Lewis & Clark College
Graduate School of Education & Counseling

Master of Arts in Teaching

Program: Secondary

2025 - 2026 Handbook

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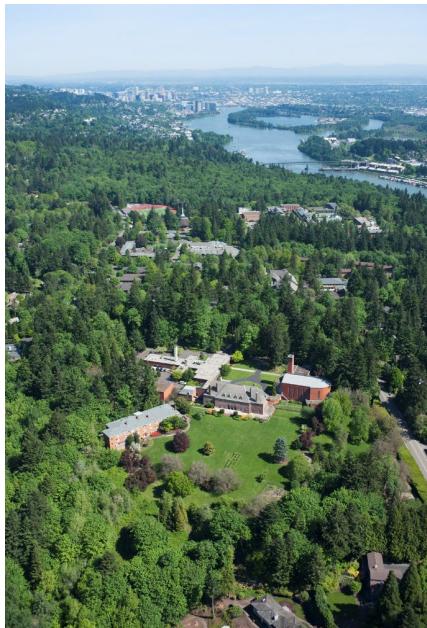
Indigenous Land Acknowledgement

Lewis & Clark Graduate School purposefully reflects on the history of the land it occupies. The indigenous land of what would later be called Multnomah County was and is home to many tribal people. We honor the indigenous people on whose traditional and ancestral homelands we work, live, and play: the Multnomah, Kathlamet, Clackamas, Tumwater, and Watalala bands of the Chinook; the Tualatin Kalapuya; and many other indigenous nations of the Columbia River. We acknowledge and honor the ancestors who resided here since Time Immemorial. Indigenous peoples thrive in this place – alive and strong.

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&
Overview

Welcome to the Secondary MAT at Lewis & Clark!

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

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

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

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

Here's to all that lies ahead!

The Secondary MAT Program Faculty and Staff

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

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

Design Features

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

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

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

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

Collaboration with Local Teachers, Schools & Districts

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

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

Practicum Experience

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

Teacher Candidate Assessment (TCA)

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

Vision:
We join with students to learn, to serve, and to lead through deep engagement with the self and the world. Together we reach for wisdom, justice, compassion, and bold ideas in education and counseling.

Mission:
The Lewis & Clark Graduate School of Education and Counseling is a community that values the rich diversity of voices and perspectives in a complex world. We reach out to those around us, explore new ideas, and pursue the best practice of education and counseling. We promote open dialogue, inquiry, respect, and social action to enhance the learning of adults and children.

Guiding principles of the Graduate School

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

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

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

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

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

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

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

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

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

(5) *The capacity to continue growing and learning as a professional.*
Graduate School Policies & Procedures

The Navigator is the official student handbook of the Lewis & Clark Graduate School of Education and Counseling. In this handbook, you will find information about the academic, registration, and college-wide policies and procedures that guide life on campus, as well as information about the Graduate School generally, and resources and tools for planning your course of study. Teacher candidates should read this document carefully because you are responsible for abiding by the policies and procedures outlined in it. *The Navigator,* together with the Graduate School Catalog, will be helpful throughout the experience at Lewis & Clark. Teacher candidates should be sure to read the Statement of Student Responsibilities at www.lclark.edu/about/at_a_glance/ consumer_information/student_responsibilities/

> *The Navigator* includes the following sections:
> ⟩ About the Graduate School
> ⟩ Academic Planning and Support
> ⟩ Academic Polices
> ⟩ Registration Policies
> ⟩ College Policies
> ⟩ Student Resources

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

> **Navigator & Catalog**
> ⟩ www.graduate.lclark.edu/student_life/handbook
> ⟩ http://www.graduate.lclark.edu/catalog
>
> Please also see the student life link on the Graduate School website for additional resources:
> ⟩ www.graduate.lclark.edu/student_life

Liability Policy Regarding Practica and Field Experience

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

Transportation

With regard to personal vehicle use, Lewis & Clark College does not provide insurance coverage. Teacher candidates who transport other teacher candidates in a personal vehicle, to or from off-campus sites, related to required practicum or field assignments, are required to have valid insurance coverage. Note: Teacher candidates should not transport secondary students in their personal vehicles.

