give you this perspective.

   We also recognize that there is great value in seeing many teachers in your building at a variety of grade levels. For this reason you are encouraged to spend time in other classrooms at various points in the school year. However, only the hours accrued in your designated second level classroom count toward meeting this licensure requirement. Be strategic and efficient in planning your second level hours so you have time to spend in other classrooms, as well.

3. **Can I do my second level practicum in a classroom at a different school?**
   No. Due to the overwhelming scheduling challenges, you are not allowed to leave your school to participate at another site. The advantage of having your second level classroom at your school is that you can take advantage of scheduling opportunities that arise on the spur of the moment to spend time in your second level classroom.

4. **How do I find a classroom for my second level practicum?**
   Your mentor will help you find another teacher at your school who is willing to let you observe and participate.

5. **When should I go to my second level practicum?**
   You should negotiate with your mentor and second level teacher to be in the second level classroom on various days and at various times so that you can participate with a wide range of classroom activities. It is your responsibility to communicate with your mentor and the second level teacher in a timely way to ensure you are making progress toward fulfilling this requirement.

6. **Can I spend time with my second level class while students are at specials? Can I spend time with my second level mentor during planning time?**
   The majority of your time in the second level classroom should be spent with students during instruction in the core subject areas (math, language arts, science, social studies). A small fraction of your time at the second level may include observations of the second level class in other important activities such as with specialists, at recess, in transitions, during community time, on a field trip, etc. A small fraction of your time at the second level may include non-student time spent with your second level mentor as long as that time is spent in substantive discussion about instruction, classroom management, planning, or assessment at this level. Use your professional judgment and count hours that genuinely help you understand the classroom environment and instruction at this grade level.

7. **What is the suggested distribution of Second Level practicum hours over the year if I am a regular MAT student or a MESOL student with a summer ESOL practicum?**
   Because it will be impossible for you to be in your second level classroom during your solo teaching time, it is recommended that you accrue as many second level hours as possible in the fall and early spring. You should be able to accrue hours as follows:
   30 hours from September through December
   27 hours from January through spring break
   3 hours after the solo in May and June.

   Completion of this practicum will require you to schedule wisely. Each school and district calendar has unique features so it is up to you to determine how you will meet the requirement. A good rule of thumb is to aim for 2-2.5 hours per week in your second level classroom through March and a few hours after solo.

8. **What is the suggested distribution of Second Level practicum hours over the year if I am a MESOL student with an embedded ESOL practicum?**
   MESOL students who have an embedded practicum are also required to spend 60 hours outside of the regular placement classroom, but half of those hours (30 hours) are to be done in your second level and the other half (30 hours) are done in association with your MESOL mentor to fulfill the ESOL practicum requirement. See the MESOL section of this Handbook for information about the recommendations for the ESOL portion of your hours.

   For second level you should aim to complete your second level hours as follows:
   15 hours from September through December
   14 hours from January through March
   1 hours after the solo in May and June.

   Completion of this practicum will require you to schedule wisely. Each school and district calendar has unique features so it is up to you to determine how you will meet the requirement. A good rule of thumb is to aim for 1-1.5 hours per week in your second level classroom through March and a few hours after solo.

9. **How do I keep track of my hours?**
   You will complete entries on an electronic form following each second level observation. Your cohort coordinator will monitor this form to ensure that you are making satisfactory progress throughout the year. All candidates will also complete a reflection assignment associated with your Second Level Practicum as part of the Seminar class in spring term. Successful completion of this assignment is required for licensure recommendation.

10. **What if I have questions or I am confused about the Second Level practicum?**
    Direct your questions to your cohort coordinator.

11. **What if I have questions or I am confused about the MESOL practicum requirement?**
    Direct your questions to the MESOL Program Coordinator.

Placement Changes

The mentor-candidate relationship develops over the course of the year and each party will inevitably experience some highs and some lows. Frank and honest communication between the mentor and the candidate will be the key to a successful yearlong relationship. Sometimes the mentor-candidate relationship does not unfold according to the expectations of the mentor, the candidate, or both. If this is the case, the mentor and candidate each have an obligation to be candid with one another about their perceptions and must try to work out a solution. In rare cases, a change of placement will be considered. The process for a change of placement depends on who initiates the change request.

If a mentor believes a change in placement may be necessary, they should first discuss the issues with the candidate. If there is no resolution, the mentor should contact the supervisor who will serve as a mediator in continued conversations between the mentor and candidate. If the supervisor and mentor agree that a placement change is the best solution, the clinical coordinator is contacted. The clinical coordinator may offer additional problem-solving suggestions. If the mentor still feels a placement change is the only solution, LC will honor the mentor's decision. ***If a mentor believes the candidate's presence in the classroom compromises the students' ability to learn, LC will expedite this process and may skip any of the preceding steps. Any time a candidate is removed from their placement by the mentor, the clinical coordinator will create a Plan of Assistance to promote a smooth transition to a new placement.***

If a candidate believes a change in placement may be necessary, they should first discuss the issues with the mentor. If there is no resolution, the candidate should contact the supervisor who will serve as a mediator in continued conversations between the mentor and candidate. If the supervisor and candidate agree that a placement change is the best solution, the clinical coordinator is contacted. The clinical coordinator may offer additional problem-solving suggestions. ***No placement change will occur for a candidate-initiated change unless the candidate has followed the preceding steps.*** If the mentor, supervisor, clinical coordinator, and candidate agree that a placement change is the only solution, LC will find a new placement for the candidate. ***The clinical coordinator will determine what additional support is warranted to promote a smooth transition to a new placement, which could include the creation of a Plan of Assistance (see page 44).***

If a second placement change (i.e. a third classroom placement during the year) becomes necessary for any reason, the candidate's situation will require the review and approval by the department chair before the search for a third placement classroom is initiated. The department chair may request a meeting to discuss the reasons for the two changes and may require increased supervision and evaluation of the candidate while in a third classroom.

Support for Transition

Additional support will be put in place to assist any candidate who experiences a significant transition such as a change of mentor (typically when a long-term substitute fills in for a mentor on leave) or change of placement due to unforeseen circumstances. The clinical coordinator will meet with the candidate, mentor, and supervisor, to determine the roles and responsibilities for each person. The clinical coordinator will also create a detailed timeline for additional check-ins with all parties. It is the candidate's responsibility to maintain communication with the supervisor and clinical coordinator if they feels the need for additional support during a transition period.

