SECONDARY MAT PROGRAM HANDBOOK 2021-22



Graduate School of Education and Counseling

615 S. Palatine Hill Road

Portland, OR 97219

503-768-6104

graduate.lclark.edu

Secondary MAT Faculty & Staff

Leadership Team

Teacher Education Chair & Summer Program Director	Kimberly Campbell	503-768-6108	kimberly@lclark.edu
Program Director	Liza Finkel	503-768-6139	lfinkel@lclark.edu
Associate Dean / Placement Director	Janet Bixby	503-768-6003	bixby@lclark.edu

Content Coordinators

Art	Amy Turnbull	503-768-6110	turnbull@lclark.edu
Language Arts	Kimberly Campbell	503-768-6108	kimberly@lclark.edu
Mathematics	Liza Finkel	503-768-6139	lfinkel@lclark.edu
Science	Liza Finkel	503-768-6139	lfinkel@lclark.edu
Social Studies	Cari Zall	503-768-6129	carissazall@lclark.edu

Seminar Advisors

Cohort A	Cari Zall	503-768-6129	carissazall@lclark.edu
Cohort B	Alisun Thompson	503-768-6150	alisunthompson@lclark.edu

Staff

Teacher Education Administrative Specialist	Shanta Calem	503-768-6104	scalem@lclark.edu
Placement Coordinator	Emily Hancock	503-768-6136	lcpartnerships@lclark.edu
MESOL Program Director	Erin Ocón	503-768-6125	eocon@lclark.edu
Registrar	Courtney Whetstine	503-768-6030	gradreg@lclark.edu
Career & Licensing	Sharon Chinn	503-768-6008	schinn@lclark.edu

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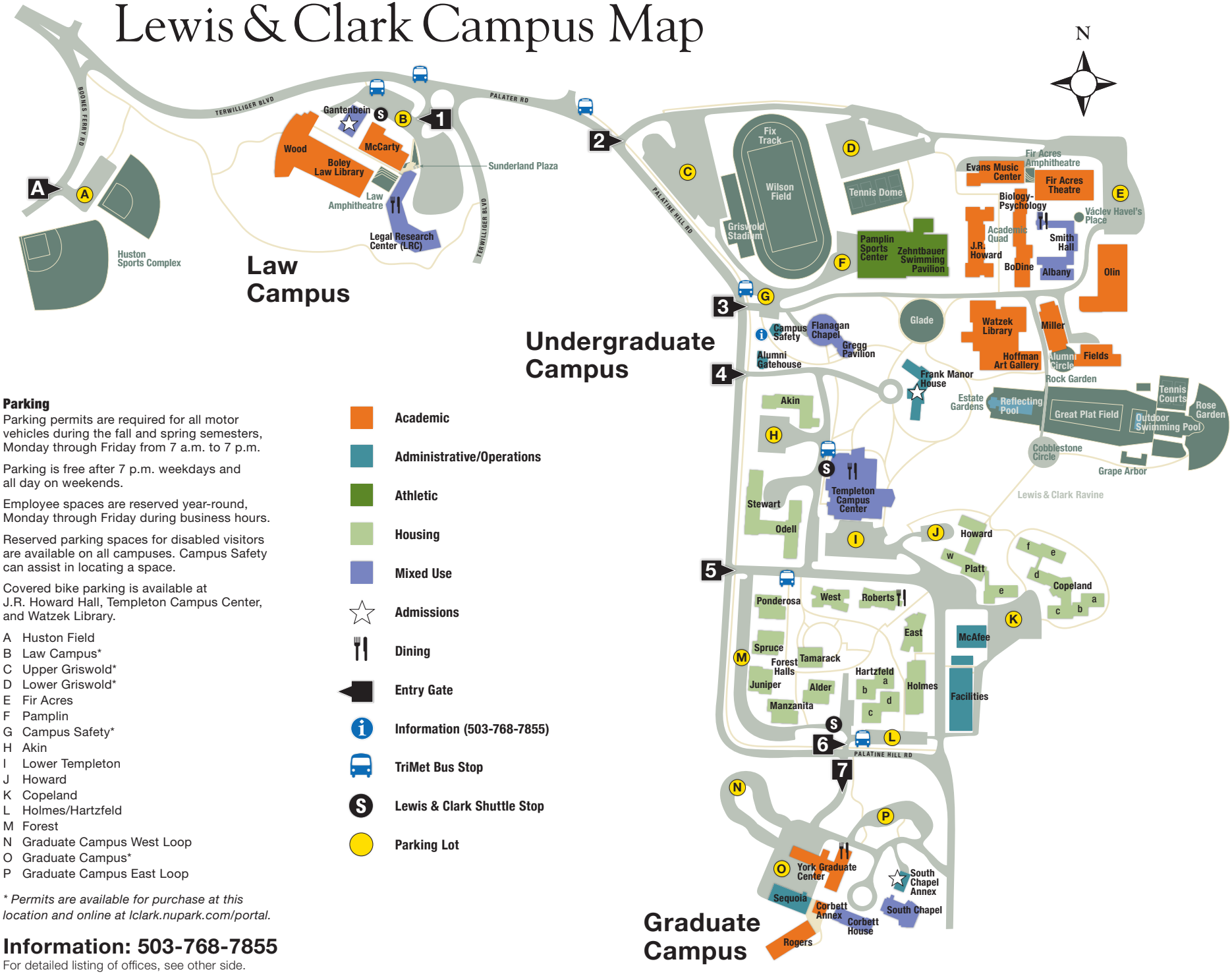
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Lewis & Clark Campus Map



Parking

Parking permits are required for all motor vehicles during the fall and spring semesters, Monday through Friday from 7 a.m. to 7 p.m.

Parking is free after 7 p.m. weekdays and all day on weekends.

Employee spaces are reserved year-round, Monday through Friday during business hours.

Reserved parking spaces for disabled visitors are available on all campuses. Campus Safety can assist in locating a space.

Covered bike parking is available at J.R. Howard Hall, Templeton Campus Center, and Watzek Library.

A Huston Field
B Law Campus*
C Upper Griswold*
D Lower Griswold*
E Fir Acres
F Pamplin
G Campus Safety*
H Akin
I Lower Templeton
J Howard
K Copeland
L Holmes/Hartzfeld
M Forest
N Graduate Campus West Loop
O Graduate Campus*
P Graduate Campus East Loop

** Permits are available for purchase at this location and online at lclark.nupark.com/portal.*

Academic
Administrative/Operations
Athletic
Housing
Mixed Use
Admissions
Dining
Entry Gate
Information (503-768-7855)
TriMet Bus Stop
Lewis & Clark Shuttle Stop
Parking Lot

Information: 503-768-7855

For detailed listing of offices, see other side.

Note: Academic departments appear in italic.

Law Campus

Boley Law Library
Center for Animal Law Studies

McCarty
event planning

Wood
computer lab, Earthrise Law Center, *Environmental Law,* International Environment Law Project, law reviews, legal clinics, rare book room

Gantenbein
admissions, career services

Legal Research Center
alumni, bookstore, *Business Law,* business services, café, copy center, dean, development, diversity and academic resources, information, registrar, student lounge

Academic
Administrative/Operations
Athletic
Housing
Mixed Use

Lewis & Clark
615 S. Palatine Hill Road
Portland, Oregon 97219
lclark.edu

On-Campus Emergency:
503-768-7777

6/20 QB3110

Undergraduate Campus

Biology-Psychology
Biology, Psychology

BoDine
Mathematical Sciences

Evans Music Center
Music

Fields
Art, Asian Studies

Fir Acres Theatre
Theatre

Hoffman Art Gallery

J.R. Howard
Classics, copy center, *Economics,* entrepreneurship center, *Environmental Studies, Gender Studies, International Affairs, Middle East and North African Studies, Philosophy, Political Science, Religious Studies, Rhetoric and Media Studies, Sociology and Anthropology,* symbolic and quantitative resource center

Miller
English, Ethnic Studies, History, language lab, *World Languages and Literatures*

Olin
Chemistry, Physics

Watzek Library
computer labs, media services, information technology, writing center

Alumni Gatehouse
Albany Society, alumni and parent programs

Facilities
campus planning, conference and event planning, transportation and parking

Frank Manor House
admissions, business office and finance, president

Information and Campus Safety

McAfee
advancement, development, human resources, public affairs and communications, student employment

Pamplin Sports Complex
fitness center, *Physical Education and Athletics*

Zehntbauer Swimming Pavilion

Akin

Alder (Forest)

Copeland

East
dean of students, student life

Hartzfeld

Holmes

Howard

Juniper (Forest)

Manzanita (Forest)

Odell
health promotion and wellness

Platt
Platteau Art Center

Ponderosa (Forest)

Roberts
Maggie's Café

Spruce (Forest)

Stewart

Tamarack (Forest)
Coop, lounge

West

Albany
Academic English Studies, advising, dean, Dovecote Café, overseas and off-campus programs, Smith Hall, student support services

Flanagan Chapel
dean of spiritual life

Gregg Pavilion

Smith Hall

Templeton Campus Center
account services, bookstore, campus living, career center, College Outdoors, computer labs, Council Chamber, counseling service, dining rooms, equity and inclusion, financial aid, food service, health service, inclusion and multicultural engagement, international students and scholars, KLC radio, mail room, *Pioneer Log* student newspaper, registrar, student activities and organizations, student leadership and service, summer sessions, Trail Room, veterans services

Graduate Campus

Corbett Annex

Rogers
alumni, career and licensing services, continuing education, *Counseling, Therapy, and School Psychology,* dean, *Educational Leadership,* registrar, student lounge, student services, *Teacher Education*

York Graduate Center
commons, computer lab, Food for Thought Café

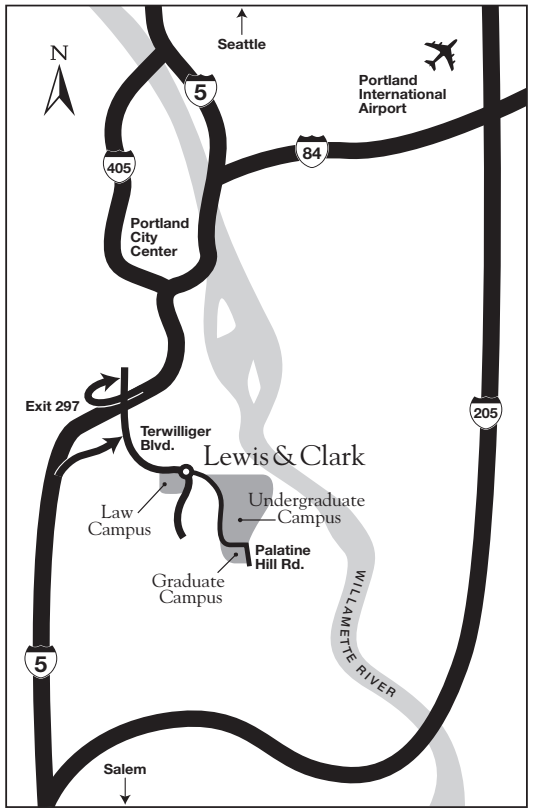
Sequoia
College Outdoors rental program

South Chapel Annex
admissions, center for community engagement

Corbett House

South Chapel

Routes to Campus



Lewis & Clark adheres to a nondiscriminatory policy with respect to educational programs, activities, employment, and admission. We do not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws. For more information, and for current contact information for questions or concerns, go to go.lclark.edu/nondiscrimination.

Introduction
&
Overview

Welcome to the Secondary MAT at Lewis & Clark!

Welcome! Together, with other teacher candidates across a range of content areas, you are taking the first step toward beginning what we hope will be a lifelong career as a professional educator. Congratulations on your decision to enter this incredibly demanding and immensely rewarding profession!

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

Ours is a program that strives to graduate more than new teachers. We want our alumni to be change agents, to leave these walls prepared not only to succeed in today's schools, but also to go beyond the status quo for the sake of our youth. Through challenging courses, meaningful assignments, engaging discussions, and a carefully chosen field placement, we will support you in becoming a transformative educator who is dedicated to promoting democratic school reform and social justice in a multicultural society. Over the course of this 13-month program, you will become a thoughtful decision-maker and innovative teacher. While helping adolescents learn and grow using creative and reflective approaches to teaching, learning, and research, you will grow as well. You will have the opportunity to draw upon the resources of an outstanding faculty, your fellow teacher candidates, and educators and students in the culturally-rich schools in the greater Portland metropolitan area.

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

Here's to all that lies ahead!

The Secondary MAT Program Faculty
Kimberly Campbell, Lina Darwich, Liza Finkel, Erin Ocon, Alisun Thompson, Amy Turnbull, and Cari Zall.

When I dare to be powerful, to use my strength in the service of my vision, it becomes less and less important whether I am afraid.
– Audre Lorde

Secondary MAT Program Review

The Secondary Master of Arts in Teaching (MAT) program at the Graduate School of Education and Counseling at Lewis & Clark College is a 13-month sequence of courses and field experiences, leading to a Master's degree, and a Preliminary Teaching License with a single subject endorsement, and a K-12 authorization.

Design Features

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

- ***We provide candidates with a yearlong practicum in a school site so they can observe and practice within the rhythm and flow of a full school year.***
  Our beginning educators step into their field site classroom in late August, where they see the initial preparation for a school year, and they continue in their field site classroom through the final day of school for teachers. As a result, they come to know their students well and they experience a full year of learning. This emphasis is consistent with current research calling for a greater focus on clinical practice in teacher education. The coursework helps illuminate the patterns observed and the interactions experienced in the classroom, and is coupled with support from mentors, supervisors, faculty, and staff. Teacher candidates are immersed in the theoretical and practical elements of their field placement from fall to spring.

- ***We emphasize pedagogical content knowledge as well as best practices.***
  Teacher candidates learn about adolescents and their development, learning theory, school systems, educational equity, institutional racism/sexism/classism/heterosexism/ableism, and the practical knowledge necessary to create and support a thriving community of learners. However, unlike many other teacher education programs in our region, we build on the disciplinary content knowledge teacher candidates bring to their graduate studies through 13 hours of discipline-specific coursework designed to develop pedagogical content knowledge. These courses emphasize "best practices" as defined by classroom-based research and recommendations from professional organizations such as the National Council of Teachers of Mathematics, National Council for the Social Studies, National Writing Project, National Council of Teachers of English, American Association for the Advancement of Science, and the National Art Education Association.

- ***We prepare teachers to be researchers in their own classrooms.***
  Teacher candidates begin their work in schools by developing their skills as keen observers and active listeners. Drawing from important work in literacy research and classroom practices we prepare teacher candidates to become "kidwatchers" in their mentors' classrooms. They note what they see and hear as they watch students interact with the mentor, each other, and the content area, and use those data to inform subsequent pedagogical decision making. In October, teacher candidates select a single student to shadow for the day using focused data gathering techniques to understand one student's literacy. The resulting literacy case study is presented to other Secondary teacher candidates at a November roundtable. In December, as candidates take on the role of "lead teacher" for one class period at their field site, they hone their teacher research skills by gathering data as they teach. Our expectation is that teacher candidates see teacher research as a habit of practice they will continue throughout their teaching career.

Collaboration with Local Teachers, Schools & Districts

At the center of our work in the MAT program is a collection of strong, professional relationships with our colleagues in local schools and districts. We consistently integrate theory and practice in our program so that our aspiring educators are able to teach effectively in the schools as they exist, and so they can participate in district, school, and community efforts to improve the quality of teaching and learning in the years ahead. The goals of collaboration between our Secondary MAT Program and selected school districts, administrators, and teachers are as follows:

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

Primary Field Experience

The primary ("year-long") field experience involves close collaboration between teacher candidate and mentor in the classroom, as well as coordination and communication among the college supervisor, Lewis & Clark faculty and staff, the mentor teacher, building administration, and the teacher candidate. It offers candidates the opportunity to experience the rhythms of the school year, to become acquainted with school policies and practices, to meet teachers and other staff, and to get to know their students and their families. Teacher candidates and mentors engage in various forms of co-teaching as the candidate (student of teaching) moves from being an observer and assistant to ultimately taking on the role of "lead teacher."

The School Exchange

In addition to the yearlong field experience, MAT students participate in The School Exchange. On Mondays during October and November, teams of teacher candidates within each cohort organize and participate in a series of comprehensive site visits in each other's schools. This is to familiarize candidates with the organizational structure, culture, and curriculum of a range of schools.

Teacher Candidate Assessment (TCA)

Our Teacher Candidate Assessment tool provides a comprehensive instrument for evaluating the progress of each candidate as they proceed through the program and prepare for licensure. The TCA includes 7 dimensions of teacher practice and professionalism critical to long-term success.

About the Graduate School

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.

Guiding principles of the Graduate School

(1) The Graduate School's mission is rooted in a fundamental commitment to the values of social justice, equity, and access.

(2) Student learning, growth, and preparation for excellence and leadership in the professions is the focal point of our work.

(3) Students learn and grow best in an environment that is diverse, challenging, supportive, and rich in the variety of opportunities provided for inquiry and exploration.

Qualities of mind and heart that we seek to nurture in all students at the Graduate School

Here we describe, in the broadest sense, the kind of education we strive to provide for every student at the Graduate School, across all of our programs. These qualities of mind and heart represent the goals of an education that is dynamic, empowering, and the best we have to offer students entering professions that have an extraordinary impact on the growth, well-being, and success of others.

(1) The capacity for critical inquiry in professional practice.

(2) The capacity to engage deeply with issues of culture, identity, power, and difference.

(3) The capacity to understand and explore an idea, a professional practice, or a process of inquiry from multiple perspectives.

(4) The capacity for leadership in a professional field and civic engagement for a just and democratic society.

(5) The capacity to continue growing and learning as a professional.

Graduate School Policies & 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. Teacher candidates should read this document carefully because you are responsible for abiding by the policies and procedures outlined in it. *The Navigator*, together with the Graduate School Catalog, will be helpful throughout the experience at Lewis & Clark. Teacher candidates should be sure to read the Statement of Student Responsibilities at www.lclark.edu/about/at_a_glance/consumer_information/student_responsibilities/

The Navigator includes the following sections:

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

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

Navigator & Catalog

- www.graduate.lclark.edu/student_life/handbook
- http://www.graduate.lclark.edu/catalog

Please also see the student life link on the Graduate School website for additional resources:

- www.graduate.lclark.edu/student_life

Liability Policy Regarding Practica 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: http://www.lclark.edu/offices/student_health_services/insurance

Convocation & Commencement

Convocation

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

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

Convocation focuses on the role that creativity, compassion, and commitment play in the professional lives of educators and counselors. Convocation also provides an opportunity for students to learn more about the Graduate School.

Attendance at Convocation, held this year on Friday, September 17, 2021, is required for all students enrolled in the Secondary MAT Program. There is no tuition charged for this experience, but all students will be required to register.

Commencement

The Graduate School of Education and Counseling holds one commencement ceremony annually on the first Sunday in June. Students eligible to participate include degree candidates from the previous December, and July and August degree candidates who have filed a degree application by the required deadline. You will receive information about filing your degree application in the spring semester during your ED 554 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 at this website:
http://graduate.lclark.edu/commencement/

MESOL & ESOL Endorsement

The required coursework for Lewis & Clark's Secondary MAT degree includes four semester hours (SHs) of ESOL work. The courses are as follows:

- ESOL 540, *Culturally Responsive Teaching* (completed 1st Summer) – 2 SHs
- ESOL 535A, *English Language Learners: Theory* (completed in the Fall) – 1 SH
- ESOL 535B, *English Language Learners: Practice* (completed in the Spring) – 1 SH

MESOL

Lewis & Clark also offers an opportunity for prospective teachers to combine our traditional MAT with an ESOL endorsement in one degree so that candidates can apply for financial aid that will cover both at the same time. *(NOTE: Generally speaking, financial aid can only be used for degrees, not endorsements.)* The program involves additional coursework and additional practicum hours. All combine to add 10 SHs to the degree. (40 SHs for the MAT and 50 for MAT with ESOL or "MESOL.")

The additional MESOL coursework includes:

- ESOL 500: Historical & Legal Foundations of Educating ESOL/Bilingual Students (2nd Summer): 3 SHs
- ESOL 501A (Fall), 501B (Spring), and 501C (Spring): Strategies for Teaching Content and Language Development to ESOL Students – 3 SHs total (MESOL candidates take ESOL 501A & 501B in place of ESOL 535A/B)
- ESOL 506: ESOL Practicum (Spring) – 2 SHs
- ESOL 507: Language Acquisition and Development (first summer) – 3 SHs
- ESOL 541: The Role of Community in Support of ESOL Students (2nd Summer) – 1 SH

Those who choose to complete an ESOL endorsement after the MAT can do so by completing the same set of courses. For any questions regarding the MESOL Program, please contact the MESOL Program Director.

For additional MESOL information, please see the MESOL Program FAQs.

