Lewis & Clark

Master of Arts in Teaching
Elementary-Multiple Subjects
PART-TIME COHORT
FOR DISTRICT EMPLOYEES
2022-2024
Program Handbook

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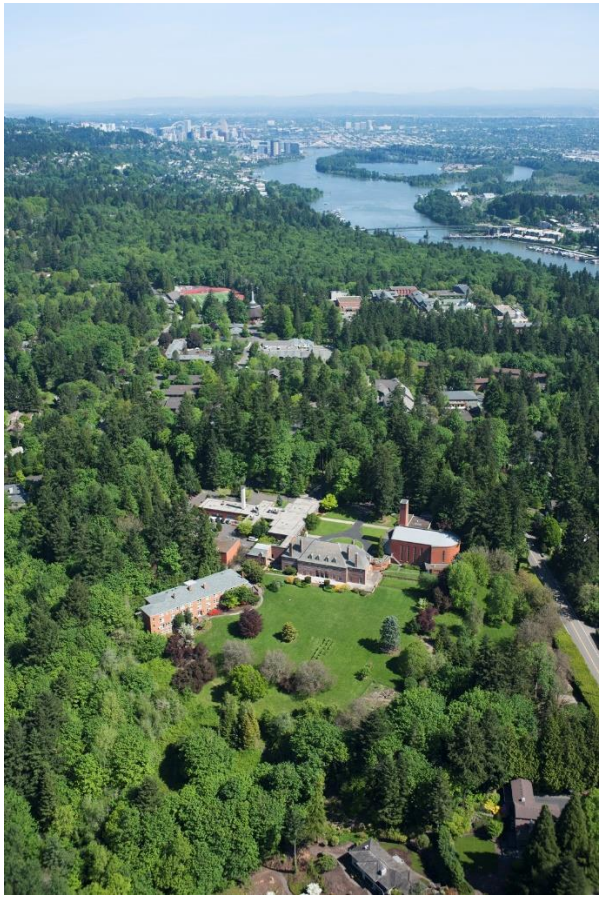


Indigenous Land Acknowledgement

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

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

Welcome

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

You have been chosen to enter the program at Lewis & Clark based on your academic background; the passion expressed in the essays you wrote; the way you presented yourself during our interview process; and most importantly, the support of your district. Like your employer, we believe you are a promising teacher candidate, and we will invest in your success. We ask that you commit to engaging fully with your heart, your mind, and your actions in every opportunity this program provides.

Through challenging courses, meaningful assignments, engaging discussions, and practicum placements in a school associated with your current job duties, we will prepare you to be a transformative educator who is dedicated to promoting democratic school reform and social justice in a diverse and multicultural society. Over the course of this two-year experience, you will develop new skills as a thoughtful decision-maker and innovative leader. You will have the opportunity to draw upon the resources of an outstanding faculty, your highly capable peers, and the experienced educators in your district.

This journey will also provide you with extensive opportunities to observe a wide range of teachers and to practice teaching in one or more classrooms in your school. You will be encouraged to develop strategies as a lifelong learner through your coursework and your practicum experience. The Lewis & Clark program will both challenge and enrich you as you work toward the goal of becoming an excellent teacher.

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

Welcome to the start of an exciting journey.

About the Graduate School

The graduate school's dedicated faculty and mission-driven programs prepare students for careers that can transform lives, sustain communities, and help lead to a more just society. Collectively we are agents of change, committed to serving others.

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

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

Vision and Mission

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

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

Graduate School Policies and Procedures

The Navigator is the official student handbook of the Lewis & Clark Graduate School of Education and Counseling. In this handbook you will find information about the academic, registration, and college- wide policies and procedures that guide life on campus, as well as information about the graduate school generally, and resources and tools for planning your course of study. Candidates should read this document carefully because they are responsible for abiding by the policies and procedures outlined there. *The Navigator*, together with the graduate school's catalog, will be helpful throughout the experience at Lewis & Clark. Candidates should be sure to read the Statement of Student Responsibilities.

The catalog includes academic policies, including: Academic Integrity, Academic Integrity in Practice, Student Conduct, Academic Performance, and Appeal Guidelines

The Navigator and catalog also contain college-wide policies that set out student rights such as access to disability services, as well as responsibilities such as refraining from using hate speech. These documents explain in detail essential policies and procedures associated with discrimination and harassment, sexual conduct, and hate and bias motivated incidents. Every student is expected to know and comply with academic and campus rules established in the catalog. A student who is uncertain about the application of the rules to his or her circumstances has the responsibility to seek clarification from the dean to ensure proper compliance.

Standards for Professional Conduct

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

In addition, candidates must adhere to the ethical, legal, and professional responsibilities identified by Oregon law and TSPC guidelines found here:
https://sos.oregon.gov/archives/Pages/oregon_administrative_rules.aspx

Satisfactory Academic Progress

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

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

Student Services and Resources

Office of Student Accessibility

Lewis & Clark College is committed to serving the needs of our students with disabilities. Ensuring equal access for all students is a collaborative effort between the Office of Student Accessibility, students, and faculty. All participants have a role in making education accessible. Understanding your rights and responsibilities is essential to the process of accommodation.

Writing Support

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

Liability Policy Regarding Practicum and Field Experience

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

Transportation

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

Medical Coverage

Complete information on the medical plan available to Lewis & Clark students and enrollment can be found at the following: https://www.lclark.edu/offices/health_service/insurance/

Annual Graduate School Events

Convocation

The Graduate School's Convocation brings together students and faculty from education and counseling psychology professions in an interdisciplinary exploration of fundamental issues affecting personal development and professional life. Convocation focuses on the role that creativity, compassion, and commitment play in the professional lives of educators and counselors and provides an opportunity for students to learn more about the graduate school. Attendance at Convocation, held annually near the start of the academic year, is required for all students enrolled in MAT programs. There is no tuition charged for this experience, but all students will be required to register through WebAdvisor and attend the event.

Commencement

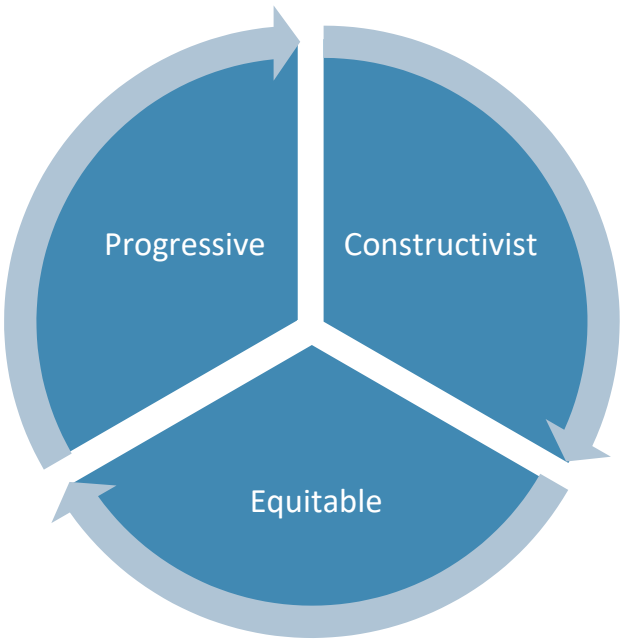
The Graduate School holds one Commencement ceremony annually on the first Sunday in June. You will receive information about filing your degree application in the spring semester during your Seminar class. Information about Commencement, including when and how to order regalia (required for candidates planning to participate in the ceremony), and information about the schedule for the event, can be found here: https://graduate.lclark.edu/commencement/.

About the Elementary--Multiple Subjects Program

Program Philosophy

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

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



Program Structure for the Part-Time Cohort

The Part-Time Cohort (PTC) is designed to expand access to Lewis & Clark's Master of Arts in Teaching (MAT) program to classified employees working in school districts. It opens a new pathway for individuals with proven success working with children to become teachers. Admission into this cohort requires admission to the Graduate School along with approval from the school district employer. Implementation of this program follows the guidelines described in this handbook as well as memoranda of understanding with some districts. Students in the PTC complete the MAT degree and licensure requirements delivered over a two-year sequence that combines on-campus classes and distance learning classes along with a robust practicum experience.

Coursework

Program completion is achieved through seven semesters of coursework and practicum totaling 40 semester hours. The course sequence is designed to include a literacy-emphasis year and a math-emphasis year which can be completed in either order. Students entering the program in even-numbered years complete the literacy coursework in the first year and math coursework in the second year as shown below. By design, students in their first year of the program are in classes with students in the second year of their program creating opportunities for collaboration, problem solving, and camaraderie. The complete list of courses by term can be found on pg 51.

