Lewis & Clark

Master of Arts in Teaching

Elementary-Multiple Subjects

PART-TIME COHORT FOR DISTRICT EMPLOYEES

2021-2023

Program Handbook

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Because of the pilot nature of the 2021-23 cohort experience this handbook will be updated with supplementary documents over the two program years. We anticipate adjusting some of the expectations as we improve the program delivery.

Updates provided by the program will supersede the details provided in the PTC ELEM Handbook.
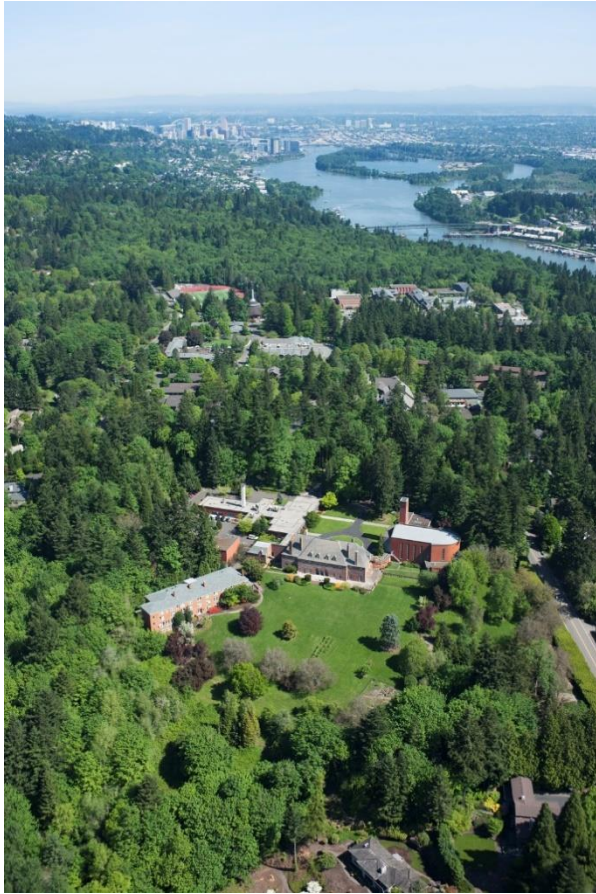
Indigenous Land Acknowledgement

Lewis & Clark College purposefully reflects on the history of the land it occupies. Prior to the newcomers arriving in this area, the indigenous land of what would later be called Multnomah County was home to many tribal people. We honor the indigenous people on whose traditional and ancestral homelands we stand: the Multnomah, Kathlamet, Clackamas, Tumwater, and Watalala bands of the Chinook; the Tualatin Kalapuya; and many other indigenous nations of the Columbia River.

It is important to acknowledge the ancestors of this place and recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants.

Welcome

Welcome to the inaugural experience for the Part-Time Cohort (PTC) for Elementary--Multiple Subjects Preservice Program at Lewis & Clark College. You are joining a program which has a long-standing reputation for preparing high quality elementary teachers and is now expanding access by opening a pathway for classified staff to become teachers. Individuals like yourself have proven success working with children, and we are pleased to help you take the first step into a new phase of your career as a licensed teacher. Congratulations and welcome to an incredibly demanding and immensely rewarding journey!

You have been chosen to enter the program at Lewis & Clark based on your academic background; the passion expressed in the essays you wrote; the way you presented yourself during our interview process; and most importantly, the support of your district. Like your employer, 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 practicum placements in a school associated with your current job duties, 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 two-year experience, you will develop new skills as a thoughtful decision-maker and innovative leader. You will have the opportunity to draw upon the resources of an outstanding faculty, your highly capable peers, and the experienced educators in your district.

This journey will also provide you with extensive opportunities to observe a wide range of teachers and to practice teaching in one or more classrooms in your school. 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 teacher.

Our best advice as you begin this program with us 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 journey.

About the Graduate School

The Lewis & Clark Graduate School of Education and Counseling offers graduate degree, licensure, certificate, and additional endorsement programs for prospective and for practicing teachers, Pre-K-12 education leaders, school counselors, school psychologists, student affairs professionals in higher education, addiction counselors, licensed professional counselors, art therapists, and marriage, couple, and family therapists. Our students are diverse in age, culture, income, sexual orientation/gender identity, prior experience, and educational background. To meet our students' needs, classes are offered days, evenings, and weekends and are located on campus, off campus, and at work sites.

The graduate school is committed to serving every student by providing a learning environment built around the values and practices associated with critical thinking, individual growth, and social justice. Our programs combine rigorous academic work with challenging field-based experiences; students spend nearly 200,000 hours working in schools and mental health agencies each year, beginning in their first semester of study. The curriculum reflects the theories, techniques, research, modes of application, and contemporary reform movements within each professional field. Our graduates are change agents who transform society through education and counseling.

Graduate school faculty are recognized for their academic scholarship and engaging instruction, as well as for the ongoing service they provide in their respective fields. Faculty employ effective instructional approaches that engage students in critical thinking, creative problem solving, collaboration, and inquiry. Adjunct faculty members who are active practitioners join the regular faculty in providing important links between theory and practice.

Vision and Mission

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

Vision
We join with students to learn, to serve, and to lead through deep engagement with the self and the world. Together we reach for wisdom, justice, compassion, and bold ideas in education and counseling.
Mission
The Lewis & Clark Graduate School of Education and Counseling is a community that values the rich diversity of voices and perspectives in a complex world. We reach out to those around us, explore new ideas, and pursue the best practice of education and counseling. We promote open dialogue, inquiry, respect, and social action to enhance the learning of adults and children.

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.

Standards for Professional Conduct

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:
https://sos.oregon.gov/archives/Pages/oregon_administrative_rules.aspx

Satisfactory Academic Progress

According to GSEC policy, students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C-, a course grade of NC (no credit), or two course grades lower than B- will not be considered to be making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their programs and notified of this action.

The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. A student receiving a grade below B- in an elective course must repeat that course, or choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

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 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.

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: https://www.lclark.edu/offices/health_service/insurance/

Convocation

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. Convocation focuses on the role that creativity, compassion, and commitment play in the professional lives of educators and counselors and 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 MAT programs. 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 holds one Commencement ceremony annually on the first Sunday in June. 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 here: https://graduate.lclark.edu/commencement/.

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 <u>all</u> 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.

