

2023-24 Initial Programs' Stakeholder Involvement excerpt from 2025 CAEP Annual Report

Partnerships and Placements Office: The Partnership and Placement office regularly meets with partner districts throughout the state of Oregon that host candidates in all our educator programs. During these meetings, we discuss upcoming placements and collaborate with districts to improve the candidate and school experience. Based on this feedback, we review our current placement processes and then adapt/improve the processes, if applicable. We continue our membership in the Oregon Preservice Education Network (OPEN), a consortium of school districts and institutions of higher education from across Oregon that meet monthly to discuss problems of practice and opportunities for collaboration for all preservice education candidates. These meetings often encourage us to reexamine our own program practices and make improvements that keep us attuned to our statewide colleagues doing this work.

Elementary-Multiple Subjects program: ELEM has continued to engage in extensive conversations with surrounding districts about improving the design and implementation of our two-year part-time district-affiliated MAT cohort which began in summer 2021 and has now admitted four cohorts of candidates. In 2024 we expanded our partnerships to include Nestucca Valley School District. Lewis & Clark's Director of Strategic Partnership and Placement meets at least once a month with the designated representative from each district to review the status and progress of their part-time elementary candidates. Each school district is involved in the recruitment, applicant screening, and field placement of those candidates, and we seek input and suggestions from them that have shaped refinements to the part-time cohort. We recently changed part of our admission process based on the district feedback to now include a requirement of a letter of recommendation from the applicant's direct supervisor; we found that the information gleaned from such a letter provides us with an artifact for assessing the educator dispositions.

Our GSEC Director of Strategic Partnership and Placement continues to meet with local school districts regarding present and future field placements for our full-time cohort candidates. These conversations offer a forum for the exchange of feedback about the program and how it can be improved to better align with the needs in the districts. We continue to be part of the Oregon Preservice Education Network, a statewide consortium of universities and school districts that meet monthly to discuss and collaborate on issues in teacher education. LC's Director of Strategic Partnership and Placement is a lead organizer in OPEN; LC's Director of Educational Career, Licensing, and Accreditation Services also attends OPEN meetings.

Secondary program: In the Secondary MAT program, Content Area Coordinators, who oversee the practicum experience for secondary MAT teacher candidates, collaborate with our Placement and Partnership Coordinator to determine the placement process for each school district. This collaboration includes conversations with the Placement Coordinator and administrators in the districts. Secondary Content Area Coordinators meet with mentor teachers and teacher candidates at the beginning of the school year to provide an overview of the MAT program and to clarify MAT program expectations. We also provide an overview of the MAT program coursework. In our Program Handbook, we describe each phase of the MAT program and provide a list of the texts candidates will be reading in their MAT coursework. Content Area Coordinators send frequent emails to mentors and invite feedback from mentors about any issues or concerns. When needed, Content Area Coordinators meet with mentors about how to best support teacher candidates or areas where candidates may need more instruction. Each February,

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Content-Area Coordinators meet with mentors and teacher candidates for the Formative Teacher Candidate assessment (TCA). During this meeting we discuss the formative TCA evaluation criteria and check-in with mentors and candidates as they complete this assessment. These meetings with mentor-candidate pairs provide opportunities to discuss the language of the TCA as well as ways we can support candidates' content development in our continued work with them. If the formative assessment shows areas where the candidate is not meeting expectations, the mentor, teacher candidate, and Content Area Coordinator meet to determine how best to support the teacher candidate. These meetings are another opportunity to get feedback from mentors and candidates on what additional support we can provide. Clinical Supervisors meet with Content Area Coordinators in the fall and again in the spring to discuss the MAT program, including coursework and texts teacher candidates are reading. We also discuss the evaluation process for teacher candidates. Supervisors are encouraged to share their insights from previous work with teacher candidates and identify any areas where we may need to provide more instruction or support for mentors and/or candidates. In addition to these meetings and regular email communication with mentors and clinical supervisors, we survey stake holders. Mentors are surveyed to provide feedback about our MAT program. We also collect and review data from graduates. Content Area Coordinators also meet with recent graduates of our MAT program. We send emails to check in and typically invite panels of graduates to present to current candidates on how the program prepared graduates for their first year of teaching. We take notes during these panel presentations to share with each other and if needed, to follow-up with graduates to get more details. Content-area Coordinators also track feedback from school district administrators during reference check calls for MAT graduates about how we are doing in supporting our teacher candidates. And we host a panel of administrators every spring to meet with teacher candidates. Seminar instructors host this panel event and this provides an opportunity to talk with secondary school administrators about what they are looking for in the preparation of beginning teacher candidates.