Entering the program in an even-numbered year

	Literacy-emphasis year			Math-emphasis year			Solo
Semester hours for	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**May/June**
Content courses	6	4	4	8	4	4	-
Practicum	-	1	1	-	1	1	3
Seminar	-	1	-	-	1	1	-
TOTAL BY TERM	**6**	**6**	**5**	**8**	**6**	**6**	**3**

Students entering the program in odd-numbered years complete the mathematics coursework in the first year and literacy coursework in the second year as shown below.

Entering the program in an odd-numbered year

	Math-emphasis year			Literacy-emphasis year			Solo
Semester hours for	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**May/June**
Content courses	8	4	4	6	4	4	-
Practicum	-	1	1	-	1	1	3
Seminar	-	1	-	-	1	1	-
TOTAL BY TERM	**8**	**6**	**5**	**6**	**6**	**6**	**3**

Typical Class Schedule

The precise schedule for each term will be made available several months prior to the start of each term. The program aims to keep the schedule as regular as possible, but conflicts related to holidays, instructor availability, and other unforeseeable events may require adaptations. A typical schedule in fall and spring includes the following combination of class meetings:

Monday evenings (5:30-8:30)	Wednesday evenings (5:30-8:30)	Saturday mornings (8:30-noon)
You will have an online evening class every Monday (15 weeks per term).	You will have an online evening class on some Wednesdays (approximately once a month).	You will have in-person classes on 4 Saturdays each term (about every third or fourth week).

Summer term classes are offered in person on the LC campus. Many of these classes are combined with students enrolled in the full-time cohort (FTC) to enhance the experience of both groups of students. The goal of combining the PTC with the FTC in summer classes is to provide both groups of students with a range of perspectives and experiences relative to particular coursework and schooling in general.

PTC Practicum

The practicum experience is integral to preparing PTC candidates for licensure. During the practicum, candidates are expected to practice and demonstrate proficiency in all five of the CAEP Rubric domains (see pgs 37 - 48). In this section we describe the structure and expectations unique to the PTC practicum along with guidelines and benchmarks for successful progress across the four practicum terms.

Two Settings for PTC Practicum Hours

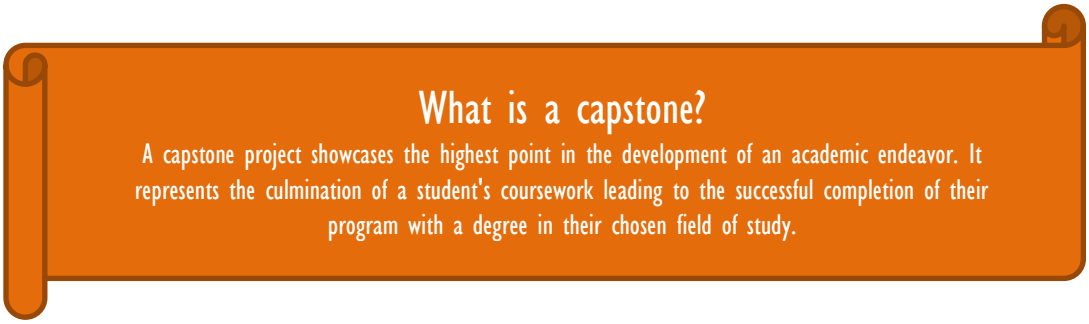
The practicum for students in the part-time cohort requires 100 hours of student contact experiences each fall and spring term which may be divided between two settings.

- At least 50 of the hours each term must be completed in the classroom of an LC-assigned mentor teacher at the school where the candidate works (or a school that agrees to host the candidate if their job duties are not within an elementary school setting). Mentors will be selected in collaboration with the district HR department and building principal and may change term by term or year by year. During the literacy-emphasis year, as many hours as possible should be spent in the mentor's classroom during literacy instruction. During the math-emphasis year, priority should be given to math instructional time. Spending full days in the mentor's classroom is recommended whenever possible. Practicum time spent with the mentor teacher should be free from regular job-duties. Each candidate will discuss with their district administrator or direct supervisor how to create a schedule that allows time for the practicum within the paid work day and determine if substitute release time (funded by HR) is necessary.
- Candidates whose job duties place them in instructional and/or supervision roles within an elementary general education setting may log up to 50 hours of job-embedded duties to complete the 100-hour requirement. Candidates whose job duties do not place them in general education elementary settings during the school day will need to complete all 100 hours in the mentor teacher's classroom.

The table below lists the categories of activities associated with both parts of the practicum experience. More details and sub-categories with examples are provided on pg 49.

Must be completed in the mentor's classroom (**50-100 hours**)	1. Observing/participating while the mentor teacher leads 2. Leading whole class activities 3. Facilitating small group work time 4. Completing coursework assignments that include a classroom component 5. Discussing instruction and student issues 6. Other activities related to the mentor's classroom
May be completed through job-embedded duties (**up to 50 hours**)	7. Planning 8. Teaching 9. Assessing 10. Collaborating 11. Supervising/supporting students 12. Supporting teachers 13. Other activities relevant to teacher preparation

Practicum capstones



Progress toward meeting licensure requirements will be measured by the completion of a capstone experience at the end of each practicum term. Fall capstones take place in December and spring capstones take place after spring break as follows:

Year 1		Year 2	
Fall Capstone (in December)	**Spring Capstone (after spring break)**	**Fall Capstone (in December)**	**Spring Capstone (after spring break)**
Plan and teach three lessons in the content of emphasis.	Teach the unit designed in spring term coursework (math or literacy)	Complete and submit edTPA	Solo teaching for 6 weeks which includes teaching the unit designed in spring term coursework (math or literacy)

Each of these capstone experiences (except edTPA) includes a formal observation by the supervisor and is the focus of a triad meeting (mentor-candidate-supervisor) at the end of each term.

Practicum Trajectory

The practicum experience is designed to gradually increase in intensity across the four terms and ensure the candidate is prepared for solo teaching. The visual below depicts this progression, and the calendar/checklist pages (16 - 17) provide a way to monitor progress on these goals.

Teach 3 consecutive lessons

- 1/month: co-teach whole group lessons
- 1/week: lead small groups at mentor's direction

Teach a unit

- 1/month: teach whole group lessons
- 1/week: plan and lead small groups

edTPA

- 2/month in Oct/Nov: teach whole group lessons
- 1/week in Sept: co-teach whole group lessons

Solo teaching

- In Mar/Ap: lead 2 full days or 4 half-days
- In Jan/Feb: lead 1 full day or 2 half-days

Supported teacher		Independent teacher	
Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2

Calendar View of Practicum

Fall 2022

SEPTEMBER

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

- ☐ Log 28 practicum hours
- ☐ Lead small groups at mentor's direction 2+ times
- ☐ Co-teach 1 whole group lesson with mentor
- ☐ *Supervisor informally observes co-teaching lesson*

OCTOBER

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

- ☐ Log 28 practicum hours
- ☐ Lead small groups at mentor's direction 3 times
- ☐ Co-teach 1 whole group lesson with mentor

NOVEMBER

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

- ☐ Log 28 practicum hours
- ☐ Lead small groups at mentor's direction 3 times
- ☐ Co-teach 1 whole group lesson with mentor
- ☐ *Mentor completes 1st formal observation*

DECEMBER

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

- ☐ Log 16 practicum hours
- ☐ Teach 3 consecutive lessons in math or literacy
- ☐ *Supervisor formally observes one of the lessons*
- ☐ *Participate in triad meeting (Formative CAEP Standard 4)*

Spring 2023

JANUARY

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

- ☐ Log 25 practicum hours
- ☐ Plan and lead small groups 3+ times
- ☐ Teach 1 whole group lesson co-planned with mentor

FEBRUARY

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

- ☐ Log 25 practicum hours
- ☐ Plan and lead small groups 3 times
- ☐ Teach 1 whole group lesson co-planned with mentor
- ☐ *Supervisor informally observes a whole group lesson*

MARCH

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

- ☐ Log 25 practicum hours
- ☐ Plan and lead small groups 3 times
- ☐ Teach 1 whole group lesson co-planned with mentor
- ☐ *Mentor completes 2nd formal observation*

APRIL

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

- ☐ Log 25 practicum hours
- ☐ Teach the math or literacy unit planned during this term
- ☐ *Supervisor formally observes one of the unit lessons*
- ☐ *Participate in triad meeting (Formative CAEP Standards 2 & 3)*

Fall 2023 (tentative)