Completers of the ESOL Endorsement are prepared to:

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

Who's Who? Roles & Responsibilities

Content Coordinators *serve as the key faculty point people in the program, providing support and advising related to academics as well as the field experience. Content Coordinators also serve as the first point of contact for mentors and supervisors. They work closely with the Placement Office to match teacher candidates with mentors and to strengthen Lewis & Clark's collaboration with our public school colleagues.*

Responsibilities include the following:

- meeting with teacher candidates at Orientation to provide content-specific information
- assisting with placements for teacher candidates in their content area; including assisting with changes, as needed
- teaching pedagogical content courses in the Fall and Spring terms
- supporting and possibly teaching summer content area electives
- answering questions about content area courses or licensure testing
- selecting, assigning, and supporting supervisors
- meeting with MAT candidates to discuss their teaching or issues related to content
- communicating regularly with mentors and supervisors in support of field experience expectations (includes participation in all required meetings for mentors or supervisors)
- serving as the first point of contact for any questions or concerns that might arise
- observing MAT candidates in the field on an as needed basis
- troubleshooting field-related issues with teacher candidates, mentors, supervisors and/or faculty
- facilitating intervention meetings with teacher candidates, mentors, supervisors and/or faculty to resolve field-related issues
- developing plans to support teacher candidates in the field, should the need arise
- writing letters of recommendation for teacher candidates in their content area when requested

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

Responsibilities include the following:

- meeting with the teacher candidate in the summer to confirm placement
- coordinating with the teacher candidate at the end of the summer to clarify roles and responsibilities for the start of school
- introducing the teacher candidate to various constituents and resources in the school community
- making time for regular collaboration and conversation with the teacher candidate related to the work of teaching, especially planning and providing feedback
- supporting the yearlong field experience as it evolves from a focus on observation to the teacher candidate taking on the role of "lead teacher"
- providing positive support, ongoing critique, and a willingness to recognize teacher candidates as beginners
- creating opportunities for co-planning as well as co-teaching
- helping the candidate successfully complete their edTPA by assisting with securing required video permission forms for all students in the class the candidate videotapes, helping the

candidate choose appropriate lessons to submit as a part of their edTPA portfolio, and assisting with recording as needed
- formally observing the teacher candidate 4 times, and evaluating the teacher candidate's progress using the TCA
- participating in mentor meetings three times throughout the year of the field experience (August, January, and February)
- sharing with other mentors the successes, challenges, and strategies of mentoring
- working with Graduate School faculty to support teacher candidates' development of the competencies listed on the TCA
- writing a letter of recommendation for the teacher candidate, typically in May

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

Responsibilities include the following:
- participating in 3 professional development meetings over the course of the year
- conducting the first observation visit in December to establish a relationship with the teacher candidate and mentor, and to identify early any areas where assistance might be needed
- completing at least six classroom observations, including the one in December, to formally observe the teacher candidate and provide a brief type-written report for each observation (*Note: Please request that teacher candidates email lesson plans the night before each observation.)*
- checking-in with the mentor during each site visit to determine how the teacher candidate is progressing using the TCA as a guide
- initiating the summative evaluation, also conducted in this triad, at the end of the year
- writing a letter of recommendation for the teacher candidate, typically in May

Seminar Advisors *act as the "homeroom teachers" for the Cohorts in our MAT program. They teach the Fall & Spring "Teaching for Social Justice: Field Experience Seminar" courses for their group and work with Content Coordinators to support the members of their cohort academically as well as professionally.*

Responsibilities include the following:
- collaboratively designing and teaching ED 553 (Fall) and ED 554 (Spring), a course designed to support student teaching and candidates' developing understanding of the teaching profession including: teacher identity, professionalism, induction, creating anti-oppressive and democratic learning communities, sustaining renewal, and participating in reform
- providing regular information about the MAT program through the various phases, including testing, graduation, the job search, and licensure
- meeting with teacher candidates individually, as needed
- observing MAT candidates in the field, as needed

Program Director *works with faculty and teacher candidates on academic and policy issues related to the MAT, taking the lead in internal program evaluation and accreditation. The Program Director also works to foster and further develop mutually beneficial professional relationships with local schools. When teacher candidates encounter an issue related to the MAT program that they cannot resolve by*

speaking directly to those involved, they should consult their Content Coordinator and if needed, have a conversation with the Program Director.

Responsibilities include the following:

- participating in Orientation
- meeting with teacher candidates regarding program-related issues
- organizing required meetings for mentors and supervisors

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

Responsibilities include the following:

- participating in Orientation
- supporting the licensure process, as needed
- meeting with teacher candidates throughout the summer on an as-needed basis

Teacher Education Chair *leads the department as a whole and is available to meet with teacher candidates regarding any issues or concerns that have not been satisfactorily addressed by the faculty listed above.*

Placement Coordinator *works with Content Coordinators, and appropriate school district personnel to secure field experience placements. In addition, the* **Associate Dean***, as head of the Graduate School Partnership and Placement Office, works with faculty to develop and sustain our collaborative efforts with school districts.*

MESOL Program Director, Placement Coordinator, Mentors and Supervisors *take responsibility for those elements of the MESOL program specifically related to the ESOL Endorsement. Their roles are similar to those described above for the MAT program. However, their focus is supporting students in the MESOL program with successfully completing those requirements associated with becoming designated ESOL specialists in the state of Oregon.*

Please note: The roles and responsibilities enumerated above focus solely on those duties associated with officials' work with Secondary teacher candidates and do not include other duties connected to the Secondary Program, the GSEC, or the field.

Teacher Candidate FAQs

When do I need to have my testing done?

The NES content tests must be completed prior to licensure, and most teacher candidates are well served by completing all testing at the earliest possible date. Failing to do so can result in a delay of licensing at the end of the program. Test scores can be viewed in WebAdvisor under "Tests." (See page 50 for more information regarding content tests.)

What if I need to be absent from a class?

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

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

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

Where can I get help with my writing?

Many faculty members will be happy to provide support for the writing assignments in their individual classes. However, for students looking for additional support, please contact: John Holzwarth, Director of the LC Writing Center, holzwrth@lclark.edu

How should I dress as a student teacher?

While the expectations may vary from one school to the next, generally speaking teacher candidates should dress in a style referred to as "business casual" – modest, clean, and tidy. We recommend refraining from t-shirts, torn jeans, and any other attire that might prove distracting to your students. Know that teenagers will always inspect their teacher's clothing choices; your goal is to give them nothing to talk about.

Can I substitute teach during my placement?

Candidates are eligible to apply for a TSPC Restricted Substitute Teaching License during the practicum experience. OAR 584-210-0150 (http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_210.html) defines the requirements and limitations of this license. With the Restricted Substitute Teaching license you are eligible to serve as a substitute during your student teaching experience. However, the following Secondary program policy defines the time-frame and locations for which you are permitted to serve as a paid substitute:

Secondary candidates may substitute teach in their practicum classroom during the full-time practicum period (after spring break) but not before. Subbing elsewhere in the building is permitted if it does not conflict with the candidate's ¾ teaching load responsibilities and follows district guidelines regarding requirements for substitute teaching.

When do I apply for my license?

Lewis & Clark will recommend you to TSPC for a license in late June, provided all of your testing and other required documentation is complete and submitted to the Teacher Education office. This includes grades in your Spring courses, evidence that you have submitted your edTPA, all six observation reports from your supervisor, both TCA Formative Evaluation forms, and your TCA Summative Evaluation form. You can apply for your license once you receive a "Congratulations!" email from Shanta Calem, the Administrative Specialist in the Teacher Education Department. Please do not attempt to do so before receiving this email. **NOTE**: Teacher candidates MUST apply to TSPC within three years of the Lewis & Clark recommendation.

When should I apply for jobs?

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

Where can I find information about Oregon Administrative Rules (OARs) re teaching?

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_tofc.html

How can I add additional endorsements to my license?

Contact Sharon Chinn Director of the Office of Career and Licensing Services: ecls@lclark.edu 503-768-6008

What are my responsibilities regarding edTPA?

You are responsible for completing and submitting the edTPA as directed by your Content Coordinator, and receiving a minimum score of 35.

Can I coach or advise a club at my field placement site?

Please check with your Content Coordinator before you agree to coach a sport or advise a club at your field placement site.

Mentor FAQs

How can my student teacher and I get off to a strong start?

Perhaps the most important first step is to view the teacher candidate with whom you are working as your colleague rather than as your student. This stance promotes collaboration rather than hierarchy. Other strategies that help start the year strong include the following:

- introduce the teacher candidate to your students as your "co-teacher" from the outset
- confirm a regular weekly meeting time when you and the teacher candidate can touch base and plan together
- provide a small desk or designate a work area for the teacher candidate in your classroom
- create a classroom door sign with the teacher candidate's name to hang with your own
- plan for the teacher candidate to participate in "Back-to-School" night if possible
- encourage the teacher candidate to take responsibility for small tasks early on

What is Lewis & Clark's policy on co-teaching?

Lewis & Clark supports co-teaching. We encourage mentors and teacher candidates to explore the various models that co-teaching can take as they collaboratively and intentionally work to teach together.

One Teach, One Observe: One teacher has primary instructional responsibility while the other gathers data about students or the lesson. Either the teacher candidate or the mentor can take the lead teacher role.

One Teach, One Assist: One teacher has primary instructional responsibility while the other supports students with their work or monitors behaviors, often lending a voice to those who might hesitate to participate.

Station Teaching: Co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups. Groups rotate to each station. There are student-directed stations along with the teacher-led stations.

Parallel Teaching: One teacher instructs half the students. The two co-teachers address the same instructional material and use the same teaching strategies but reduce the student-to-teacher ratio.

Supplemental Teaching: One teacher works with students at their expected grade level, while the other teacher works with those who would benefit from re-teaching, extension, or remediation.

Alternative or Differentiated Teaching: Teachers provide two comparable but different approaches to the same material. The learning outcome is the same for all students; however, the strategies are different.

Team Teaching: Students experience an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader because both teachers share the instruction, freely interject information, assist students and answer questions.

(modified from http://www.stcloudstate.edu/soe/tqe/coteaching/)

How often should I observe my teacher candidate's teaching?

Mentors should regularly observe the teacher candidate and offer feedback on areas of strength and areas for future growth. We suggest you observe the candidate and take notes that you can

share with your teacher candidate once a month from February through May. TSPC also requires mentors to document four formal observations during student teaching. We will talk about this at the Mentor/Candidate meetings, and will email you a short Google Form in the spring to document the four TSPC-mandated observations.

What advice do you have for giving constructive feedback?

In our experience, it is best to provide feedback that is specific and based on observed data – rather than general and inferred or anecdotal. For example, if a teacher candidate has a tendency to talk over students rather than waiting for quiet. It is best to avoid statements like: "I'm really worried about your classroom management. The students aren't listening to you." Instead, you might say: "I am still hearing kids talking when you are trying to talk. When that happens, I can't hear what you are saying."

My computer is at my desk and there really is not another place on campus for me to get work done, what should I do?

We fully understand this challenge. However, it will be important for you to ultimately find a place on campus, outside of your classroom, where you can be productive. There may be times when you remain at your desk while the teacher candidate takes a leading instructional role in the classroom. However, it will also be important to leave the room altogether.

What is my role in supporting my teacher candidate with edTPA?

We hope that you will help the candidate to secure the required video permission forms for all students in the class they videotape, help them choose appropriate lessons to submit as a part of their edTPA portfolio, and assist with recording as needed.

What should I do if I have concerns about my teacher candidate?

Regular planning meetings combined with honest and frequent communication between the teacher candidate and mentor provide the best assurance that the field experience assignment will be a successful one. However, even in the best of situations, problems can arise. If mentors encounter or suspect a problem, we encourage them to address concerns directly with the candidate. If this strategy proves unsuccessful, then they should contact the Content Coordinator. The Content Coordinator will determine appropriate next steps.

What if the supervisor and I disagree about the progress of a teacher candidate?

The first step should be to engage the supervisor in a conversation. However, if this strategy does not prove successful, please contact the Content Coordinator.

Can you give me some ideas for writing my letter of recommendation?

It is our expectation that all mentor teachers will write letters of recommendation for their teacher candidate by May or June. Some may feel comfortable writing them sooner. Below is an outline that some mentors have found helpful.

I. Description of the teacher candidate and your co-teaching relationship
II. Description of the teacher candidate's responsibilities over the course of the year
III. Summary of teaching observations
IV. Kudos and areas in need of future development

To the extent possible, we encourage you to include a specific story about or interaction with the teacher candidate that speaks to who they are as a person and will make the letter more memorable.

Supervisor FAQs

Does the teacher candidate really need to provide me with a lesson plan the night before an observation?

Yes. We expect all teacher candidates will either email you a lesson plan or share it with you no later than the night before any scheduled observation.

At what point should I contact Lewis & Clark if I have concerns about a teacher candidate or their placement situation?

Please contact your designated Content Coordinator as soon as possible with any concerns that you may have.

What tips do you have for writing observation reports?

- Try to write up your report as soon as possible following the observation. The more the time that passes between the observing and the writing, the more difficult it is.
- Provide a brief summary of the overall lesson followed by "strengths" and areas that need attention, ideally based on specific Elements from the TCA. You will likely record much more data than what is included in the written report, however, it is important to focus the report on the areas that you want to call out for the teacher candidate. In doing so, you can use each report to inform your subsequent observations.
- Particularly with respect to areas that need improvement, tie your comments to the Teacher Candidate Assessment (TCA).
- Take a "less is more" approach. Generally, speaking two pages is plenty for a descriptive observation report. Any more than this becomes difficult for the teacher candidate to digest.
- Please upload your observation reports into Taskstream as you go.

When are this year's supervisor meetings and what will we be doing there?

There are three required supervisor meetings for 2021-22:

- Mid-November 2021: Details & Logistics
- January/February, 2021: Collaborate with Mentors
- Mid-March 2021. Please bring your completed Formative TCA.

What if I need to miss a required supervisor meeting?

Attending meetings is important because of the professional development and collaboration that takes place there. However, we will do our best to provide some sort of make-up activity for those who need to miss a meeting. Please inform your designated Content Coordinator if you will miss a supervisor meeting.

When should I plan on writing a letter of recommendation for my teacher candidate?

The market has changed significantly in recent years, with many postings in early spring. However, we hope all supervisors will be in a position to write a letter by early May.

MESOL FAQs

What is the semester hour difference between the MAT with ESOL (MESOL) and the MAT?

The MESOL program includes the 40 semester hours of the MAT and an additional ten semester hours of ESOL work (which includes eight additional semester hours of ESOL coursework and two semester hours of ESOL practicum).

When do I complete the additional ten semester hours of course work?

You will complete three semester hours of the ESOL coursework (ESOL 507) during the first summer of your MAT program. Please note this means you will have a summer course that goes later into August than candidates who are doing the MAT.

MESOL candidates take a one semester hour course, ESOL 501A in the fall, in place of the one semester hour ESOL course that MAT candidates take. MESOL candidates take 501B (one semester hour) in spring in place of the ESOL course that MAT candidates take.

An additional one semester hour of coursework (ESOL 501C) takes place in the spring. This means that in the spring MESOL candidates will have five more in-person class meetings than MAT candidates.

The final ESOL courses (ESOL 500 and ESOL 541) take place in the second summer. Please note this may mean you will be taking a summer course in late July and early August. Please do not schedule any summer plans until you know the ESOL course schedule. We anticipate having this schedule available in January.

Will financial aid cover the extra semester hours of MESOL?

Yes. Because the ESOL endorsement is part of your MAT degree program, it is covered by financial aid. Note: You will need to reapply for financial aid to cover tuition costs for the second summer.

What are my options for completing the two semester hours of ESOL practicum?

You will complete an embedded practicum (60 hours) during the school year at the same site as your MAT practicum. You will do 30 hours of this ESOL practicum in your yearlong internship classroom and the other 30 hours through work with an ESOL mentor. Please note this option is dependent on our being able to find a placement for you that allows for an embedded ESOL placement.

Can I switch from the MAT to MESOL this summer?

No. If you are not admitted to the MAT with the ESOL Endorsement program before starting coursework, you cannot switch in. However, you will still be able to add an ESOL Endorsement separately if you wish, after completing the MAT program.

What if I applied to MESOL but change my mind mid-year?

You can decide to opt out of the ESOL Endorsement at any point during the program by completing a change of program form, which you can obtain from the graduate Admissions office. If you opt out, you will be moved to the regular 40-semester-hour MAT program. Your transcript will reflect any additional ESOL courses you have taken up to that point. You can choose to complete a stand-alone ESOL Endorsement at a later point, and will be able to apply any required ESOL coursework you have already taken. *(Note: Candidates who make this change should consult with the Registrar regarding implications for financial aid.)*

Why are there two mentors and two supervisors for MESOL?

Teacher candidates in the MESOL program receive support from two mentors, one with a teaching license and endorsement in the content area the candidate plans to teach and one with a teaching license and ESOL endorsement. They also receive support from two supervisors, one who supports and evaluates their work as a general education classroom teacher in their designated content area and one who supports and evaluates their work with ESOL students in the classroom and in other settings. In this way, teacher candidates in the MESOL program are supported in developing and applying the knowledge and skills needed to teach and work with students in both settings.

Will doing the MESOL program affect the completion of my MAT?

Yes. Because of the additional hours of coursework and practicum, your MAT degree date will be August, rather than July.

Are there additional tests I need to take to add an ESOL endorsement?

Yes, you need to take the NES: English to Speakers of Other Languages (ESOL) test. We recommend you take the test after taking your final ESOL 500 course in late July/early August of your second summer.

Does an August degree date affect my ability to apply for my teaching license?

No, you will complete the required licensure courses by June. We strongly encourage you to apply for your Preliminary Teaching License as soon as you are notified that you are eligible (you will be notified by email).

How will being part of MESOL affect my teaching license?

MESOL candidates who successfully complete all of the MESOL requirements (coursework, practicum and testing) will be eligible for an Oregon Preliminary Teaching License in their content area (end of June) and an added ESOL endorsement (end of August). Candidates are encouraged to apply to TSPC for their teaching license as soon as they are eligible, typically, in late June or early July and to apply for the added ESOL endorsement, as needed (typically, as early as late August).

Will having an ESOL endorsement qualify me for a pay increase at my first job?

In short, probably not. The ESOL courses that you have taken are a required part of your MAT degree program. Because the courses are required for your degree, depending on their contracted bargaining agreement with teachers, your employing school district might not be able to count your ESOL courses toward the MAT+ step(s) on their salary schedule for teachers. So you should plan on the standard starting salary in your district.

What jobs are MESOL graduates eligible for?

Many MESOL graduates choose to apply for jobs in their content area, where they will use their knowledge to support linguistically diverse students in their content area classroom. Some MESOL graduates choose to apply for jobs as ESOL Specialists, where they will work primarily on supporting students' language development. The MESOL degree prepares candidates for either path they choose.

Can I apply for my teaching license and ESOL endorsement at the same time?

No. Candidates are encouraged to apply for their teaching license as soon as they are eligible (late June/early July). Candidates cannot apply for their ESOL endorsement until their final endorsement class grades have been posted and Lewis & Clark has received your official test results (late July or August).

Some of What We're Reading

ESOL 540 – Culturally Responsive Teaching

- Hammond, Zaretta (2015). *Culturally Responsive Teaching and the Brain.* Corwin.

ED 550 – Social, Historical, and Ethical Foundations of Education

- Britzman, D. P. (1995). Is There a Queer Pedagogy? Or, Stop Reading Straight. *Educational Theory*, *45*(2), 151-165.
- Ewing, E. (2018) *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side.* University of Chicago Press.
- Ferri, B. A. (2009). Doing a (Dis) Service: Reimagining Special Education from a Disability Studies Perspective.
- Gorski, P. C. (2016). Poverty and the Ideological Imperative: A Call to Unhook from Deficit and Grit Ideology and to Strive for Structural Ideology in Teacher Education
- Ladson-Billings, G. (2006). From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools.
- Rooks, N. (2017) *Cutting school: The Segrenomics of American Education*. The New Press.
- Watson, D., Hagopian, Jesse, & Au, Wayne. (2018). *Teaching for Black Lives* (First ed.). Milwaukee, WI: Rethinking Schools. (selections from sections 3 & 4)
- Yosso (2005) Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth

ED 551 – Literacy & Teacher Research

- Daniels, Harvey and Steven Zemelman (2014). *Subjects Matter: Exceeding Standards Through Powerful Content-Area Reading.* Heinemann.

ED 553 & ED 554 – Teaching for Social Justice: Field Seminars

- Baldwin, J. "A talk to teachers." In Watson, D., Hagopian, J., and Au, W (Eds) (2018). *Teaching for Black Lives*. Milwaukee, WI: Rethinking Schools.
- Christensen, L., Karp, S., Peterson, B. & Yonamine, M. (2019). *The New Teacher Book, Third Edition*. Milwaukee, WI: Rethinking Schools.
- Feldman, Joe (2019). *Grading for Equity*. Thousand Oaks, CA: Corwin Press.
- Morris, M. (2019). *Sing a Rhythm, Dance a Blues*. New York: The New Press.

Content Area Methods Classes

ART 564 & ART 579

- Bates, Jane K., *Becoming an Art Teacher,* Wadsworth Pub., 2000
- Hogan, Jillian, Lois Hetland, Diane B. Jacquith, and Ellen Winner, *Studio Thinking from the Start*, Teachers College Press, 2018.
- Lauer, David A. and Stephen Pentak, *Design Basics*, Wadsworth, 2002.
- Roukes, Nicholas, *Design Synectics*, Davis, 1988.
- Tomlinson, Carol Ann and Jay McTighe, *Integrating Differentiated Instruction and Understanding by Design*, ASCD, 2006.

LA 564 & LA 579

- Anderson, Laurie Halse (1999). *Speak.* Square Fish
- Atwell, Nancie (2014). *In the Middle, 3rd. edition.* Heinemann Publishers

- Beers, Kylene, Robert E. Probst, and Linda Rief (2007). *Adolescent Literacy: Turning Promise into Practice.* Heinemann Publishers
- Burke, Jim (2000). *Reading Reminders: Tools, Tips, and Techniques.* Heinemann Publishers
- Campbell, Kimberly (2007). *Less is More: Teaching Literature with Short Texts--Grades 6-12.* Stenhouse Publishers
- Foster, Harold M. and Megan C. Nosol (2008). *America's Kids: Teaching English/Language Arts in Today's Forgotten High Schools.* Heinemann Publishers
- Kittle, Penny (2008). *Write Beside Them: Risk, Voice, and Clarity in High School Writing.* Heinemann Publishers
- Rief, Linda (2014). *Read, Write, Teach.* Heinemann Publishers
- Tomlinson, Carol Ann and Jay McTighe (2006). *Integrating Differentiated Instruction and Understanding by Design.* ASCD
- *Choice Literacy*
- *English Journal*

MATH 564 & MATH 579

- Allen, K. (2013). "Problems before procedures." *Mathematics teacher*, 107(4), 287-291
- Boaler, J. (2016). *Mathematical mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching*. Jossey-Bass.
- Gutstein, E. and Peterson, B. (2005). *Rethinking mathematics: Social justice by the numbers (2nd ed.).* Milwaukee, WI: Rethinking Schools.
- Horn, I. (2012). *Strength in numbers: Collaborative learning in secondary mathematics*. NCTM.
- Johnson, K. and Herr, T. (2001). *Problem Solving Strategies: Crossing the River with Dogs and Other Mathematical Adventures*. Emeryville, CA: Key Curriculum Press.Keeley, P. & Tobey, C.R. (2011) *Mathematics formative assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning.* Corwin & NCTM.
- National Council of Teachers of Mathematics. (2014). *Principles to Actions: Ensuring Mathematical Success for All.* Authors.
- Polya, G. (1945, 1957, 1973, 1985). How to Solve It: A New Aspect of Mathematics Method. Princeton, NJ: Princeton University Press.Strogatz, S. (2012). *The Joy of X: A Guided Tour of Math from One to Infinity.* Houghton Mifflin Harcourt.