Concerns about Candidate Performance

Both Lewis & Clark faculty and the district administrators at the student teaching experience site have the authority to terminate a student teaching experience placement because of unsatisfactory performance. If a member of the faculty, supervisor, mentor teacher, principal, student, or parent expresses concern about a candidate's performance, Lewis & Clark will follow the procedures listed below.

Classroom Concerns: Immediate

If the mentor observes a situation that causes immediate and critical concern, the mentor should contact the clinical coordinator within 24 hours of the incident and provide a full and detailed report describing exactly what transpired. All concerns regarding a candidate's classroom conduct will be discussed by both college and school personnel before any decision about a potential placement change is reached. The principal or district administrator may temporarily remove a candidate from the site until the concern is resolved.

Some behaviors may trigger an automatic removal from the classroom while the incident is being investigated or evaluated. These behaviors include but are not limited to: inappropriate touching of a student, poor judgment regarding student safety, use of physical force, sexual harassment, evidence of substance abuse, or the request of a parent/guardian or building principal that the candidate be removed from the classroom upon complaint of a student.

Likewise, if a candidate has concerns about any breach of ethics such as sexual harassment or discrimination at the student teaching experience site, they should contact the clinical coordinator immediately to determine how to proceed in accordance with the graduate school's policies (see http://www.lclark.edu/graduate/student_life/handbook/college_policies/).

College policies governing issues such as harassment, substance abuse, and sexual conduct can be found online at http://www.lclark.edu/graduate/student_life/handbook/college_policies/).

The graduate school's Student Professional Conduct Policy can be found at:
http://docs.lclark.edu/graduate/policyprocedures/academic/

Student/Parent Complaint

If a student or parent complaint generates a request from the mentor or principal for the removal of a candidate from the classroom or school site, the mentor or principal should contact the clinical coordinator within 24 hours of the complaint. All concerns regarding a candidate's classroom conduct should be discussed by both college and school personnel before any decisions about a potential placement change is reached. The principal or district administrator may temporarily remove a candidate 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 candidates 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 candidate will be immediately removed from the student teaching

experience 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 college-wide policies governing substance abuse, sexual conduct, and removal from an academic program can be found in the Navigator Student Handbook.

Classroom Concerns: Lack of Progress on the Framework for Teaching

Candidates' teaching competency is evaluated using the Framework for Teaching (FFT). This framework is applied throughout the program and is the basis for providing explicit and detailed feedback to candidates. It is also a basis for assessment of the progress of candidates toward successful completion of the program.

There may be times when a faculty member, supervisor, or mentor identifies a particular area of challenge or struggle for a candidate. In such cases, the faculty member, supervisor, or mentor will contact the clinical coordinator who will schedule a meeting for the purpose of establishing support for improvement in this/these area(s). This meeting will include the candidate, mentor, supervisor, and clinical coordinator. Upon conclusion of the meeting the clinical coordinator will send an email to all parties. In this email the clinical coordinator will document the meeting outcomes including actions to be taken by the candidate, a timeline, expected indicators of progress, and a date for a follow-up discussion (meeting or email). On the follow-up date, the candidate, mentor, supervisor, and clinical coordinator will report on progress toward an acceptable rating in each of the areas of concern on the FFT. If the candidate is making sufficient progress, no further action or documentation is necessary. If faculty judge the progress insufficient, a formal plan of assistance will be implemented (see below).

Plans of Assistance

If a faculty member, supervisor, or mentor determines that there has not been sufficient progress in the areas identified in the meeting described above or as detailed in this handbook, a formal plan of assistance will be created by the clinical coordinator in consultation with the candidate, mentor, and supervisor. A plan of assistance can also be initiated without following the steps described in the preceding section in the event of a sudden decline in performance, typically near the beginning of the solo teaching experience.

A plan of assistance will specify the areas in which the candidate must improve in order to satisfy the requirements set by Lewis & Clark for successful completion of the MAT program and recommendation to TSPC for a Preliminary Teaching License. It will include a detailed description of the concerns, strategies and resources for addressing the concerns, a timeline for meeting the goals, and a plan for assessing progress. Copies of the plan of assistance will be distributed to the candidate, mentor, and supervisor who may, if they desire, make further suggestions for the plan. The candidate may request that the program director participate in the discussions about the plan of assistance for the candidate. Failure to make satisfactory progress following this plan of assistance may result in the decision by Lewis & Clark not to recommend the candidate for licensure.

If a candidate is dissatisfied with the outcome or the process, they may discuss these concerns with the department chair. If the candidate is not satisfied with the department chair's decision, they may request a meeting with the dean. 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.

Concerns about Professionalism

As described in the Graduate School Student Professional Conduct Policy, candidates are also expected to meet the standards of professional conduct appropriate to their field of study. Whether on campus or in the classroom, candidates 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);
- 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 unfairly criticize another professional (including other c, mentors and other teachers in the building, LC faculty and staff);
- Being fully engaged in class or school activities; not engaging with technology in a way that is distracting to self or others;
- Any of the responsibilities listed on page 16.

If a faculty member, mentor, or supervisor has concerns in any area related to professionalism they should communicate promptly and directly with the candidate. A candidate's failure to respond to concerns about professionalism should be reported to the clinical coordinator or program director for further consultation and resolution.

Policy Regarding Satisfactory Academic Progress and Performance

The Graduate School's Satisfactory Academic Progress Policy can be found in the catalog. This policy covers critical topics including student grade point average requirements and the importance of students meeting professional standards in licensure programs.

As per the Graduate School's policy, students enrolled in degree programs must maintain a B average (3.0) and may not receive any grade lower than a C- in any course and no two grades lower than B- to be considered making satisfactory academic progress. Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their program and notified of this action.

Licensure

The Teacher Education office maintains a licensure file for each candidate. In order to recommend a candidate for licensure we need to have accurate records of each of the following. Whenever possible, keep a copy of each of these items for your personal records.

- ☐ Admission to the Preliminary Teaching License program.
- ☐ Verification of a bachelor's degree or higher from a regionally accredited institution.
- ☐ Documentation of background clearance from TSPC.
- ☐ *Passing scores submitted to Lewis & Clark for ORELA: Protecting Student and Civil Rights in the Educational Environment Exam.
- ☐ Submission of edTPA and scoring by Pearson. Completion of remediation for edTPA scores not meeting the Lewis & Clark standard.
- ☐ Six formal observation reports from supervisor.
- ☐ Summative FFT submitted by supervisor.
- ☐ *Passing scores submitted to Lewis & Clark for NES subject area test.
- ☐ Successful completion of all licensure courses with course grades issued.