SEPTEMBER

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

OCTOBER

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

NOVEMBER

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

DECEMBER

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

☐ Log 28 practicum hours ☐ Lead small groups at mentor's direction 2 times ☐ Co-teach whole group lessons with mentor 2+ times ☐ *Supervisor informally observes a small group or co-teaching lesson*	☐ Log 28 practicum hours ☐ Plan/teach 2 whole group lessons	☐ Log 28 practicum hours ☐ Plan/teach 3 whole group lessons ☐ *Mentor completes 3rd formal observation* ☐ *Supervisor formally observes a whole group lesson*	☐ Log 16 practicum hours ☐ Complete edTPA ☐ *Participate in triad meeting (Formative CAEP Standards 1 - 5)*

Spring 2024 (tentative)

JANUARY

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

FEBRUARY

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

MARCH

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

APRIL

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

☐ Log 25 practicum hours ☐ Lead 1 full day or two half-days co-planned with mentor	☐ Log 25 practicum hours ☐ Lead 1 full day or two half-days co-planned with mentor ☐ *Supervisor informally observes a whole group lesson*	☐ Log 25 practicum hours ☐ Lead 2 full days or four half-days co-planned with mentor ☐ *Supervisor formally observes a lesson on one of the full or half days*	☐ Log 25 practicum hours ☐ Plan/lead 2 full days or two half-days ☐ Create solo plans in consultation with mentor ☐ Begin solo teaching

MAY

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

JUNE

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

☐ Complete solo teaching
☐ *Mentor completes 4th formal observation*
☐ *Supervisor formally observes two lessons during solo*
☐ *Participate in triad meeting (Summative CAEP Standards 1 - 5)*

Solo teaching

For six weeks following spring break in the second year of the program each candidate will assume the full range of teaching responsibilities in the mentor teacher's classroom. The candidate will need to take a **leave of absence** from their regular job duties during this interval of time in order to be fully in charge of the planning, teaching, managing, and assessing of students for six-weeks.

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

Candidate Responsibilities During Solo

During the final phase of the student teaching experience you will take on the full range of responsibilities of a teacher with continued support from your mentor. You may only begin your six-week solo after submitting edTPA and completing all spring course requirements. During this time, you will take on the sole responsibility for all teacher duties including planning, preparation, assessment, communication with students' families, and attendance at meetings.

The exact start and end dates of the solo will be negotiated between you and your mentor but must fall within the window indicated on the calendar below. During the remaining weeks (prior to and following the solo experience) you should maintain a central role in all aspects of the classroom including co-planning and co-teaching with your mentor.

Additional requirements:

→ Teach for at least two weeks of the solo without the mentor teacher in the classroom during instructional time.
→ For the rest of the six-week solo, use your mentor as your classroom assistant.
→ Share detailed lesson and unit plans with the mentor teacher at least the Friday prior to the week of instruction. The level of detail for these plans can be negotiated between the mentor and candidate.
→ Provide detailed sub plans any time you are absent during the solo. These plans should be written with enough information for any sub to follow. If you are absent more than two days during solo, contact the clinical coordinator to determine if the solo timeframe will be extended.

Mentor Responsibilities During Solo

During this phase, student teachers should establish their independence and demonstrate the ability to resolve problems independently by taking responsibility for the full range of teacher responsibilities for a period of six weeks. You take on the role of a coach and help identify areas in need of refinement that will help them become confident in dealing with the rigors of the daily challenges in the school environment.

For two weeks of the solo you are not present (or minimally present) in the classroom during the instructional day. A good plan is for you to greet students at the start of the day, touch base with students while they are at lunch or recess breaks, and return to say good-bye at the end of the day. This assures students and their parents that you are still involved, but you are confidently handing over teaching responsibilities to your candidate.

In addition, you should:

- ✓ Retain responsibility for all state testing.
- ✓ Regularly observe and give feedback to your candidate.
- ✓ Serve as a substitute for your student teacher for any absences during solo and follow the sub plans provided for you.
- ✓ Complete the fourth formal observation.
- ✓ Upon completion of the solo, write a letter of recommendation for the candidate.

Performance Assessment Required for Licensure: edTPA

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

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

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

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

Candidates' edTPA submissions are externally evaluated and scored.

- Any candidate whose edTPA score does not meet the program's minimum score (50) will be required to meet with program faculty to review deficiencies and potentially revise portions of the assessment.
- Any candidate whose edTPA score does not meet the passing score determined by the state of Oregon (42) will be required to resubmit one or more tasks for external scoring in order to meet the overall passing score.

In the ELEM program, candidates will complete practice edTPA experiences in the fall supported with course assignments. In the spring they will complete and submit their final edTPA.

The start of the solo teaching experience is contingent on submission of the edTPA.

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

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

edTPA Timeline for PTC

Because the edTPA involves planning, teaching, and assessing in the classroom, there are periods of time requiring the mentor teacher's cooperation. Lewis & Clark supports candidates' success on the edTPA with a low-stakes practice experience in literacy and math in ED 511 and MATH 568 prior to the submitted high-stakes assessment (Fall of Year 2).

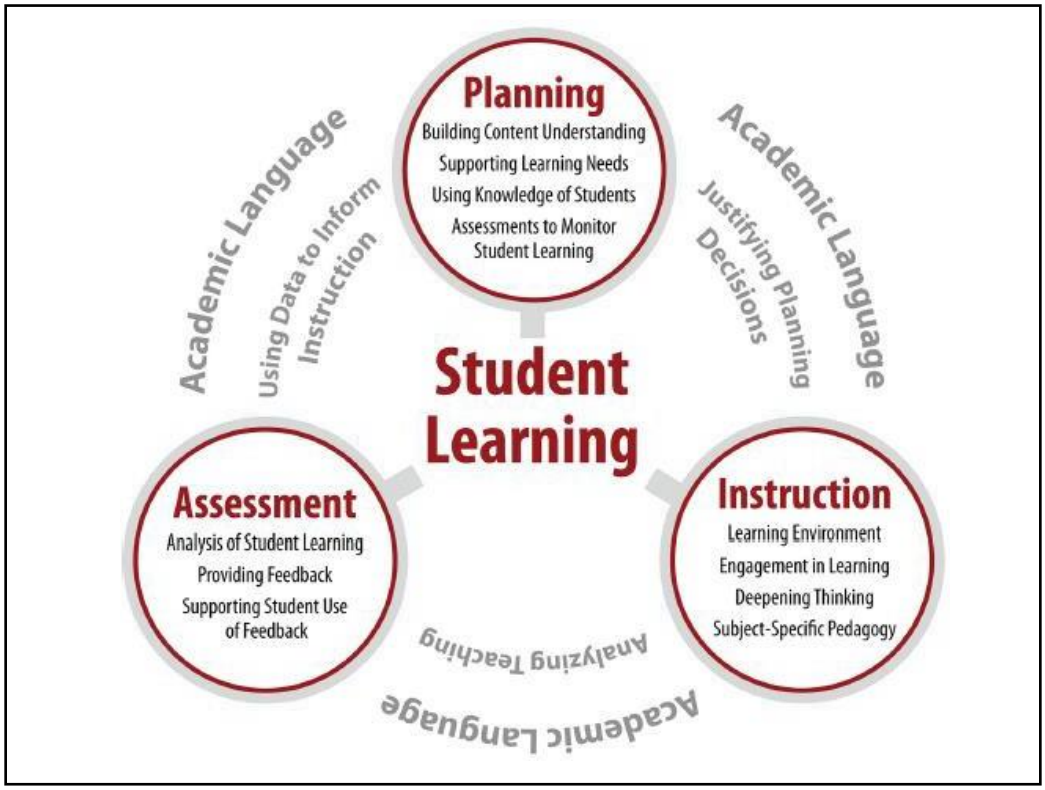
ED 511: PRACTICE edTPA

- During fall term of the literacy-emphasis year: Teach and assess two consecutive literacy lessons. ***Video recording required.***
- During fall term of the math-emphasis year: Collect math assessment data for two days of instruction. Teach a re-engagement lesson. Reassess students. ***No video required.***

December final year: OFFICIAL edTPA

- Regardless of content emphasis sequence, all PTC students will complete and submit the official edTPA for scoring in December of their second year. This includes the following two classroom tasks:
    - Collect math assessment data for a three-day learning segment. Teach a re-engagement lesson. Reassess students. ***No video required.***
    - Teach and assess three consecutive literacy lessons. ***Video recording required.***

Additional information about edTPA will be distributed in ED 511, MATH 568, and in Seminar. Candidates and mentors are expected to heed any updated timeline information if it conflicts with what is listed here.



Support in the Field

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

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

1. *Supervisor*: Each candidate is assigned a Lewis & Clark supervisor who is an experienced elementary teacher or administrator who is not currently in the classroom. Many of our supervisors are retired educators who bring a wealth of experience to their work. The supervisor will visit each candidate in their classroom at least seven times during the year. If candidates find themselves struggling in the classroom, the supervisor is a primary source of support.
2. *Clinical Coordinator*: The clinical coordinator supports candidates in their field placement sites. The clinical coordinator visits each candidate at least twice to observe performance and provide support as needed. In addition, the clinical coordinator serves as the primary point of contact with mentors and supervisors.
3. *Program Director*: The program director is available to answer programmatic questions related to coursework, practicum, edTPA, and licensure. The program director also serves as a field observer and can be called upon to assist when a candidate is struggling.