SCI 564 & SCI 579

- Bigelow, B. and Swinehart, T. (2014). *A people's curriculum for the earth*. Milwaukee, WI: Rethinking Schools.
- Kraig-Turner, G. "Medical Apartheid: Teaching the Tuskeegee Syphilis Study." In Watson, D., Hagopian, J., and Au, W (Eds) (2018). *Teaching For Black Lives*. Milwaukee, WI: Rethinking Schools
- Kraig-Turner, G. "Beyond Just a Cells Unit: What my science students learned from the story of Henrietta Lacks." In Watson, D., Hagopian, J., and Au, W (Eds) (2018). *Teaching For Black Lives*. Milwaukee, WI: Rethinking Schools.
- Tomlinson, C. and McTighe, J. (2006). *Integrating differentiated instruction and understanding by design.* Alexandria, VA: ASCD
- Windschitl, M., Thompson, J., & Braaten, M. (2018). *Ambitious science teaching.* Cambridge, MA: Harvard University Press.
- Zaccor, K. "Lead Poisoning: Bringing Social Justice to Chemistry." In Watson, D., Hagopian, J., and Au, W (Eds) (2018). *Teaching For Black Lives*. Milwaukee, WI: Rethinking Schools.

SS 564 & SS 579

- Armstrong, T. (2017). *Multiple intelligences in the classroom* (4th ed.). Alexandria, VA: ASCD.
- Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*. CA: Corwin.
- Hess, D. & McAvoy, P. (2015). *The Political Classroom: Evidence and Ethics in Democratic Education*. NY: Routledge.
- Sensoy, O. & DiAngelo, R. (2017). *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education*. NY: Teachers College Press.
- Tomlinson, C.A., & McTighe, J. (2006). *Integrating Differentiated Instruction & Understanding By Design: Connecting Content and Kids*. Alexandria, VA: ASCD.
- Watson, D., Hagopian, J., & Au, W. (Eds.) (2018). *Teaching for Black lives*

Phases of the MAT

Phases of the Secondary Program

I. Prepare to Teach *1st Summer:* *June – August*	Teacher candidates (TCs) complete initial coursework in writing, foundations, adolescent development, ESOL, and their content area. They meet their potential mentor and secure their student teaching placement. Mentors confirm expectations for the first week of school. ***MESOL candidates complete ESOL 507.***	**Practicum:** **There are no designated practicum hours during Phase I**
II. Observe & Assist *Fall:* *Late August – mid-October*	TCs participate in start of school activities, spending extra time at their site during the first week of school. Together, mentors and candidates determine the course in which the candidate begins teaching. Candidates spend 10-15 hours per week at the practicum site.	**Practicum:** **10-15 hours/week with Tuesdays available as a full-time day**
III. Co-Plan & Co-Teach *Fall:* *Late October – mid-November*	Candidates participate in The School Exchange. In anticipation of December teaching, mentors and TCs co-plan lessons for candidates to implement and might co-teach lessons. Mentors and candidates determine a rough plan for the timing and focus of their EdTPA. TCs develop and submit lesson plans for December using the principles of backward design.	**Practicum:** **10-15 hours/week at primary placement**
IV. December Teaching *Fall:* *Mid-November - December*	TCs take on lead teacher role for one class period between mid-November and winter break. These 3+ weeks of teaching provide the data for the TCs EdTPA submission. Using the TCA as a guide, mentors observe weekly during this period and supervisors conduct their 1st observation. TCs use data to make instructional decisions and reflect on their experience.	**Practicum:** **Candidates at site every morning until Winter Break. Campus responsibilities begin at 1pm.** ***Candidates complete and submit EdTPA***
V. Refine the Work *Spring:* *January - March*	TCs analyze and reflect on data from December teaching as they continue as lead teacher for one class. Mentors and candidates plan for a first teaching unit and TCs implement in February/March. Using the TCA as a guide, supervisors and mentors help candidates identify areas of focus. In February, candidates complete formative TCA evaluations. Candidates redo and submit revised edTPA as needed. ***MESOL:*** *Candidates take an extra semester hour of ESOL-related coursework and also register for a two semester hour practicum*	**Practicum:** **15-20 hours/week** ***MESOL:*** *Observe, assist, co-teach, and teach ELD lessons with a designated ESOL Mentor. An ESOL Supervisor will also begin to observe and identify areas of focus.*
VI. Teach Full-Time *Spring/2nd summer:* *April-June*	TCs transition gradually to ¾ teaching load after Spring Break. This might require working with a 2nd mentor. TCs are now at their site full-time. Graduate coursework is diminished, but ongoing, taking place in evenings only. Candidates complete summative TCA evaluation. ***MESOL:*** *Candidates complete both their sheltered instruction and ELD practicum hours and complete a summative ESOL evaluation with their supervisor.*	**Practicum:** **Full-time contract hours from spring break through end of school in June.** ***MESOL:*** *Sheltered instruction in practicum classroom; continue work with ESOL mentor and supervisor.*
VII. Complete Degree *2nd Summer:* *June - July*	TCs participate in commencement. They finish teaching and grading at their site, participating in all end-of-year activities. They complete summer coursework including: Building Classroom Community, and 1-2 content courses (depending on their designated content area). L&C prepares license paperwork. ***MESOL:*** *Candidates complete testing and additional coursework.*	**Practicum:** **There are no designated practicum hours during Phase VII**

PHASE I: Prepare to Teach

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

OVERVIEW

This first phase of the MAT serves as the "getting-to-know-you" period for everyone involved in the program. In addition to meeting each other as individuals, candidates meet for the first time in cohort and content groups and begin developing as professional communities committed to collective growth. The formation and confirmation of mentor/teacher candidate pairs take place during Phase I as well. The relationships formed during these first few months can last throughout one's teaching career.

The MAT differs from many other master's degrees in that it is a professional development and licensure program, meaning that completing academic coursework is only one component of the degree requirements. Other components include the student teaching practicum, edTPA, state testing requirements, and licensure processes. Teacher candidates are expected to conduct themselves as professionals at all times and in all components of our program.

Your program begins with LA 531: Writing and the Writing Process. *LA 531 meets Wednesday 6/16 from 8:30am-4pm, and Thursday 6/17 & Friday 6/18 from 9am-4pm.* Beginning on June 21, 2021, you will follow the schedule below.

<table>
<tr><th colspan="6">June through August</th></tr>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
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Content Area
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ED 550 or
ED 552</td><td rowspan="5">8:30 -11:30
Content Area
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M,W,F)</td><td rowspan="5">8:30 – 11:30
ED 550 or
ED 552</td><td rowspan="5">8:30 -11:30
MATH Courses
only
(until 7/14)</td></tr>
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MESOL only
(**See note
below)</td></tr>
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Please note:
*SCI 593 will meet **via Zoom** on June 21 & 23 ONLY from 4:30 - 7:30 pm (instead of 8:30 - 11:30)
****ESOL 507 (MESOL only) will meet 12:30 - 3:30 **via Zoom** June 26-July 23 and M,T,W,Th,F August 9 - 13, 9:00am - 3:00pm **in person**

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

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

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

SUPERVISORS are generally being contacted by Content Coordinators during this phase of the program. However, in most cases, they will not yet have been matched with specific teacher candidates. These pairings occur prior to the first Supervisor meeting in November.

MEETING DATES

- ☐ **Orientation**: Tuesday, June 15, 12:30 - 4:30pm by Zoom
- ☐ **Mentor/Teacher Candidate Meeting**: Thursday, August 26, 5:00 - 7:00pm, South Chapel

TRANSITION GATES

- ***Completion of summer coursework***
  Teacher candidates must complete all coursework and earn grades of B- or better in all classes. All courses taken "CR/NC" must be passed with a grade of "CR." Should a teacher candidate receive a grade of "INC" in any course, they must complete the work needed to have the "incomplete" cleared and a new grade posted before beginning their practicum at the end of August. **Candidates will not begin work at their placement site until all work is complete.**

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

- ***Placement secured at local school***
  The Placement Office works closely with faculty and with schools and districts in the area throughout the year to develop strong mentoring opportunities for teacher candidates. Placements with mentors in schools are made starting in the early summer and may take place any time through late summer since districts and schools have varied processes for placing teacher candidates. Our goal is to have all candidates placed by early in the school year.

Placement Process

Our graduate school placement office works in liaison with school districts, principals, and teachers. Maintaining great working relationships with our colleagues in local schools ensures you pair with a strong mentor. As a reminder, all placement inquiries must take place through the placement office.

Below are the steps in the placement process. **Your responsibilities are bolded**.

1. **Read the Program Welcome Letter email and click the two links** to complete your Secondary Placement Application and Secondary Resume Form.
2. Once your placement application and resume form are received, the placement office will contact you.
3. The placement office will communicate with you using your LC email account, so **consistently check your email.**
4. **Please read and respond to all emails** from our office (lcpartnerships@lclark.edu) within 24 hours of receipt.
5. Faculty and the placement office will review your placement application and resume; this helps us create a list of potential mentors.
6. The placement office will send your resume and a formal placement request to a potential mentor.
7. A positive response from a potential mentor triggers an email to you with their contact information.
8. **You should contact the potential mentor** within 24 hours to schedule a face-to-face meeting. **Notify the placement office of your meeting date and time**.
9. **Meet with your mentor.** After the meeting, **send a follow-up thank you email to your potential mentor and email the placement office** to let them know how it went.
10. The placement office will contact the mentor to confirm the placement.
11. If they commit to working with you, the placement office will contact you and the mentor with final details.
12. **Contact your mentor within 24 hours** to thank them and determine next steps.

Please keep in mind:

- ★ We will only reach out to one mentor at a time on your behalf.
- ★ If a match is not confirmed, the process will be repeated with a new potential mentor.
- ★ All placement inquiries **must** take place through the placement office. Contact the placement coordinator if you have questions.
- ★ Placements will begin in late spring and summer with the goal of placing all candidates by late summer. We appreciate your patience as we work hard to find you the best mentor.

Please contact the teacher education placement coordinator if you need assistance.
Emily Fortune Hancock - lcpartnerships@lclark.edu - (503) 768-6136

PHASE II: Observe and Assist

Teacher candidates participate in "start-of-school" activities at their site. Mentor and teacher candidate determine the first class that the teacher candidate will teach. NOTE: This first class must be in the morning as candidates need to be on campus by 1:00pm. Teacher candidates spend 10-15 hours per week (over 3 days) at their site. Beginning in mid-October, teacher candidates participate in The School Exchange for six Tuesdays.

OVERVIEW

Teacher candidates enter the classroom during Phase II and experience Lewis & Clark's approach to student teaching. Rather than complete two shorter practicum periods of student teaching with full teaching loads, our teacher candidates participate in a year-long practicum as well as a series of planned visits to peers' placements sites -- something we refer to as **The School Exchange**. Candidates work in teams to visit other school sites to learn about organizational structure, school culture, and curriculum at different schools. These features exemplify our commitment to engaging teacher candidates in meaningful learning experiences that will support their development as reflective practitioners and as professionals capable of creating learning communities that honor and support student learners and the diverse perspectives they bring to the classroom.

<table>
<tr><th colspan="6">September to October</th></tr>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>7:00</td><td colspan="5" rowspan="11">Candidates at practicum sites 10-15 hours/week
during these five mornings.</td></tr>
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<tr><td></td><td rowspan="4">ART/ELA/MATH
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1:30-4:00</td><td rowspan="5">ED 533
(9/14-10/12)
1:30-4:30</td><td rowspan="4">ART/ELA/MATH
/SCI/SS 579
(9/8-11/17)
1:30-4:00 &
*(12/1- 12/15)</td><td rowspan="5">ED 551
(9/9-11/11)
1:30-4:30</td><td rowspan="3">ED 553
(9/10-11/19)
1:30-3:30</td></tr>
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<tr><td>5:00</td><td rowspan="8">ESOL 535A
(9/13-10/11)
Non-MESOL
5:00-8:00
-
SPED 505A
(10/18)
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Note: Both 579 classes and SPED 505A meet on Wednesdays after Thanksgiving break.

TEACHER CANDIDATES are expected to spend 10-15 hours each week at their primary placement site. They can use this time to:

- ☐ Take attendance
- ☐ Give directions for assignments, groupwork, and homework
- ☐ Collect and return student work
- ☐ Meet other faculty and staff in the school—*especially the SPED (Resource Room) and ELL staff to learn about support for students with special needs*
- ☐ Meet the school librarian and learn about the library
- ☐ Meet the person who schedules technology and/or audiovisual equipment and learn how to access these resources
- ☐ Operate available classroom equipment, become familiar with technology available in the school site, and know how technology is used in your content area
- ☐ Write instructions on the board, overhead projector, or other equipment *(recommendation: seek out your mentor's assistance regarding the legibility of your writing, correctness of spelling, and the "organization" of your instructions)*
- ☐ Read and evaluate student work *(caution: the teacher candidate should not be expected to grade all of a mentor's papers)*

- ☐ Use the photocopy machine (teacher candidates should learn all sign-up procedures or other checks associated with making copies)
- ☐ Visit and observe other classrooms (we encourage you to consult with your mentor about which classrooms to visit, including other teachers in the content area, and if possible, to observe some of the students with whom you work in other content area classes; and if there is a fellow teacher candidate in the building, we encourage teacher candidates to visit each other's classrooms)

We encourage teacher candidates to spend additional time at their placement site during the first week of school to support a successful start of the school year. Teacher candidates should work with their mentors to develop a plan for the week or so before school officially opens. During this week, they should expect to spend 15-20 hours at their placement engaged in the following activities:

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

MENTORS: Discuss a schedule with the teacher candidate that will satisfy the practicum requirement for Phase II, your needs, the L&C course schedule, and the following expectations:

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

TRANSITION GATES

- ***Demonstrated professionalism at L&C and at the practicum site***
  Teacher candidates conduct themselves as professionals in all their interactions on campus and at their school site. They communicate regularly with their mentor about expectations, instructional planning, and their role in the classroom. Teacher candidates respond in a timely fashion with L&C faculty and with their mentors regarding any special circumstances that arise. They maintain a reliable schedule at their school site and dress in a manner befitting a new teacher (meaning clean and tidy, involving nothing that might prove distracting).

- ***Demonstrated knowledge of students and teaching environment (names, schedule, practices & procedures, etc.)***
  Teacher candidates apply learning from graduate coursework to the work at their teaching site. They build relationships with students (i.e., learning their names, interests, hobbies, habits, and idiosyncrasies). They practice classroom routines and become acquainted with the designated instructional materials in the course for which they will become "lead teacher" in November/December. They attend department and faculty meetings as their graduate courses allow (i.e., teacher candidates should not miss any L&C classes to attend meetings or events at their middle or high school practicum site). They get to know fellow staff members. They master the schedule at their placement site.

PHASE III: Co-Plan & Co-Teach

Mentors and teacher candidates are taking more time to plan together. They are adapting and co-writing lessons for the teacher candidate to teach as well as lessons to co-teach. The mentor and teacher candidate also determine a plan for December teaching. Teacher candidates develop and post their Plan for Teaching using the principles of backward design, and determine the dates for their edTPA teaching segment.*

OVERVIEW

Phase III involves teacher candidates playing a more active role in the classroom and beginning to develop their skills as teacher researchers. Teacher candidates continue to spend 10-15 hours per week at their placement site. They also continue The School Exchange every Tuesday.

Teacher candidates are now discussing all aspects of instructional planning with their mentor and frequently assisting in the classroom by working with small groups or individual students who need additional support. Candidates regularly take responsibility for a range of classroom routines such as attendance, reviewing homework, launching group activities, directing instruction, opening and closing class, conducting whole group discussions, giving mini-lessons, etc. They also assume responsibility for developing lesson plans for short segments of some class periods. Depending on the interests of the mentor and teacher candidate, the pair engages in various levels of co-planning and co-teaching. There are no hard and fast rules for how this should be done but there is an expectation of collaboration. We believe it is important for teacher candidates as well as mentors to experience the possibilities of collaborative instructional design.

Although teacher candidates do more teaching during Phase III, they still have a full load of graduate course work. Toward the middle of Phase III, preparation begins in earnest for December Teaching and edTPA* (taught between Thanksgiving and Winter Break). Mentor and teacher candidate collaboratively discuss the plan for these 3+ weeks of instruction, including the selection of curriculum materials and assessment and identification of the timing for the edTPA*. This includes collecting video permission forms from students in the class where edTPA* will be taught. While we do want teacher candidates to assume increased responsibilities in the classroom as preparation for taking on the role of "lead teacher" in December, candidates cannot be expected to teach on a regular daily basis until mid-November.

As teacher candidates develop their Plan for Teaching in December, they will use a "backward design" approach. This method, originally articulated by Grant Wiggins and Jay McTighe in their book, *Understanding by Design* (2005), challenges some traditional assumptions about curriculum planning. Instead of creating a list of topics to teach, the educator starts with the goals and works backwards. Wiggins and McTighe offer a three-stage process that we strongly support in our program: 1) **identify desired results** (*articulate learning objectives*), 2) **determine acceptable evidence** (*create appropriate and aligned assessments*), and 3) **plan learning experiences** (*develop a series of lessons to support student success*).

**Please note: This performance assessment, required by TSPC, may change.*

<table>
<tr><th colspan="6">Mid-October to Mid-November</th></tr>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
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(12/1- 12/15)</td><td rowspan="4">ED 551
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TEACHER CANDIDATES are encouraged to take the initiative in scheduling time to talk with their mentor about planning and taking on additional responsibilities in the classroom. As candidates begin discussing December teaching in their L&C courses, they will want to collaborate with their mentor to develop the teaching plan. To that end, teacher candidates are encouraged to do the following:

- ☐ Plan mini-lessons or activities that you implement in the classroom
- ☐ Plan at least one full lesson with your mentor and try teaching it; debrief with your mentor
- ☐ Continue to observe in other classrooms
- ☐ Identify the topic for your December teaching early on and begin researching instructional ideas that you might want to incorporate
- ☐ Begin thinking about how you might differentiate instruction for the students in your classroom
- ☐ Share drafts of the various elements of your Plan for Teaching with your mentor so that you can receive feedback prior to submission to your Content Coordinator in mid-November
- ☐ Meet regularly with your mentor to discuss students, your teaching, instructional plans, and your development as a professional educator
- ☐ Record your teaching at least once to help you and your students become familiar with the experience
- ☐ Create an electronic planning folder and share this folder with your Content Coordinator, Mentor, and Supervisor
- ☐ Collect edTPA* permission forms from students in the class you will take over teaching in December

MENTORS dedicate focused time and attention to working with teacher candidates on planning which includes both unit plans and daily lessons. More specifically, mentors do the following:

- ☐ Show the teacher candidate how you write a lesson plan. Talk about how you decide what to teach—and what to leave out
- ☐ Discuss the factors that influence your instructional decision making (e.g., state standards, district scope and sequence, department curriculum, etc.)
- ☐ Establish times during which the teacher candidate will teach mini-lessons or other portions of a class period. Co-plan these lessons so that teacher candidates can learn from you about the planning process and then implement the lesson. Note: Teacher candidates may also be asked to do this teaching as part of their content area course
- ☐ Meet with the teacher candidate to review instructional plans and make any needed adjustments prior to teaching it. If possible, do this at least a day in advance. After observing the lesson, provide feedback. Then, if the schedule permits, we encourage candidates to teach the lesson to a second class
- ☐ Support the teacher candidate in the planning and teaching of a full class period, but not more than once per week
- ☐ Conduct one formal classroom observation of the teacher candidate prior to Thanksgiving break
- ☐ Discuss the curriculum focus for when teacher candidates take on the role of "the lead teacher"
- ☐ Make yourself available for input and feedback as the teacher candidate develops the Plan for Teaching and the plan for edTPA*
- ☐ Assist the teacher candidate in hosting other candidates as a part of The School Exchange as needed

SUPERVISORS attend the first professional development meeting for all Secondary supervisors. This takes place in mid-November. At this meeting, supervisors will learn the names of the candidates they will be supervising and will contact them to schedule the first official classroom observation.

MEETING DATE

- ☐ **Supervisor Meeting**: Mid-November

TRANSITION GATE

- ***Completion of Transition to Teaching Assignment, part 1***
  As part of ED 553 *Teaching for Social Justice: Field Experience Seminar I*, teacher candidates will complete and submit the first part of their Transition to Teaching assignment.

**Please note: This performance assessment, required by TSPC, may change.*

PHASE IV: December Teaching & edTPA™

Teacher candidates take on the "lead teacher" role for one class period between mid-November and Winter Break. They spend mornings every day at their site during these 3+ weeks of teaching. Using the TCA as a guide, mentors observe weekly during this period and supervisors conduct their 1st official observation. Teacher candidates complete the required edTPA during this time, and use data to make instructional decisions and reflect on their development.*

OVERVIEW

Phase IV marks a critical transition in the MAT program. The teacher candidate-mentor-supervisor triad forms during this period as supervisors make their first official observation. When teacher candidates teach in December, they are demonstrating to their mentor and supervisor as well as the students in the classroom their readiness and capacity to take on the role of "lead teacher." The class that the candidate begins teaching at this time should meet two criteria: 1) scheduled to meet in the morning and 2) appropriate for the teacher candidate to work with until the end of the school year. If all goes well, teacher candidates will continue as "lead teacher" for the class in which they do their December teaching until the end of the school year.

The "lead teacher" role includes taking responsibility for planning, instruction, and assessment, with guidance from and collaboration with the mentor teacher. The teacher candidate and mentor will need to coordinate about how best to communicate with parents and other school staff about this transition. Because, legally speaking, mentors are responsible for what occurs in their classrooms, it is our expectation that teacher candidates work closely with mentors to ensure compliance with all curriculum and school policies. The edTPA*, taught during this period, also presents a valuable opportunity for teacher candidates to reflect on their developing skills.