**Three options to submit official test scores*

1) *The student can request that the testing company send the official results to GSEC.*
2) *The student can come to the admissions office and open their test score report (printed or online) in the presence of admissions staff.*
3) *The student can forward the official email containing the test scores to the admission office.* ***They must forward the entire email--not just the attachment with the test scores.*** *For some tests, this email is not sent, so the student has to do option 1 or 2.*

Additional Policies Related to Recommendation for Licensure

This handbook describes the requirements that must be successfully completed in order for a candidate to be recommended for licensure. Failure to complete any of these requirements will lead to the student not being recommended for licensure. Reasons may include a wide range of factors, from the inability to fulfill performance expectations to extended absences or illness. The determination that a student will not be recommended for licensure will be made by the department chair, on the recommendation of the program director and clinical coordinator.

Under certain circumstances, a candidate who cannot be recommended for licensure at the customary completion of the program will not be able to fulfill the requirements of the program within the time remaining in the school year may be given one or both of the following options:

- *Additional fall student teaching experience (Fall Finish)*
  In cases where a candidate has been unable to satisfactorily complete the requirements of the program, but has demonstrated the promise of being able to do so with an additional term of student teaching, the department chair may grant, at her or his discretion, the option of completing an additional fall student teaching experience. Typically the fall practicum begins in late August and continues until winter break. The practicum is required to enable the candidate to complete the two major Oregon Administrative Regulation requirements of nine weeks of full time student teaching (including at least six weeks of successful solo teaching) and the successful completion of the edTPA.

- *Program change: M.Ed. in Educational Studies*
  If a candidate is unable to complete the requirements necessary to be recommended for licensure, but has demonstrated the potential to complete a master's degree in the field of education that does not involve classroom teaching, the department chair may grant, at her or his discretion, the candidate's admission to the M.Ed. Program in Educational Studies. Requirements for this degree can be found in the Graduate Catalog.

In cases where a candidate wishes to appeal the decision of the department chair, he or she may submit a written request to the Dean of the Graduate School.

Forms and Resources

ELEM Lesson Plan Template

Lewis & Clark Graduate School of Education and Counseling

2017-18 ELEM Program • Lesson Plan Template

Lesson title:

Candidate's name:	Lesson date:	Grade level:

Central Focus *(What is the overarching big idea for the learning segment or the unit?)*

Standard(s) addressed *(Paste text from CCSS or other state documents.)*

Lesson Objective *(Describe what students will know or be able to do as a result of this lesson.)*

→ Students will be able to…

Lesson Objective in age-appropriate language *(Restate the objective above for students' benefit.)*

→ I can…

Language Function *(How will students express their knowledge of the content in oral or written form?)*

Supports for Additional Language Demands *(What will you do to help students meet the language demands?)*

- ☐ ***Vocabulary*** *(words)*
- ☐ ***Syntax*** *(sentences)*
- ☐ ***Discourse*** *(communicate ideas)*

Assessments

- **Formal assessment** *(What artifacts will students produce?)*
- **Informal/observational** *(What will you be watching/listening for and when?)*

Lesson at a glance		
Lesson phase	**# of minutes**	**Key activities**
Opening		
Mini-lesson		
Work Time		
Reflection		

Materials and Lesson Considerations *(What will you need to prepare ahead of time? What seating arrangements will support your lesson?)*

Supports for student success *(What will you provide to ensure all students are fully engaged and learning?)*

- ☐ Extensions for TAG/early finishers
- ☐ Scaffolds for SPED students (as per IEP and 504 requirements)
- ☐ Language supports for ELL students (in addition to those listed earlier in the lesson plan)
- ☐ Supports for other specific individuals

Detailed lesson sequence			
# of min	**The teacher will…**	**Students will…**	**Materials needed**

Framework for Teaching

Domain 1: Planning and Preparation

Component	**Unsatisfactory** *Not yet meeting expectations for a beginning teacher*	**Basic** *Expected performance level for a beginning teacher*	**Proficient** *Demonstrating exceptional skill for a beginning teacher*	**Distinguished** *This rating is reserved for experienced teachers*
1a Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

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1c **Setting Instructional Outcomes**	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assess-ments of student learning, are suitable for most of the students in the class. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d **Demonstrating Knowledge of Resources**	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

Component	Unsatisfactory *Not yet meeting expectations for a beginning teacher*	Basic *Expected performance level for a beginning teacher*	Proficient *Demonstrating exceptional skill for a beginning teacher*	Distinguished *This rating is reserved for experienced teachers*
1e **Designing Coherent Instruction**	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. **1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9**	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. **2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9**	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. **3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9**	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f **Designing Student Assessments**	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. **1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9**	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. **2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9**	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. **3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9**	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Domain 2: The Classroom Environment

Component	Unsatisfactory *Not yet meeting expectations for a beginning teacher*	Basic *Expected performance level for a beginning teacher*	Proficient *Demonstrating exceptional skill for a beginning teacher*	Distinguished *This rating is reserved for experienced teachers*
2a **Creating an Environment of Respect and Rapport**	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. **1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9**	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. **2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9**	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks. **3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9**	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b **Establishing a Culture for Learning**	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 precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. **1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9**	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. **2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9**	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. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. **3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9**	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

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2c **Managing Classroom Procedures**	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines. **1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9**	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. **2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9**	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines. **3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9**	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
2d **Managing Student Behavior**	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. **1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9**	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. **2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9**	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. **3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9**	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

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2e **Organizing Physical Space**	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. **1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9**	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. **2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9**	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. **3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9**	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

Component	Unsatisfactory *Not yet meeting expectations for a beginning teacher*	Basic *Expected performance level for a beginning teacher*	Proficient *Demonstrating exceptional skill for a beginning teacher*	Distinguished *This rating is reserved for experienced teachers*
3a Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

Component	**Unsatisfactory** *Not yet meeting expectations for a beginning teacher*	**Basic** *Expected performance level for a beginning teacher*	**Proficient** *Demonstrating exceptional skill for a beginning teacher*	**Distinguished** *This rating is reserved for experienced teachers*
3b **Using Questioning and Discussion Techniques**	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c **Engaging Students in Learning**	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime." 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

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3d **Using Assessment in Instruction**	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
3e **Demonstrating Flexibility and Responsiveness**	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Domain 4: Professional Responsibilities

Component	Unsatisfactory *Not yet meeting expectations for a beginning teacher*	Basic *Expected performance level for a beginning teacher*	Proficient *Demonstrating exceptional skill for a beginning teacher*	Distinguished *This rating is reserved for experienced teachers*
4a **Reflecting on Teaching**	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b **Maintaining Accurate Records**	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
4c **Communicating with Families**	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	The teacher makes sporadic attempts to communicate with families about the instructional program and 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 not be culturally sensitive to those families. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the 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.