Professionalism Expectations

As described in the Graduate School Student Professional Conduct Policy, candidates are expected to meet the standards of professional conduct appropriate to their field of study. Whether on campus or in the classroom, candidates should exemplify the characteristics of successful professionals. To ensure your consistent demonstration of professional habits you are encouraged to periodically engage in a self-assessment using the ELEM Professionalism Self-Evaluation found on page 33.

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

Attendance Protocol

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

What Mentors Need to Know

Mentors play a vital role in the professional development of Lewis & Clark candidates, and the mentorship requires a commitment of time, effort, and perseverance. Mentors serve a dual teaching role: teaching the students in their classes and teaching their candidates through modeling and discussion of practices. All mentors must meet the requirements established by TSPC:

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

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

Mentor's Role

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

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

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

Modeling effective instruction

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

Communicating "teacher thinking"

The second critical responsibility of the mentor is to communicate frequently and clearly with the candidate. Effective mentors "think out loud" for their candidates, revealing their decision-making processes for the innumerable choices a teacher makes in the course of a normal day.

Evaluating candidate performance

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

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

At each of the four triad meetings, the mentor collaborates with the supervisor to evaluate candidate performance on the CAEP Rubric (see pages 37 – 63). Formative ratings are provided at the triad meetings prior to solo. A summative rating is required following the solo.

What Supervisors Need to Know

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

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

Supervisor's Role

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

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

Observation Schedule

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

	Month	Type of observation	What the supervisor should know
Fall Year 1	Sept or Oct	Informal observation of candidate co-teaching or leading small group.	There is no report necessary for the informal observation.
	December	1st formal observation of the candidate teaching a capstone lesson.	Candidate should send the formal lesson plan at least 24 hours before the observation.
Spring Year 1	Jan or Feb	Informal observation of candidate leading the whole group.	There is no report necessary for the informal observation.
	After spring break	2nd formal observation of the candidate teaching a lesson from the capstone unit.	Candidate should send the formal lesson plan at least 24 hours before the observation.

Fall Year 2	September	Informal observation of candidate teaching whole group lesson	There is no report necessary for the informal observation.
	Oct/Nov	3rd formal observation of the candidate teaching lesson they planned.	Candidate should send the formal lesson plan at least 24 hours before the observation.
Spring Year 2	Prior to solo	4th formal observation of the candidate teaching a whole group lesson on a day the candidate is leading a full or half-day	Candidate should send the formal lesson plan at least 24 hours before the observation.
	During solo	5th and 6th formal observations of the candidate teaching lessons	One of these observations should be of a lesson from the capstone unit. Candidate should send the formal lesson plan at least 24 hours before the observation.

Supervisor Observation Protocols

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

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

Candidates are expected to provide lesson plans at least one day in advance containing all the elements included in the ELEM lesson plan template (see page 49).

Triad Meetings

Supervisors take the responsibility for scheduling the four required triad meetings at which the mentor, candidate, and supervisor discuss the candidate's progress.

1. December of 1st year: Reflection on teaching capstone lessons and formative rating on CAEP Standard 4
2. After spring break in 1st year: Reflection on teaching capstone unit including data presentation and formative rating on CAEP Standards 2 & 3.
3. December of 2nd year: Formative CAEP Standards 1-5 (supervisor submits ratings).
4. After solo in 2nd year: Reflection on solo teaching and summative CAEP rubric (supervisor submits ratings).

Required Mentor-Candidate Meeting Dates

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

Meetings for PTC	Approximate Date
Mentor-Candidate Meeting #1 Fall 2022	September 2022
Mentor-Candidate Meeting #2 Spring 2023	January 2022
Mentor-Candidate Meeting #3 Fall 2023	September 2023
Mentor-Candidate Meeting #4 Spring 2024	January 2024

Teaching Standards

Oregon Administrative Rules

The ELEM program uses two primary sources to guide and assess candidate preparation for teaching. The first is the set of standards for teaching established by the Oregon Teacher Standards and Practices Commission (TSPC) in the Oregon Administrative Rules (OARs). The complete list of OARs pertaining to the ELEM program can be found on the TSPC website: https://sos.oregon.gov/archives/Pages/oregon_administrative_rules.aspx

CAEP K-6 Elementary Teacher Preparation Standards

The ELEM program to define teaching proficiency through ratings on the K-6 Elementary Teacher Preparation Standards published by the Council for the Accreditation of Educator Preparation (CAEP). These standards outline what teachers graduating from a K-6 Elementary educator preparation program should know and be able to do by the end of their preparation program and to ensure that each student learns and develops to his/her fullest potential. There are five CAEP standards comprised of 23 components that represent competence expected of candidates who have completed their initial teacher licensure program and are prepared to begin professional practice as K-6 Elementary teachers. The rubric for these standards can be found on pages 37 - 61 in this Handbook.

Candidates in the PTC receive formative ratings on some standards during each of the first three triad meetings. At the final triad meeting, a summative rating is completed by the mentor and supervisor for all of the standards. The table below shows the distribution of the formative evaluations:

When?	Which Standards?	Rationale/Notes
1st Triad meeting (December, Year 1)	Formative rating on CAEP Standard 4	The candidate has been increasing responsibilities in the classroom this term culminating with being fully in charge of three consecutive days of instruction in math or literacy in the fall capstone. The capstone teaching experience provides the opportunity for the candidate to demonstrate most of the elements described in Standard 4, "Effective Instruction."
2nd Triad meeting (After spring break, Year 1)	Formative rating on CAEP Standards 2 & 3 Option to revise formative ratings on CAEP Standard 4	The teaching of the capstone unit (in math or literacy) provides an opportunity for the candidate to demonstrate "Content Knowledge for Teaching" in at least one of the four domains listed in CAEP. The teaching of the unit requires candidates to demonstrate effective use of assessment data and differentiation, two emphases in Standard 3, "Assessing, Planning, and Designing Contexts for Learning."
3rd Triad meeting (December, Year 2)	Formative rating on CAEP Standards 1 - 5 Option to revise formative ratings on CAEP Standard 2-4	At this point in the program, the candidate has completed the edTPA and been fully in charge of instruction on a regular basis. At this triad meeting there should be sufficient data to complete the remaining two Standards (1 & 5) and to review/revise previously ratings. The supervisor submits in Task Stream the ratings determined at this meeting as the official Formative CAEP.
4th Triad meeting (After solo, Year 2)	CAEP Standards 1-5	Following the six weeks of solo teaching, the mentor and supervisor assess the candidate on all five CAEP Standards and the supervisor submits the Summative CAEP ratings in Task Stream.

Concerns about Candidate Performance

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

Classroom Concerns: Immediate

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

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

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

Student/Parent Complaint

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

Substance Abuse or Sexual Misconduct

The college has multiple policies that govern sexual conduct and harassment, substance abuse, and the removal of candidates from programs based on evaluations of the safety and security of the community at large. In the context of field placement sites, substance abuse, sexual harassment, and other inappropriate behaviors fall under the umbrella of "professional conduct." If suspicion of substance abuse or sexual misconduct arises, the candidate will be immediately removed from the student teaching experience site until the proper procedure can be put into place. The Student Professional Conduct Policy, including procedures for student conduct review, can be found in the Graduate School catalog. Other college-wide policies governing substance abuse, sexual conduct, and removal from an academic program can be found in the Navigator Student Handbook.

Classroom Concerns: Lack of Progress on the CAEP Rubric

Candidates' teaching competency is evaluated using the CAEP Rubric. The standards described in this rubric are applied throughout the program and are the basis for providing explicit and detailed feedback to candidates. It is also a basis for assessment of the progress of candidates toward successful completion of the program.

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

Plans of Assistance

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

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

If a candidate is dissatisfied with the outcome or the process, they may discuss these concerns with the department chair. If the candidate is not satisfied with the department chair's decision, they may request a meeting with the dean. If any concern is serious enough to merit a formal review and potential academic or disciplinary action (up to and including dismissal from the program), the program director will follow the Student Professional Conduct Review Process described in the Graduate Catalog.