The 3+ weeks associated with December teaching can prove rather challenging as candidates first confront the realities of teaching on a daily basis. Making plenty of time for conversations between mentor and teacher candidate can help smooth the transition and ensure a positive experience for everyone. In an effort to improve communication, teacher candidates will share documents with their Mentor, Supervisor, and Content Coordinator electronically so that they can be reviewed at any time. Information about how and where to save all lesson plans and materials for the duration of the academic year will be provided prior to the start of Phase IV.

TEACHER CANDIDATES are at their placement site all morning every day during Phase IV. They should use this time primarily for work related to planning and assessing student learning. Below is a list of tasks teacher candidates will want to attend to during this time.

- ☐ Determine when you will teach your edTPA* and create a Plan for Teaching, including edTPA, that you share with your mentor and Content Coordinator
- ☐ Provide your mentor with a finalized copy of your Plan for Teaching
- ☐ Teach your edTPA* and submit it prior to Winter Break
- ☐ Write a lesson plan for each class you teach and review it with your mentor prior to teaching
- ☐ Make notes and/or write reflections on your lesson plans after you teach. Check with your Content Coordinator regarding expectations about these reflections

- ☐ Respond to and assess student work in a timely fashion, ensuring that your students receive feedback that is useful to them
- ☐ Collect student learning data on a regular basis; details regarding data collection will be provided by your Content Coordinator in your ART/LA/MATH/SCI/SS 579 course
- ☐ Meet regularly with your mentor in support of your teaching
- ☐ Observe your mentor or another colleague teach another section of the course you are teaching
- ☐ Use the time at your field site primarily to focus on work that supports your teaching

<table>
<tr><th colspan="6">Between late-November and Winter Break</th></tr>
<tr><th></th><th>Mondays</th><th>Tuesdays</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>7:00</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="5" rowspan="7">Candidates take on the role of lead teacher for one morning class period between mid-November and Winter break.

Candidates are at their practicum sites until noon, every day.</td></tr>
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<tr><td>1:00</td><td rowspan="5">Workshops in support of edTPA*</td><td rowspan="5">Workshops in support of edTPA*</td><td></td><td rowspan="5">Workshops in support of edTPA*</td><td rowspan="5">Workshops in support of edTPA*</td></tr>
<tr><td></td><td rowspan="3">ART/ELA/MATH /SCI/SS 579 (12/1 – 12/15) 1:30-3:30</td></tr>
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MENTORS support the transition of the teacher candidate from the role of co-teacher to lead teacher for one class period. Below is a list of suggestions for how to best support teacher candidates as they teach.

- ☐ Review teacher candidate's finalized Plan for Teaching, and plan for filming and teaching of edTPA* lessons, which includes the curriculum requirements you provided, as well as what teacher candidates have learned about teaching, planning, and assessment in their content area course. Content Coordinators provide a format for the development of this plan in their fall course. ***Note: Teacher candidates are expected to meet your requirements regarding curriculum and timelines, but we ask that you support teacher candidates in developing their own approaches to the content. We encourage teacher candidates to draw on your expertise and resources, but we also want them to learn how to develop their own strategies and resources***
- ☐ Require daily lesson plans from the teacher candidate, review them prior to teaching, and if needed, suggest adjustments. It is a program expectation that candidates write lesson plans for each class

period they teach. Teacher candidates are required to keep a copy of each plan in a shared electronic folder. Content Coordinators provide guidance for the format(s) lesson plans may take

- ☐ Discuss grading practices and policies. We encourage mentors to work closely with teacher candidates to develop grading practices and respond to the assessments they assign during this teaching period
- ☐ Provide information for the teacher candidate about policies, procedures, and the location of appropriate forms, including the following:
    - when and how to contact parents about students' behaviors, absences, quality of work, missed or late assignments, etc.
    - what to do during fire drills or lockdowns
    - where to access student health information and what to do if an emergency occurs in a classroom (e.g. a nosebleed, a fist fight, a student with epilepsy)
    - how to protect confidentiality (a student asks for help with a drug problem, information about abortion, reports abuse at home, instances of mandated reporting)
    - what is an appropriate action to take if a student is injured in class or on a field trip
    - how to ensure accessibility for students who require accommodations
    - how to access and use technology that may be available in your department and school
- ☐ Observe the teacher candidate teaching— formally recording your observations 4 times using the short Google Form we will send you. Your feedback should include the elements enumerated and described on the Teacher Candidate Assessment (TCA) found in the **Documents & Forms** section of this handbook. We urge you to identify strengths as well as areas for growth
- ☐ Support the teacher candidate in video-recording their teaching at least once during December
- ☐ Encourage the teacher candidate to observe a particular lesson you are teaching and/or observe other classrooms, then talk about the data gathered and what meaning the candidate is making of them
- ☐ Consider stepping out of the classroom on a regular basis while the teacher candidate is teaching. *We know this can be a bit daunting but we encourage you to begin now so that as the teacher candidate's teaching continues both of you will feel comfortable with the teacher candidate being the only teacher in the room. If you have worries about doing this, please contact your Content Coordinator to discuss your concerns, sooner rather than later, so that Program faculty can proactively assist you and the candidate in addressing them*

SUPERVISORS make their first official classroom visit as teacher candidates transition into the role of "lead teacher." This first observation is an opportunity to experience the classroom in which the teacher candidate works, connect with the mentor, observe the teacher candidate teaching, and provide feedback based on initial impressions. Below is a list of guidelines and tasks to be completed during this phase:

- ☐ For the first and all subsequent visits, please wear your Lewis & Clark name badge. When you arrive at the school, proceed to the Main Office to sign-in and pick up a visitor's pass, if required
- ☐ In December, please be sure to meet the mentor. Introduce yourself and let the mentor know how much we appreciate their work with the teacher candidate. Create an opportunity to learn about what the mentor is seeing. (*The teacher candidate may be included in this conversation)*
- ☐ Have your handbook available with you when you visit a site—use it as a resource when questions about the program arise and/or when you need to reference the TCA. If you do not know the answers to questions posed by the mentor and/or teacher candidate and you cannot find them in the handbook, please direct the questions to the teacher candidate's Content Coordinator
- ☐ Discuss with the teacher candidate and mentor the overall unit plan for December Teaching, including student learning objectives, plans for instruction, and assessment procedures

☐ Type up your observation report soon after the visit. Email it to the teacher candidate, mentor, and Content Coordinator, and upload it to Taskstream.

TRANSITION GATES

- ***Successful teaching of plan and lessons for December Teaching, including edTPA lessons***
  December Teaching is the teacher candidate's first full opportunity to demonstrate their developing skills as a new teacher. We understand that teacher candidates are beginners. However, we also want to be certain that a teacher candidate can successfully apply what they are learning through their graduate study to real classroom situations

- ***Teaching and submission of edTPA****
  While the timing of the edTPA* varies from candidate to candidate, most will teach the lessons for the edTPA* during the month of December and submit their edTPA* portfolio on December 17, 2021.

- ***Collection of student data as evidence of learning***
  Central to successful teaching is the collection of student data to provide evidence that students are meeting the learning objectives that the teacher candidate articulated at the beginning of the unit. Teacher candidates are expected to use a variety of assessments, including: pre-assessments, formative assessments, and summative assessments.

- ***Submission of 1st Supervisor Report***
  Supervisors write an official report for each observation. These become part of the teacher candidate's licensure file. To the extent possible, every Supervisor Report should reference specific elements in the Teacher Candidate Assessment (TCA). Historically, Supervisors in the Secondary MAT program have submitted largely narrative reports that included the following elements: 1) a brief description of the lesson—*what the Supervisor observed*; 2) commendations—*what aspects of the lesson/teaching went well*; and 3) recommendations—*what the teacher candidate needs to work on or improve before the next visit*.

  Supervisor Meetings will provide professional development that supports the writing of these reports. Content Coordinators can also provide examples of past reports as models. Whatever form these supervision reports take, they should possess the following qualities:

  1. DATA-BASED: focused on actual observed events, interactions, behaviors, remarks, patterns, actions, statements, etc. (and avoiding loose impressions or vague generalizations about the candidate's abilities)
  2. SYSTEMATIC: grounded in the methodical recording of classroom information that targets the specific knowledge, skills, and dispositions described in the TCA
  3. CRITICAL: providing detailed feedback about both the successes and failures of the teacher candidate's instructional choices and how those choices affect student learning. Supervisors—like Mentors, L&C faculty, and the teacher candidate's peers—often function as "critical friends," whose commitment to the candidate's growth necessitates regular critique, if not the delivery of hard truths when necessary. The TCA is designed to focus that feedback on tangible, observable, and specific behaviors we know competent educators demonstrate
  4. SPECIFIC: making clear the techniques, behaviors, skills, dispositions, knowledge, and practices the teacher candidate should prioritize in the time between this observation and the next as a way of outlining expectations for continuous growth over time. Again, the TCA is a critical tool here

- ***Fall coursework***
  All Fall coursework must be completed, the candidate must earn a grade of B- or better in all courses (or when graded as "CR/NC" the candidate receives only a "CR"), and all grades of "Incomplete" must be cleared before a teacher candidate returns to their placement site in January. **If this requirement is not met, the teacher candidate will not return to their placement site in January until all work is complete. In some cases a candidate who has not yet submitted edTPA* may be restricted from returning to their placement site on a temporary basis.**

**Please note: This performance assessment, required by TSPC, may change.*

PHASE V: Refine the Work

Mentors and teacher candidates plan for second semester teaching. Using the TCA as a guide, teacher candidates collaborate with supervisors and mentors to identify areas of focus (e.g., planning, facilitating groups, questioning strategies, etc.). In February and March, teacher candidates complete formative TCA evaluations with their Mentors and Supervisors.

OVERVIEW

In Phase V, the teacher candidate continues in the role of "lead teacher" for the one class with which they worked during December. Teacher candidates are expected to return to their field site when their school resumes in January.

Because they can concentrate on the one class that they already know quite well, Phase V also presents a unique opportunity for the teacher candidate to focus on developing specific pedagogical skills prior to taking on more courses after Spring Break. We encourage mentors and supervisors to help their teacher candidates identify areas for needed improvement based on the indicators in the TCA. By mid-February, the mentor and teacher candidate will complete the TCA together as a formal evaluation of the teacher candidate's progress to date. Supervisors and teacher candidates will engage in a similar process later in the month. During this time, mentors and teacher candidates also articulate the plan for ramping up the teacher candidate's teaching to a ¾ load.

One of the challenges of Phase V is helping the teacher candidates maintain balance between field experience responsibilities and ongoing graduate coursework. For this reason, we request that teacher candidates spend **no more than 20 hours per week** at their placement site during this period. It is important that the teacher candidate prioritize tasks connected to improving their teaching while at the site. Although we continue to encourage candidates to observe their mentors and other colleagues teach, candidates will want to ensure that these choices support the candidate's role as "lead teacher." We recognize that the schedule limitations can be a source of tension, but we have found that the opportunity for teacher candidates to be in a classroom setting in support of their graduate coursework is invaluable.

TEACHER CANDIDATES assume responsibilities for planning, teaching, and assessing for the **one class period** they teach. We encourage candidates to handle parent communication as well.

<table>
<tr><th colspan="6">January - Spring Break</th></tr>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>7:00</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="5" rowspan="8">Candidates continue in the role of lead teacher for one morning class as started before Winter Break

Candidates are at their practicum sites no more than 20 hours per week</td></tr>
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ED 560
Cohort A
(1/11-3/15)</td><td rowspan="5">ART/ELA/MATH/
SCI/SS 564
1:30-4:30
(1/12-3/16) &
4:30-7:30
(3/30-4/27)</td><td rowspan="5">1:30 – 4:30
ED 560
Cohort B
(1/13-3/17)</td><td rowspan="3">1:30 – 3:30
ED 554
(1/14-3/18)</td></tr>
<tr><td>2:00</td><td></td></tr>
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<tr><td>5:00</td><td rowspan="7">5:00-8:00
ESOL 535B
(1/10 - 2/14)

5:00-8:00
SPED 505B
(2/21 & 2/28)</td><td></td><td rowspan="7">5:00-8:00
ESOL 501B/C
(1/12 – 3/16)
MESOL only</td><td></td><td></td></tr>
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MENTORS should continue to set aside specific times at least weekly to discuss the teacher candidate's planning (including both unit plans and daily lesson plans). The mentor continues to observe the teacher candidate at least once a week and conduct a post-observation conference in which specific, data-based feedback about the candidate's classroom practice is provided. The domains and elements in the Teacher Candidate Assessment (TCA) are designed to support both the observation and the post-observation conference. Other tasks specific to Phase V include the following:

- ☐ Review the teacher candidate's Plan for Teaching
- ☐ Encourage the teacher candidate to limit their time at the school site to 20 hours so that they can successfully complete course requirements during this time
- ☐ Complete one formal observation of the teacher candidate every month from February thru May.
- ☐ Come to the Mentor-Teacher candidate meeting in mid-February prepared to complete the formative TCA with the teacher candidate

SUPERVISORS generally conduct two observations between winter break and spring break, recognizing that a minimum of 6 visits are required by year's end. In addition, they complete their first formal Formative Assessment with the teacher candidate using the TCA. See suggestions for each of these key activities below. Please submit observation reports to Taskstream as you go.

Classroom Observations

Pre-Observation Conference:

- Make the sure the teacher candidate emails a copy of the lesson plan in advance (or makes it available online via Google Drive) so that you're able to review it no later than the night before
- Review the lesson plan and make comments or suggestions as appropriate
- Prior to the lesson, schedule a brief conversation (this can occur at the site or over the phone the night before) to discuss the lesson's objectives and what the teacher candidate would like you to look for as you observe. Use the TCA and any previous observations or conversations with the mentor to guide this decision making
- Arrive early and check-in at the office as a visitor

Observation:

- Candidates benefit most from observations that are discussed beforehand, directed at questions candidates have about their own practices (and enhanced by questions or concerns you have as well), based in actual data, focused on collaboratively constructed questions and/or concerns about practice, and attentive to professional standards (e.g., the TCA)
- Observations that make clear distinctions between what was observed and what those data suggest about areas of strength and weakness provide rich material for conversation. When observers record rich data it helps to facilitate the kinds of discussions and collaborations that motivate improvements. Please be specific regarding recommendations for improvement and reference the relevant TCA elements.
- Please email your type-written observation to the teacher candidate, mentor, and content coordinator so) so they both have record of what occurred and the recommendations derived from those data. These records can be very useful during later observations when improvements are noted and/or when lingering problems may require repeated scrutiny.
- Suggestions for things to record during your observation should be drawn primarily from the TCA and your discussions with the candidate (and possibly discussions with the Content Coordinator and Mentor). Some examples:
    - The teacher candidate's movements during class and which areas of the classroom receive the most and least attention
    - Classroom routines that are established and reinforced and their effects on the learning environment and the flow of the lesson
    - Language the candidate uses in providing directions and responding to students;
    - Questions the candidate asks, how sophisticated and distributed they are, and what techniques the candidate uses to solicit engagement and answering (i.e., are the questions broadcasted, targeted, or randomized?)
    - Which students appear to get the most attention and which ones may benefit from check-ins
    - "Hot moments" in which interactions with students indicate the presence of resistance or defiance, and how they are handled by the candidate
    - How transitions between activities are carried out and how time is used during the period
    - How the candidate interacts informally with students at the beginning, during, and after more formal content-driven instruction

- Though pacing and the extent to which the teacher candidate implements the lesson plan as designed are important considerations, please note that we support teacher candidates making changes in the plan as they teach it as long as they are able to explain the rationale for those changes.

Post-Observation Conference:

- These should take place as soon as possible following the observation, preferably on site.
- Post-observation conferences are an opportunity to provide meaningful feedback, based in data, which candidates can use to bolster their strengths and remedy their weaknesses. As such, they should be collaborative conversations in which candidates explain their thinking and decision making, what they think happened and why, and then what might need to happen to make the lesson better the next time.
- Suggested questions to ask during the conference (to see where the candidate's thinking is and to gauge their awareness of their developing skill-sets) include the following:
    - "How did it go?"
    - "What parts of the lesson do you think went well?"
    - "Which parts do you think need to be improved?"
    - "What evidence do you have for your impressions? In other words, what did you notice that made you think this?"
    - "What were your goals in designing this lesson? What were you hoping to achieve? How might that have changed from planning to implementation?"
    - "What techniques were you trying to employ?"
    - "How are you assessing student learning, both formally and informally? What are you learning from this?"
    - "How are you seeing the individual and differentiated needs of your students? How are you responding to those differences?"
    - Did students meet your objectives? How do you know?
- Try to encourage the teacher candidate to reflect on their own teaching and to use data to support their conclusions. Again, the TCA is designed to provide guidance and structure in these conversations so please try to refer to it whenever possible
- Focus on both strengths and weaknesses in your conversation, using the TCA for specific language.
    - To that end, research indicates that it is often best to begin with weaknesses, then transition to strengths, and signal when you're going to talk about each. That way, the candidate can fully engage the "positives" when they are given and not be preoccupied by waiting for the "negatives."
- Try to conclude the conference by identifying next steps, things to work on, and what the teacher candidate plans to do with the knowledge gained in the conversation. Suggested questions include:
    - Based on what happened today, what do you plan to do next?
    - What do you plan to do next regarding assessment?
    - How do you plan to address your relationships with students in the days and weeks that follow?
    - What plans do you have for addressing classroom management issues?
- Lastly, schedule a date for the next observation. Ask the teacher candidate to inform the mentor of your observation schedule

Teacher Candidate Assessment — Formative Evaluation

☐ Supervisors are asked to bring a completed Formative TCA form to the March Supervisor meeting. Because the form is completed in discussion with the teacher candidate this will require some pre-planning on the part of the Supervisor. The form is located at the back of this handbook.

- ☐ Note: Supervisors will receive a copy of the mentor's Formative TCA form, completed at the Mentor-Teacher Candidate meeting in February
- ☐ When meeting with the teacher candidate to go over the TCA, we recommend first encouraging the teacher candidate to evaluate their process using the language of the TCA. Then, you should share and possibly explain your ratings
- ☐ Know that the purpose of the Formative TCA evaluation is to determine whether a teacher candidate is on track for successful completion of the program. At this point in the program, we expect teacher candidates to be at the "DEVELOPING" level for most indicators
- ☐ If you have any questions or concerns completing the Formative TCA form, please contact your Content Coordinator

MEETING DATES

- ☐ **Mentor/Supervisor Meeting**: Late January/early February, by Zoom.
- ☐ **Mentor/Teacher Candidate Meeting** (Formative TCA): Wednesday, February 23rd, 5:00-7:00pm

  Note: Supervisors do not attend this February meeting
- ☐ **Supervisor Meeting**: Thursday, March 17th, 10:00-12:00 noon

TRANSITION GATES

- ***Completion of Formative TCA with Mentor on February 23rd***
  Mentor and teacher candidate will complete the Formative TCA evaluation at the Mentor-Teacher candidate meeting. The forms will be collected at the meeting. Teacher candidates should prepare for this meeting by reviewing the TCA.

- ***Completion of Formative TCA with Supervisor prior to March 17th***
  Supervisor and teacher candidate will meet on their own schedule, prior to the March Supervisor meeting, to complete the Formative TCA. Supervisors will bring the completed form to the meeting.
- ***Successful completion of all spring coursework (with the exception of 564 and ED 541)***
  Candidates must successfully complete all coursework for all spring classes (with the exception of 564 and ED 541) by the end of spring break in order to take on a ¾ teaching load.

- ***Submission of revised edTPA* if necessary***
  Candidates must successfully submit any required revisions of their edTPA* prior taking on a ¾ teaching load.

**Please note: This performance assessment, required by TSPC, may change.*

PHASE VI: Teach "Full-Time"

Teacher candidates gradually transition to a ¾ teaching load following Spring Break. This increased load might require working with a 2nd mentor. Teacher candidates are now at their site full-time, for contract hours. Graduate coursework is diminished, but ongoing. Teacher candidates complete their Spring coursework.

OVERVIEW

In Phase VI, the teacher candidate ramps up to what we call "full-time teaching," meaning "full time contract hours" at their placement site combined with a "¾ teaching load." After Spring Break, teacher candidates gradually increase the number of classes they are teaching to reach the desired course load. The schedule will have been determined at the Mentor-Teacher Candidate meeting in February, if not before. We generally limit teacher candidates to no more than two preps during their full-time teaching. Because of this, we often need to identify another teacher at the field site willing to serve as a second mentor, especially if the site is at a high school where AP or IB tracking exists. If a second mentor is needed, the Content Coordinator will have likely been in conversation with the primary mentor since the time of placement. Regardless, the specific details will be finalized at the Mentor-Teacher candidate meeting in February.

As mentioned above, we do not expect teacher candidates to jump into the ¾ teaching load the day immediately following Spring Break. Instead we recommend an incremental increase in teaching responsibilities, often involving some co-teaching, as teacher candidates transition into the role of "lead teacher" for multiple classes. That said, we do expect them to take on the required ¾ load by mid-April. The following chart can be used to determine the appropriate load for candidates working in different settings:

Schedule / Configuration	**Recommended Candidate Load**
Traditional 7 period day with classes of approximately 45 minutes, meeting every day or 4 days per week with one double-period block day. *(Load for a FT teacher is 5 or 6 courses)*	**3+ courses as "teacher of record"** Minimum is 3 courses as teacher of record and 1 as support teacher Maximum is 4 courses.
Trimester schedule with accelerated block, in which classes meet 70 minutes per day, 5 days per week. *(Load for a FT teacher is 4 courses)*	**2+ courses as "teacher of record"** Minimum is 2 courses as teacher of record and 1 as support teacher Maximum is 3 courses.
Semester schedule with 6 period day, 5 days per week. Classes meet for 57 minutes. *(Load for a FT teacher is 5 courses)*	**3 courses as "teacher of record"**
"4x4 Accelerated Block" schedule in which classes meet for 5 times every 2 weeks for 87 minutes *(Load for a FT teacher is 6 courses)*	**4 courses as "teacher of record"**
Middle School Block Class (LA/SS or Math/Science)	All block portions in endorsement area (other TBA)

During “full-time teaching,” teacher candidates must be at their school sites for the full day or what is commonly referred to as “regular contract hours.” Though they do have a reduced teaching load, candidates are expected to fulfill the responsibilities of a full-time teacher during this time in every respect, and to adhere to district and school policies. This includes, but is not limited to preparing lesson plans for substitutes; conferencing with other teachers and support staff regarding students; meeting deadlines regarding paperwork for students’ absences, illness, I.E.P.’s, and graduation; participating in department and/or faculty meetings; and communicating with parents. Teacher candidates are also expected to continue providing mentors a Plan for Teaching for each course as well as daily lesson plans for each class period they teach. These should be saved in the electronic folder established in the Fall. It is the teacher candidate’s responsibility to keep their mentor teachers informed and up-to-date about what is happening in their classes.