- <u>Progressive</u>: Humans are social beings who learn best alongside other people while engaged in real-life activities. These learning conditions promote the development of practical knowledge and problem-solving skills. The progressive education ideal applies to both the experience of candidates in our program and to the children they will teach.
- <u>Constructivist</u>: Education must engage students in constructing important knowledge and deriving concepts for themselves. The teacher's goal is to guide students as they fit new information together with what they already know. To this end, teachers must make content and strategies accessible to all students through the use of a wide range of instructional practices that are deliberately scaffolded to ensure access for each student.
- <u>Equitable</u>: Teachers who make a difference create civil and inclusive school communities where children are respected, valued, and welcomed. Promoting equity requires teachers to courageously address difficult social issues that arise in the classroom, the school, and the community. Over the course of their careers, social justice educators improve schools, educational systems, and the profession by fostering multicultural understanding, implementing culturally responsive teaching practices, advocating for social justice, and challenging prejudice and discrimination.
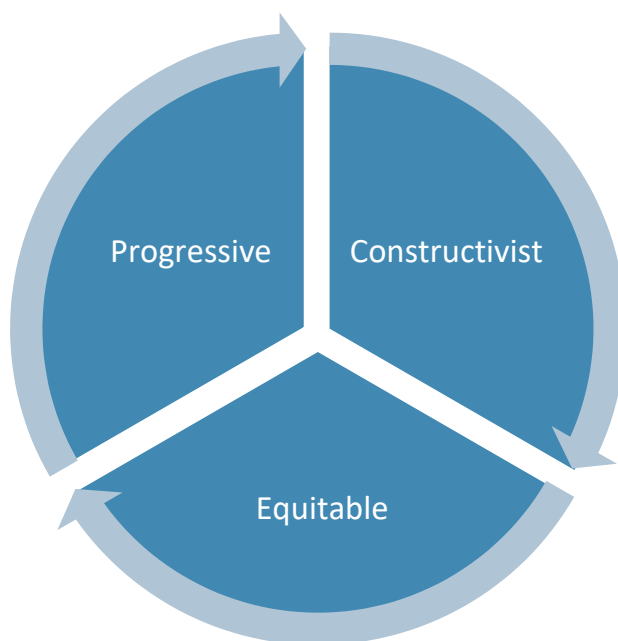
Program Structure for the Part-Time Cohort

The Part-Time Cohort (PTC) is designed for classified district employees who hold a bachelor's degree, this district-affiliated, part-time cohort expands access to Lewis & Clark's Master of Arts in Teaching (MAT) program and opens a new pathway for individuals with proven success working with children to become teachers. Admission into this cohort requires approval from the district. Students in the PTC complete the same degree and licensure requirements delivered over a two-year sequence that combines on-campus classes and distance learning classes.

Program for is organized around seven semesters of coursework as well as practicum experiences in a school in the district of employment as shown below.

	Year 1			Year 2			
	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	May-June 2023
Practicum		100 hours between Sept and Dec.	100 hours between Jan and June.		100 hours between Sept and Dec.	200 hours between Jan and Apr.	Solo-6 weeks full time
	MATH EMPHASIS			LITERACY EMPHASIS			
Credit load	8	5	6	4	7	7	3

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 43 lists all the course requirements by semester.

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: https://sos.oregon.gov/archives/Pages/oregon_administrative_rules.aspx

CAEP K-6 Elementary Teacher Preparation Standards

The second source used by the ELEM program to define teaching proficiency is the set of K-6 Elementary Teacher Preparation Standards published by the Council for the Accreditation of Educator Preparation (CAEP). These standards outline what teachers graduating from a K-6 Elementary educator preparation program should know and be able to do by the end of their preparation program and to ensure that each student learns and develops to his/her fullest potential. There are five CAEP standards comprised of 23 components and represent competence expected of candidates who have completed their initial teacher licensure program and are prepared to begin professional practice as K-6 Elementary teachers. The rubric for these standards can be found on pages 31-42 in this Handbook.

Performance Assessment Required for Licensure: edTPA

All teacher candidates seeking licensure in the state of Oregon are required to pass 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. The math task does not include video recordings, but it 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 the program's minimum score (50) will be required to meet with program faculty to review deficiencies and potentially revise portions of the assessment.
- Any candidate whose edTPA score does not meet the passing score determined by the state of Oregon (42) will be required to resubmit one or more tasks for external scoring in order to meet the overall passing score.

In the ELEM program, candidates will complete practice edTPA experiences in in preparation for submitting the official 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 Timeline for PTC

Because the edTPA involves planning, teaching, and assessing in the classroom, there are periods of time requiring the mentor teacher's cooperation. Lewis & Clark supports candidates' success on the edTPA with a low-stakes practice experience in literacy and math (Year 1, Spring and Year 2, Fall) prior to the submitted high-stakes assessment (Year 2, Fall).

PRACTICE edTPA

- Year 1, Spring (early March): Teach and assess two consecutive literacy lessons. ***Video recording required.***
- Year 2, Fall (early November): Collect math assessment data for two days of instruction. Teach a re-engagement lesson. Reassess students. ***No video required.***

OFFICIAL edTPA

- Year 2, Fall (late November): Teach and assess three consecutive literacy lessons. ***Video recording required.***
- Year 2, Fall (early December): Collect math assessment data for a three-day learning segment. Teach a re- engagement lesson. Reassess students. ***No video required.***

Additional information about edTPA will be distributed throughout two-years of the program. Candidates and mentors are expected to heed any updated timeline information if it conflicts with what is listed here.
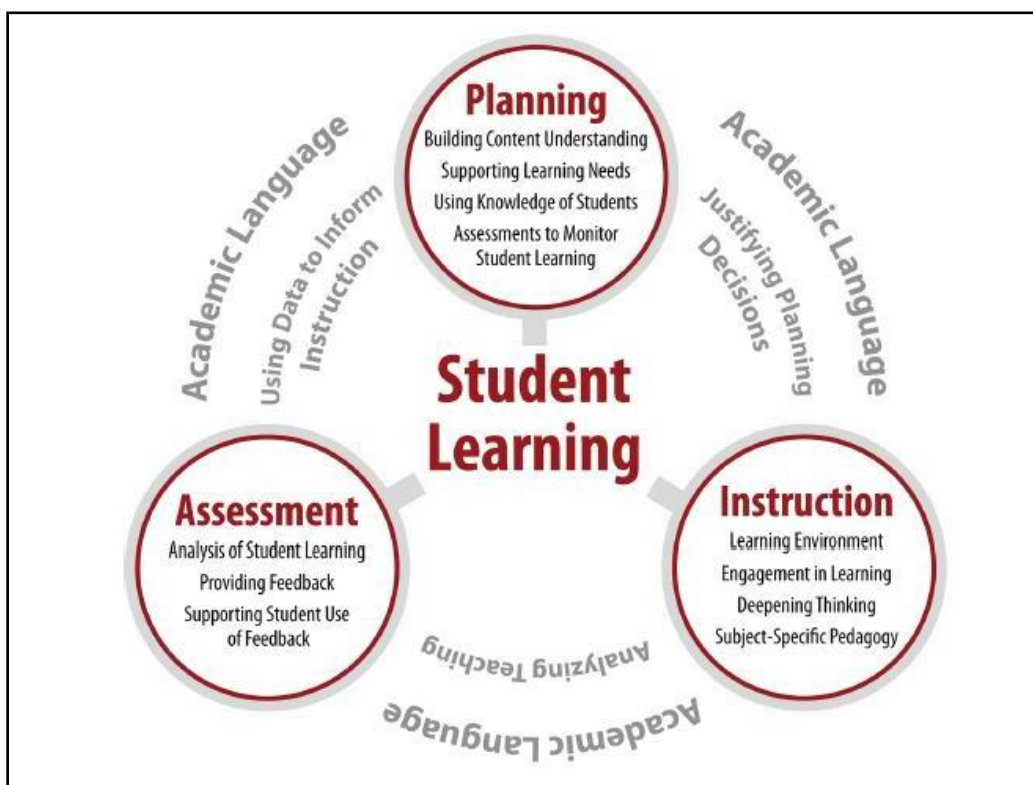
Calendar

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 webpage. Please note, this calendar is subject to change. Adhere to any updates provided by the program.