Licensure

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

- ☐ Admission to the Preliminary Teaching License program.
- ☐ Verification of a bachelor's degree or higher from a regionally accredited institution.
- ☐ Documentation of background clearance from TSPC.
- ☐ Passing scores submitted to Lewis & Clark for ORELA: Protecting Student and Civil Rights in the Educational Environment Exam.
- ☐ [Δ] Passing score submitted to Lewis & Clark on edTPA as scored by Pearson.
- ☐ Six formal observation reports from supervisor.
- ☐ Documentation of four formal evaluations completed by the mentor.
- ☐ Summative CAEP Rubric submitted by supervisor.
- ☐ [Δ] Passing scores submitted to Lewis & Clark for NES subject area test.
- ☐ Successful completion of all licensure courses with course grades issued.

[Δ] ***Three options to submit official test scores***

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

Additional Policies Related to Recommendation for Licensure

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

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

- *Additional fall student teaching experience*
  In cases where a candidate has been unable to satisfactorily complete the requirements of the program, but has demonstrated the promise of being able to do so with an additional term of student teaching, the department chair may grant, at her or his discretion, the option of completing an additional fall student teaching experience. Typically, the fall practicum begins in late August and continues until winter break. The practicum is required to enable the candidate to complete the two major Oregon Administrative Regulation requirements of nine weeks of full-time student teaching (including at least six weeks of successful solo teaching) and the successful completion of the edTPA.
- *Program change: M.Ed. in Educational Studies*
  If a candidate is unable to complete the requirements necessary to be recommended for licensure, but has demonstrated the potential to complete a master's degree in the field of education that does not involve classroom teaching, the department chair may grant, at their discretion, the candidate's admission to the M.Ed. Program in Educational Studies. Requirements for this degree can be found in the Graduate Catalog.

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

ELEM Professionalism Expectations

Communication and Professionalism	
Expectation	Selected indicators
1. The candidate is consistently organized and manages time well.	☐ I consistently arrive to school and class on time and prepared. ☐ I initiate timely discussions with mentor or faculty for assignments or projects when necessary. ☐ I follow course policies when a request for an extension is necessary.
2. The candidate is thoughtfully and effectively engaged in courses and the school community.	☐ I make positive contributions to the work at hand. ☐ I refrain from interacting with technology at inappropriate times. ☐ I interact with professionals throughout the school (e.g. counselors, librarians, specialists, support staff, and administrators). ☐ I attend special events even if they take place outside the school day. ☐ I pay attention with an open and curious mind to the activities and experiences I encounter whether at school or in classes at LC. ☐ I refrain from doing homework while at my placement.
3. The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	☐ I reply to emails promptly and professionally (within 24 hours). ☐ I produce work that reflects the ELEM Academic Writing Guidelines (see page 55). ☐ I attend to my tone of voice, facial expressions, and body language in all professional interactions.
4. The candidate is dependable and responsible.	☐ I minimize absences and follow course and program policies for reporting absences. ☐ I follow through with commitments I make to peers, mentor, and faculty.

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

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

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

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

ELEM Lesson Plan Template

Lewis & Clark Graduate School of Education and Counseling

ELEM MAT Program · Lesson Plan Template

Lesson title:

Candidate's name:	Lesson date:	Grade level:

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

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

- Students will be able to…

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

- I can …

Formative Assessments

- **Formal assessment** *(What artifacts will students produce that document their learning?)*
- **Informal/observational** *(What will you be watching/listening for and when? How will you keep track?)*

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

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

Supports for students *(What will you provide to ensure all students are fully engaged and learning?)*
Scaffolds for SPED students as per IEP and 504 requirements *(In this space list the initials of students who will have IEP- or 504-required supports and a brief description of the requirement(s). You may describe the supports here and/or use yellow highlighter to show the supports in context in your lesson.)*
Language supports for ELL students *(In this space list the initials of students who will benefit from language supports. You may describe the supports here and/or use pink highlighter to show the supports in context in your lesson.)*
Differentiation for TAG students *(In this space list the initials of students who will benefit from supports to extend or deepen learning. You may describe the supports here and/or use blue highlighter to show the supports in context in your lesson.)*
Literacy lessons only: Supports for students with dyslexia *(In this space list the initials of students who will benefit from dyslexia supports. You may describe the supports here and/or use yellow highlighter to show the supports in context in your lesson.)*
Extensions for early finishers *(In this space list the tasks or directions to extend learning related to this lesson's objective.)*

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

CAEP Rubric of K-6 Elementary Teacher Preparation Standards (Streamlined Version-2022)

STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation.*	**Level 2: The Developing Candidate** *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	**Level 3: The Competent Candidate** *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*	**Level 4: The Accomplished Candidate** *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
1.a - Candidates use their understanding of how children grow, develop and learn to **plan and implement developmentally appropriate and challenging learning experiences** within environments that take into account the individual strengths and needs of children.	Candidate does not gather information about learners' development. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate gathers information about learners' development but does not do this systematically or does not use this information to support development. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate observes and records learners' development, individually and in group contexts, to determine strengths and needs in each area of development. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate assesses learners' development, using a variety of assessments, individually and in group contexts, to determine strengths and needs in each area of development. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
1.b - Candidates use their understanding of individual differences and diverse families, cultures, and communities to **plan and implement inclusive learning experiences and environments** that build on children's strengths and address their individual needs.	Candidate does not gather nor use information about individual children's unique characteristics to inform planning and implementation of learning experiences and environments. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate gathers information about individual children's unique characteristics but does not use it or uses it ineffectively to inform planning and implementation of learning experiences and environments. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate gathers and uses information about individual children's characteristics to inform planning and implementation of learning experiences and environments that build on children's strengths and address their individual needs; they monitor effects of those experiences and environments on individual children's development and learning. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate gathers and uses information about individual children's characteristics to inform planning and implementation of learning experiences and environments that build on children's strengths and address their individual needs; they systematically monitor effects of those experiences and environments on individual children's development and learning; and consider how their own experiences and potential biases may impact their instructional decisions and their relationships with learners and their families. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

1.c - Candidates **work respectfully and reciprocally with families** to gain insight into each child in order to maximize his/her development, learning and motivation.	Candidate's communication and actions demonstrate little or no knowledge of home culture and language, various structures of families, and different beliefs about parenting; or the candidate's interactions with families are insensitive to these factors. Candidate's actions or comments denigrate families who are facing adversity and who may need support to actively participate in their child's education. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting, and understanding of the potential effects on children whose families are facing adversity and may need support to actively participate in their child's education. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting; and understanding of the potential effects on children whose families are facing adversity and may need support to actively participate in their child's education; and candidate works respectfully to help all families access school and community resources to support their child's learning and development. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

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

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation.*	**Level 2: The Developing Candidate** *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	**Level 3: The Competent Candidate** *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*	**Level 4: The Accomplished Candidate** *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
2.a - Candidates **demonstrate and apply understandings of the elements of literacy** critical for purposeful oral, print, and digital communication.	Candidate is unable to identify the foundational literacy elements in an integrated, comprehensive, and balanced literacy curriculum. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate is able to identify the elements of foundational literacy in an integrated, comprehensive, and balanced literacy curriculum. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate uses knowledge of the elements of foundational literacy to implement lessons and/or activities from an integrated, comprehensive, and balanced literacy curriculum, and demonstrates an understanding of stages in the acquisition of reading skills. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate uses knowledge and understanding of the elements of foundational literacy to design and implement integrated, comprehensive, and balanced literacy lessons and activities that demonstrate an understanding of stages in the acquisition of reading skills. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
2.b - Candidates **demonstrate and apply understandings of** major **mathematics** concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.	Candidate is unable to demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate's explanations demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate understands and engages students in the mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics and other curricular areas. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate understands and engages students in mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics, other curricular areas, and real-world contexts. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
2.c - Candidates **demonstrate and apply understandings and integration of** the three dimensions of **science** and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.	Candidate is unable to demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.	Candidate's explanations demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.	Candidate understands the nature of science and how science and engineering are practiced and can model and incorporate the practices into classroom teaching and learning activities, while implementing curricular program lessons in science.	Candidate understands the nature of science and how science and engineering are practiced and can model, and implement curricular program lessons in science, as well as design instructional activities that encompass how science and engineering are practiced in classroom teaching and learning activities.