In most cases, three out of the six required supervision visits will take place during Phase VI. It is not uncommon for increased teaching responsibilities to result in new challenges for the teacher candidate, sometimes leading to the development of a Plan of Assistance. We encourage Supervisors to observe all of the classes that the teacher candidate teaches. In addition, the triad conference for the Summative TCA will occur during this phase (generally in the final weeks of the school year).

<table>
<tr><th colspan="6">Early April-Mid June</th></tr>
<tr><th></th><th>Mondays</th><th>Tuesdays</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>7:00</td><td colspan="5" rowspan="15">Candidates transition gradually into a ¾ teaching load following Spring Break

Candidates are at their practicum site full-time, Monday through Friday as per contract hours.</td></tr>
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<tr><td></td><td></td><td></td><td rowspan="9">4:30-7:30

ART/ELA/MATH/SCI/SS 564
(3/30-4/27)

ED 573
(5/5 – 6/2)</td><td></td><td></td></tr>
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TEACHER CANDIDATES concentrate on their full-time teaching during Phase IV. They will still have graduate work to complete which includes readings and assignments, but all of these are designed to improve their instructional practice. Below are some key tasks for teacher candidates to attend to during this final teaching phase.

- ☐ Discuss and develop Plans for Teaching for each class/prep you teach and share them with your mentor. Use the format provided by your Content Coordinator. Save these documents in your shared Google Drive folder
- ☐ Write daily lesson plans for each class/prep you teach and review the plans with your mentor as much as the two of you feel is warranted. Adapt the format provided by your Content Coordinator as needed. Save these documents in your shared Google Drive folder
- ☐ Make notes and/or write reflections on your lesson plans after you teach
- ☐ Respond to and assess students' work in a timely fashion and continue to reflect on data regarding your teaching and students' learning
- ☐ Remember the importance of novelty for student learning and try not to get "stuck in a rut" in terms of your lesson design. Also remember what you've learned about the need for focused attention to issues of equity and oppression in your teaching and relationships with youth, and the importance of culturally and linguistically responsive pedagogies in your lesson planning and implementation
- ☐ Meet at least twice a week with your mentor in support of your teaching. Be open and responsive to feedback you receive from your mentor as well as your supervisor during observation conferences
- ☐ Continue to observe in other classrooms and use those observations (and the conferences you have with those you observe) to think about your own practices and how they may be improved

MENTORS should arrange a specific and regular time to meet with their teacher candidates, to simply check-in and to give the teacher candidate an opportunity to ask for special help and to ensure that the teacher candidate is prepared and able to teach the designated content as you expect. We anticipate that these conversations will require more time earlier in Phase VI than later. Also, most teacher candidates will continue to benefit from support with planning, particularly as they refine their practice with respect to differentiating instruction. In addition, we ask you to attend to the following:

- ☐ To complement the check-in conferences noted above**,** please arrange for more formal, weekly "conferences" with your teacher candidate that focus on improvement. Please use these to provide support, give direction, and challenge as necessary. We recommend using this time to do the following:
  - go over lesson plans and assignments
  - help teacher candidates develop long-range and unit calendars for each of their classes so they know what you expect and you know what they intend to teach and when
  - act as a resource, answer content questions, provide materials, and assist in reworking assignments or tests. (At the end of this conference every week, you and the teacher candidate should have a clear idea of what is going well and where the teacher candidate needs help)
- ☐ Continue to conduct weekly "formal" observations of the teacher candidate's teaching using the following model:
  - Meet in advance to discuss the lesson plan.
  - Decide what areas of teaching you and the teacher candidate think you should observe. Some examples include: How does the teacher candidate relate to students? How much time does the teacher candidate give students to respond after asking a question? What are the curricular expectations? How was the clarity of oral or written directions? How effective was the teacher candidate's classroom management? To what extent are attention, questioning, and challenge distributed equitably across all students?

- Take notes and collect appropriate data during the lesson
- Meet after the lesson (or as soon after the lesson as possible) to discuss the observation. At this "post-observation" conference, mentors should begin by providing feedback on what the teacher candidate did well, move to critiquing observation areas agreed on in advance, and help the teacher candidate to propose alternate teaching strategies for parts of the lesson that did not go well. Mentors are free to structure the conversation in ways that make sense to them. However, each post-observation conference should contain at least these three elements
- Come to some feeling of closure and mutual understanding about what the teacher candidate is doing well, what the next phase of the teacher candidate's development of teaching process should focus upon, and how the mentor will support this effort

☐ Once a month from February through May provide the teacher candidate with written feedback, as well as oral conferencing. This could be in the form of notes, diagrams, or narrative and will help to prepare the teacher candidate for formal supervision by a principal. It will also serve as a record of the mentor's assessment of the teacher candidate's progress and help the teacher candidate to remember effective teaching practice as well as areas of needed improvement. We will send you a short Google Form for you to document 4 observations for licensing purposes.

☐ To experience the full range of the joys and demands of teaching and to fully establish themselves as an authority in the classroom, teacher candidates need time alone with students. For the teacher candidate to be successful, students in the classroom must view candidates as the “the teacher” and this tends not to happen so long as the mentor remains in the room. This is because the dynamics of the classroom alter when the mentor is present. Students will often turn to the mentor to check perceptions and the teacher candidate will also look to the mentor to try to read facial expressions or body language, and this undermines the candidate’s ability to focus on teaching and the needs of the students. We therefore ask that mentors leave the classroom on a regular basis, often for the entire period or significant portions of it whenever they are not observing. We hope you can use this time outside of the classroom to prepare your lessons, grade student work, contact parents, collaborate with colleagues, etc.—a reward of sorts for all that you have given to the teacher candidate in recent months

☐ If you have extra-curricular or coaching duties and the teacher candidate is interested, it would be helpful to ask the teacher candidate to assist you once in awhile, as long as it doesn't interfere with the candidate’s classes at L&C. This will give him/her a chance to see students outside of class

☐ <u>When you feel the teacher candidate is ready</u>, it would be helpful for you to arrange for an administrator to observe the candidate teaching, in a formal way, with the expectation that if all is well, they might be willing to write a recommendation for the teacher candidate's file.

☐ Lewis & Clark faculty and your teacher candidate’s teaching supervisor welcome telephone calls to discuss your concerns and satisfaction with your teacher candidate’s progress. If you sense a problem, please call the Content Coordinator as soon as possible. We would prefer to be proactive rather than reactive

☐ In early June, support the scheduling of the Summative TCA – intended as a triad conversation including you, the teacher candidate, and the supervisor.

SUPERVISORS complete their work with the teacher candidate during Phase VI, culminating with the required triad conference to complete the Summative (final) TCA evaluation. All remaining observation reports should also be uploaded to Taskstream at this time so that the teacher candidate’s licensure file will be complete. Below are some additional details and guidelines:

☐ **Observations:** Schedule visits according to individual needs. You may want to schedule two visits in April or May in an effort to see more of the classes that the teacher candidate is teaching. Try to schedule the required triad meeting for the Summative TCA on a day when you are observing as well.

Try to visit <u>each</u> class the teacher candidate is teaching. If you find yourself needing to make more than six visits, due to the teacher candidate's needs or issues that may surface during their spring semester teaching experience, ***please alert the Content Coordinator***

- ☐ **Summative TCA:** Mentor, supervisor, and teacher candidate come to the meeting with the *Teacher Candidate Assessment (TCA)* ratings marked. Ratings are then discussed among all parties, not with the intent of reaching consensus but to allow for sharing of everyone's perceptions, including the teacher candidate's. Supervisor and mentor record their ratings on the Summative TCA Evaluation and sign along with the teacher candidate. Please make a copy for each participant, and mail or scan the original to the Teacher Education Department office. The supervisor then uploads both the mentor and supervisor ratings to Taskstream by the first week in June.
- ☐ **Letters of Recommendation:** As mentioned in the Roles & Responsibilities section of this handbook, supervisors are asked to write letters of recommendation for their teacher candidates and these letters are typically written in May. They should be sent directly to the teacher candidate: an e-mail version and one hard copy on letterhead (which we will provide). It is not necessary for you to send a copy of your letter to Teacher Education. We are happy to provide sample recommendation letters if that would be helpful to you
- ☐ **Record Keeping**: Please upload your reports to Taskstream as you complete your observations and maintain a list of visits for each teacher candidate you supervise. In order to comply with IRS regulations (so that we will not have to consider your mileage reimbursements taxable), mileage reimbursements must be requested within 60 days of your first travel date. You will receive an monthly email reminder with an attached with a Mileage Expense Report form for recording your visits with your teacher candidate. Please submit the form monthly to the Teacher Education Office.

TRANSITION GATES

- ***Successful ramp-up to ¾ teaching load following Spring Break***
  Content Coordinator will request feedback from mentors on this transition.

- ***Completion of required supervision visits***
  Supervisor's reports will serve as evidence that a visit has been completed.

- ***Summative TCA Evaluation – completed as a triad conversation and submitted to Taskstream.*** Teacher candidate must receive a rating of at least DEVELOPING for each Element.

PHASE VII: Complete Degree & Apply for License

Teacher candidates participate in commencement. They finish teaching and grading at their site, taking part in all end-of-year activities from grading to classroom clean up. They complete summer coursework consisting of one support course that meets in May: Building Classroom Community, as well as 1-2 content area electives that meet in June and July (depending on candidates' designated content area). The Teacher Education Office prepares license paperwork and recommends teacher candidates for their licenses. Graduates apply to TSPC for their licenses.

OVERVIEW

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

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

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

All candidates MUST apply to TSPC for their Preliminary Teaching License within three years of being recommended for licensure by Lewis & Clark.

TEACHER CANDIDATES will want to prioritize work at their placement site to support a strong end to the school year. Simultaneously, they will want to make sure that all is in order for their license—ultimately, this is their professional responsibility. We also encourage candidates to create opportunities for closure with their mentor and supervisor as the K-12 school year comes to an end. Consider the following:

- ☐ Be aware of the Graduate School calendar and schedule for summer classes. Should you encounter any potential conflicts, alert your mentor and Content Coordinator while working to negotiate a professional compromise
- ☐ Attend graduation. It is a rite of passage and is usually a lot of fun

- ☐ Stay on top of assessing student work and grading during those last few weeks of school
- ☐ Plan a meaningful closure activity for all of your last classes. Thank your students
- ☐ Be sure your mentor knows how grateful you are for their generosity this year and the experience you have had in their classroom. Help them clean up the classroom and prepare for the next year
- ☐ Check WebAdvisor to ensure all your testing is in order and confirm with your Content Coordinator that all your licensure paperwork is assembled

MENTORS generally have some additional free time at this point to prepare for the end of school or their classes in the fall. They are in the classes the teacher candidate has taken over primarily to complete an observation or to team teach with the teacher candidate.

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

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

TRANSITION GATES

- ***Summative TCA with Mentor and Supervisor***
  At some point in early June, the triad of teacher candidate, mentor, and supervisor will meet to complete the Summative TCA evaluation.
- ***Content-related testing complete***
  No MAT graduate can be recommended for a license until their content area testing is complete. The tests vary for the different disciplines. See below.

Test #	Test Title
503	ART
305	BIOLOGY
306	CHEMISTRY
301	ENGLISH LANGUAGE ARTS
311	GENERAL SCIENCE (Integrated Science)
304	MATHEMATICS (Advanced)
203	MIDDLE GRADES MATHEMATICS (Foundational)
303	SOCIAL SCIENCE (Social Studies)
308	PHYSICS

- ***Submitting test scores***
  Students can initiate that test scores are recorded in multiple ways:
  1) The student can request that the testing company send the official results to GSEC

2) The student can come to the admissions office and open their test score report in the presence of admissions staff.
3) The student can forward the official email containing the test scores to the admission office (gseadmit@lclark.edu). They must forward the entire email – not just the attachment with the test scores. For some tests, the email is not sent, so the student must do option 1 or 2.

- ***Spring & Summer coursework complete***
  Any grades of INC for Spring term must be cleared prior to being recommended for a teaching license. All summer course work must be completed before your MAT degree can be awarded.

Professional Expectations & Accountability

The MAT program is intense and requires teacher candidates to be focused on academic obligations as well as responsibilities at their field site. Faculty members collaborate with each other and with Mentors and Supervisors in support of teacher candidates' learning and professional development. In the event that a problem does arise, we have procedures in place that formalize our expectations, identify areas of additional support, and articulate consequences should problems persist.

Academic Expectations

Teacher candidates need to meet the graduate school expectations regarding grades and academic performance, which can be found in the Satisfactory Academic Progress and Performance policy in the graduate school catalog. In addition:

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

Professional Expectations

As described in the Graduate School Student Professional Conduct Policy and on the Teacher Candidate Assessment (TCA), teacher candidates are also expected to meet the standards of professional conduct appropriate to their field of study. Whether on campus or in the classroom, teacher candidates should exemplify the characteristics of successful professionals. These include the Elements in Domain 7 of the TCA as well as the expectations outlined in the chart on the following pages.

Secondary MAT 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 assignment guidelines. ☐ I attend to my tone of voice, facial expressions, and body language in all professional interactions. ☐ I consider my language and my tone when giving verbal or written feedback to students, my mentor and other school professionals, and program faculty and staff.
4. The candidate is dependable and responsible.	☐ I minimize absences and follow course and program policies for reporting absences, including explaining why I won't be in class. ☐ 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 phases outlined in the Secondary MAT 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 as a professional. ☐ I demonstrate a conscientious work ethic. ☐ I willingly accept increasing responsibilities over the course of the year. ☐ I adhere to professional norms and online etiquette when engaging in remote contexts (i.e. Zoom meetings, classes at your placement or on campus, etc.)

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 regarding 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 secondary faculty committee.

Procedures for Addressing Performance Concerns

Mentors, Supervisors, and faculty all provide frequent feedback to teacher candidates' regarding their performance both at the practicum site and at the Graduate School. Academic and professional expectations are evaluated by program faculty using the criteria in course syllabi and in the GSEC catalog, particularly in the items specified in the Student Professional Conduct Policy. In addition, teacher candidates will evaluate their professional practice at the Graduate School with the Professional Practice rubric, which is based on expectations of the profession detailed in the TCA. Teacher candidate teaching competency is evaluated using the Teacher Candidate Assessment (TCA). In combination, these documents guide the assessments of teacher candidates' growth throughout the program and are the basis for providing explicit, timely, and detailed feedback to teacher candidates and determining, ultimately, whether teacher candidates successfully complete the program. In accordance with the Graduate School Professional Conduct Policies, the Secondary program has procedures for documentation, support, and accountability, which are designed to formalize a response in the event that a teacher candidate's performance fails to meet basic expectations (see below). In addition, the Graduate School's Professional Conduct Review Process is in effect and may be utilized if warranted. Please see the Graduate School's Academic Performance and Professional Conduct Policies for further information.

Professional Support Plan

There may be times where a faculty member, Supervisor, or Mentor identifies a particular area of challenge for a teacher candidate that merits the attention of the teacher candidate and of other program personnel. We understand these occasional struggles to be a normal part of a teacher candidate's development. To make sure professional expectations and needed improvements are made clear, we have articulated a process that documents specific observed challenges in a teacher candidate's performance. This "early intervention" process is initiated by the creation of a Professional Support Plan (PSP).

Areas of concern that could result in a PSP

- Writing/academic readiness for graduate school (evidence from course assignments)
- Professionalism (see TCA Domain 7)
- Social justice disposition/commitment to equity (evidence from course assignments or placement site)

Process for developing a PSP (Summer)

A meeting is held once summer classes have ended with the summer Program Director and all summer faculty and, ideally, Content Coordinators. The purpose of this meeting is to identify any candidates who might warrant a PSP. Faculty and Adjunct Faculty will be asked to submit names of students about whom they have concerns in any of these areas to the Summer Program Director at the time they finish their courses. At the end of this meeting, names of identified students are shared with relevant Content Coordinators and the Program Director.

The Content Coordinator contacts identified students in their content area at the start of Fall term to let them know they have been identified as needing additional support in one (or more) of the three areas and that a Professional Support Plan is being developed.

The Content Coordinator arranges a meeting with the student, the Content Coordinator, the identifying faculty member (if possible), and, if appropriate, the seminar leader or other faculty member.

In the meeting, the Content Coordinator and other faculty members work with the student to create a Professional Support Plan. The PSP includes a description of what the student is required to do, a timeline for completion of the plan, and a description of how the Content Coordinator will determine if the student has met the expectations laid out in the PSP.

Process for developing a PSP (remainder of academic year)
At any other time during the academic year, a faculty member may raise concerns about a student that triggers the development of a PSP. If this occurs, a meeting of the program faculty will be held to determine the details of the PSP.

The intent of the PSP is to identify—and to identify early—any potential areas of concern in a teacher candidate's performance, either at the Graduate School or at the practicum site. It is expected that where possible the PSP name specific TCA Elements and/or specific Conduct Policies that the teacher candidate needs to address. Teacher candidates are expected to carefully consider the feedback noted in the PSP and work with the faculty member(s), Mentor, and/or Supervisor to improve in the identified area(s) of concern in a timely manner. Because there are considerable advantages to working through potential performance or conduct issues when they are first identified, teacher candidates are expected to be receptive and responsive to the feedback contained in the PSP and discussed in the meeting it triggers. If the teacher candidate fails to demonstrate improvement in the areas articulated in the PSP, consequences may include further interventions, a Plan of Assistance (see below), or a Student Professional Conduct Review (per Graduate Catalog procedures) (see link above).

Plan of Assistance
Plans of Assistance are typically written when one of three situations occur:

1. If a teacher candidate receives a PSP and does not demonstrate needed improvements in a timely manner, or

2. If the Formative TCA identifies specific areas in need of improvement and those concerns persist in the weeks or months following the Formative TCA.

3. If a faculty member, Mentor, Supervisor, or Content Coordinator has significant concerns about the candidate's performance that merit immediate attention.

The Content Coordinator in consultation with the Mentor and Supervisor initiates the request for a Plan of Assistance (Plan). The request for a Plan is communicated in writing to the Program Director as soon as possible after persistent issues have been identified. After the request is received, the Program Director and Content Coordinator will consult with the Mentor and Supervisor to determine if a Plan is warranted, and if so, to construct a draft of the document and schedule a meeting with the teacher candidate as soon as can be arranged. This Plan will include a listing of the TCA Elements that have not yet been met, strategies and resources for addressing the elements, a timeline for demonstrating progress, which will be determined by the Content Coordinator in consultation with the Supervisor and Mentor. The Plan will also include next steps in case the timeline is not met. Copies of the Plan of Assistance will be distributed to relevant program personnel (including the Mentor, Supervisor, Content Coordinator, Program Director, and Chair) who may, if they desire, make further suggestions about the contents of the Plan.

At the meeting with the teacher candidate in which the Plan of Assistance is discussed, program personnel who are providing support to the teacher candidate will be specific about both their concerns (using the TCA as a guide) and the supports they intend to provide to help the teacher candidate demonstrate the TCA elements at a rating of Developing. At the end of that discussion, all parties will sign the Plan of Assistance and make provisions to follow up based on the timeline in the Plan.

Special Cases

- **Disagreement about the performance of a teacher candidate:** Where there is disagreement regarding the performance of a teacher candidate, any member of the evaluation team may request additional supervision by another faculty member. This request should be discussed with the Content Coordinator. If the situation seems critical, Mentors are expected to call the Content Coordinator immediately to set up a meeting.
- **Student/parent complaint:** If a middle or high school student or parent complaint generates a request from the Mentor or principal for the removal of a teacher candidate from the school site/classroom, the Mentor or principal should contact the Content Coordinator within 24 hours of the complaint. All concerns regarding a teacher candidate's classroom conduct should be discussed by both college and school personnel before any decision about a potential placement change are reached. The principal or district administrator may temporarily remove a teacher 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 students from programs based on evaluations of the safety and security of the community at large. In the context of field placement sites, substance abuse, sexual harassment, and other inappropriate behaviors fall under the umbrella of "professional conduct." If suspicion of substance abuse or sexual misconduct arises at the site, the teacher candidate will be immediately removed from the field 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 and include:
    - Sexual Conduct Policy
    - Sexual Harassment
    - Alcohol and Other Drugs Policy
    - Involuntary Administrative Withdrawal of Student

Policy Options if a Teacher Candidate is Not Progressing Satisfactorily Toward Licensure

As noted above, teacher candidates who have had areas in need of improvement identified in the Formative TCA will be provided with additional support that may include a Plan of Assistance. If the teacher candidate continues to be rated as "NOT YET MET" on any Elements in the Summative TCA, the Content Coordinator and Program Director may direct the teacher candidate to one of the following options:

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

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

Appeal Process

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

Expectations for Fall Finishers

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

Practicum Schedule

Typically, the Fall Practicum begins in late August and continues until Thanksgiving. Teacher candidates register for *Practicum*, ED 544, and are expected to work out a schedule with their mentor for Inservice week in late August. For the remainder of the practicum, teacher candidates are to be at their site for full-time contract hours. When teacher candidates are not in their role as "lead teacher" they should use their time at school to plan instruction, assess student work, and observe their mentor as well as other teachers in the building.

The practicum will be completed just after Thanksgiving if the teacher candidate has demonstrated all of the competencies on the Teacher Candidate Assessment (TCA), successfully submitted the edTPA (if required), and completed all grading as well as any other responsibilities at the school site. The practicum can be extended through Winter Break if the teacher candidate needs additional time to demonstrate TCA competencies or to complete the edTPA.