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4d **Participating in a Professional Community**	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
4e **Growing and Developing Professionally**	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional con-versation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

Component	**Unsatisfactory** *Not yet meeting expectations for a beginning teacher*	**Basic** *Expected performance level for a beginning teacher*	**Proficient** *Demonstrating exceptional skill for a beginning teacher*	**Distinguished** *This rating is reserved for experienced teachers*
4f **Showing Professionalism**	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. **1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9**	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations. **2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9**	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. **3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9**	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Program Planning Sheet-Regular MAT

Master of Arts in Teaching with Preliminary Teaching License
Elementary--Multiple Subjects Program
2017-18

1st SUMMER	*Title*	*Semester Hours*
*ED 550	Social, Historical, and Ethical Perspectives on Education	2
*ED 561	Child Development and Learning	2
*ED 568	The Arts, Culture, and Creativity	1
*ED 569	Health and Physical Education	1
*ESOL 540	Culturally Responsive Teaching and Learning in the Classroom	2
*LA 566	Literacy I: Introduction to PreK-8 Language Arts	1
*MATH 566	Math for Early Childhood	2
*SCI 580	Teaching Children About the Natural World	2
	Total Semester Hours	**13**
FALL		
*ED 511	Field Observation and the Cycle of Effective Teaching Elementary--Multiple Subjects	1
*ED 514	Field Experience I (Elementary--Multiple Subjects)	1
*ED 517	Field Experience Seminar I (Elementary--Multiple Subjects)	1
*ED 563	Classroom Management 1: Elementary--Multiple Subjects	1
*ESOL 535A	English Language Learners: Theory	1
*LA 567	Literacy II: Planning in the Language Arts PreK-8	2
*MATH 567	Elementary School Mathematics	2
*MATH 549	Algebra and Geometry for Elementary--Multiple Subjects Teachers	1
*SPED 524	Special Education for the General Education Teacher	1
*SPED 505	Teaching Special Education Students in the General Education Classroom	1
◊CORE 500	Convocation (required in Fall Semester)	*N/A*
	Total Semester Hours	**12**
SPRING		
*ED 515	Field Experience II (Elementary--Multiple Subjects)	2
*ED 518	Field Experience Seminar II (Elementary--Multiple Subjects)	2
*ED 523	Planning, Differentiation, and Assessment	1
*ED 564	Classroom Management 2: Elementary--Multiple Subjects	1
*ESOL 535B	English Language Learners: Theory in Practice	1
*LA 568	Literacy III: Language Arts Development PreK-8	2
*MATH 568	Mathematics Assessment for Learning	1
*SS 578	Social Studies for Elementary Teachers	2
	Total Semester Hours	**12**
2nd SUMMER	Beginning Summer Session I in mid-May	
*ED 516	Field Experience III (Elementary--Multiple Subjects)	3
	Total Semester Hours	**3**
	TOTAL Semester Credit Hours Required for the MAT program:	**40**

*****These courses are required for the Preliminary Teaching License.
◊Attendance at Convocation is a graduation requirement for all MAT students.

ELEM Program Transition Points

Transition Point	
1 - Admission	**Candidates will be admitted into the program only if they have:** ▪ Provided an official transcript showing GPA 2.75 or above and met the math/science requirement (as stated on GSEC Admissions webpage) ▪ Provided an undergraduate degree-posted transcript from a regionally accredited institution or the foreign equivalent ▪ Submitted a complete admissions file (including three essays, three letters of recommendation, documentation of classroom experience, and other admissions forms) ▪ Participated in an admission interview ▪ Approval of their file by two different faculty members (as documented on the admissions evaluation form) ▪ Been recommended by the program faculty for admission ▪ Been approved by the Graduate Admissions Committee
2A – Entry to field experience	**Candidates may begin the student teaching experience in late August only if they have:** ▪ Successfully completed all summer courses (no incompletes) ▪ Provided documentation of background clearance through TSPC
2B–December math unit	**Candidates may teach their December math unit only if they have:** ▪ Passed the ORELA test: Protecting Student and Civil Rights in the Educational Environment ▪ Successfully completed the following Key Assessments: o KA2: December Math Unit (MATH 567) ▪ Successfully completed all fall coursework (no incompletes) ▪ Maintained progress toward a rating of basic or above on all FFT components ▪ Maintained progress on the objectives described in any plan of assistance (if applicable)
3 – Entry into fulltime student teaching experience	**Candidates may begin the fulltime experience after spring break only if they have:** ▪ Successfully completed the following Key Assessments: o KA3: Family Synthesis Paper (SS 578) o KA4: Dyslexia Assignment (LA 567) o KA5: Sheltered Lesson Plan (ESOL 535B) o KA7: edTPA ▪ Successfully completed all spring coursework (no incompletes) ▪ Maintained progress toward a rating of basic or above on all FFT components ▪ Maintained progress on the objectives described in any plan of assistance (if applicable)
4 – Exit from student teaching experience	**Candidates will only be recommended for licensure if they have:** ▪ Submitted second logs documenting a total of 60 hours of second level and/or ESOL specialist responsibilities (MESOL) ▪ Scores of Basic or higher on all components of the Summative FFT (KA6) as determined by the Program Director
5 – Program completion	**Candidates will only be recommended for licensure if they have:** ▪ Provided documentation of passing scores the NES: Elementary Test, Subtests 1 and 2 (KA8) ▪ Successfully completed all licensure course work