ELEM PTC Program Calendar of Coursework for Year 1
2021-2022

(a program calendar will be provided for Year 2 in a Handbook supplement)
Blue indicates dates when classes meet at LC
Pink indicates dates when classes meet virtually via Zoom
Green indicates holidays/breaks

MAY

S	M	T	W	T	F	S
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

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28	29	30			

JULY

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25	26	27	28	29	30	31

AUGUST

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	27	28	29	30		

OCTOBER

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NOVEMBER

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28	29	30				

DECEMBER

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JANUARY

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23	24	25	26	27	28	29
30	31					

FEBRUARY

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20	21	22	23	24	25	26
27	28					

MARCH

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20	21	22	23	24	25	26
27	28	29	30	31		

APRIL

S	M	T	W	T	F	S
					1	2
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10	11	12	13	14	15	16
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24	25	26	27	28	29	30

Summary of Required Meeting Dates

There will be a mentor-candidate meeting during each academic term. Specific information about each meeting will be sent to you ahead of time. The determination of meeting format (on-campus or Zoom) will be determined as the date approaches and you will be notified well in advance.

Meetings for PTC	Approximate Date
Mentor-Candidate Meeting #1 Fall 2021	Early September 2021
Mentor-Candidate Meeting #2 Spring 2022	January 2022
Mentor-Candidate Meeting #3 Fall 2022	September 2022
Mentor-Candidate Meeting #4 Spring 2023	March 2023

Successful Practicum Experience

Student teaching placements will be made in collaboration with the district and building principal and may change term by term or year by year. In situations where a placement is not working due to practical or interpersonal reasons, Lewis & Clark will seek a placement change before the end of the term.

The PTC practicum experience is spread out over four school terms of increasing intensity culminating with a solo teaching experience that is six weeks in length. As described in the district approval form submitted upon admission, the employee's district agrees to support the candidate's MAT experience by providing release time to complete practicum tasks that take place in the assigned mentor's classroom. In addition, it is expected that candidates will complete additional practicum requirements through job duties that place the candidate in classroom settings.

Candidates will log practicum hours using an electronic log sheet provided in Seminar and will be required to document observations and experiences across many facets of teaching.

> *Because of the pilot nature of the 2021-23 cohort experience we anticipate adjusting some of the expectations of the practicum experience over time. Updates provided by the program will supersede the details provided in this Handbook.*

Practicum Hours and Requirements by Term

TERM	Fall 2021 Sept-Dec	Spring 2022 Jan-June	Fall 2022 Sept-Dec	Spring 2023 Jan-Apr	May-June 2023
Required practicum hours	100 hours over 15 weeks	100 hours over 24 weeks	100 hours over 15 weeks	200 hours over 15 weeks	Solo-6 weeks full time
Hours per week	about 6 hours per week	about 4 hours per week	about 6 hours per week	about 12 hours per week	
Required release time	Requires 3-6 hrs release per week*	Requires 2-4 hrs release per week*	Requires 3-6 hrs release per week*	Requires 6-12 hrs release per week*	Requires release from duties for 6 weeks of full-time teaching

If a candidate is unable to complete required practicum requirements during any term, they will be required to meet with the program director and design a plan to make up the hours in the following term while completing the requirement for that term. Should a candidate fall too far behind in practicum hours, program completion may not be possible.

Each practicum term includes a capstone experience which must be successfully completed for progress into the next term.

TERM	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Capstone experience	Math Unit *Teach the unit planned in MATH 567 in the practicum classroom.*	Practice edTPA *Plan, teach, record, and assess three days of literacy instruction.*	Official edTPA *Complete literacy and math edTPA requirements. Submit edTPA.*	Solo planning *Submit detailed plans for the six-week solo.*

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 once per term and will submit all documentation required by TSPC. If candidates find themselves struggling in the classroom, the supervisor is a primary source of support.
2. _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.
3. _Program Director_: The program director should be contacted for any issues that require communication with district administrators and will also serve as a support when requested.

What Candidates Need to Know

This program will provide tremendous challenge and professional growth for you as you transition from your role as a classified staff member to an independent teacher over the course of two years. To get the most from your student teaching experience be curious, be open, and be willing to take risks. Each time you engage in practicum-related observations and tasks, be fully present and observant. Work to apply what you are learning in your courses to your practicum experiences.

Professionalism Expectations

As described in the Graduate School Student Professional Conduct Policy, candidates are 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. To ensure your consistent demonstration of professional habits you are encouraged to periodically engage in a self-assessment using the ELEM Professionalism Self-Evaluation found on page 27.

If persistent demonstration of unprofessional behavior is observed by multiple faculty members (including mentors or supervisors) the candidate may be required to present a plan for professional improvement to a faculty council composed of ELEM faculty members.

Attendance Protocol

Make every effort to attend every class meeting. In the event of an unavoidable absence due to illness or an emergency, inform your instructor(s) prior to the class meeting. Each instructor will provide you with the attendance policy and procedures to follow in the event of an absence. Absences will count against participation grades in classes. Excessive absences will be brought to the attention of the program director for review.

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:

- ✓ You must hold a valid Oregon Teaching License for Elementary—Multiple Subjects;
- ✓ You must have at least three full years of teaching experience;
- ✓ You must no longer be in probationary contract status.

If you do not meet any of these requirements, it is the mentor's responsibility to immediately notify Lewis & Clark. In addition, mentors must submit an annually updated resume to the teacher education department prior to the first day the candidate reports to the classroom.

Mentor's Role

The mentor plays three equally important roles over the year-long placement:

- o Modeling effective instruction
- o Communicating "teacher thinking"
- o Evaluating candidate performance

Modeling effective instruction
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.

> **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.**

Communicating "teacher thinking"
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.

Evaluating candidate performance
When the candidate begins to take on teaching responsibilities, the mentor needs to give the candidate honest and specific feedback that will help them improve. The majority of this feedback will be given **informally**.

In addition, TSPC requires mentors to conduct at least four **formal** observations of the candidate and report on these to Lewis & Clark. Mentors will receive an online form to complete once each term: Fall 2021, Spring 2022, Fall 2022, Spring 2023.

Prior to and following the solo teaching in spring 2023, the mentor collaborates with the supervisor to evaluate candidate performance on the CAEP Rubric (see pages 31 – 64).

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 for PTC

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. In addition, in the case where a candidate changes mentors, the supervisor should conduct an informal observation prior to the formal lesson observation.

Term	Type of observation	What the supervisor should know
Fall 2021	Informal observation of candidate interacting with students 1st 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.
Spring 2022	2nd formal observation of the candidate teaching literacy	Candidate should send the formal lesson plan at least 24 hours before the lesson.
Fall 2022	3rd formal observation of the candidate teaching a whole group lesson	Candidate should send the formal lesson plan at least 24 hours before the lesson.
Spring 2023	4th formal observation of the candidate teaching a whole group lesson	Candidate should send the formal lesson plan at least 24 hours before the lesson.