Teaching Load

Although each Fall practicum is crafted to meet the individual needs of the teacher candidate, typically candidates assume responsibility for a ¾ teaching load. During the first week or two of school, teacher candidates focus on observation and take on some teaching. The teacher candidate and mentor then determine a plan for the candidate to take on the role of "lead teacher" for multiple courses over the next few weeks. By early October, the teacher candidate should be teaching the ¾ load on a daily basis.

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

Evaluation of Practicum and Teaching Plan

During the Fall practicum, teacher candidates are evaluated using the TCA. Supervisors and mentors are encouraged to make reference to the Teacher Candidate Assessment (TCA) in providing all feedback to the teacher candidate. The mentor and supervisor will each complete a TCA. Teacher candidates must earn a rating of at least "Developing" in all categories of the TCA.

The Teaching Plan will be evaluated by the Content Coordinator. The teacher candidate will complete any necessary revisions following this review. The supervisor and mentor will then review the Teaching Plan and conduct a triad conference with the teacher candidate regarding this work.

Support for Fall Practicum

Teacher candidates will have the support of the mentor at their practicum site. A supervisor will be assigned to observe the teacher candidate and provide additional field-based support. Supervisors will visit with the teacher candidate and mentor in September and work out an observation cycle in

support of the candidate. In addition, the Content Coordinator will be available for on-campus support as needed.

Termination of Fall Practicum

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

Documents
&
Forms

Calendar 2021-22

June/July	August	September
Orientation ***June 15, 12:30 - 4:30 pm*** *June 16 - Lewis & Clark classes begin*	*July 26 – Most L&C classes end* *August 13 – MESOL classes end* Inservice Week: Late Aug – early September (Check with mentor for dates/times) **Mentor/Candidate Meeting** **August 26, 5 – 7 pm**	*Sept 9 - Lewis & Clark classes begin* **Convocation:** **September 17, 4 – 6 pm** September - November Practicum site: 10–15 hours per week
October	**November**	**December**
Practicum site: 10-15 hours per week	Practicum site: 10-15 hours per week (Teach several lessons, finalize literacy study, develop teaching plan for December teaching) **Supervisor Meeting** **November 11, 10am-noon** Nov 29 – Winter Break: Mornings at practicum site & "Lead teacher" for one class	Practicum site: Mornings Nov 29 – Winter Break. "Lead teacher" for **one** class period (School schedules vary regarding start date for winter break) ART/LA/MATH/SCI/SS 579 course meets in support of teaching & EdTPA* Wednesdays 1:30-3:30 pm Submit EdTPA*: Thurs, 12/16, 1-4 pm **Please note: This performance assessment, required by TSPC, may change.*
January	**February**	**March**
Return to practicum site (School schedules will vary) *January 10 – L&C classes begin* Practicum site: 15-20 hours per week Continue as "lead teacher" for **1** class MESOL practicums begin: 3 hrs/week Revise & resubmit edTPA* as needed **Mentor/Supervisor Meeting** **TBA**	Practicum site: 15-20 hours per week. Continue as "lead teacher" for **one** class **Mentor/Candidate Meeting** **February 23, 5 - 7pm** Formative evaluation (TCA) with mentor	Practicum site: 15-20 hours per week. Continue as "lead teacher" for **one** class. Formative evaluation (TCA) with supervisor **March 17, 10am-noon** **Supervisor Meeting** *Degree application completed in Seminar*
April	**May**	**June/July**
Practicum site: Full-time contract hours. Begin taking on additional classes to meet ¾ teaching load requirement	Practicum site: Full-time. "Lead teacher" for ¾ teaching load Final Supervisor Visit: 3-way conference with candidate and mentor to complete Summative TCA (This could also take place in early June) *May 9 - Summer Term I begins*	Practicum site: Full-time. "Lead teacher" for ¾ teaching load **L&C GSEC Commencement** **June 5, 2022** *June - Summer Term II begins* Apply for licensure after notification from Shanta Calem July - Lewis & Clark classes continue

Secondary MAT Program Overview

This chart reflects how we address the TCA domains throughout the Secondary MAT program. Classes, including content area electives, will address other content as appropriate, and may not address every element of each domain.

Domain	Summer 1 June - July	Fall Sept - Dec	Spring Jan - April	Summer 2 May - June
Domain One: Knowledge of learners Candidate sees individual and group differences as assets in the construction of vibrant learning environments, as opportunities to strengthen teacher-student relationships and peer collaborations, and as indicators of where efforts to achieve equity and social justice might be best applied.	ED 550 ED 552 ESOL 540	579 ED 533 ED 540 ED 551 ED 553 ESOL 535A SPED 505A	564 ED 541 ED 554 ED 560 ESOL 535B SPED 505B	ED 543 ED 573
Domain Two: Instructional planning Candidate recognizes that good teaching and equitable academic outcomes are the result of strong planning that integrates knowledge of students, subject matter, the community, and curriculum goals.		579 ED 540 ED 551 ESOL 535A SPED 505A	564 ED 541 ESOL 535B SPED 505B	ED 543
Domain Three: Implementing instruction Candidate is committed to safeguarding and promoting the learning of all students through the exercise and constant improvement of sound pedagogical techniques. Candidate values the diversity of student responses, interests, ideas, and behaviors. Candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.	ESOL 540	579 ED540 ED 551 ED 553 SPED 505A	564 ED 541 ED 554 ED 560 ESOL 535B SPED 505B	ED 543
Domain Four: Assessment strategies Candidate is committed to actively engaging learners in a variety of assessment processes and using assessment to promote student achievement and improve teacher practices. Candidate values rigorous, intentional, frequent, and varied forms of assessment to track student learning and to provide appropriate additional supports.	ED 550 ESOL 540	579 ED 540 ED 553 ESOL 535A SPED 505A	564 ED 541 ED 554 ESOL 535B SPED 505B	ED 543
Domain Five: Learning Community Candidate recognizes that students need to feel safe, included, challenged, supported, competent, and accountable if they are to perform optimally, and the candidate believes it is crucial that a teacher devote significant effort toward facilitating those experiences.	ED 550 ED 552 ESOL 540	579 ED 540 ED 553 SPED 505A	564 ED 541 ED 554 ED 560 SPED 505B	ED 543 ED 573
Domain Six: Reflection & Adjustments Candidate recognizes the value of both self-assessment and external feedback and is eager to use each to improve teaching. Candidate recognizes personal limitations and seeks to compensate for or overcome them by analyzing practices and collaborating with others to improve classroom practice.	LA 531	579 ED 533 ED 540 ED 551 ED 553	564 ED 541 ED 554 ED 560 SPED 505B	ED 543 ED 573
Domain Seven: Professional Practice Candidate recognizes and values the responsibilities and high standards of behavior associated with being a teacher; is committed to being a "student of teaching" and remains committed to professional development throughout the career; acknowledges the important role teachers play in making schools work for all students and the necessity to sustain a posture of continuous improvement. Domain Seven is integral to your success as both a student in the MAT program and as a teacher in the profession. It will be addressed explicitly, through readings and discussion, in some courses, and communicate implicitly, through expectations in the syllabus, in others. It is essential that all candidates pay attention to the dimensions of professional practice in every aspect of their work as a teacher and student.				

Master of Arts in Teaching with Preliminary Teaching License
Secondary MAT Program 2021-22

The Lewis & Clark MAT program with Oregon Preliminary Teaching license for secondary school teaching consists of a minimum of 40 semester hours (SH) of graduate study. Designed in consultation with a faculty advisor and according to the student teacher's background and interest, individual programs include 4 SHs applicable to an ESOL endorsement as well as elective courses in the MAT candidate's designated content area. Programs leading to licensure are available in the following areas: Art, English Language Arts, Mathematics, Science (choose Biology, Chemistry, Integrated Science, or Physics), and Social Studies.

1st Summer	***Title***	*Semester Hours*
LA 531	Writing and the Writing Process	1
*ED 550	Social, Historical, and Ethical Perspectives on Education	2
*ED 552	Adolescent Development: Understanding Your Learners	2
*ESOL 540	Culturally Responsive Teaching	2
* CONTENT ELECTIVE(S)	Content area elective - (consult with subject advisor)	2
FALL		
*ART/LA/MATH/SCI/SS 579	Teaching (ART/LA/MATH/SCI/SS) to Adolescents	4
*ED 551	Literacy & Teacher Research	2
*ED 533	Legal Issues in Education	1
*ESOL 535A	Strategies and Materials for Teaching English Language Learners Part I	1
*ED 553	Teaching for Social Justice: Secondary Field Experience Seminar I	1.5
*SPED 505A	Teaching Students with Exceptionalities in Inclusive School Settings I	.5
*ED 540	Secondary Field Experience I	2
SPRING		
*ED 560	Classroom Management: Co-Building a Learning Community	2
*ART/LA/MATH/SCI/SS 564	Curriculum & Inquiry: (ART/LA/MATH/SCI/SS)	3
*ESOL 535B	Strategies and Materials for Teaching English Language Learners Part II	1
*ED 554	Teaching for Social Justice: Secondary Field Experience Seminar II	1.5
*ED 541	Secondary Field Experience II	3
*SPED 505B	Teaching Students with Exceptionalities in Inclusive School Settings II	.5
2nd SUMMER		
*ED 573	Teaching for Social Justice: Building Classroom Community	1
*ED 543	Secondary Field Experience III	3
CONTENT ELECTIVE(S)	Content area electives - (consult with subject advisor)	4
	TOTAL Semester Hours for MAT program:	**40**

Minimum Required for MAT: 40 Semester Hours
All courses applicable to the master's degree, which include six (6) semester hours of content area elective and four (4) semester hours of ESOL must be completed within five years from date of admission to the program.

Minimum Requirements for Licensure: 30 Semester Hours
Students who have successfully completed the following: all licensure course requirements (*), one subject area elective, the internship, and have passed the required tests (listed below) can be recommended for the Oregon Preliminary Teaching License.

Testing Requirement for Licensure

NES Subject Area Test

Once recommended students must apply for a license through the Career and Licensing Services Office:
http://www.lclark.edu/graduate/career and licensing.

Master of Arts in Teaching with Preliminary Teaching License
Secondary MESOL Program 2021-22

The Lewis & Clark MESOL program with Oregon Preliminary Teaching license for middle level and secondary school teaching consists of a minimum of 50 semester hours (SH) of graduate study. Designed in consultation with a faculty advisor and according to the student teacher's background and interest, individual programs also include elective courses in the MAT candidate's designated content area. Programs leading to licensure are available in the following areas: Art, English Language Arts, Mathematics, Science (choose Biology, Chemistry, Integrated Science, or Physics), and Social Studies.

1st Summer	***Title***	*Semester Hours*
LA 531	Writing and the Writing Process	1
*ED 550	Social, Historical, and Ethical Perspectives on Education	2
*ED 552	Adolescent Development: Understanding Your Learners	2
ESOL 507	Language Acquisition and Development	3
*ESOL 540	Culturally Responsive Teaching	2
* CONTENT ELECTIVE(S)	Content area elective – (consult with subject advisor)	2
FALL		
*ART/LA/MATH/SCI/SS 579	Teaching (ART/LA/MATH/SCI/SS) to Adolescents	4
*ED 551	Literacy & Teacher Research	2
*ED 533	Legal Issues in Education	1
*ESOL 501A	Strategies for Teaching Content and English Language Development to ESOL Students I	1
*ED 553	Teaching for Social Justice: Secondary Field Experience Seminar I	1.5
*SPED 505A	Teaching Students with Exceptionalities in Inclusive School Settings I	.5
*ED 540	Secondary Field Experience I	2
SPRING		
*ED 560	Classroom Management: Co-Building a Learning Community	2
*ART/LA/MATH/SCI/SS 564	Curriculum & Inquiry: (ART/LA/MATH/SCI/SS)	3
ESOL 506	ESOL/Bilingual Practicum	2
*ESOL 501B	Strategies for Teaching Content and English Language Development to ESOL Students II	1
ESOL 501C	Strategies for Teaching Content and English Language Development to ESOL Students III	1
*ED 554	Teaching for Social Justice: Secondary Field Experience Seminar II	1.5
*ED 541	Secondary Field Experience II	3
*SPED 505B	Teaching Students with Exceptionalities in Inclusive School Settings II	.5
2nd SUMMER		
*ED 573	Teaching for Social Justice: Building Classroom Community	1
*ED 543	Secondary Field Experience III	3
ESOL 500	Historical and Legal Foundations of ESOL/Bilingual Education	3
ESOL 541	The Role of Community in Support of ESOL Students	1
CONTENT ELECTIVE(S)	Content area electives – (consult with subject advisor)	4
	TOTAL Semester Hours for MESOL program:	**50**

Minimum Required for MAT with MESOL: 50 Semester Hours
All courses applicable to the master's degree must be completed within five years from date of admission to the program.

Minimum Requirements for Licensure: 30 Semester Hours
Students who have successfully completed the following: all licensure course requirements (*), one subject area elective, the internship, and have passed the required tests (listed below) can be recommended for the Oregon Preliminary Teaching License.

Testing Requirements for Licensure:

1. CONTENT KNOWLEDGE: NES Subject Area Test
2. ESOL: NES English to Speakers of Other Languages.

Once recommended students must apply for a license through the Career and Licensing Services Office:
http://www.lclark.edu/graduate/career and licensing

Teacher Candidate Assessment (TCA): An Instrument for Evaluating Professional Practice

Domain 1: Knowledge of Learners

Dispositions: Candidate sees individual and group differences as assets in the construction of vibrant learning environments, as opportunities to strengthen teacher-student relationships and peer collaborations, and as indicators of where efforts to achieve equity and social justice might be best applied.

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 1A	**Knowledge of students' skills, knowledge, and interests**	Not yet observed.	Teacher displays little understanding of students' skills, knowledge, and interests and struggles to recognize that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and interests but generalizes this knowledge for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and interests and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and interests and has a strategy for updating such information.
	Rating	☐	☐	☐	☐	☐
Element 1B	**Knowledge of racism and students' ethnic and racial identity**		Teacher does not yet consider how structural racism, racial privilege, and interpersonal oppression, influence inequities in students' educational experiences, outcomes, and opportunities.	Teacher is beginning to recognize and articulate how structural racism, racial privilege, and interpersonal oppression influence inequities in students' educational experiences, outcomes, and opportunities. Such recognition may only occur with prompting and may be stated in generalized terms.	Teacher can identify and describe specific instances in which structural racism, racial privilege, and interpersonal oppression are operating and can trace how those factors impact inequities in students' educational experiences, outcomes, and opportunities.	Teacher helps others to recognize specific instances in which structural racism, racial privilege, and interpersonal oppression are operating and consistently works to diminish their impact on students' educational experiences, outcomes, and opportunities.
	Rating	☐	☐	☐	☐	☐
Element 1C	**Knowledge of classism and students' SES**		Teacher does not yet consider how classism and class privilege influence inequities in students' educational experiences, outcomes, and opportunities.	Teacher is beginning to recognize and articulate how classism and class privilege influence inequities in students' educational experiences, outcomes, and opportunities. Such recognition may only occur with prompting and may be stated in generalized terms.	Teacher can identify and describe specific instances in which classism and class privilege are operating and can trace how those factors impact inequities in students' educational experiences, outcomes, and opportunities.	Teacher helps others to recognize specific instances in which classism and class privilege are operating and consistently works to diminish their impact on students' educational experiences, outcomes, and opportunities.
	Rating	☐	☐	☐	☐	☐

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 1D	**Knowledge of sexism, heterosexism, gender oppression, and students' gender and gender expression**		Teacher does not yet consider how sexism, heterosexism, and/or gender oppression influence inequities in students' educational experiences, outcomes, and opportunities.	Teacher is beginning to recognize and articulate how sexism, heterosexism, and gender oppression influence inequities in students' educational experiences, outcomes, and opportunities. Such recognition may only occur with prompting and may be stated in generalized terms.	Teacher can identify and describe specific instances in which sexism, heterosexism, and gender oppression are operating and can trace how those factors impact inequities in students' educational experiences, outcomes, and opportunities.	Teacher helps others to recognize specific instances in which sexism, heterosexism, and gender oppression are operating and consistently works to diminish their impact on students' educational experiences, outcomes, and opportunities.
	Rating	☐	☐	☐	☐	☐
Element 1E	**Knowledge of linguistic discrimination and students' linguistic heritage**		Teacher does not yet consider how linguistic discrimination influences inequities in students' educational experiences, outcomes, and opportunities.	Teacher is beginning to recognize and articulate how linguistic discrimination influences inequities in students' educational experiences, outcomes, and opportunities. Such recognition may only occur with prompting and may be stated in generalized terms.	Teacher can identify and describe specific instances in which linguistic discrimination is operating and can trace how those factors impact inequities in students' educational experiences, outcomes, and opportunities.	Teacher helps others to recognize specific instances in which linguistic discrimination is operating and consistently works to diminish its impact on students' educational experiences, outcomes, and opportunities.
	Rating	☐	☐	☐	☐	☐
Element 1F	**Knowledge of students' special needs**		Teacher displays little understanding of students' special learning or medical needs or why such knowledge is important.	Teacher articulates the importance of knowing students' special learning or medical needs and has attempted to gain access to that information, but such knowledge may be incomplete or inaccurate.	Teacher has assessed and can articulate students' special learning and medical needs.	Teacher possesses detailed information about each student's learning and medical needs, collecting such information from available sources.
	Rating	☐	☐	☐	☐	☐
Element 1G	**Knowledge of community**		Teacher displays little understanding of local, community-based issues that influence school learning and classroom behaviors. Knowledge of students is rarely contextualized by neighborhood and regional situations, and equity may not be a concern.	Teacher indicates a willingness to learn about and begin considering how community context shapes students' learning and behaving in school, but that information may not yet be sought or incorporated. Equity issues may be understood theoretically but not locally.	Teacher seeks neighborhood, community, and regional information about students and families and uses that information to inform classroom practices and enhance equity.	Teacher is a recognized expert on localized and regional contexts that shape student and school performances and is active in community-based efforts to share information, improve school wide practices, and promote social justice.
	Rating	☐	☐	☐	☐	☐

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 1H	**Knowledge of adolescent development**		Displays little knowledge of the developmental characteristics of adolescents, or communicates erroneous assumptions about that age group's needs and proclivities.	Displays partial knowledge of the developmental characteristics of adolescents (e.g., the need for autonomy, agency, identity expression, experimentation, belonging, and challenge) but may need to continue to consult trusted sources to gain additional insights.	Accurately names and effectively uses developmental concepts to guide classroom decision making so that youth achievement and well-being are maximized.	In addition to naming and using developmental concepts to guide classroom decision making, the teacher is an active reader of books or research articles describing current insights in fields relevant to the developing adolescent. Teacher seeks opportunities to share those insights with others and shape school practices based upon what is learned.
	Rating	☐	☐	☐	☐	☐
Element 1I	**Knowledge of learning process**		Teacher either sees little value in learning how different students learn differently, and/or does not understand those differences, and/or does not seek such information.	Teacher recognizes the value of knowing how different students learn differently, but this knowledge is limited.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how different students learn differently and applies this knowledge to individual students.
	Rating	☐	☐	☐	☐	☐

Domain 2: Instructional Planning

Dispositions: Candidate recognizes that good teaching and equitable academic outcomes are the result of strong planning that integrates knowledge of students, subject matter, the community, and curriculum goals. Candidate is committed to using long- and short-term planning as a means of assuring student learning. Candidate believes that a variety of backwards-planned, developmentally appropriate, and culturally responsive activities sequenced in a way that promotes intellectual, social, and emotional engagement will maximize student learning.

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 2A	**Knowledge of content and the structure of the discipline**	Not yet observed.	In lesson and unit planning, teacher makes errors in the way content is framed, explained, visualized, or investigated. Teacher may not understand the content well enough to teach it effectively.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Very few content errors are made, but nuanced connections among concepts are infrequent.	In lesson and unit planning, teacher displays error-free characterizations of concepts in the discipline and can describe some important ways these concepts relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Creative and novel connections among concepts abound in planning documents.
	Rating	☐	☐	☐	☐	☐
Element 2B	**Knowledge of prerequisite relationships**		Teacher's unit and lesson plans display little understanding of prerequisite relationships (i.e., what students must know or be able to do before they can undertake new explorations).	Teacher's plans indicate some awareness of the prerequisite relationships important to student learning of the content, although such knowledge may be inaccurate at times or incomplete.	Teacher's unit and lesson plans reflect an accurate understanding of prerequisite relationships students must know in order to be successful in learning new content.	Teacher's plans demonstrate the use of prerequisite relationships to build subsequent learning such that students' cognitive structures and abilities are consistently scaffolded.
	Rating	☐	☐	☐	☐	☐
Element	**Knowledge of content-related pedagogy**		Teacher displays little understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans reflect familiarity with a range of effective pedagogical approaches in the discipline.	Teacher's plans reflect command of a diverse range of effective pedagogical approaches in the discipline.
	Rating	☐	☐	☐	☐	☐
Element 2D	**Unit structure**		Little evidence exists that backwards planning techniques are being used, or the teacher's attempt at using them demonstrates lack of comprehensive unit design.	Portions of the teacher's unit plans demonstrate adequate backwards planning techniques though more details are needed in support of students' learning.	Backwards planning techniques are often employed to enhance content-related inquiries and activities, and they are applied in ways that demonstrate the teacher's facility with the method.	Backwards planning techniques are consistently employed throughout unit and lesson documents and the teacher's plans could serve as exemplars for other educators interested in learning how to do backwards planning.
	Rating	☐	☐	☐	☐	☐

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 2E	**Clarity and utility of objectives**		Objectives are either unclear or are stated as activities, not as student learning. Objectives do not permit viable methods of assessment (i.e., "understanding" is not measurable).	Objectives are only moderately clear or consist of a combination of goals and activities. Some objectives do not permit viable methods of assessment or may lack rigor for students at all levels.	Instructional objectives are generally clear and written in the form of student learning. Most suggest viable methods of assessment and are written with the needs of more than the "middle" group in mind.	All the objectives are clear, written in the form of student learning, and permit viable methods of assessment. Objectives are differentiated for high-, medium-, and low-expectancy students.
	Rating	☐	☐	☐	☐	☐
Element 2F	**Lesson structure**		Lessons lack clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations do not support instructional objectives.	Lessons have a recognizable structure, although the structure is not uniformly maintained. Progression of activities is uneven, with some disproportionate time allocations.	Lessons have a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	Lessons' structures are clear and allows for different success pathways according to diverse student needs. The progression of activities is highly coherent.
	Rating	☐	☐	☐	☐	☐
Element 2G	**Learning activities & differentiation**		Learning activities and instructional materials are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities and instructional materials are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities and instructional materials are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities and instructional materials are highly suitable to diverse learners and support the instructional objectives. They are all designed to engage students in high-level cognitive activity and are well differentiated.
	Rating	☐	☐	☐	☐	☐
Element 2H	**Cooperative grouping**		Plans for cooperative group activities do not support the instructional objectives, are vaguely defined, or are not "group worthy" activities to begin with.	Plans for cooperative group activities partially support instructional objectives with an effort to define student roles, structure tasks, use time productively, and ensure both individual and collective accountability.	Plans for cooperative group activities generally support instructional objectives. Clearly defined roles, well-sequenced tasks, and mechanisms to maintain productivity are articulated as are specific plans to support student positive interdependence throughout the activity.	Plans for cooperative group activities directly and powerfully support specific instructional objectives. Group work is not only "group worthy," it is designed to elevate both social cohesion and academic achievement in students.
	Rating	☐	☐	☐	☐	☐

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 2I	**Motivation & engagement**		Little evidence of plans to raise anticipation, intrigue, or interest through "hooks," well-phrased and appropriately sequenced questions, provocation, or other means of heightened engagement.	Some evidence of plans to attempt to entice student interest and generate motivation for intellectual activity, but they may be poorly developed, or tangential to instructional objectives.	Teacher often demonstrates in written plans the ability to prepare activities and class discussions that promote achievement motivation and enhance school engagement.	All lessons and units contain pervasive evidence of the teacher's plans to entice student interest, curiosity, and emotion, and channel it into productive academic activity.
	Rating	☐	☐	☐	☐	☐

Domain 3: Implementing Instruction

Dispositions: Candidate is committed to safeguarding and promoting the learning of all students through the exercise and constant improvement of sound pedagogical techniques. Candidate is curious about and values the diversity of student responses, interests, ideas, and behaviors. Candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances. Candidate is concerned about the extent to which the approaches used in the classroom provide equitable learning opportunities for all students, particularly those who are marginalized, disengaged, or struggling.