	1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
2.d - Candidates **demonstrate understandings, capabilities, and practices associated with [social studies]** the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.	Candidate is unable to demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate's explanations demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to implement curricular program lessons in social studies which incorporate meaningful, integrative, value-based, challenging, and active processes. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to design and implement lessons in social studies that illustrate teaching and the facilitation of learning that is meaningful, integrative, value-based, challenging, and active. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

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

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation.*	**Level 2: The Developing Candidate** *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	**Level 3: The Competent Candidate** *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*	**Level 4: The Accomplished Candidate** *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
3.a – Candidates **<u>administer formative and summative assessments regularly</u>** to determine students' competencies and learning needs.	Candidate administers required summative assessments. Candidate does not interpret assessments that have been administered. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate selects and administers formative and summative assessments without making modifications to meet individual student needs. Candidate interprets formative and summative assessments to provide required data reports for accountability. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate selects and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate designs, selects, adapts, and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress. Candidate provide opportunities for students' choice about how they will demonstrate understanding by designing formative and summative assessment tasks that consider individual student needs. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
3.b – Candidates **<u>use assessment results to improve instruction and monitor learning</u>**.	Candidate does not use assessment information to effectively plan instruction. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate uses assessment information to plan initial instruction but does not make adjustments during instruction based on the formative assessment data they are collecting. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate uses assessment information to plan, monitor, and adapt instruction; adjusting instruction to meet the needs of groups of students. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate uses assessment information to plan, monitor, and adapt instruction to meet the needs of individuals and groups of students, providing both remediation and enrichment. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

3.c – Candidates **plan instruction including goals, materials, learning activities and assessments.**	Candidate's instructional plans do not address goals, learning activities, materials, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs.	Candidate's instructional plans address some but not all of these components: goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs, and does not connect or relate these components.	Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include use of goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs.	Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include coordinated use of materials, learning activities, grouping models, educational technologies, and assessments, and adaptations for students with special needs.
	Candidates do not plan for effective use of time in instruction.	Candidate's plans for use of instructional time do not address a balance of time for instruction, engaged student learning, and assessment.	Candidates allocate a balance of time for instruction, academic engagement support, learning activities and assessments.	Candidates plan for use of instructional time by allocating a balance of time for instruction, engaged student learning, and assessment.
	1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
3.d - Candidates **differentiate instructional plans to meet the needs of diverse students in the classroom**.	Candidate does not plan for differentiated instruction to meet the needs of subsets of students, or individual students in the classroom.	Candidate plans are differentiated based on strengths or needs of a subset of students in the classroom and include modifying content or instructional processes.	Candidate plans are differentiated based on strengths and needs of individual students and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning.	Candidate plans are differentiated according to learner readiness, strengths, weaknesses, interests, and motivators of individual students, and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. Plans differentiate content by planning a variety of options that modify the difficulty, depth, or complexity of the materials.
	1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

3.e – Candidates **manage the classroom by establishing and maintaining social norms and behavioral expectations.**	Candidate does not establish classroom rules or procedures; or, established rules and procedures do not lead to productive interactions or engagement in learning.	Candidate creates rules for behavior and social interaction or establishes procedures for academic work; but does not involve students in establishing these norms.	Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms.	Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms.
	Candidate is ineffective in maintaining norms established by those rules or procedures. Candidate uses sarcasm or punitive consequences to attempt to manage student behavior. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate is inconsistent in maintaining expectations for rules and procedures. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidates maintain the expectations for rules and procedures by periodically reviewing the expectations, recognizing students' successful participation, and requesting student input into revision of norms. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidates maintain the expectations for rules and procedures through explicit instruction to help students acquire such social competencies as: emotion recognition, stress-management, empathy, problem-solving, or decision-making skills. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
3.f – Candidates explicitly **support motivation and engagement in learning** through diverse evidence-based practices.	Candidate does not implement actions intended to increase student engagement in academic learning and activities and displays teacher-student interactions that are likely to decrease motivation and engagement such as over control, disregard for students' needs, sarcasm or negativity. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidates support student engagement in learning through problem solving and inquiry. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidates support student engagement in learning by implementing practices such as: affording students an abundance of materials for academic learning to assure a high volume of time spent on challenging and realistic learning tasks; scheduling sufficient time for students' deep immersion in purposeful reading, mathematics, and content learning; and providing thought provoking questions that encourage reasoning individually and collaboratively. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidates differentiate engagement support for students with special needs, English language learners, and students with varying achievement levels. Candidates use formative assessment to improve engagement support. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

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

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation*	**Level 2: The Developing Candidate** *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	**Level 3: The Competent Candidate** *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher*	**Level 4: The Accomplished Candidate** *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
4.a – Candidates **use a variety of instructional practices** that support the learning of every child.	Candidate does not use appropriate instructional practices to support student learning.	Candidate uses appropriate instructional practices but does not use a variety of strategies or differentiate instruction to meet the individual needs of each student.	Candidate uses a variety of appropriate instructional practices such as direct instruction, inquiry-based learning, and project-based learning, and makes attempts to differentiate instruction that supports the learning of every student.	Candidate varies the use of instructional practices and differentiates instruction to support the learning of every student.
	Candidate does not use appropriate resource materials during instruction to support children's development of skills requisite to problem solving, and critical and creative thinking. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate uses appropriate resources although the variety of resources is limited and not readily adapted to differentiate instruction. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate uses a variety of appropriate resource materials during instruction that supports the learning of every student. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate differentially uses a variety of resource materials that provides students with guided opportunities to make their own choices and supports the development of skills requisite to problem solving and critical thinking of every student. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
4.b – Candidates **teach a cohesive sequence of lessons** to ensure sequential and appropriate learning opportunities for each child.	Candidate does not use research supported instructional approaches when teaching a sequence of lessons.	Candidate uses research- supported instructional approaches when teaching a cohesive sequence of lessons.	Candidate consistently uses research supported instructional approaches when teaching a cohesive sequence of lessons.	Candidate consistently uses research supported instructional approaches when teaching a cohesive sequence of lessons and differentiates instruction based on the needs of each student.
	Candidate does not sequence instruction that provides students with connected learning opportunities. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate sequences instruction that provides students with connected learning opportunities. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate sequences instruction that provides students with connected learning opportunities and sufficient opportunities to learn foundational concepts and skills with the intent of moving on to more advanced content in subsequent lessons. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate sequences instruction that provides students with connected learning opportunities and sufficient opportunities to learn foundational concepts and skills, and then extends learning of advanced content based on individual student needs. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

4.c – Candidates explicitly **teach concepts, strategies, and skills, as appropriate**, to guide learners as they think about and learn academic content.	Candidate does not use explicit instruction to address established and developmentally appropriate goals.	Candidate uses explicit instruction to address established and developmentally appropriate goals.	Candidate uses explicit instruction to address established and developmentally appropriate goals based on assessment information, knowledge of students, and the candidate's knowledge of content.	Using explicit instruction, the candidate determines and adjusts, as needed, established and developmentally appropriate goals based on assessment information, knowledge of students, and the candidate's knowledge of content.
	Candidate does not monitor student progress in learning the identified content. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate monitors student progress in learning the identified content. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate monitors student progress in learning the identified content and uses this information to adjust planning and instruction. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate monitors student progress in learning the identified content and uses this information to provide guided instruction and practice to support students in addressing challenging learning goals. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
4.d – Candidates **provide constructive feedback** to guide children's learning, increase motivation, and improve student engagement.	Candidate does not provide feedback to guide students' learning or the feedback provided is negative or not timely, specific, meaningful, genuine, or age appropriate.	Candidate provides feedback to guide students' learning although the feedback is not consistently goal oriented, timely, specific, meaningful, genuine and age-appropriate.	Candidate consistently provides feedback that is goal-oriented, timely, specific, meaningful, genuine, and age appropriate.	Candidate consistently provides students with effective and age appropriate feedback and provides opportunities for students to set and monitor both long range and short range goals for their own learning.
	Candidate does not provide feedback that increases student engagement and motivation to learn intended goals. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate does not provide feedback and assistance to students in developing error identification skills, self-evaluation, and independence in learning. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate provides feedback and assistance in developing misconception identification skills, self-evaluation, and independence in learning. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate provides feedback and assistance and engages students in activities that foster the development of misconception identification skills, self-evaluation, and independence in learning. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