Solo teaching (May-June 2023)	5th and 6th formal observations of the candidate teaching lessons	Candidate should send the formal lesson plan at least 24 hours before the lesson.

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 CAEP Rubric 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 (Taskstream) 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 49).

Triad Meetings

Supervisors take the responsibility for scheduling the four required triad meetings where the mentor, candidate, and supervisor discuss the candidate's progress and completion of the capstone experience for that term. More specific details will be provided at supervisor meetings and via email prior to each triad meeting.

1. Fall 2021 Triad Meeting: Reflection on December Math Unit
2. Spring 2022 Triad Meeting: CAEP Check-in and reflection on practice edTPA
3. Fall 2022 Triad meeting: CAEP Check-in and reflection on official edTPA
4. Spring 2023 Triad meeting: Reflection on solo teaching

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 suspension 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 on the LC website.

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 CAEP Rubric

Candidates' teaching competency is evaluated using the CAEP Rubric. The standards described in this rubric are applied throughout the program and are 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, and clinical coordinator. Upon conclusion of the meeting the clinical coordinator will send an email to all meeting attendees and the supervisor. 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, and clinical coordinator will report on progress toward an acceptable rating in each of the areas of concern on the CAEP Rubric. 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 serious concerns about 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.

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.
- ☐ ^{Δ} Passing score submitted to Lewis & Clark on edTPA as scored by Pearson.
- ☐ Six formal observation reports from supervisor.
- ☐ Documentation of four formal evaluations completed by the mentor.
- ☐ Summative CAEP Rubric submitted by supervisor.
- ☐ ^{Δ} Passing scores submitted to Lewis & Clark for NES subject area test.
- ☐ Successful completion of all licensure courses with course grades issued.

*As of the publication date of this Handbook, by order of Oregon Governor Kate Brown, this requirement is currently suspended. Check with the faculty program director for updates on the status of this requirement.

^{Δ} *Three options to submit official test scores*

1) ***Have results sent directly to Lewis & Clark****: At the time of test registration, the student can request that the testing company send the official results to Lewis & Clark. This is the preferred and most efficient way to get results to us, and this is the only way edTPA results are reported.*
2) ***Verify results in person****: For the ORELA: Civil Rights and NES Subject Area Tests, the student can come to the admissions office and log in to their testing account in the presence of admissions staff.*
3) ***Forward score report email****: For the ORELA: Civil Rights and NES Subject Area Tests, the student must forward the entire email--not just the attachment with the test scores—to the admissions office at* gseadmit@lclark.edu.

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 student teaching experience*
  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 student teaching experience. 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 their 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, they may submit a written request to the Dean of the Graduate School.

ELEM Professionalism Expectations

Communication and Professionalism	
Expectation	Selected indicators
1. The candidate is consistently organized and manages time well.	☐ I consistently arrive to school and class on time and prepared. ☐ I initiate timely discussions with mentor or faculty for assignments or projects when necessary. ☐ I follow course policies when a request for an extension is necessary.
2. The candidate is thoughtfully and effectively engaged in courses and the school community.	☐ I make positive contributions to the work at hand. ☐ I refrain from interacting with technology at inappropriate times. ☐ I interact with professionals throughout the school (e.g. counselors, librarians, specialists, support staff, and administrators). ☐ I attend special events even if they take place outside the school day. ☐ I pay attention with an open and curious mind to the activities and experiences I encounter whether at school or in classes at LC. ☐ I refrain from doing homework while at my placement.
3. The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	☐ I reply to emails promptly and professionally (within 24 hours). ☐ I produce work that reflects the ELEM Academic Writing Guidelines (see page 47). ☐ I attend to my tone of voice, facial expressions, and body language in all professional interactions.
4. The candidate is dependable and responsible.	☐ I minimize absences and follow course and program policies for reporting absences. ☐ I follow through with commitments I make to peers, mentor, and faculty.

Openness to Learning and Self-Awareness	
Expectation	Selected indicators
5. The candidate approaches all program activities with curiosity and the expectation that there is something to learn.	☐ I project self-assurance and confidence that is balanced with humility and openness to learning. ☐ I respond to new information with open-minded comments like, "I wonder…" and "Tell me more…" ☐ I disagree respectfully when I encounter opinions and practices that do not match my own.
6. The candidate is concerned with their own professional growth.	☐ I complete course assignments in a timely manner and only submit work that represents my best effort. ☐ I seek and use feedback from faculty, mentor, and supervisor. ☐ I use instructor feedback on prior assignments to make improvements on future assignments. ☐ I take responsibility for my progress as measured by the month-by-month guidelines presented in the ELEM Handbook.

7. The candidate identifies with the profession of teaching and conducts themself in a professional manner in appearance, attitude, and communication.	☐ I adhere to school norms for faculty attire when at school. ☐ I present myself in a professional manner with attention to cleanliness, grooming of hair (and facial hair), necklines, and skirt length. ☐ I demonstrate a conscientious work ethic. ☐ I willingly accept increasing responsibilities over the course of the year.

Ethical and Respectful Behavior	
Expectation	Selected indicators
8. The candidate recognizes and applies ethical and legal requirements and professional standards.	☐ I know and follow the ethical, legal, and professional responsibilities defined in the Oregon Teacher Standards and Practices Commission (TSPC) rules. ☐ I know and follow Family Educational Rights and Privacy Act (FERPA) laws respecting students' education records. ☐ I know and follow the Oregon statutes for reporting child abuse. ☐ I know and follow Lewis & Clark policies regarding professional conduct and academic integrity. ☐ I know and follow the policies of my school and district.
9. The candidate follows appropriate conflict resolution processes.	☐ I seek wise counsel for resolving ongoing or difficult conflicts. ☐ I address issues directly with the individual(s) with whom the conflict exists. ☐ I demonstrate self-regulation with regard to anger and impulse control in all professional interactions.
10. The candidate respects and values every individual in the school and college communities.	☐ I refrain from gossip and decline to participate in conversations intended to demean or belittle others. ☐ I interact respectfully with parents, peers, mentors, faculty regardless of culture, age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. ☐ I respect the authority of the individuals in leadership roles (faculty, mentor, administrators, etc.).
11. The candidate recognizes the boundaries of their particular competencies and the limitations of their expertise.	☐ I am cautious when responding to unfamiliar situations in which I am unsure of appropriate policies or protocols. ☐ I take responsibility for compensating for my lack of knowledge or experience by seeking the counsel of program faculty and school-based mentors. ☐ I actively seek opportunities to increase my knowledge and competence. ☐ I recognize the limitations associated with my role as a guest in the school community.

If persistent demonstration of unprofessional behavior is observed by multiple faculty members (including mentors or supervisors) the candidate may be required to present a plan for professional improvement to a faculty council composed of ELEM faculty members.