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 3A	**Directions & Procedures**	Not yet observed.	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students, contain an appropriate level of detail, and conveyed to students in multiple forms.	Teacher directions and procedures are clear to students, conveyed in multiple forms, and anticipate possible student misunderstanding.
	Rating	☐	☐	☐	☐	☐
Element 3B	**Quality of questioning**		Teacher's questions typically demonstrate low cognitive challenge and/or single correct responses. Student answers are usually followed by the teacher's evaluation with few opportunities for deeper or more collective questioning provided.	Teacher's questions represent a combination of lower- and higher-order thinking though they may be posed in rapid succession without sufficient time to process possible answers. Only some questions invite thoughtful responses, and closed-ended questions tend to outnumber open-ended ones.	Teacher's questions demonstrate an extended range of cognitive challenge so that most students have opportunities to move from recitation through analysis and into evaluation. Adequate wait-time is provided for students to respond, and students sometimes question each other as well as the teacher.	Teacher's questions demonstrate the full range of cognitive challenge and all students have opportunities to experience lower-order & closed-ended as well as higher-order & open-ended forms. Ample wait-time is provided. Students pose questions for each other which are sometimes used to direct later inquiries.
	Rating	☐	☐	☐	☐	☐
Element 3C	**Discussion techniques & student participation**		Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate class discussions and recitations.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, but with only limited success and a limited variety of methods. Some students may be allowed to "disengage" while others are allowed to dominate.	Teacher creates a genuine discussion among students, stepping aside when appropriate to allow students to engage one another. Teacher provides multiple avenues for student participation and works with students who dominate as well as those who may be reticent to better balance the voices in the room. Teacher cues students when changes in participation styles are imminent.	Students assume considerable responsibility for the success of the discussion by initiating topics, making unsolicited contributions, and self-monitoring and reminding one another of the need to listen as well as contribute. Teacher monitors the distribution and varies the types of participation to substantively include all students.
	Rating	☐	☐	☐	☐	☐

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 3D	**Instructional variety**		Teacher provides activities specific to the content, but there is neither an attempt to use a variety of activities to support instructional outcomes nor an attempt to differentiate tasks to address a variety of student needs. Evidence of student disengagement is high.	Teacher occasionally attempts but does not consistently use a variety of activities to support instructional outcomes and meet varied student needs. Some students may be intellectually engaged but others remain bored or overwhelmed.	Teacher uses a variety of activities on a regular basis that specifically target instructional outcomes. Most students are frequently observed to be cognitively engaged in exploring content.	Teacher successfully varies classroom activities to support instructional outcomes. Students regularly appear inspired, curious, and excited to engage in varying forms of inquiry, exploration, and analysis of new content.
	Rating	☐	☐	☐	☐	☐
Element 3E	**Cooperative Learning**		Time in groups is unproductive and the teacher's interventions rarely promote achievement. Teacher struggles to attend to classwide and individual groups' needs. Teacher may devote disproportionate attention to a few groups.	Students may be moderately successful in advancing the instructional objectives of the lesson, but some time may be squandered and/or some groups may be unfocused or dysfunctional. Group roles, task sequencing, and/or accountability checks may need improvement.	Instructional groups are engaging and are appropriate to the students and to the instructional objectives. Student collaboration is high as is active exploration of content. Roles, sequencing, and accountability checks are largely successful and help to keep students focused and productive.	Instructional groups are highly productive and fully appropriate to the students and to the instructional objectives. Students take the initiative to influence the adjustments and products of instructional groups. Evidence is abundant that students are working well with peers and collaborating to produce their best work.
	Rating	☐	☐	☐	☐	☐
Element 3F	**Pacing**		The pace of the lesson is too slow, rushed, or both. Several students display behaviors that indicate they are lost, confused, bored, stressed, or "checked out," and the teacher makes little effort to adjust pacing to address these indicators.	Pacing is based on perceived student needs but is successful only part of the time. Fewer students are indicating that pacing is problematic for them, but some are still demonstrating a level of frustration that may be negatively affecting their learning.	Pacing of the lesson is generally appropriate for most if not all students. Teacher is typically able to adjust pacing when needed by accelerating or slowing instructional activities based on perceived student needs.	Pacing of the lesson is appropriate for all students and the teacher's monitoring, checks for understanding, and informal assessment techniques provide ample data to inform decisions about speeding up or slowing down the lesson.
	Rating	☐	☐	☐	☐	☐
Element 3G	**Differentiation**		The teacher adheres to an instructional plan despite the need for differentiation.	Teacher attempts to adjust a lesson when needed, with only partially successful results. Some attempts are made to differentiate learning for a range of learners.	Teacher makes minor adjustments to a lesson, and such alterations occur smoothly. When evidence of the need for acceleration or re-teaching is observed, the teacher personalizes instruction to meet individual student needs.	Teacher successfully makes major adjustments to a lesson when needed and the adjustments add value and rigor to the lesson. Students at all performance levels are provided opportunities for enrichment.
	Rating	☐	☐	☐	☐	☐

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 3H	**Response to students**		Teacher rarely acknowledges students' questions or comments.	Teacher attempts to accommodate students' questions or comments, although doing so may occasionally disrupt the flow of lessons.	Teacher successfully accommodates students' questions or comments and integrates them into the flow of the lesson.	Teacher seizes major opportunities to enhance learning, building on student questions or comments to promote engagement and achievement.
	Rating	☐	☐	☐	☐	☐
Element 3I	**Anticipation and transitioning**		Lessons are typically delivered with little introduction, and transitions between the phases of a lesson are choppy if not abrupt. There is little evidence that the teacher is attempting to engage students' interest and direct it toward academic achievement.	Lessons and activities demonstrate occasional interest-generating prompts or employ novelty to enhance students' interest, but such efforts are inconsistent or sometimes unsuccessful. Transitions are typically sufficient but may lack in efficiency or explanation.	Lessons are introduced in a curious, novel, and/or theatrical manner such that student attention is piqued and engagement is elevated. Transitions help shift student attention and interest from one activity to the next such that time on task is maximized.	Using a variety of strategies, prompts, "hooks," and provocations, the teacher consistently builds anticipation for learning and effectively transitions between various stages in a lesson or activity. Students begin tasks rapidly and then sustain academic effort throughout the lesson.
	Rating	☐	☐	☐	☐	☐
Element 3J	**Closure**		Lesson has no closure.	Lesson has a planned closure but it does not reinforce the learning of the lesson.	Lesson has a closure activity that provides reinforcement of lesson objectives.	Lesson has a closure activity that reinforces objectives and provides data re: students' understanding.
	Rating	☐	☐	☐	☐	☐
Element 3K	**Student voice and choice**		Students are rarely asked for their perspectives on course content, classroom procedures, or behavioral norms, and little opportunity exists for students to exercise their autonomy in choosing how to complete classwork.	Students are occasionally consulted for their opinions about classroom operations and the quality of the learning community, and occasional opportunities for student choice are provided during classwork or assessments.	Student perspectives regarding classroom operations are formally solicited and integrated such that they routinely participate in classroom decision making. Consistent opportunities exist for students to choose how they will demonstrate content proficiency.	Students are afforded ample opportunities to express their autonomy and perspectives that occasionally take the form of actual leadership in and beyond the classroom. Students assist in the design of both instructional activities and assessments.
	Rating	☐	☐	☐	☐	☐

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 3L	**Distributing intellectual challenges**		Teacher rarely conveys high expectations for all students and may demonstrate generally low expectations for student learning by consistently distributing low-level questions and prompts to low-expectancy students.	The teacher is beginning to distribute intellectual challenges and supports more equitably, though high-expectancy students may still receive the greatest frequency and level of sophistication with regard to questions and prompts.	Teacher conveys high expectations for all students and has developed methods to distribute questions and prompts in such a way that both low- and high-expectancy students experience frequent intellectual rigor.	Teacher uses the same positive affective tone with low- as with high-expectancy students, and asks questions of low-expectancy students with the same frequency, depth, and rigor as with high-expectancy students.
	Rating	☐	☐	☐	☐	☐
Element 3M	**Embedded literacy skills**		The practices of reading, writing, developing academic language, and speaking are rarely embedded into instruction.	Some literacy skills are occasionally infused into instruction.	Literacy skills are woven into most lessons, are explicitly linked to instructional objectives, and are evident during class activities.	Literacy skills are foundational to most lessons such that visual representations provided, ideas expressed, decisions made, texts consulted, vocabulary developed, academic language used, and problems solved all reflect this infusion.
	Rating	☐	☐	☐	☐	☐
Element 3N	**Communicat-ing in writing**		The teacher's explanations and/or written materials contain errors in content or language.	Teacher's explanations and written material include occasional but minor errors.	Teacher is able to communicate without error in both speaking and writing regardless of the medium; or, when errors do occur they are noted and used for teaching and learning purposes.	Teacher demonstrates exemplary speaking and writing skills that are not only error-free but represent a commitment to form, function, and style in the use of language.
	Rating	☐	☐	☐	☐	☐

Domain 4: Assessment Strategies

Dispositions: Candidate is committed to actively engaging learners in a variety of assessment processes and using assessment results to promote student achievement and improve teacher practices. Candidate values rigorous, intentional, frequent, and varied forms of assessment to track student learning and to identify where additional supports may be needed.

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 4A	**Congruence with instructional objectives**	Not yet observed.	Assessments and assessment procedures are mismatched with instructional objectives. It is rarely clear how assessments relate to the purpose of the lesson or lessons.	Assessments and assessment procedures are partially congruent with instructional objectives but few individual adaptations are evident.	All of the assessments and assessment procedures are aligned with instructional objectives. Adaptations have been incorporated for groups of students.	All of the assessments and assessment procedures represent measurable expressions of the instructional objectives. Assessment methods have been differentiated to allow for individual student needs.
	Rating	☐	☐	☐	☐	☐
Element 4B	**Criteria and standards**		Plan for assessment rarely includes criteria by which students will be assessed.	Assessment criteria have been developed, but they may be vague or difficult to measure.	Assessment criteria and standards are clear and measurable.	Assessment criteria and standards are clear and measurable, and easily incorporated by students.
	Rating	☐	☐	☐	☐	☐
Element 4C	**Communication of assessment criteria**		Students are rarely informed of the assessment criteria by which their work will be evaluated.	Students are only partially informed of the assessment criteria, and/or criteria are only partially explained or provided too late.	Students are informed of the assessment criteria. The teacher communicates these criteria to students well in advance of the work's submission or completion.	Not only are students informed of the assessment criteria well in advance but the teacher solicits student contributions to the criteria's development and/or their revision.
	Rating	☐	☐	☐	☐	☐
Element 4D	**Design of formative assessment**		Teacher rarely has plans to incorporate formative assessment in the lesson or unit.	Teacher inconsistently incorporates formative assessment in the lesson or unit.	Teacher has a well-developed strategy for using formative assessment and has designed and articulated in lesson or unit plans the specific approaches that will be used.	The teacher's approach to using formative assessment is well designed and clearly articulated in instructional plans and includes student as well as teacher use of the assessment information.
	Rating	☐	☐	☐	☐	☐

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 4E	**Use of assessments in planning**		Teacher rarely uses assessment results in designing future instruction.	Teacher uses assessment results to plan for future instruction for the class as a whole.	Teacher uses assessment results to plan for future instruction for specific groups of students.	Teacher uses assessment results to plan and differentiate future instruction for individual students.
	Rating	☐	☐	☐	☐	☐
Element 4F	**Monitoring student learning**		There is little monitoring of student learning during lessons or activities.	The teacher monitors student learning for the class as a whole but does not consistently check for student understanding at the individual level.	Teacher monitors the progress of groups of students by using well-formed questions or prompts to diagnose evidence of learning.	Questions, prompts, and formative assessments are regularly used to diagnose evidence of learning in individual students.
	Rating	☐	☐	☐	☐	☐
Element 4G	**Student peer- and self-assessment**		Students rarely engage in self- or peer assessment.	Students occasionally assess the quality of their own or their peers' work against the assessment criteria.	Students frequently assess and monitor the quality of their own and others' work against the assessment criteria.	Students not only frequently assess and monitor the quality of their own and others' work against the assessment criteria but also make active use of that information in their learning.
	Rating	☐	☐	☐	☐	☐
Element 4H	**Feedback to students**		Teacher's feedback to students rarely contains information that will assist them in improving their performance and/or feedback is not provided in a timely manner. Too much reliance on vague sentiments (e.g., "Good job!" or "You're so smart!")	Teacher is attempting to encourage students but feedback is too general and its timeliness is inconsistent. Teacher relies too heavily on praise without communicating sufficient scaffolds to promote greater learning, effort, and achievement.	Teacher's feedback to students is timely and accurate. Encouragement is communicated through a focus on students' efforts and accomplishments. When praise is offered, it is specific, sincere, and judicious.	Teacher's feedback to students is timely and is consistently focused on what students are (or are not) accomplishing through effort. There is ample evidence that students make regular use of teacher feedback in their learning and it appears to motivate greater effort.
	Rating	☐	☐	☐	☐	☐

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 4I	**Equity & ethical considerations regarding homework**		Teacher rarely considers the extent to which students possess varying capacities to complete homework and projects outside of school, or when such contexts are considered they result in lowered expectations rather than increased levels of support.	Teacher occasionally considers conditions for students outside of school and provides additional supports when necessary.	Teacher demonstrates an understanding of the inequities associated with the assigning of work outside of school hours and may increase allocations of in-class work-time, decrease homework, and/or provide additional help when disparities appear.	Teacher has successfully minimized or removed inequities due to varying capacities to complete homework by providing ample in-class time to complete summative assignments and giving additional help to those students who may need it.
	Rating	☐	☐	☐	☐	☐
Element 4J	**Maintaining accurate records**		The teacher's system for maintaining information on student attendance, completion of assignments, and progress is ineffective. The teacher makes little distinction between formative and summative assessments in record-keeping.	The teacher's system for maintaining information on student attendance, completion of assignments, and is partially effective. Some distinctions are made between formative and summative assessments but occasional conflation of the two mars the accuracy of records.	The teacher's system for maintaining information on student attendance, completion of assignments, and progress in learning is effective. Summative and formative assessments are clearly distinguishable in records.	The teacher's system for maintaining information on student attendance, completion of assignments, and progress in learning is exemplary such that other teachers benefit from seeing how it is constructed and maintained. Students contribute information and participate in maintaining the records.
	Rating	☐	☐	☐	☐	☐
Element 4K	**Grading schemes and calculations**		Teacher's gradebook and grading methods fail to capture student proficiency, effort, and/or learning. Calculating system may be mathematically flawed. Students do not know how or why they received the grade they did.	Teacher's gradebook and grading methods reflect an understanding of school and district procedures. Teacher uses system to record grades and track student learning.	Teacher's gradebook and grading methods reflect an understanding of school and district procedures. Teacher uses system to record grades and track student learning. Teacher demonstrates an understanding of the rationale underlying the system.	Teacher's grading schemes and gradebook calculations reflect both mathematical integrity and an equitable summation of student accomplishment. Teacher's grading methods on summative work are driven by transparent and clearly communicated standards such that all students know their grade and what it will take to sustain or improve it.
	Rating	☐	☐	☐	☐	☐

Domain 5: Learning Community

Dispositions: Candidate recognizes that students need to feel safe, included, challenged, supported, competent, and accountable if they are to perform optimally, and the candidate believes it is crucial that a teacher devote significant effort toward facilitating those experiences. Candidate values all students' insights and critiques, especially with regard to what is and is not working in the classroom. Candidate acknowledges that part of a teacher's job is to prepare students to interact with others well, and to help them improve when they don't. Candidate prioritizes equity and cultural responsiveness in the design and implementation of classroom management strategies.

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

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 5C	**Expectations for behavior**		The teacher has made little effort to communicate the rationale for various rules nor the consequences one can expect when adherence is lacking. Students are rarely included in a process by which behavioral norms in the classroom are generated and specified.	The teacher has declared a list of rules to be followed with some explanation of their utility and the teacher's likely response when such rules are disregarded. Students may have been asked for their opinions on various norms but the standards for behavior are largely dictated by the teacher with little to no substantive input from students.	The teacher has planned for and used a specific process to co-identify classroom behavioral needs, and then co-construct the norms both students and the teacher will be expected to observe to meet those needs. While this process may have been generative, the teacher may neglect to revise and re-negotiate those norms as circumstances and behaviors evolve over the course of a semester or year.	The teacher has co-constructed behavioral norms with students and regularly reinforces them when (mis)behavior is observed. Students' requests to talk about or negotiate different norms are heeded, though the teacher may still make unilateral decisions based on sound analyses of the learning community's needs.
	Rating	☐	☐	☐	☐	☐
Element 5D	**A culture of learning**		The classroom culture is characterized by little teacher or student commitment to learning, and/or little investment of student energy in the task at hand. Hard work and the correct use of academic language are rarely expected nor valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only a few students.	The classroom culture is characterized by a rhetorical commitment to learning, expressed largely by the teacher, but teacher shows little evidence of strategies to support a culture of learning. High expectations are communicated for some students. Teacher refers to the correct use of academic language but may do so only in passing.	The classroom culture is a place where learning is valued by all. High expectations for both learning and hard work are the norm for most students regardless of their perceived aptitude. Students are enthusiastic about class activities and consistently expend effort to learn. Classroom interactions support intellectual inquiry, hard work, risk-taking, learning from mistakes, and the correct use of academic language.	The classroom culture is cognitively busy, rigorous, and encouraging, and is pervaded by a shared belief in the importance of learning and inquiry. The teacher conveys high achievement expectations for all students and insists on their best effort at all times. Mistakes are framed as opportunities for growth and students are eager to demonstrate what they know and can do. The correct use of academic language is widespread even as students are encouraged to retain their culturally derived ways of communicating.
	Rating	☐	☐	☐	☐	☐

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 5E	**Student focus on mastery**		Students demonstrate little attention to mastery. They seem to be motivated by the desire to complete a task rather than to do their best. Teacher may exacerbate this by conveying that student success is the result of natural ability rather than effort.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate persistence when work is challenging.	Students assume responsibility for mastering their learning.
	Rating	☐	☐	☐	☐	☐
Element 5F	**Management of cooperative groups**		Groups that are not working directly with the teacher struggle to productively engage in learning and may be actively distracting others.	Only some groups of students are productively engaged in learning while unsupervised by the teacher.	Teacher promotes a high level of concern and sufficient structuring such that the majority of students in groups are productively engaged in learning even when they are not directly supervised by the teacher.	Teacher has well developed strategies for making sure all students are productively engaged at all times. Students have assumed responsibility for their productivity and for monitoring their peers to stay on-topic and on-task.
	Rating	☐	☐	☐	☐	☐
Element 5G	**Management of transitions, materials, and supplies**		Transitions are chaotic. Materials and supplies are handled with little efficiency. The result is significant loss of instructional time.	Only some transitions are efficient. Handling of materials and supplies works moderately well. There is some loss of instructional time.	Transitions occur smoothly. Handling of materials and supplies occurs relatively smoothly. There is little loss of instructional time.	Transitions are seamless. Handling of materials and supplies is efficient if not effortless. Students assume significant responsibility for ensuring efficient operation.
	Rating	☐	☐	☐	☐	☐
Element 5H	**Establishment and reinforcement of routines**		Teacher rarely establishes, instructs, and reminds students about routines. Instead, teacher resorts to threats and punishments in an attempt to encourage adherence to haphazardly constructed procedures, or students may not know what the proper routines are.	Teacher occasionally attempts to demonstrate class routines but many are not maintained or reinforced, and some may be undermined or ignored by students. Rather than remind or reinforce, the teacher may reprimand students for failing to follow specified routines.	The teacher instructs students on how specific procedures are to be followed in class and explains their purpose. Teacher also maintains routines by re-teaching and reminding as necessary. Students largely adhere to routines and follow them in a timely manner.	Teacher successfully teaches and maintains routines and enlists student help when classroom procedures and processes need refining. Students not only follow routines but actively reinforce them with one another and look for opportunities to improve them.
	Rating	☐	☐	☐	☐	☐

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 5I	**Monitoring of student behavior**		Student behavior is rarely monitored, and teacher is generally unaware of what the students are doing. Teacher reacts to problems far more than preventing them.	Teacher is generally aware of student behavior but may miss the activities of some students. Attempts at prevention are made though they may vary in their success, as evident by continuing problems with off-task student behavior.	Teacher is alert to student behavior at all times and actively prevents many behaviors by seeing and addressing issues early and often.	Monitoring by teacher is subtle, consistent, and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
	Rating	☐	☐	☐	☐	☐
Element 5J	**Response to student (mis)behavior**		Teacher rarely responds to (mis)behavior, or the response is inconsistent, or does not respect the student's dignity. Teacher interventions frequently escalate conflict rather than defuse it, and the social-emotional aspects of interactions are underappreciated.	Teacher attempts to respond to student (mis)behavior but with uneven results. Interventions temporarily stop problematic behaviors though they may recur later. Teacher attempts to address students' social-emotional context but may be unable to see how the teacher's actions may exacerbate rather than ameliorate underlying issues or cultural misunderstandings.	Teacher responses to (mis)behavior are appropriate, successful, respectful of students' dignity, and attentive to the social-emotional state of the student. Student behavior is generally productive and prosocial, and situations rarely escalate. Teacher works to differentiate responses based on students' cultural backgrounds.	Teacher responses to (mis)behavior are highly effective and sensitive to students' individual socio-emotional needs as well as their unique cultural contexts. Student behavior is consistently appropriate, productive, and prosocial, and situations almost never escalate.
	Rating	☐	☐	☐	☐	☐
Element 5K	**Arrangement and use of furniture and classroom resources**		The classroom environment is unsafe, or learning is not accessible to many. The arrangement of furniture and use of resources, including technology, hinders rather than enhances the lesson activities because students either cannot see or move safely to access what they need.	The classroom is safe and essential resources are accessible to most students. The teacher makes modest use of furniture and technology to diminish student inconvenience. The teacher attempts to adjust the classroom furniture for a lesson (or adjusts the lesson to the furniture) but with limited effectiveness.	The classroom is safe, and students have equal access to all classroom resources. The teacher ensures that the furniture arrangement and positioning of technology is appropriate to varying learning activities and may adjust it mid-lesson to accommodate different styles of instruction.	The classroom environment is safe, and classroom resources are accessible to all students, including those with special needs. The teacher makes sure that the positioning of furniture and technology supports instructional objectives. Students contribute to the adaptation of resources to advance learning.
	Rating	☐	☐	☐	☐	☐

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

Domain 6: Reflection & Adjustments

Dispositions: Candidate recognizes the value of both self-assessment and external feedback and is eager to use each to improve teaching. Candidate is curious about how to improve and is eager to experiment with new ideas and techniques. Candidate recognizes personal limitations and the occasional weaknesses of one's pedagogical choices and seeks to compensate for or overcome them by analyzing practices and collaborating with others to improve classroom practice.