4.e – Candidates **lead whole class discussions** to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.	Candidate does not construct and use questions that foster whole group discussion.	Candidate constructs and uses questions that foster whole group discussion, although a variety of questioning techniques is not employed.	Candidate constructs and uses questions that foster whole group discussion using a variety of questioning and prompting strategies that frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals.	Candidate constructs and uses questions that frame and reframe whole class discussions, and restate and guide student ideas, and frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals.
	Candidate does not monitor and ensure equitable participation of every student in whole class discussions. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate monitors and tries to ensure equitable participation of every student in whole class discussions. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate monitors and ensures equitable participation of students in whole class discussions and incorporates strategies that encourage all students to contribute orally, listen actively, and respond to and learn from others. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate monitors and ensures equitable participation of students in whole class discussions, incorporating multiple strategies that foster constructive listening, speaking, and learning from others while also creating an environment where students ask appropriate questions of each other, share strategies, and critique the reasoning of others without prompting from the teacher. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
4.f – Candidates effectively **organize and manage small group instruction** to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child**.**	Candidate does not develop an appropriate plan or use an effective instructional approach when teaching small heterogeneous or homogeneous group of students.	Candidate either does not develop an appropriate plan or does not use an effective instructional approach when teaching a small heterogeneous or homogeneous group of students.	Candidate develops an appropriate plan and delivers a lesson for a small heterogeneous or homogeneous group of students using an instructional approach that is effective and appropriate to the content being taught.	Candidate develops and delivers a lesson for small heterogeneous or homogeneous groups of students using an effective approach to instruction that is responsive to the students' individual learning needs and cultural backgrounds.
	Candidate does not appropriately monitor the progress of students who are placed in small heterogeneous or homogeneous groups for instruction. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate monitors progress of students who are placed in small heterogeneous or homogeneous groups for instruction but does not use this information to appropriately adjust instruction. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate monitors the progress of students who are placed in small heterogeneous or homogeneous groups for instruction and uses this information to appropriately adjust instruction that addresses collective learning needs of students. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate monitors the progress of students who are placed in small heterogeneous or homogeneous groups for instruction and uses this information to appropriately adjust instruction that addresses collective and individual learning needs of students. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

4.g – Candidates effectively **organize and manage individual instruction** to provide targeted, focused, intensive instruction that improves or enhances each child's learning.	Candidate does not use knowledge of a student or current assessment information to identify appropriate content and instructional goals for the individual learner or does not adequately plan for individual instruction.	Candidate develops a plan for individual instruction using appropriate knowledge of a student and current assessment information but does not appropriately identify either content and instructional goals or does not develop an appropriate plan for individual instruction.	Candidate appropriately uses knowledge of a student and current assessment information to identify appropriate content and instructional goals and develops an appropriate plan for individual instruction.	Candidate uses knowledge of a student and current assessment information (including formative and summative measures) to identify content and instructional goals and develop a plan for individual instruction that is culturally responsive.
	Candidate does not use an appropriate instructional strategy to support desired learning when delivering individual instruction. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate uses an appropriate instructional strategy to support desired learning when delivering individual instruction; however, one or more critical components of the instructional strategy, such as explicit instruction, appropriate feedback, and guided practice, is missing when delivering the instruction. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate delivers individual instruction to a student using an appropriate instructional strategy and employs critical components of the instructional strategy. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate delivers individual instruction to a student using an appropriate instructional strategy, employs critical components of the instructional strategy and uses culturally responsive practices. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

STANDARD 5- Developing as a Professional

	Level 1: The Beginning Candidate *Little or no evidence that the candidate meets the component's performance expectation.*	**Level 2: The Developing Candidate** *Demonstrating some but not all of the performance characteristics necessary to meet the standard at an acceptable level.*	**Level 3: The Competent Candidate** *Demonstrating proficiency at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*	**Level 4: The Accomplished Candidate** *Demonstrating exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.*
5.a – Candidates **work collaboratively with colleagues, mentors, and other school personnel** to work toward common goals that directly influence every learner's development and growth.	Candidate does not demonstrate ethical professional conduct. 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	Candidate demonstrates knowledge of professional ethics, associated professional standards, but does not use this knowledge to guide professional learning activities. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate uses knowledge of professional ethics and associated professional standards to guide their professional learning. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate demonstrates knowledge of professional ethics and associated professional standards that guide their practice. They examine ethical issues and societal concerns about program quality and teaching practices and use it to inform their professional learning activities. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
5.b – OMITTED				
5.c - Candidates **participate in peer and professional learning communities** to enhance student learning.	There is little or no evidence that the candidate attends activities focused on enhancing student learning and development or that the candidate participates in collaborative professional learning	Candidate attends activities focused on enhancing student learning and development and describes how they might utilize the information to contribute to student learning and development.	Candidate attends in person or using technology, professional conferences, workshops, or other activities focused on enhancing student learning and development and describes how the information might be utilized to contribute to student learning and development.	Candidate joins and attends local, state, or national professional organizations in person or using technology, professional conferences, workshops, or other activities focused on enhancing student learning and development and describes and describe how the information was used and how it affected student learning and development.
	1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	The candidate participates in collaborative professional learning. 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9	Candidate participates by contributing to collaborative professional learning, including using technology, and documents how it might be used to enhance student learning. 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Candidate participates by contributing to collaborative professional learning, including using technology, and documents how it was used and how it affected student learning. 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9

Practicum Guidelines

The practicum experience for students in the part-time cohort requires 100 hours of student contact experiences. At least 50 of the hours each term must be completed in the classroom of an LC-assigned mentor teacher at the school where the candidate works. Candidates will use an electronic log sheet provided in Seminar to keep track of the date and length of each practicum activity. They will also record short memos describing their experience in that observation. The lists below enumerate activities that may be logged. Activities not included on these lists require LC approval in order to be included toward the required hours.

Practicum experiences in the mentor teacher's classroom (50-100 hours)

During the literacy-emphasis year, as many hours as possible should be spent in the mentor's classroom during literacy instruction. During the math-emphasis year, priority should be given to math instructional time. Spending full days in the mentor's classroom is recommended whenever possible. The list below enumerates the types of experiences that can be logged toward the 50 mentor hours of practicum. The practicum experience is intended to broaden and deepen the candidate's teaching experience and should include activities across several of the categories/subcategories listed.

1. **Observing/participating while the mentor teacher leads**
   - 1.1. Observing/participating in non-instructional time (e.g. transitions, community building, recess, beginning/end of day routines, read aloud)
   - 1.2. Observing/participating in literacy lessons
   - 1.3. Observing/participating in other content areas (e.g. math, social studies, science, art, PE)
   - 1.4. Providing classroom management support while the mentor is leading
2. **Leading whole group classroom activities**
   - 2.1. Leading or co-leading non-instructional time (e.g. transitions, community circle, recess, beginning/end of day routines, read aloud, etc.)
   - 2.2. Teaching or co-teaching literacy lessons (during literacy-emphasis year) or math lessons (during math-emphasis year)
   - 2.3. Teaching or co-teaching other content areas (e.g. social studies, science, art, PE)
3. **Facilitating small group work time**
   - 3.1. Leading small groups at the mentor's direction (e.g. pre-teaching, reteaching, providing extensions, providing intervention support)
   - 3.2. Planning and leading small groups (e.g. taking regular responsibility for a reading or math group, working with students who have been absent or fallen behind)
4. **Completing LC coursework assignments that include a classroom component**
   - 4.1. Interviewing the mentor or students
   - 4.2. Discussing with the mentor any topics related to a course assignment
   - 4.3. Teaching lessons required as a course assignment
5. **Discussing instruction and student issues**
   - 5.1. Meeting one-on-one with the mentor (recommended 30 min every other week--includes debriefing of lessons taught)
   - 5.2. Attending grade level team meetings
   - 5.3. Attending parent-teacher conferences, SST, or IEP meetings for students in mentor's class
6. **Other activities related to the mentor's classroom**
   - 6.1. Observing in another same-grade classroom
   - 6.2. Subbing or covering for mentor or another same-grade level teacher
   - 6.3. Other activities (with LC approval)

Practicum experiences that may be completed through job-embedded roles (up to 50 hours)

The job duties of each PTC student vary greatly. Candidates whose job duties place them in instructional and/or supervision roles within an elementary general education setting may log up to 50 hours of job-embedded duties to complete the 100-hour requirement. Candidates whose job duties do not place them in general education elementary settings during the school day will need to complete all 100 hours in the mentor teacher's classroom. The goal for this part of the practicum experience is to recognize and document job-embedded experiences that enhance the candidate's planning, teaching, managing, and assessing skills. As with the mentor hours, logs should include activities across several of the categories/subcategories listed below.