Glossary of ELEM Program Terms

Clinical coordinator	The faculty member who supports candidates in their field placement sites and serves as the primary point of contact with mentors and supervisors.
Cohort coordinator	The faculty member assigned to facilitate the Field Experience Seminar. Cohort coordinators serve as the candidate's first contact if they has a question or concern about the program or any academic issue.
Convocation	All full-time master's degree students are required to attend the Graduate School Convocation in September. This annual event addresses the Graduate School's core values of creativity, commitment, and compassion through cross-disciplinary collaboration. Attendance is required for the MAT degree.
ELEM	Elementary--Multiple Subjects. This term describes our program and the two levels of authorization for which our candidates will be licensed.
edTPA	edTPA is the performance assessment required for licensure in Oregon. See page 13 for more detailed information.
ESOL Endorsement	ESOL stands for teaching English to Speakers of Other Languages. There are two options for earning this endorsement, (1) combined with the MAT in the MESOL program or (2) following completion of the MAT program.
FFT	FFT stands for Framework for Teaching. This is the instrument used to assess candidate performance in four domains.
Candidate (or Teacher Candidate)	ELEM uses this term to describe its student teachers. (Note: Candidate or student teacher replace the previously used term, intern.)
MAT	Master of Arts in Teaching; the degree candidates will earn upon completion of the 40 hours of required coursework.
Mentor	The teacher(s) with whom the teacher candidate will work in the field placement. All candidates are assigned a classroom mentor. In addition, MESOL candidates are assigned an ESOL mentor in addition to their classroom mentor.
MESOL	MESOL is the name of the program option which combines the MAT with ESOL endorsement. It requires 48 hours of coursework (40 hours for MAT with 8 additional hours for ESOL endorsement).
OAR	Oregon Administrative Rules, the rules governing teaching licensure.
Plan of Assistance	A plan designed to help a candidate improve performance when he or she is in danger of not being recommended for licensure. See page 44 for more detailed information.
Supervisor	The LC adjunct faculty member who provides support and evaluation in the field. All candidates are assigned a supervisor. In addition, MESOL candidates are assigned an ESOL supervisor.
Triad meeting	Meetings between the candidate, mentor, and supervisor. There are three required triad meetings over the course of the year for mentors and supervisors with candidates.
Task Stream	The online data management system used by Lewis & Clark to monitor progress toward licensure and graduation.
TSPC	Oregon's licensing agency: Teacher Standards and Practices Commission
Web Advisor	The online course registration system used at Lewis & Clark

ELEM Academic Writing Guidelines

How do I know if my work meets Lewis & Clark's professional writing standards?

Writing Trait	Questions to ask
Ideas and Content	• Does the paper address exactly what was described in the assignment? • Are generalizations and arguments supported with relevant examples, details, and/or quotes as appropriate? • Did you include ideas or quotations from experts (text, web-based resources, other professionals) when appropriate and with proper citations? • Are the sources cited professional and academic (unless otherwise appropriate for the assignment)?
Organization	• Does the paper include a meaningful introduction and conclusion? • Does the paper flow well and include appropriate transition words and phrases? • Do the paragraphs include topic sentences followed by related content? • Does the order of the paragraphs make logical sense?
Voice	• Is the tone of the paper objective and aligned with professional norms? • Is the paper free from colloquialisms and slang? • Did you refrain from making evaluative or judgmental statements (unless this is appropriate for the assignment)? • Is the paper free from sexist, racist, or culturally insensitive language?
Sentence Fluency	• Are the sentences straightforward and clear? • Does the paper contain sentences of varied length and complexity? • Are professional vocabulary terms used appropriately?
Conventions	• Is the paper free of spelling errors? • Is the punctuation correct? • Are common homophones used correctly (e.g. their/there/they're; its/it's) • Are all sentences complete? • Is the paper double-spaced and in size 12 font (unless otherwise directed)? • Did you include a "works cited" list for in-text citations?

Candidates seeking additional writing support may contact: John Holzwarth, Director of the CAS Writing Center at holzwrth@lclark.edu or 503-768-7503.

MESOL HANDBOOK

MESOL HANDBOOK

The MAT with ESOL Program (MESOL)

The MESOL program allows candidates the option of embedding the ESOL endorsement within their MAT in the MESOL program. Candidates who complete the ESOL endorsement are prepared to:

- Support the English language development of students through content and literature studies with an emphasis on direct language instruction.
- Develop and adapt content-specific curriculum for diverse classroom populations.
- Employ innovative teaching methodologies and strategies that respond to student needs in the mainstream classroom and beyond.
- Utilize assessment principles effectively.
- Partner with families to build strong ties between school and the diverse racial, cultural, and linguistic communities it serves.
- Lead their school community in establishing collaborative learning environments that support high levels of success for all students.

The MESOL program includes completion of the same 40 credit hours required of the regular MAT program with the addition of eight credit hours of ESOL-specific coursework for a total of 48 credit hours. Six of these credit hours are associated with coursework and two credit hours are for an ESOL practicum.

The 48 SH for the MESOL program are distributed over four semesters (Summer, Fall, Spring, Summer) with additional coursework (and practicum for some students) continuing through early August of the second summer. All of the credit hours serve to fulfill Oregon licensure requirements, ESOL endorsement, as well as the requirements for the Lewis & Clark MAT degree. See program planning sheets describing this program for course requirements by semester beginning on page 75 .

ESOL Practicum Placement Options

There are two options for completing the ESOL Practicum: (1) embedded practicum and (2) summer practicum. MESOL candidates completing the embedded practicum will be assigned to a full-time placement in a single classroom in which ELLs receive sheltered instruction from the classroom teacher in all content areas and will complete the ESOL practicum at this site. Some MESOL candidates will complete the ESOL practicum during the summer following the regular MAT program. The practicum requirements are the same for both placement options. See practicum and mentor requirements and description below.

ESOL Practicum Evaluations

The ESOL practicum has two evaluation tools:

(1) The ESOL lesson observation form is based on sheltered lesson plan elements from *Making Content Comprehensible for English Learners: The SIOP Model* (Echeverria,J. Vogt, M. & Short, D, 2012). ESOL Observation Form can be found on ESOL webpage: http://graduate.lclark.edu/live/files/8790-esol-observation-form-2011.

(2) The Summative ESOL Assessment form, which is completed collaboratively by the ESOL mentor and ESOL supervisor in May or June.

Support in the field-MESOL

Candidates in the MESOL program will have three additional professionals with whom they will work.