ELEM Lesson Plan Template

Lewis & Clark Graduate School of Education and Counseling

2021-2022 ELEM Program · Lesson Plan Template

Lesson title:

Candidate's name:	Lesson date:	Grade level:

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

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

→ Students will be able to...

Learning Outcomes/Success Criteria *(How will I know that I learned it? Describe observable evidence of learning in student-friendly language.)*

→ I can ...

Formative Assessments
- **Formal assessment** *(What artifacts will students produce that document their learning?)*

- **Informal/observational** *(What will you be watching/listening for and when? How will you keep track?)*

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

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

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

Scaffolds for <mark style="background:yellow">SPED students</mark> as per IEP and 504 requirements *(In this space list the initials of students who will have IEP- or 504-required supports and a brief description of the requirement(s). In the lesson plan use yellow highlighter to show the supports in context.)*

Language supports for <mark style="background:#f5c6d0">ELL students</mark> *(In this space list the initials of students who will benefit from language supports. In the lesson plan use pink highlighter to show the supports in context.)*

Differentiation for <mark style="background:#a9c6ff">TAG</mark> students *(In this space list the initials of students who will benefit from supports to extend or deepen learning. In the lesson plan use blue highlighter to show the supports in context.)*

Literacy lessons only: Supports for students with <mark style="background:#c3b3e0">dyslexia</mark> *(In this space list the initials of students who will benefit from dyslexia supports. In the lesson plan use purple highlighter in purple to show the supports in context.)*

Extensions for early finishers *(In this space list the tasks or directions to extend learning related to this lesson's objective.)*

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

CAEP Rubric of K-6 Elementary Teacher Preparation Standards
STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation.*	Level 2: The Developing Candidate *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	Level 3: The Competent Candidate *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*	Level 4: The Accomplished Candidate *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
1.a - Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.	Candidate demonstrates little or no understanding of how children grow, develop, and learn.	Candidate understands how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning, but do not use this knowledge to plan developmentally appropriate and challenging learning experiences or environments.	Candidate uses their understanding of how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning to plan and implement developmentally appropriate and challenging learning experiences and environments that consider individual children's strengths and needs.	Candidate uses their understanding of how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning to plan and implement learning experiences and environments that consider individual children's strengths and needs and are able to articulate the theoretical foundations for their plans and actions.
	Candidate does not gather information about learners' development.	Candidate gathers information about learners' development but does not do this systematically or does not use this information to support development.	Candidate observes and records learners' development, individually and in group contexts, to determine strengths and needs in each area of development.	Candidate assesses learners' development, using a variety of assessments, individually and in group contexts, to determine strengths and needs in each area of development.
1.b - Candidates use their understanding of individual differences and diverse families, cultures, and communities to	Candidate does not understand nor recognize the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context.	Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context.	Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be used to maximize a student's learning.	Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be used to maximize a student's learning; they recognize that individual learner characteristics and family, cultural, and community backgrounds are interrelated creating a unique learning profile for each student.

plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.	Candidate does not gather nor use information about individual children's unique characteristics to inform planning and implementation of learning experiences and environments.	Candidate gathers information about individual children's unique characteristics but does not use it or uses it ineffectively to inform planning and implementation of learning experiences and environments.	Candidate gathers and uses information about individual children's characteristics to inform planning and implementation of learning experiences and environments that build on children's strengths and address their individual needs; they monitor effects of those experiences and environments on individual children's development and learning.	Candidate gathers and uses information about individual children's characteristics to inform planning and implementation of learning experiences and environments that build on children's strengths and address their individual needs; they systematically monitor effects of those experiences and environments on individual children's development and learning; and consider how their own experiences and potential biases may impact their instructional decisions and their relationships with learners and their families.
1.c - – Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.	Candidate may respond to communication from families but does not initiate communication with families.	Candidate initiates communication with families but communication is one-way from school to home and focuses primarily on reporting progress or reporting problem behavior.	Candidate engages in respectful and reciprocal communication with families to exchange a variety of information to help motivate the child's learning and development, particularly families of children with special needs and English Language Learners.	Candidate engages in respectful and reciprocal communication with all families to exchange a variety of information to help the child in school, particularly families of children with special needs and English Language Learners. Candidate partners with families to motivate their child/children and to set shared challenging yet reachable goals for each child's learning and development.
	Candidate's communication and actions demonstrate little or no knowledge of home culture and language, various structures of families, and different beliefs about parenting; or the candidate's interactions with families are insensitive to these factors. Candidate's actions or comments denigrate families who are facing adversity and who may need support to actively participate in their child's education.	Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting.	Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting, and understanding of the potential effects on children whose families are facing adversity and may need support to actively participate in their child's education.	Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting; and understanding of the potential effects on children whose families are facing adversity and may need support to actively participate in their child's education; and candidate works respectfully to help all families access school and community resources to support their child's learning and development.

STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation.*	Level 2: The Developing Candidate *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	Level 3: The Competent Candidate *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*	Level 4: The Accomplished Candidate *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
2.a - Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication	Candidate is unable to demonstrate knowledge of the elements of literacy that are critical for purposeful oral, print and digital communication.	Candidate knows the elements of literacy that are critical for purposeful oral, print and digital communication.	Candidate demonstrates knowledge and understanding of the elements of literacy that are critical for purposeful oral, print, and digital communication.	Candidate demonstrates knowledge, understanding, and the ability to evaluate instructional materials for the elements of literacy critical for purposeful oral, print or digital communication.
	Candidate is unable to identify the foundational literacy elements in an integrated, comprehensive, and balanced literacy curriculum.	Candidate is able to identify the elements of foundational literacy in an integrated, comprehensive, and balanced literacy curriculum.	Candidate uses knowledge of the elements of foundational literacy to implement lessons and/or activities from an integrated, comprehensive, and balanced literacy curriculum, and demonstrates an understanding of stages in the acquisition of reading skills.	Candidate uses knowledge and understanding of the elements of foundational literacy to design and implement integrated, comprehensive, and balanced literacy lessons and activities that demonstrate an understanding of stages in the acquisition of reading skills.
2.b - Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among	Candidate is unable to demonstrate knowledge of the major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and of the connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry).	Candidate knows major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry).	Candidate demonstrates knowledge and understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices, and makes connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry), and across other curricular areas.	Candidate demonstrates knowledge and understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and makes connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry), across other curricular areas and to real-world contexts.

mathematical domains.	Candidate is unable to demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics.	Candidate's explanations demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics.	Candidate understands and engages students in the mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics and other curricular areas.	Candidate understands and engages students in mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics, other curricular areas, and real-world contexts.