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 6A	**Self-assessment**	Not yet observed.	Teacher struggles to know whether a lesson was effective or achieved its instructional objectives, or teacher misjudges the success of a lesson.	Teacher can identify some aspects of a lesson's effectiveness and the extent to which instructional objectives were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional objectives and can provide relevant examples.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional objectives, citing many specific examples from the lesson and weighing the relative strengths of each.
	Rating	☐	☐	☐	☐	☐
Element 6B	**Receptive to feedback**		Teacher struggles to receive observer's data and feedback, and may argue or offer an alternative interpretation before asking clarifying questions.	Teacher listens to and considers how to incorporate observations, interpretations and recommendations but may be reluctant to admit the need for change.	Teacher actively engages observational data and feedback for classroom practice.	Teacher seeks out any and all feedback from multiple stakeholders, including colleagues, students, and parents. Teacher views collegiality, vulnerability, and transparency as necessary conditions for innovation and can show practices that have been improved based on this orientation.
	Rating	☐	☐	☐	☐	☐
Element 6C	**Implements feedback**		Teacher has received similar feedback from multiple sources, but their practice reflects little change.	Teacher practice reflects modest and/or sporadic implementation of feedback.	Teacher practice generally reflects incorporation of feedback and teacher seeks out more ways to improve.	Teacher regularly implements improvements based on analysis of practice and external feedback.
	Rating	☐	☐	☐	☐	☐
Element 6D	**Instructional problem solving**		Teacher has few suggestions for how a lesson could be improved if/when the lesson is taught again.	Teacher makes general suggestions about how a lesson could be improved if/when the lesson is taught again.	Teacher makes a few specific suggestions regarding what could be attempted if/when the lesson is taught again.	Teacher draws on an extensive repertoire of skills and offers multiple alternatives to improve the lesson.
	Rating	☐	☐	☐	☐	☐

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 6E	**Inquiry and continuous improvement**		Teacher rarely demonstrates curiosity about how to improve instruction and either does not gather or does not use classroom data in a systematic fashion to inform teaching.	Teacher may gather some data but its analysis is either superficial or only marginally informs teaching.	Teacher systematically collects and analyzes classroom data and uses findings to inform teaching and to frame inquiry questions for further exploration.	Teacher works with colleagues and possibly students and community members to frame questions, gather data, and participate in a school-wide culture of inquiry.
	Rating	☐	☐	☐	☐	☐

Domain 7: Professionalism & Leadership

Dispositions: Candidate recognizes and values the responsibilities and high standards of behavior associated with being a teacher; is committed to being a "student of teaching" and remains committed to professional development throughout the career; acknowledges the important role teachers play in making schools work for all students and the necessity to sustain a posture of continuous improvement.

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 7A	**Habits of professionalism**	Not yet observed.	Teacher inconsistently demonstrates professional habits as listed under Developing.	Teacher is aware of professional habits but is occasionally inconsistent regarding punctuality, responsiveness, and attentiveness to school and program expectations.	Teacher consistently models those professional habits listed under Developing.	Teacher is recognized as an exemplar of professionalism.
	Rating	☐	☐	☐	☐	☐
Element 7B	**Integrity and ethical conduct**		Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role in articulating and establishing such standards with colleagues.
	Rating	☐	☐	☐	☐	☐
Element 7C	**Persistence**		Teacher tends to blame students when they have difficulty learning, perhaps blaming their home environment, or some other perceived deficit for their lack of success.	Teacher accepts responsibility for the success of all students but only uses a limited repertoire of instructional strategies to attempt to reach and teach each and every student, or uses those strategies only for a limited time.	Teacher seeks and experiments with approaches for students who have difficulty learning, drawing on a growing repertoire of strategies. Solutions are sought instead of blame.	Teacher persists in finding solutions for students who need help, using an extensive repertoire of strategies and seeking additional resources from colleagues, research, and the community.
	Rating	☐	☐	☐	☐	☐

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 7D	**Professional collaborations**		Teacher makes little effort to collaborate with colleagues, to learn from them and/or to contribute to their knowledge, skills, or dispositions in the profession.	Teacher inquires about other educators' practices and seeks colleagues' insights through faculty and/or department meetings, CFGs, PLCs, IEP or other student-related meetings, and school events, but such efforts are restricted to assigned expectations.	Teacher goes beyond obligatory requirements to regularly inquire about other educators' practices; actively participates in collaborative partnerships that enhance practices and professional development at the school site.	Teacher initiates and may even lead important collaborations in the school, district, region, or nation. Teacher may do such things as participate in district or community projects, co-write curricula, publish articles with others, conduct research as part of a team, present with peers at regional or national conferences, or serve on advisory boards.
	Rating	☐	☐	☐	☐	☐
Element 7E	**Professional communication**		Teacher fails or is slow to return email, phone messages, and documents or does so in an incomplete or unprofessional manner. Teacher's written communication often contains spelling, punctuation and/or grammatical errors.	Teacher responds to email and/or phone messages and submits documents in a timely fashion. Teacher produces written communications (including email) that reflect professional standards.	Teacher communicates via email and telephone with prompt and professional responses. Written communications contain few errors of any kind.	Teacher is recognized as a model of professional communication.
	Rating	☐	☐	☐	☐	☐

Teacher Candidate Assessment (TCA)

FORMATIVE EVALUATION

Candidate Name:
Mentor/Supervisor Name:
School Name:
Date:

Domain 1: Knowledge of Learners		NOT YET OBSERVED	NOT YET MET	DEVELOPING	PROFICIENT
Element 1A:	Students' skills, knowledge, and interests	☐	☐	☐	☐
Element 1B:	Racism and students' ethnic and racial identity	☐	☐	☐	☐
Element 1C:	Classism and students' SES	☐	☐	☐	☐
Element 1D:	Sexism, heterosexism, gender oppression and expression	☐	☐	☐	☐
Element 1E:	Linguistic discrimination and linguistic heritage	☐	☐	☐	☐
Element 1F:	Knowledge of students' special needs	☐	☐	☐	☐
Element 1G:	Knowledge of community	☐	☐	☐	☐
Element 1H:	Knowledge of adolescent development	☐	☐	☐	☐
Element 1I:	Knowledge of learning process	☐	☐	☐	☐

Domain 2: Instructional Planning		NOT YET OBSERVED	NOT YET MET	DEVELOPING	PROFICIENT
Element 2A:	Content and structure of the discipline	☐	☐	☐	☐
Element 2B:	Knowledge of prerequisite relationships	☐	☐	☐	☐
Element 2C:	Knowledge of content-related pedagogy	☐	☐	☐	☐
Element 2D:	Unit structure	☐	☐	☐	☐
Element 2E:	Clarity and utility of objectives	☐	☐	☐	☐
Element 2F:	Lesson structure	☐	☐	☐	☐
Element 2G:	Learning activities and differentiation	☐	☐	☐	☐
Element 2H:	Cooperative grouping	☐	☐	☐	☐
Element 2I:	Motivation and engagement	☐	☐	☐	☐

Domain 3: Implementing Instruction		NOT YET OBSERVED	NOT YET MET	DEVELOPING	PROFICIENT
Element 3A:	Directions & procedures	☐	☐	☐	☐
Element 3B:	Quality of questioning	☐	☐	☐	☐
Element 3C:	Discussion techniques & student participation	☐	☐	☐	☐
Element 3D:	Instructional variety	☐	☐	☐	☐
Element 3E:	Cooperative learning	☐	☐	☐	☐
Element 3F:	Pacing	☐	☐	☐	☐
Element 3G:	Differentiation	☐	☐	☐	☐
Element 3H:	Response to students	☐	☐	☐	☐
Element 3I:	Anticipation and transitioning	☐	☐	☐	☐
Element 3J:	Closure	☐	☐	☐	☐
Element 3K:	Student voice and choice	☐	☐	☐	☐
Element 3L:	Distributing intellectual challenges	☐	☐	☐	☐
Element 3M:	Embedded literacy skills	☐	☐	☐	☐
Element 3N:	Communicating in writing	☐	☐	☐	☐

Domain 4: Assessment Strategies		NOT YET OBSERVED	NOT YET MET	DEVELOPING	PROFICIENT
Element 4A:	Congruence with instructional objectives	☐	☐	☐	☐
Element 4B:	Criteria and standards	☐	☐	☐	☐
Element 4C:	Communication of assessment criteria	☐	☐	☐	☐
Element 4D:	Design of formative assessment	☐	☐	☐	☐
Element 4E:	Use of assessments in planning	☐	☐	☐	☐
Element 4F:	Monitoring student learning	☐	☐	☐	☐
Element 4G:	Student peer- and self-assessment	☐	☐	☐	☐
Element 4H:	Feedback to students	☐	☐	☐	☐
Element 4I:	Equity & ethical considerations regarding homework	☐	☐	☐	☐
Element 4J:	Maintaining accurate records	☐	☐	☐	☐
Element 4K:	Grading schemes and calculations	☐	☐	☐	☐

Domain 5: Learning Community		NOT YET OBSERVED	NOT YET MET	DEVELOPING	PROFICIENT
Element 5A:	Teacher interactions with students	☐	☐	☐	☐
Element 5B:	Student interactions with peers	☐	☐	☐	☐
Element 5C:	Expectations for behavior	☐	☐	☐	☐
Element 5D:	A culture of learning	☐	☐	☐	☐
Element 5E:	Student focus on mastery	☐	☐	☐	☐
Element 5F:	Management of cooperative groups	☐	☐	☐	☐
Element 5G:	Management of transitions, materials, and supplies	☐	☐	☐	☐
Element 5H:	Establishment and reinforcement of routines	☐	☐	☐	☐
Element 5I:	Monitoring of student behavior	☐	☐	☐	☐
Element 5J:	Response to student (mis)behavior	☐	☐	☐	☐
Element 5K:	Arrangement and use of furniture and classroom resources	☐	☐	☐	☐
Element 5L:	Communicating with families	☐	☐	☐	☐
Element 5M:	Anti-oppressive stance	☐	☐	☐	☐

Domain 6: Reflection & Adjustments		NOT YET OBSERVED	NOT YET MET	DEVELOPING	PROFICIENT
Element 6A:	Self-assessment	☐	☐	☐	☐
Element 6B:	Receptive to feedback	☐	☐	☐	☐
Element 6C:	Implements feedback	☐	☐	☐	☐
Element 6D:	Instructional problem solving	☐	☐	☐	☐
Element 6E:	Inquiry and continuous improvement	☐	☐	☐	☐

Domain 7: Professionalism & Leadership		NOT YET OBSERVED	NOT YET MET	DEVELOPING	PROFICIENT
Element 7A:	Habits of professionalism	☐	☐	☐	☐
Element 7B:	Integrity and ethical conduct	☐	☐	☐	☐
Element 7C:	Persistence	☐	☐	☐	☐
Element 7D:	Professional collaborations	☐	☐	☐	☐
Element 7E:	Professional communication	☐	☐	☐	☐

Comments/ Recommendations/ Next Steps:

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Signatures:

Candidate:
Mentor/Supervisor:

Teacher Candidate Assessment (TCA)

SUMMATIVE EVALUATION

Candidate Name:
Mentor Name:
Supervisor Name:

Domain 1:
Knowledge of Learners

		NOT YET MET		DEVELOPING		PROFICIENT		DISTINGUISHED	
		Mentor	Super	Mentor	Super	Mentor	Super	Mentor	Super
Element 1A:	Students' skills, knowledge, & interests	☐	☐	☐	☐	☐	☐	☐	☐
Element 1B:	Racism & students' ethnic and racial identity	☐	☐	☐	☐	☐	☐	☐	☐
Element 1C:	Knowledge of classism and students' SES	☐	☐	☐	☐	☐	☐	☐	☐
Element 1D:	Sexism, heterosexism, gender oppression	☐	☐	☐	☐	☐	☐	☐	☐
Element 1E:	Linguistic discrimination and heritage	☐	☐	☐	☐	☐	☐	☐	☐
Element 1F:	Knowledge of students' special needs	☐	☐	☐	☐	☐	☐	☐	☐
Element 1G:	Knowledge of community	☐	☐	☐	☐	☐	☐	☐	☐
Element 1H:	Knowledge of adolescent development	☐	☐	☐	☐	☐	☐	☐	☐
Element 1I:	Knowledge of learning process	☐	☐	☐	☐	☐	☐	☐	☐

Domain 2:
Instructional Planning

		NOT YET MET		DEVELOPING		PROFICIENT		DISTINGUISHED	
		Mentor	Super	Mentor	Super	Mentor	Super	Mentor	Super
Element 2A:	Content and structure of the discipline	☐	☐	☐	☐	☐	☐	☐	☐
Element 2B:	Knowledge of prerequ relationships	☐	☐	☐	☐	☐	☐	☐	☐
Element 2C:	Knowledge of content-related pedagogy	☐	☐	☐	☐	☐	☐	☐	☐
Element 2D:	Unit structure	☐	☐	☐	☐	☐	☐	☐	☐
Element 2E:	Clarity and utility of objectives	☐	☐	☐	☐	☐	☐	☐	☐
Element 2F:	Lesson structure	☐	☐	☐	☐	☐	☐	☐	☐
Element 2G:	Learning activities and differentiation	☐	☐	☐	☐	☐	☐	☐	☐
Element 2H:	Cooperative grouping	☐	☐	☐	☐	☐	☐	☐	☐
Element 2I:	Motivation and engagement	☐	☐	☐	☐	☐	☐	☐	☐

Domain 3:
Implementing Instruction

		NOT YET MET		DEVELOPING		PROFICIENT		DISTINGUISHED	
		Mentor	Super	Mentor	Super	Mentor	Super	Mentor	Super
Element 3A:	Directions & procedures	☐	☐	☐	☐	☐	☐	☐	☐
Element 3B:	Quality of questioning	☐	☐	☐	☐	☐	☐	☐	☐
Element 3C:	Discussion technique & student participation	☐	☐	☐	☐	☐	☐	☐	☐
Element 3D:	Instructional variety	☐	☐	☐	☐	☐	☐	☐	☐
Element 3E:	Cooperative learning	☐	☐	☐	☐	☐	☐	☐	☐
Element 3F:	Pacing	☐	☐	☐	☐	☐	☐	☐	☐
Element 3G:	Differentiation	☐	☐	☐	☐	☐	☐	☐	☐
Element 3H:	Response to students	☐	☐	☐	☐	☐	☐	☐	☐
Element 3I:	Anticipation and transitioning	☐	☐	☐	☐	☐	☐	☐	☐
Element 3J:	Closure	☐	☐	☐	☐	☐	☐	☐	☐
Element 3K:	Student voice and choice	☐	☐	☐	☐	☐	☐	☐	☐
Element 3L:	Distributing intellectual challenges	☐	☐	☐	☐	☐	☐	☐	☐
Element 3M:	Embedded literacy skills	☐	☐	☐	☐	☐	☐	☐	☐
Element 3N:	Communicating in writing	☐	☐	☐	☐	☐	☐	☐	☐

Domain 4:
Assessment Strategies

		NOT YET MET		DEVELOPING		PROFICIENT		DISTINGUISHED	
		Mentor	Super	Mentor	Super	Mentor	Super	Mentor	Super
Element 4A:	Congruence with instructional objectives	☐	☐	☐	☐	☐	☐	☐	☐
Element 4B:	Criteria and standards	☐	☐	☐	☐	☐	☐	☐	☐
Element 4C:	Communication of assessment criteria	☐	☐	☐	☐	☐	☐	☐	☐
Element 4D:	Design of formative assessment	☐	☐	☐	☐	☐	☐	☐	☐
Element 4E:	Use of assessments in planning	☐	☐	☐	☐	☐	☐	☐	☐
Element 4F:	Monitoring student learning	☐	☐	☐	☐	☐	☐	☐	☐
Element 4G:	Student peer- and self-assessment	☐	☐	☐	☐	☐	☐	☐	☐
Element 4H:	Feedback to students	☐	☐	☐	☐	☐	☐	☐	☐
Element 4I:	Equity & ethics regarding homework	☐	☐	☐	☐	☐	☐	☐	☐
Element 4J:	Maintaining accurate records	☐	☐	☐	☐	☐	☐	☐	☐
Element 4K:	Grading schemes and calculations	☐	☐	☐	☐	☐	☐	☐	☐

Teacher Candidate Assessment (TCA)

SUMMATIVE EVALUATION

		NOT YET MET		DEVELOPING		PROFICIENT		DISTINGUISHED	
Domain 5: Learning Community		Mentor	Super	Mentor	Super	Mentor	Super	Mentor	Super
Element 5A:	Teacher interactions with students	☐	☐	☐	☐	☐	☐	☐	☐
Element 5B:	Student interactions with peers	☐	☐	☐	☐	☐	☐	☐	☐
Element 5C:	Expectations for behavior	☐	☐	☐	☐	☐	☐	☐	☐
Element 5D:	A culture of learning	☐	☐	☐	☐	☐	☐	☐	☐
Element 5E:	Student focus on mastery	☐	☐	☐	☐	☐	☐	☐	☐
Element 5F:	Management of cooperative groups	☐	☐	☐	☐	☐	☐	☐	☐
Element 5G:	Management of transitions, materials...	☐	☐	☐	☐	☐	☐	☐	☐
Element 5H:	Routine establishment & reinforcement	☐	☐	☐	☐	☐	☐	☐	☐
Element 5I:	Monitoring of student behavior	☐	☐	☐	☐	☐	☐	☐	☐
Element 5J:	Response to student (mis)behavior	☐	☐	☐	☐	☐	☐	☐	☐
Element 5K:	Arrangement and use of class resources	☐	☐	☐	☐	☐	☐	☐	☐
Element 5L:	Communicating with families	☐	☐	☐	☐	☐	☐	☐	☐
Element 5M:	Anti-oppressive stance	☐	☐	☐	☐	☐	☐	☐	☐

		NOT YET MET		DEVELOPING		PROFICIENT		DISTINGUISHED	
Domain 6: Reflection & Adjustments		Mentor	Super	Mentor	Super	Mentor	Super	Mentor	Super
Element 6A:	Self-assessment	☐	☐	☐	☐	☐	☐	☐	☐
Element 6B:	Receptive to feedback	☐	☐	☐	☐	☐	☐	☐	☐
Element 6C:	Implements feedback	☐	☐	☐	☐	☐	☐	☐	☐
Element 6D:	Instructional problem solving	☐	☐	☐	☐	☐	☐	☐	☐
Element 6E:	Inquiry and continuous improvement	☐	☐	☐	☐	☐	☐	☐	☐

		NOT YET MET		DEVELOPING		PROFICIENT		DISTINGUISHED	
Domain 7: Professionalism & Leadership		Mentor	Super	Mentor	Super	Mentor	Super	Mentor	Super
Element 7A:	Habits of professionalism	☐	☐	☐	☐	☐	☐	☐	☐
Element 7B:	Integrity and ethical conduct	☐	☐	☐	☐	☐	☐	☐	☐
Element 7C:	Persistence	☐	☐	☐	☐	☐	☐	☐	☐
Element 7D:	Professional collaborations	☐	☐	☐	☐	☐	☐	☐	☐
Element 7E:	Professional communication	☐	☐	☐	☐	☐	☐	☐	☐

Comments/ Recommendations/ Next Steps:

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Signatures:

Candidate:	Date:
Mentor:	Date:
Supervisor:	Date:

Lewis & Clark College
Graduate School of Education & Counseling
Secondary MAT Program 2021-2022