1. *ESOL Mentor*: Each MESOL candidate will be assigned to work with an ESOL specialist at the school for the duration of the program. Each ESOL mentor may work with up to three MESOL candidates in the same school. The goal in working with the ESOL mentor is to develop skill in two areas: (1) English language development (ELD) instruction and (2) sheltered instruction. The candidate will spend 30 hours outside his/her regular classroom shadowing and partnering with the ESOL instructor while the ESOL mentor is engaged in ESOL-specific activities (see description of duties below for more details). The ESOL mentor will also provide support and advice to the candidate as he/she plans and delivers sheltered instruction lessons within his/her regular classroom.
2. *ESOL Supervisor*: Each candidate is assigned an ESOL supervisor who is an experienced ESOL professional. The supervisor will visit each candidate four times during the year to observe the candidate engaged in ELD instruction and sheltered instruction. The supervisor provides feedback and support to the candidate and may conduct additional observations or school visits if the candidates is struggling or requires additional experience. The ESOL supervisor will alert the ESOL Practicum Coordinator and ESOL Program Director if there are any concerns with the candidate's performance or placement site.
3. *MESOL Coordinator*: The MESOL Coordinator assigns a supervisor to each ESOL candidate, maintains communication with the supervisor, monitors progress, and submits grades for the ESOL practicum. The MESOL Coordinator also serves as an advisor for ESOL candidates and is available by appointment to discuss issues that may arise in the ESOL setting. The MESOL Coordinator may also provide feedback and classroom observations if the candidate is struggling or requires additional support

Placement Option 1: Embedded ESOL Practicum

MESOL students who are doing an embedded practicum are required to spend 30 hours working outside their classroom under the direct supervision of the ESOL mentor as he or she works with individual groups of students, conducts assessments, collaborates with other classroom teachers, or performs other duties related to ELD/ESL instruction and other responsibilities related to his or her position. Ideally your 30 hours will include some experiences with each of the following tasks, if available and appropriate at your school:

- Observing and participating in language assessments
- Managing student placement for ELL services (including exiting students from the program and monitoring progress of exited students)
- Planning and observing ELD instruction in small group settings (in pull-out or push-in formats)
- Communicating with families of ELL students (might include parent conferences or parent information sessions, ELL parent advisory committees, etc.)
- Working with grade level teams (other than your grade level) to plan for support of ELL students
- Deliver ELD instruction in small or whole groups (with students in classrooms other than yours)
- Co-teaching with a classroom teacher for ELD instruction (in a classroom other than their own)

MESOL Candidate Responsibilities in Phase 1: August – September

August	
MESOL Candidate and ESOL Mentor	**ESOL Supervisor**
- Candidates observe and participate as appropriate in the planning and scheduling of language assessments to be conducted by the ESOL mentor at the beginning of the year.	Contact candidates and set up initial meeting.
September	
MESOL Candidate and ESOL Mentor	**ESOL Supervisor**
- Candidates observe and participate as appropriate in language assessments conducted by the ESOL mentors at the beginning of the year. - Candidates and ESOL mentors meet with ESOL supervisors for the first triad meeting to establish expectation for the practicum.	ESOL supervisor schedules the first Triad meeting.

MESOL Candidate Responsibilities in Phase 2: October – November

October	
MESOL Candidate and ESOL Mentor	**ESOL Supervisor**
- Candidates and ESOL mentors meet to discuss plans for the ELD lesson to be observed by the ESOL supervisor in November.	Informal Check-in ESOL supervisors check in with the ESOL mentors and the candidates via phone or email.
November	
MESOL Candidate and ESOL Mentor	**ESOL Supervisor**
- Candidates and ESOL mentors meet at least once this month to discuss best practices for teaching ELL students and to plan or debrief instruction the candidate will/has provided to ELL students. - ESOL mentors visit the candidates' classroom for informal observations and/or co-teaching of sheltered instruction or ELD lessons.	**1st Formal ESOL Supervisor Observation** ESOL supervisors communicate with candidates to schedule a formal observation of an **ELD lesson.** ESOL supervisors observe the candidates and submit the 1st observation report through Task Stream.

MESOL Candidate Responsibilities in Phase 3: December – January

December	
MESOL Candidate and ESOL Mentor	**ESOL Supervisor**
- Candidates and ESOL mentors meet at least once this month to discuss best practices for teaching ELL students and to plan or debrief instruction the candidate will/has provided to ELL students. - ESOL mentors visit the candidates' classroom for informal observations and/or co-teaching of sheltered instruction or ELD lessons. - Candidates conduct additional ESOL specialist responsibilities for a total of 14-16 hours (September – December) and post the log electronically. - Candidates conduct additional second level practicum while full time at the site for a total of 20-24 hours.	Informal Check-in ESOL supervisors check in with the ESOL mentors and the candidates via phone or email.

January	
MESOL Candidate and ESOL Mentor	**ESOL Supervisor**
- Candidates and ESOL mentors meet to discuss plans for the second ELD lesson to be taught in this month. - ESOL mentors visit the candidates' classroom for informal observations and/or co-teaching of sheltered instruction or ELD lesson.	**2nd Formal ESOL Supervisor Observation** ESOL supervisors communicate with candidates to schedule a formal observation of **ELD lesson.** ESOL supervisors observe the candidates and submit the 2nd observation report through Task Stream.

MESOL Candidate Responsibilities in Phase 4: February – March

February	
MESOL Candidate and ESOL Mentor	**ESOL Supervisor**
- Candidates and ESOL mentors meet at least once this month to discuss best practices for teaching ELL students and to plan or debrief instruction the candidate will/has provided to ELL students. - ESOL mentors visit the candidates' classroom for informal observations and/or co-teaching of sheltered instruction or ELD lessons.	Informal Check-in ESOL supervisors check in with the ESOL mentors and the candidates via phone or email.
March	
MESOL Candidate and ESOL Mentor	**ESOL Supervisor**
- Candidates and ESOL mentors meet to discuss plans for the first sheltered lesson to be taught in this month. - Candidates conduct additional ESOL specialist responsibilities for a total of 8-10 hours (January – March) and post the log electronically. - ESOL mentors complete the ESOL formative evaluation using the ESOL Observation Form.	**3rd Formal ESOL Supervisor Observation** ESOL supervisors communicate with candidates to schedule a formal observation of a sheltered lesson. ESOL supervisors observe the candidates and submit the 3rd observation report through Task Stream.

MESOL Candidate Responsibilities in Phase 5: April – May – June

April	
MESOL Candidate and ESOL Mentor	**ESOL Supervisor**
- Candidates and ESOL mentors meet at least once this month to discuss best practices for teaching ELL students and to plan or debrief instruction the candidate will/has provided to ELL students. - ESOL mentors visit the candidates' classroom for informal observations and/or co-teaching of sheltered instruction or ELD lessons.	Informal Check-in ESOL supervisors check in with the ESOL mentors and the candidates via phone or email.