2.c - Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.	Candidate is unable to demonstrate knowledge of science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design).	Candidate knows the science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design).	Candidate demonstrates knowledge, understanding, and the ability to integrate science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design).	Candidate demonstrates knowledge, and the ability to integrate science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design) and across other curriculum areas.
	Candidate is unable to demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.	Candidate's explanations demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.	Candidate understands the nature of science and how science and engineering are practiced and can model and incorporate the practices into classroom teaching and learning activities, while implementing curricular program lessons in science.	Candidate understands the nature of science and how science and engineering are practiced and can model, and implement curricular program lessons in science, as well as design instructional activities that encompass how science and engineering are practiced in classroom teaching and learning activities.
2.d - Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.	Candidate is unable to demonstrate knowledge of the central concepts and the tools of informed inquiry within civics, economics, geography, and history	Candidate knows central concepts within civics, economics, geography, and history.	Candidate demonstrates knowledge and understanding and is able to describe and plan for instructional use of the central concepts and tools of informed inquiry within civics, economics, geography, and history.	Candidate demonstrates knowledge, and understanding, and is able to describe and plan for integrated instructional applications of the central concepts and tools of informed inquiry within civics, economics, geography, and history.
	Candidate is unable to demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies.	Candidate's explanations demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies.	Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to implement curricular program lessons in social studies which incorporate meaningful, integrative, value-based, challenging, and active processes.	Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to design and implement lessons in social studies that illustrate teaching and the facilitation of learning that is meaningful, integrative, value-based, challenging, and active.

STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation.*	Level 2: The Developing Candidate *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	Level 3: The Competent Candidate *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*	Level 4: The Accomplished Candidate *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
3.a – Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.	Candidate administers required summative assessments.	Candidate selects and administers formative and summative assessments without making modifications to meet individual student needs.	Candidate selects and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs.	Candidate designs, selects, adapts, and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs.
	Candidate does not interpret assessments that have been administered.	Candidate interprets formative and summative assessments to provide required data reports for accountability.	Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress.	Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress. Candidate provide opportunities for students' choice about how they will demonstrate understanding by designing formative and summative assessment tasks that consider individual student needs.
3.b – Candidates use assessment results to improve instruction and monitor learning.	Candidate does not use assessment information to effectively plan instruction.	Candidate uses assessment information to plan initial instruction but does not adjust during instruction based on the formative assessment data they are collecting.	Candidate uses assessment information to plan, monitor, and adapt instruction; adjusting instruction to meet the needs of groups of students.	Candidate uses assessment information to plan, monitor, and adapt instruction to meet the needs of individuals and groups of students, providing both remediation and enrichment.
	Candidate provides minimal feedback to students, such as grades with no explanation. Candidate uses assessment information to plan initial instruction but does not adjust during instruction based on the formative assessment data they are collecting. Candidate uses a single assessment.	Candidate uses a single assessment source to provide general feedback to groups or individuals about their achievement.	Candidate uses multiple assessment sources to provide detailed, task-specific feedback to individuals and groups about their achievement and engagement.	Candidates use a variety of assessment sources to provide detailed, task-specific feedback to individuals and groups about their achievement and engagement in tandem with implementing assessment strategies that facilitate student reflection and self-assessment to identify their successes and struggles, efforts needed to reach their goals, and their preferred learning strategies.

3.c – Candidates plan instruction including goals, materials, learning activities and assessments.	Candidate's instructional plans do not address goals, learning activities, materials, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs.	Candidate's instructional plans address some but not all of these components: goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs, and does not connect or relate these components.	Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include use of goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs.	Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include coordinated use of materials, learning activities, grouping models, educational technologies, and assessments, and adaptations for students with special needs.
	Candidates do not plan for effective use of time in instruction.	Candidate's plans for use of instructional time do not address a balance of time for instruction, engaged student learning, and assessment.	Candidates allocate a balance of time for instruction, academic engagement support, learning activities and assessments.	Candidates plan for use of instructional time by allocating a balance of time for instruction, engaged student learning, and assessment.
3.d - Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.	Candidate does not plan for differentiated instruction to meet the needs of subsets of students, or individual students in the classroom.	Candidate plans are differentiated based on strengths or needs of a subset of students in the classroom and include modifying content or instructional processes.	Candidate plans are differentiated based on strengths and needs of individual students and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning.	Candidate plans are differentiated according to learner readiness, strengths, weaknesses, interests, and motivators of individual students, and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. Plans differentiate content by planning a variety of options that modify the difficulty, depth, or complexity of the materials.
		Candidate plans specific strategies to scaffold learning for subsets of students but not for individuals.	Candidate plans specific strategies to scaffold learning for individual students by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs.	Candidate plans specific strategies to scaffold learning by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs. Plans differentiate how students will demonstrate their learning.
3.e – Candidates manage the classroom by establishing and maintaining	Candidate does not establish classroom rules or procedures; or, established rules and procedures do not lead to productive interactions or engagement in learning.	Candidate creates rules for behavior and social interaction or establishes procedures for academic work; but does not involve students in establishing these norms.	Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms.	Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms.

social norms and behavioral expectations.	Candidate is ineffective in maintaining norms established by those rules or procedures. Candidate uses sarcasm or punitive consequences to attempt to manage student behavior.	Candidate is inconsistent in maintaining expectations for rules and procedures	Candidates maintain the expectations for rules and procedures by periodically reviewing the expectations, recognizing students' successful participation, and requesting student input into revision of norms.	Candidates maintain the expectations for rules and procedures through explicit instruction to help students acquire such social competencies as: emotion recognition, stress-management, empathy, problem-solving, or decision-making skills.
3.f – Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.	Candidate does not facilitate adequate motivation support such as scaffolding for cognitive tasks and does not provide sufficient feedback for student learning.	Candidate provides motivation support explicitly, through well-known practices such as arranging for choice or collaboration, but the motivation support is not integrated with teaching central concept and skills.	Candidate explicitly supports student motivation through practices such as: designing classroom goals that emphasize conceptual knowledge; assisting students in setting goals for their academic work; linking academic content to students experience and interests; arranging social learning structures such as partnerships and small group collaborations; and affording students' choices of texts and tasks in learning.	Candidate supports student motivation through practices such as assuring success, sharing control with learners, making school learning relevant, sustaining collaborative activities, and enabling students to become self-regulating learners in all subject areas. Candidates support engagement by setting academic goals that encourage students to generate products, displays or accomplishments that show extended disciplinary involvement and communication.
	Candidate does not implement actions intended to increase student engagement in academic learning and activities and displays teacher-student interactions that are likely to decrease motivation and engagement such as over control, disregard for students' needs, sarcasm or negativity.	Candidates support student engagement in learning through problem solving and inquiry.	Candidates support student engagement in learning by implementing practices such as: affording students an abundance of materials for academic learning to assure a high volume of time spent on challenging and realistic learning tasks; scheduling sufficient time for students' deep immersion in purposeful reading, mathematics, and content learning; and providing thought provoking questions that encourage reasoning individually and collaboratively.	Candidates differentiate engagement support for students with special needs, English language learners, and students with varying achievement levels. Candidates use formative assessment to improve engagement support.