7. **Planning**
   - 7.1. Planning SEL or community-building activities you will deliver with students in groups or one-on-one
   - 7.2. Planning academic lessons/activities you will teach outside the mentor's classroom
8. **Teaching**
   - 8.1. Subbing or covering a class while the teacher is out of the room
   - 8.2. Leading small group lessons
9. **Assessing**
   - 9.1. Assessing students in school-wide or grade-wide initiatives
   - 9.2. Assessing students during intervention or other small groups
   - 9.3. Collecting observational data on students to be shared with a teacher or team
   - 9.4. Analyzing assessment data for use in planning for intervention groups
10. **Collaborating**
    - 10.1. Attending parent-teacher conferences, SST, or IEP meetings for students not in mentor's class
    - 10.2. Participating faculty meetings or job-alike team meetings
    - 10.3. Attending or leading professional development
    - 10.4. Interacting informally with teachers in support of students
    - 10.5. Providing training or support to new paras
11. **Supervising/supporting students**
    - 11.1. Supervising students during library, lunch, recess, arrival/dismissal, etc.
    - 11.2. Supporting individual students to complete academic tasks in the classroom
    - 11.3. Supporting individual student's SEL needs through scheduled meetings and impromptu interactions
    - 11.4. Providing in-person translation or other language support
12. **Supporting teachers**
    - 12.1. Providing information about a student's academic or social progress to a teacher
    - 12.2. Preparing or organizing instructional materials for a teacher
13. **Other activities relevant to teacher preparation**
    - 13.1. Subbing or covering for another teacher or staff member
    - 13.2. Other relevant activities (with LC approval)

Program Planning Sheet

ELEM Part-Time Cohort
Master of Arts in Teaching with Preliminary Teaching License
Elementary--Multiple Subjects Program
2022-24

SUMMER Year 1	*Course Title*	*Semester Hours*
*SS 578	Social Studies for Elementary Teachers	2
*ED 568	The Arts, Culture, and Creativity	1
*ED 569	Health and Physical Education	1
*LA 566	Literacy I: Introduction to PreK-8 Language Arts	1
*SCI 511	Science in Elementary Classrooms	1
	Total Semester Hours	**6**

FALL Year 1	*Course Title*	*Semester Hours*
*LA 567	Literacy II: Planning in the Language Arts PreK-8	2
*ED 511	Field Observation and the Cycle of Effective Teaching Elementary--Multiple Subjects	1
*ED 563	Classroom Management 1: Elementary--Multiple Subjects	1
*ED 514A	Elementary - Multiple Subjects Field Experience IA	1
*ED 517	Field Experience Seminar I (Elementary--Multiple Subjects)	1
	Total Semester Hours	**6**

SPRING Year 1	*Course Title*	*Semester Hours*
*LA 568	Literacy III: Language Arts Development PreK-8	2
*ED 564	Classroom Management 2: Elementary--Multiple Subjects	1
*SCI 512	Planning for Elementary Science Instruction	1
*ED 514B	Elementary - Multiple Subjects Field Experience IB	1
	Total Semester Hours	**5**

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

FALL Year 2	*Course Title*	*Semester Hours*
*SPED 509	Special Education for the Elementary Classroom Teacher	2
*ESOL 535A	English Language Learners: Theory	1
*MATH 568	Mathematics Assessment for Learning	1
*ED 515A	Elementary - Multiple Subjects Field Experience IIA	1
*ED 518A	Field Experience Seminar IIA (Elementary--Multiple Subjects)	1
◊CORE 500	Convocation (required in Fall Semester)	N/A
	Total Semester Hours	**6**

SPRING Year 2	*Course Title*	*Semester Hours*
*MATH 567	Elementary School Mathematics	2
*ED 523	Planning, Differentiation, and Assessment	1
*ESOL 535B	English Language Learners: Theory in Practice	1
*ED 514B	Elementary - Multiple Subjects Field Experience IB	1
*ED 518B	Field Experience Seminar IIB (Elementary--Multiple Subjects)	1
	Total Semester Hours	**6**

SUMMER following	*Course Title*	*Semester Hours*
*ED 516	Elementary - Multiple Subjects Field Experience III	3
	Total Semester Hours	**3**
	TOTAL Semester Credit Hours Required for the MAT program:	**40**

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

ELEM PTC Program Transition Points

Transition Point	
1 - Admission	**Candidates will be admitted into the program only if they have:** ▪ Provided an official transcript showing GPA 2.75 or above and met the math, science, and classroom experience requirements (as stated on GSEC Admissions webpage) ▪ Provided an undergraduate degree-posted transcript from a regionally accredited institution or the foreign equivalent ▪ Submitted a complete admissions file (including three essays, three letters of recommendation, documentation of classroom experience, and other admissions forms) ▪ Participated in an admission interview ▪ Approval of their file by two different faculty members (as documented in the online admissions system) ▪ Been recommended by the program faculty for admission ▪ Been approved by the Graduate Admissions Committee
2A – Entry to field experience in Year 1	**Candidates may begin the practicum experience in September of year 1 only if they have:** ▪ Successfully completed all first summer courses (no incompletes) ▪ Provided documentation of background clearance through TSPC ▪ Passed the ORELA test: Protecting Student and Civil Rights in the Educational Environment
2B – Entry to field experience in Year 2	**Candidates may continue the practicum experience in September of year 2 only if they have:** ▪ Successfully completed all year 1 courses and all second summer courses (no incompletes) ▪ Successfully completed the following Key Assessment: • Either the Mathematics Unit (KA1) in MATH 567 or Integrated Literacy Unit (KA2) in LA 568 (depending on even/odd year enrollment)
3 – Entry into fulltime student teaching experience	**Candidates may begin the fulltime experience after spring break of year 2 only if they have:** ▪ Successfully completed the following Key Assessments: o Both the Mathematics Unit (KA2) in MATH 567 and Integrated Literacy Unit (KA3) in LA 568 o edTPA (KA4) ▪ Successfully completed year 2 coursework (no incompletes) ▪ Maintained progress toward a rating of Level 2 or above on all CAEP Rubric components as documented on the Formative CAEP Rubric (KA3) ▪ Maintained progress on the objectives described in any plan of assistance (if applicable)
4 – Exit from student teaching experience	**Candidates will only be recommended for licensure if they have:** ▪ Scores of Level 2 or higher on all components of the Summative CAEP Rubric (KA5) as determined by the Program Director
5 – Program completion	**Candidates will only be recommended for licensure if they have:** ▪ Provided documentation of passing scores the NES: Elementary Test, Subtests 1 and 2 or multiple measures option, and a passing score on edTPA (KA6) ▪ Successfully completed all licensure course work

Glossary of ELEM Program Terms

CAEP	CAEP is the acronym for Council for the Accreditation of Educator Preparation. This is the accrediting body to which the LC program aligns.
CAEP Rubric	CAEP Rubric represents the K-6 Elementary Teacher Preparation Standards as defined by CAEP. This is the instrument used to assess candidate performance in four domains. See pgs 37 – 64.
Clinical coordinator	The faculty member who supports candidates in their field placement sites and serves as the primary point of contact with mentors and supervisors.
Cohort coordinator	The faculty member assigned to facilitate the Field Experience Seminar. Cohort coordinators serve as the candidate's first contact if they have a question or concern about the program or any academic issue.
Convocation	All full-time master's degree students are required to attend the Graduate School Convocation in September. This annual event addresses the Graduate School's core values of creativity, commitment, and compassion through cross-disciplinary collaboration. Attendance is required for the MAT degree.
ELEM	Elementary--Multiple Subjects. This is the name of our program and the name of the license candidates will earn upon completion of the program.
edTPA	edTPA is the performance assessment required for licensure in Oregon. See page 13 for more detailed information.
ESOL Endorsement	ESOL stands for teaching English to Speakers of Other Languages. There are two options for earning this endorsement, (1) combined with the MAT in the MESOL program or (2) following completion of the MAT program.
FTC	FTC is the Lewis & Clark acronym for Full-Time Cohort. It is used where necessary to distinguish from the Part-Time Cohort (PTC).
Candidate (or Teacher Candidate)	ELEM uses this term to describe its student teachers. (Note: Candidate or student teacher replace the previously used term, intern.)
MAT	Master of Arts in Teaching; the degree candidates will earn upon completion of the 40 hours of required coursework.
Mentor (or Cooperating Teacher)	The teacher(s) with whom the teacher candidate will work in the field placement. All candidates are assigned a classroom mentor. In addition, MESOL candidates are assigned an ESOL mentor in addition to their classroom mentor.
MESOL	MESOL is the name of the program option which combines the MAT with ESOL endorsement. It requires 50 hours of coursework (40 hours for MAT with 10 additional hours for ESOL endorsement).
OAR	Oregon Administrative Rules, the rules governing teaching licensure.
Plan of assistance	A plan designed to help a candidate improve performance when in danger of not being recommended for licensure. See page 30 for more detailed information.
Supervisor	The LC adjunct faculty member who provides support and evaluation in the field. All candidates are assigned a supervisor. In addition, MESOL candidates are assigned an ESOL supervisor.
Triad meeting	Meetings between the candidate, mentor, and supervisor. There are three required triad meetings over the course of the year (January, March, June) for mentors and supervisors with candidates.
Taskstream	The online data management system used by Lewis & Clark to monitor progress toward licensure and graduation.
TSPC	Oregon's licensing agency: Teacher Standards and Practices Commission
WebAdvisor	The online system used at Lewis & Clark for grades, schedules, unofficial transcripts, academic audits, records of licensure tests, and other administrative information.

ELEM Academic Writing Guidelines

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

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

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