May and June	
MESOL Candidate and ESOL Mentor	**ESOL Supervisor**
- Candidates and ESOL mentors meet to discuss plans for the second sheltered instruction lesson to be observed in this month. - ESOL mentors visit the candidates' classroom for informal observations and/or co-teaching of sheltered instruction or ELD lessons. - Candidates conduct additional ESOL specialist responsibilities for a total of 30 hours for the year and post the log electronically. - Candidates and ESOL mentors meet with ESOL supervisors for the second triad meeting to discuss progress and complete the final assessment.	**4th Formal ESOL Supervisor Observation** ESOL supervisors communicate with candidates to schedule a formal observation of a sheltered lesson. ESOL supervisors observe the candidates and submit the 4th observation report through Task Stream. **ESOL supervisors schedule the final triad meeting** and complete the Summative ESOL Assessment form. Supervisors submit this form through Task Stream no later than June 6.

Questions and Answers about the Embedded ESOL Practicum

1. **What is the suggested distribution of Second Level Practicum hours over the year if I am a MESOL student who is doing an embedded practicum?**
   If you are a MESOL student doing an embedded practicum you will complete 60 hours outside your classroom, but your hours will be split between a second level classroom and time with your ESOL mentor (see description of recommended activities below). Because it will be impossible for you to leave your classroom during your solo teaching time, ***it is recommended that you accrue as many second level and ESOL hours as possible in the fall and early spring.*** *You should be able to accrue hours as follows:*

Second level classroom	*ESOL specialist responsibilities*
15 hours from September through December	*15 hours from September through December*
13 hours from January through March	*13 hours from January through March*
2 hours after the solo in May and June	*2 hours after the solo in May and June*

   Completion of this practicum will require you to schedule wisely. Keep in mind that you will divide your hours between your second level classroom and your ESOL specialist responsibilities.

2. **How do I keep track of my hours for an embedded practicum?**
   You will complete entries electronically in the ***MESOL hours log*** *form each time you observe or assist the ESOL mentor or participate in other ESOL related duties outside of your regular classroom. The MESOL Director will monitor this form to ensure that you are making satisfactory progress throughout the year.*

3. **What if I have questions or I am confused about the ESOL specialist responsibilities?**
   Direct your questions to the MESOL program coordinator.

Placement Option 2: Summer ESOL Practicum

Some candidates may choose to complete the ESOL practicum during the summer following the regular MAT program. The placement office will work with local districts to identify appropriate practicum sites in programs that serve English Language Learners during the summer. The placement office will notify candidates of practicum placement sites during the late spring after districts have determined summer programs. Typically, summer school programs start a week or two after the regular school year and extend through mid-late July. Schedules are typically Mondays-Thursdays from 8am-noon. In order to complete the 60 hour practicum, and meet the needs of the ELL students, candidates will need to participate in the full summer school program. Districts may also require candidates to attend training meetings prior to the start of summer school. Due to the unique nature of each summer program, specific details will become available close to summer. Candidates are advised not to make any summer plans for June-early August of the second summer until they know the specific schedule.

Candidates will be assigned an on-site ESOL mentor during the summer who will serve as guide in providing instruction for ELL students. Candidates will also be assigned an ESOL supervisor by Lewis & Clark who will conduct four formal observations and coordinate two triads meetings with the candidate and mentor at the start and end of the practicum.

Please note that instruction for ELL students during the summer may vary significantly, and may not be divided into sheltered content and English Language Development in the same manner as during the regular school year. As a result, ESOL supervisors will work individually with candidates to adapt ESOL observations to reflect appropriate instructions for ELLs according to the goals of the summer school program. In addition, because the summer school schedule is very condensed, the supervisor will work with candidates on an individual basis in order to complete observations and triad meetings in a timely manner.

A detailed description of roles and responsibilities of the ESOL mentor, supervisor and candidate is provided below.

ESOL Endorsement

- ☑ Successful completion of ESOL coursework
- ☑ Completion of ESOL practicum and four formal ESOL observation reports from ESOL supervisor
- ☑ Summative ESOL Assessment Form from ESOL supervisor in conjunction with ESOL mentor
- ☑ Documentation of ESOL Specialist Requirement hours (30 hours)
- ☑ Documentation of passing scores on ESOL endorsement tests

What ESOL Mentors Need to Know

Lewis & Clark is deeply committed to preparing excellent teachers who serve the needs of diverse student populations. Because of this commitment, we launched a new program in 2014-15 that enables our MAT candidates to simultaneously earn their elementary teaching license and their ESOL endorsement. The MESOL student teachers will be mentored by a classroom teacher as well as by the ESOL specialist at that school. This means that an ESOL specialist could mentor up to three students at a time.

Practicum Requirements

MESOL candidates are required to spend 60 hours in an ESOL placement.

- **Classroom Instruction:** 30 hours will be spent designing, implementing, or reflecting on sheltered instruction for ELL students in the classroom in which they are placed to earn their elementary or secondary license. These 30 hours are guided by and performed in consultation with the ESOL mentor.
- **Other ESOL specialist responsibilities:** 30 hours will be spent working under the direct supervision of the ESOL mentor as he or she works with individual groups of students, conducts assessments, collaborates with classroom teachers, or performs other duties related to his or her position.

Responsibilities of ESOL Mentors: Feedback and Support

- During the school year, the ESOL mentor visits candidates' classroom for informal observations and/or to co-teach sheltered or ELD lessons
- The ESOL mentor also meets at least once a month to discuss best practices for teaching ELL students, to plan or debrief instruction, or conduct/analyze ELL assessment results
- The ESOL mentor participates in two triad conference with the candidate and the ESOL supervisor, once during the fall semester (September) and again at the end of spring semester (May/June). If the ESOL practicum is completed in the summer, then the triad meetings occur at the beginning and end of the summer program. The purpose of the first conference is to establish expectations and the purpose of the second is to discuss progress and complete the final assessment.
- The ESOL mentor is expected to respond promptly to email requests for progress updates from Lewis & Clark.
- The ESOL mentor should immediately contact the MESOL Program Coordinator if concerns arise about the candidates' performance or professionalism.

Responsibilities of ESOL Mentors: Evaluation

- The ESOL mentor collaborates with the ESOL supervisor to complete the Summative ESOL Assessment in May or June.

What ESOL Supervisors Need to Know

Responsibilities of ESOL Supervisors

Evaluations

- ESOL supervisors, assigned by Lewis & Clark College observe candidates four times during the school year. Supervisors observe an ELD lesson in November and January, and a sheltered lesson in March and May/June. Supervisors use the *ESOL Observation Form* to evaluate lessons and provide feedback after each lesson. Candidates prepare a lesson plan for each observation.
- After observing four lessons and facilitating two conferences, the supervisor submits a Summative ESOL Assessment for each candidate.
- The mentor should immediately contact the MESOL Program Director if there are concerns about the candidates' performance or professionalism.