Standard 4 – Supporting Each Child's Learning Using Effective Instruction

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation*	Level 2: The Developing Candidate *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	Level 3: The Competent Candidate *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher*	Level 4: The Accomplished Candidate *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
4.a – Candidates use a variety of instructional practices that support the learning of every child.	Candidate does not use appropriate instructional practices to support student learning.	Candidate uses appropriate instructional practices but does not use a variety of strategies or differentiate instruction to meet the individual needs of each student.	Candidate uses a variety of appropriate instructional practices such as direct instruction, inquiry-based learning, and project-based learning, and makes attempts to differentiate instruction that supports the learning of every student.	Candidate varies the use of instructional practices and differentiates instruction to support the learning of every student.
	Candidate does not use appropriate resource materials during instruction to support children's development of skills requisite to problem solving, and critical and creative thinking.	Candidate uses appropriate resources although the variety of resources is limited and not readily adapted to differentiate instruction.	Candidate uses a variety of appropriate resource materials during instruction that supports the learning of every student.	Candidate differentially uses a variety of resource materials that provides students with guided opportunities to make their own choices and supports the development of skills requisite to problem solving and critical thinking of every student.
4.b – Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.	Candidate does not use research supported instructional approaches when teaching a sequence of lessons.	Candidate uses research-supported instructional approaches when teaching a cohesive sequence of lessons.	Candidate consistently uses research supported instructional approaches when teaching a cohesive sequence of lessons.	Candidate consistently uses research supported instructional approaches when teaching a cohesive sequence of lessons and differentiates instruction based on the needs of each student.
	Candidate does not sequence instruction that provides students with connected learning opportunities.	Candidate sequences instruction that provides students with connected learning opportunities.	Candidate sequences instruction that provides students with connected learning opportunities and sufficient opportunities to learn foundational concepts and skills with the intent of moving on to more advanced content in subsequent lessons.	Candidate sequences instruction that provides students with connected learning opportunities and sufficient opportunities to learn foundational concepts and skills, and then extends learning of advanced content based on individual student needs.
4.c – Candidates explicitly teach concepts,	Candidate does not use explicit instruction to address established and developmentally appropriate goals.	Candidate uses explicit instruction to address established and developmentally appropriate goals.	Candidate uses explicit instruction to address established and developmentally appropriate goals based on assessment information, knowledge of students, and the candidate's knowledge of content.	Using explicit instruction, the candidate determines and adjusts, as needed, established and developmentally appropriate goals based on assessment information, knowledge of students, and the candidate's knowledge of content.

strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.	Candidate does not monitor student progress in learning the identified content.	Candidate monitors student progress in learning the identified content.	Candidate monitors student progress in learning the identified content and uses this information to adjust planning and instruction.	Candidate monitors student progress in learning the identified content and uses this information to provide guided instruction and practice to support students in addressing challenging learning goals.
4.d – Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.	Candidate does not provide feedback to guide students' learning or the feedback provided is negative or not timely, specific, meaningful, genuine, or age appropriate.	Candidate provides feedback to guide students' learning although the feedback is not consistently goal oriented, timely, specific, meaningful, genuine and age-appropriate.	Candidate consistently provides feedback that is goal-oriented, timely, specific, meaningful, genuine, and age appropriate.	Candidate consistently provides students with effective and age appropriate feedback and provides opportunities for students to set and monitor both long range and short-range goals for their own learning.
	Candidate does not provide feedback that increases student engagement and motivation to learn intended goals.	Candidate does not provide feedback and assistance to students in developing error identification skills, self-evaluation, and independence in learning.	Candidate provides feedback and assistance in developing misconception identification skills, self-evaluation, and independence in learning.	Candidate provides feedback and assistance and engages students in activities that foster the development of misconception identification skills, self-evaluation, and independence in learning.
4.e – Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.	Candidate does not construct and use questions that foster whole group discussion.	Candidate constructs and uses questions that foster whole group discussion, although a variety of questioning techniques is not employed.	Candidate constructs and uses questions that foster whole group discussion using a variety of questioning and prompting strategies that frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals.	Candidate constructs and uses questions that frame and reframe whole class discussions, and restate and guide student ideas, and frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals.
	Candidate does not monitor and ensure equitable participation of every student in whole class discussions.	Candidate monitors and tries to ensure equitable participation of every student in whole class discussions.	Candidate monitors and ensures equitable participation of students in whole class discussions and incorporates strategies that encourage all students to contribute orally, listen actively, and respond to and learn from others.	Candidate monitors and ensures equitable participation of students in whole class discussions, incorporating multiple strategies that foster constructive listening, speaking, and learning from others while also creating an environment where students ask appropriate questions of each other, share strategies, and critique the reasoning of others without prompting from the teacher.
4.f – Candidates effectively organize and	Candidate does not develop an appropriate plan or use an effective instructional approach when teaching small	Candidate either does not develop an appropriate plan or does not use an effective instructional approach when teaching a small heterogeneous or	Candidate develops an appropriate plan and delivers a lesson for a small heterogeneous or homogeneous group of students using an instructional approach that is effective and	Candidate develops and delivers a lesson for small heterogeneous or homogeneous groups of students using an effective approach to instruction that is responsive to the students' individual learning

manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.	heterogeneous or homogeneous group of students.	homogeneous group of students.	appropriate to the content being taught.	needs and cultural backgrounds.
	Candidate does not appropriately monitor the progress of students who are placed in small heterogeneous or homogeneous groups for instruction.	Candidate monitors progress of students who are placed in small heterogeneous or homogeneous groups for instruction but does not use this information to appropriately adjust instruction.	Candidate monitors the progress of students who are placed in small heterogeneous or homogeneous groups for instruction and uses this information to appropriately adjust instruction that addresses collective learning needs of students.	Candidate monitors the progress of students who are placed in small heterogeneous or homogeneous groups for instruction and uses this information to appropriately adjust instruction that addresses collective and individual learning needs of students.
4.g – Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.	Candidate does not use knowledge of a student or current assessment information to identify appropriate content and instructional goals for the individual learner or does not adequately plan for individual instruction.	Candidate develops a plan for individual instruction using appropriate knowledge of a student and current assessment information but does not appropriately identify either content and instructional goals or does not develop an appropriate plan for individual instruction.	Candidate appropriately uses knowledge of a student and current assessment information to identify appropriate content and instructional goals and develops an appropriate plan for individual instruction.	Candidate uses knowledge of a student and current assessment information (including formative and summative measures) to identify content and instructional goals and develop a plan for individual instruction that is culturally responsive.
	Candidate does not use an appropriate instructional strategy to support desired learning when delivering individual instruction.	Candidate uses an appropriate instructional strategy to support desired learning when delivering individual instruction; however, one or more critical components of the instructional strategy, such as explicit instruction, appropriate feedback, and guided practice, is missing when delivering the instruction.	Candidate delivers individual instruction to a student using an appropriate instructional strategy and employs critical components of the instructional strategy.	Candidate delivers individual instruction to a student using an appropriate instructional strategy, employs critical components of the instructional strategy and uses culturally responsive practices.