Communication

- The supervisor establishes contact with the candidate in August
- The supervisor facilitates two triad meetings, once during the fall semester (September) and again at the end of spring semester (May/June) for final evaluation of candidate. The purpose of the first conference is to establish expectations and the purpose of the second is to discuss progress and complete the final assessment.
- The supervisor conducts an informal check-in with candidate via phone or email on a monthly basis (when there no formal observations, i.e. October, December, February, April)

Program Planning Sheet-MESOL-Embedded Practicum

Master of Arts in Teaching (MAT) with ESOL Endorsement and Oregon Preliminary Teaching License
Elementary--Multiple Subjects Program 2017 - 2018

For Embedded Practicum

SUMMER	Title	MAT	MAT with ESOL
*ED 550	Social, Historical, and Ethical Perspectives on Education	2	2
*ED 561	Child Development and Learning	2	2
*ED 568	The Arts, Culture, and Creativity	1	1
*ED 569	Health and Physical Education	1	1
*○ESOL 540	Culturally Responsive Teaching and Learning in the Classroom	2	2
*LA 566	Literacy I: Introduction to PreK-8 Language Arts	1	1
*MATH 566	Math for Early Childhood	2	2
*SCI 580	Teaching Children About the Natural World	2	2
○ESOL 507	Language Acquisition and Development	---	3
	Total Semester Hours	**13**	**16**
FALL			
*ED 511	Field Observation and the Cycle of Effective Teaching Elementary--Multiple Subjects	1	1
*ED 514	Field Experience I (Elementary--Multiple Subjects)	1	1
*ED 517	Field Experience Seminar I (Elementary--Multiple Subjects)	1	1
*ED 563	Classroom Management 1: Elementary--Multiple Subjects	1	1
*○ESOL 535A	English Language Learners: Theory	1	1
*LA 567	Literacy II: Planning in the Language Arts PreK-8	2	2
*MATH 567	Elementary School Mathematics	2	2
*MATH 549	Algebra and Geometry for Elementary--Multiple Subjects Teachers	1	1
*SPED 524	Special Education for the General Education Teacher	1	1
*SPED 505	Teaching Special Education Students in the General Education Classroom	1	1
◊CORE 500	Convocation (required in Fall Semester)	*N/A*	*N/A*
○ESOL 505	ESOL/Bilingual Practicum	---	.5
	Total Semester Hours	**12**	**12.5**
SPRING			
*ED 515	Field Experience II (Elementary--Multiple Subjects)	2	2
*ED 518	Field Experience Seminar II (Elementary--Multiple Subjects)	2	2
*ED 523	Planning, Differentiation, and Assessment	1	1
*ED 564	Classroom Management 2: Elementary--Multiple Subjects	1	1
*○ESOL 535B	English Language Learners: Theory in Practice	1	1
*LA 568	Literacy III: Language Arts Development PreK-8	2	2
*MATH 568	Mathematics Assessment for Learning	1	1
*SS 578	Social Studies for Elementary Teachers	2	2
○ESOL 505	ESOL/Bilingual Practicum	---	1.5
	Total Semester Hours	**12**	**13.5**
SUMMER			
*ED 516	Field Experience III (Elementary--Multiple Subjects)	3	3
○ESOL 500	Historical and Legal Foundations of Educating ESOL/Bilingual Students	---	3
	Total Semester Hours	**3**	**6**
	TOTAL	**40**	**48**

* These courses are required for the Preliminary Teaching License.
◊Attendance at Convocation is a graduation requirement for all MAT students.
○These courses are required for the ESOL endorsement.

Program Planning Sheet-MESOL-Summer Practicum

Master of Arts in Teaching (MAT) with ESOL Endorsement and Oregon Preliminary Teaching License
Elementary--Multiple Subjects Program 2017-2018

For Summer Practicum

SUMMER	Title	MAT	MAT with ESOL
*ED 550	Social, Historical, and Ethical Perspectives on Education	2	2
*ED 561	Child Development and Learning	2	2
*ED 568	The Arts, Culture, and Creativity	1	1
*ED 569	Health and Physical Education	1	1
*○ESOL 540	Culturally Responsive Teaching and Learning in the Classroom	2	2
*LA 566	Literacy I: Introduction to PreK-8 Language Arts	1	1
*MATH 566	Math for Early Childhood	2	2
*SCI 580	Teaching Children About the Natural World	2	2
○ESOL 507	Language Acquisition and Development	---	3
	Total Semester Hours	**13**	**16**
FALL			
*ED 511	Field Observation and the Cycle of Effective Teaching Elementary--Multiple Subjects	1	1
*ED 514	Field Experience I (Elementary--Multiple Subjects)	1	1
*ED 517	Field Experience Seminar I (Elementary--Multiple Subjects)	1	1
*ED 563	Classroom Management 1: Elementary--Multiple Subjects	1	1
*○ESOL 535A	English Language Learners: Theory	1	1
*LA 567	Literacy II: Planning in the Language Arts PreK-8	2	2
*MATH 567	Elementary School Mathematics	2	2
*MATH 549	Algebra and Geometry for Elementary--Multiple Subjects Teachers	1	1
*SPED 524	Special Education for the General Education Teacher	1	1
*SPED 505	Teaching Special Education Students in the General Education Classroom	1	1
◊CORE 500	Convocation (required in Fall Semester)	*N/A*	*N/A*
	Total Semester Hours	**12**	**12**
SPRING			
*ED 515	Field Experience II (Elementary--Multiple Subjects)	2	2
*ED 518	Field Experience Seminar II (Elementary--Multiple Subjects)	2	2
*ED 523	Planning, Differentiation, and Assessment	1	1
*ED 564	Classroom Management 2: Elementary--Multiple Subjects	1	1
*○ESOL 535B	English Language Learners: Theory in Practice	1	1
*LA 568	Literacy III: Language Arts Development PreK-8	2	2
*MATH 568	Mathematics Assessment for Learning	1	1
*SS 578	Social Studies for Elementary Teachers	2	2
	Total Semester Hours	**12**	**12**
SUMMER			
*ED 516	Field Experience III (Elementary--Multiple Subjects)	3	3
○ESOL 500	Historical and Legal Foundations of Educating ESOL/Bilingual Students	---	3
○ESOL 505	ESOL/Bilingual Practicum	---	2
	Total Semester Hours	**3**	**8**
	TOTAL	**40**	**48**

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