STANDARD 5- Developing as a Professional

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation.*	Level 2: The Developing Candidate *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	Level 3: The Competent Candidate *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*	Level 4: The Accomplished Candidate *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
5.a – Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.	Candidate demonstrates little or no evidence of using self-reflection as a basis for their professional learning.	Candidate uses self-reflection to consider their professional learning needs.	Candidate uses self-reflection based upon assessments of student learning and development to select and participate in professional learning activities that are aligned with professional standards, research and best practices.	Candidate uses self-reflection based upon assessments of student learning and development to develop and implement a professional learning activity plan aligned with professional standards, research and best practices; and uses on-going structured reflection to monitor plan's impact on their own teaching and students learning and development.
	Candidate does not demonstrate ethical professional conduct	Candidate demonstrates knowledge of professional ethics, associated professional standards, but does not use this knowledge to guide professional learning activities.	Candidate uses knowledge of professional ethics and associated professional standards to guide their professional learning.	Candidate demonstrates knowledge of professional ethics and associated professional standards that guide their practice. They examine ethical issues and societal concerns about program quality and teaching practices and use it to inform their professional learning activities.
5.b – Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.	Candidate demonstrates little or no evidence of using self-reflection as a basis for their professional development.	Candidate uses self-reflection to consider their professional development needs.	Candidate uses self-reflection based upon assessments of student learning and development to select and participate in professional learning activities that are aligned with professional standards, research and best practices.	Candidate uses self-reflection based upon assessments of student learning and development to develop and implement a professional learning activity plan aligned with professional standards, research and best practices; and uses on-going structured reflection to monitor plan's impact on their own teaching and students learning and development.
	Candidate does not demonstrate ethical professional conduct.	Candidate demonstrates knowledge professional ethics, associated professional standards, but does not use this knowledge to guide professional development activities.	Candidate uses knowledge of professional ethics and associated professional standards to guide their professional development and activities.	Candidate demonstrates knowledge of professional ethics and associated professional standards that guide their practice. They examine ethical issues and societal concerns about program quality and teaching practices and use it to inform their professional learning activities.

5.c - Candidates participate in peer and professional learning communities to enhance student learning.	There is little or no evidence that the candidate attends activities focused on enhancing student learning and development or that the candidate participates in collaborative professional learning	Candidate attends activities focused on enhancing student learning and development and describes how they might utilize the information to contribute to student learning and development.	Candidate attends in person or using technology, professional conferences, workshops, or other activities focused on enhancing student learning and development and describes how the information might be utilized to contribute to student learning and development.	Candidate joins and attends local, state, or national professional organizations in person or using technology, professional conferences, workshops, or other activities focused on enhancing student learning and development and describes and describe how the information was used and how it affected student learning and development.
		The candidate participates in collaborative professional learning.	Candidate participates by contributing to collaborative professional learning, including using technology, and documents how it might be used to enhance student learning.	Candidate participates by contributing to collaborative professional learning, including using technology, and documents how it was used and how it affected student learning.

Program Planning Sheet
Master of Arts in Teaching with Preliminary Teaching License
Elementary--Multiple Subjects Program
Part-Time Cohort 2021-23

SUMMER Year 1	Title	Semester Hours
*ED 550	Social, Historical, and Ethical Perspectives on Education	2
*ED 561	Child Development and Learning	2
*ESOL 540	Culturally Responsive Teaching and Learning in the Classroom	2
*MATH 566	Math for Early Childhood	2
	Total Semester Hours	**8**

FALL Year 1		Semester Hours
*ED 514A	Elementary - Multiple Subjects Field Experience IA	1
*ED 517	Field Experience Seminar I (Elementary--Multiple Subjects)	1
*ESOL 535A	English Language Learners: Theory	1
*MATH 567	Elementary School Mathematics	2
◊CORE 500	Convocation (required in Fall Semester)	N/A
	Total Semester Hours	**5**

SPRING Year 1		Semester Hours
*ED 511	Field Observation and the Cycle of Effective Teaching Elementary--Multiple Subjects	1
*ED 516A	Elementary - Multiple Subjects Field Experience IIIA	1
*ED 523	Planning, Differentiation, and Assessment	1
*ESOL 535B	English Language Learners: Theory in Practice	1
*SS 578	Social Studies for Elementary Teachers	2
	Total Semester Hours	**6**

SUMMER Year 2	Title	Semester Hours
*ED 568	The Arts, Culture, and Creativity	1
*ED 569	Health and Physical Education	1
*LA 566	Literacy I: Introduction to PreK-8 Language Arts	1
*SCI 511	Science in Elementary Classrooms	1
	Total Semester Hours	**4**

FALL Year 2		Semester Hours
*ED 514B	Elementary - Multiple Subjects Field Experience IB	1
*ED 563	Classroom Management 1: Elementary--Multiple Subjects	1
*LA 567	Literacy II: Planning in the Language Arts PreK-8	2
*MATH 568	Mathematics Assessment for Learning	1
*SPED 509	Special Education for the Elementary Classroom Teacher	2
	Total Semester Hours	**7**

SPRING Year 2		Semester Hours
*ED 515	Elementary - Multiple Subjects Field Experience II	1
*ED 518	Field Experience Seminar II (Elementary--Multiple Subjects)	2
*ED 564	Classroom Management 2: Elementary--Multiple Subjects	1
*LA 568	Literacy III: Language Arts Development PreK-8	2
*SCI 512	Planning for Elementary Science Instruction	1
	Total Semester Hours	**7**

SUMMER following		Semester Hours
*ED 516B	Elementary - Multiple Subjects Field Experience IIIB	3
	Total Semester Hours	**2**
	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 PTC 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, and classroom experience requirements (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 in the online admissions system) ▪ 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 ▪ *Passed the ORELA test: Protecting Student and Civil Rights in the Educational Environment
2B–December math unit	**Candidates may teach their December math unit only if they have:** ▪ Successfully completed the following Key Assessment: ○ December Math Unit (MATH 567) ▪ Successfully completed all fall coursework (no incompletes) ▪ Maintained progress toward a rating of basic or above on all CAEP Rubric 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:
	    ○ Integrated Literacy Unit (LA 568)
	    ○ edTPA
	▪ Successfully completed all coursework (no incompletes)
	▪ Maintained progress toward a rating of competent or above on all CAEP Rubric 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:** ▪ Scores of competent or higher on all components of the Summative CAEP Rubric (KA5) 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 or multiple measures option, and a passing score on edTPA. ▪ Successfully completed all licensure course work

* As of the publication date of this Handbook, by order of Oregon Governor Kate Brown, this requirement is currently suspended. Check with the faculty program director for updates on the status of this requirement.

Glossary of ELEM Program Terms

CAEP	CAEP is the acronym for Council for the Accreditation of Educator Preparation. This is the accrediting body to which the LC program aligns.
CAEP Rubric	CAEP Rubric represents the K-6 Elementary Teacher Preparation Standards as defined by CAEP. This is the instrument used to assess candidate performance in four domains. See pgs 31 – 64.
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 have 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 is the name of our program and the name of the license candidates will earn upon completion of the program.
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.
FTC	FTC is the Lewis & Clark acronym for Full-Time Cohort. It is used where necessary to distinguish from the Part-Time Cohort (PTC).
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 (or Cooperating Teacher)	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 50 hours of coursework (40 hours for MAT with 10 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 in danger of not being recommended for licensure. See page 24 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 (January, March, June) for mentors and supervisors with candidates.
Taskstream	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
WebAdvisor	The online system used at Lewis & Clark for grades, schedules, unofficial transcripts, academic audits, records of licensure tests, and other administrative information.

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.