Medical Coverage

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

Convocation & Commencement

Convocation

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

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

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

Attendance at Convocation is required for all students enrolled in the Secondary MAT Program. There is no tuition charged for this experience, but all students will be required to register.

Commencement

The Graduate School of Education and Counseling holds one commencement ceremony annually on the first Sunday in June. Students eligible to participate include degree candidates from the previous December, and July and August degree candidates who have filed a degree application by the required deadline. You will receive information about filing your degree application in the spring semester. Information about Commencement, including when and how to order regalia (required for candidates planning to participate in the ceremony), and information about the schedule for the event, can be found at this website: http://graduate.lclark.edu/commencement/

Who's Who? Roles & Responsibilities

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

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

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

Responsibilities include the following:
- meeting with the teacher candidate in the summer to confirm placement
- coordinating with the teacher candidate at the end of the summer to clarify roles and responsibilities for the start of school
- introducing the teacher candidate to various constituents and resources in the school community
- making time for regular collaboration and conversation with the teacher candidate related to the work of teaching, especially planning and providing feedback
- supporting the yearlong practicum experience as it evolves from a focus on observation to the teacher candidate taking on the role of lead teacher
- providing positive support, ongoing critique, and a willingness to recognize teacher candidates as beginners
- creating opportunities for co-planning as well as co-teaching
- helping the candidate successfully complete their program requirements
- formally observing the teacher candidate 4 times, and evaluating the teacher candidate's progress using the TCA
- participating in mentor meetings two times throughout the year of the practicum experience)

- working with Graduate School faculty to support teacher candidates' development of the competencies listed on the TCA
- writing a letter of recommendation for the teacher candidate, typically in May

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

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

Program Director *works with faculty and teacher candidates on academic and policy issues related to the MAT, taking the lead in internal program evaluation and accreditation. The program director also works to foster and further develop mutually beneficial professional relationships with local schools. When teacher candidates encounter an issue related to the MAT program that they cannot resolve by speaking directly to those involved, they should consult their content coordinator and if needed, have a conversation with the program director.*

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

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

Placement Coordinator *works with content coordinators, and appropriate school district personnel to secure practicum experience placements.*

Teacher Candidate FAQs

When do I need to have my testing done?

The NES content test must be completed prior to licensure, and most teacher candidates are well served by completing all testing at the earliest possible date. Failing to do so can result in a delay of licensing at the end of the program. Please talk with your content coordinator about Oregon's Multiple Measures option in lieu of the NES test.

What if I need to be absent from a class?

The MAT is a condensed and intensive program. Many courses meet only once a week, in which case missing one class is like missing one week of a course. For this reason, teacher candidates are discouraged from missing *any* class unless the situation is particularly urgent. Individual faculty have their own policies regarding absences; few will tolerate more than one. That said, we know that life goes on during the MAT. Significant family events will occur, weddings and funerals being among the most common, and a few of you will become very ill at some point in the year and will need to miss a class for the sake of all of us. This is a long way of saying that teacher candidates should only miss class when they absolutely must.

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

Honest and frequent communication between the teacher candidate, mentor, and supervisor is the best assurance that the practicum experience assignment will be a successful one. However, even in the best of situations, problems can arise. If the teacher candidate, mentor, or supervisor encounters a problem, we encourage them to address concerns directly with the party involved. If this strategy proves unsuccessful, please contact the content coordinator.

Where can I get help with my writing?

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

How should I dress as a student teacher?

While the expectations may vary from one school to the next, generally speaking teacher candidates should dress in a style referred to as "business casual" – modest, clean, and tidy.

Can I substitute teach during my placement?

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

1. Candidates can work as substitute teachers once they have acquired the appropriate licensure (a process that is completed between the candidate and the school district);
2. Candidates **cannot miss any scheduled practicum hours** to work as a substitute teacher;
3. Candidates **cannot miss any Lewis & Clark class time** to substitute teach;
4. Substitute teaching **does not count toward the weekly practicum hour requirements** unless it is in a class in which the candidate is already regularly scheduled.

When do I apply for my license?

Lewis & Clark will recommend you to TSPC for a license in late June/early July provided all of the licensing requirements have been met. You can apply for your license once you receive a "Congratulations!" email from Shanta Calem, the administrative specialist in the department. Please do not attempt to do so before receiving this email. **NOTE**: Teacher candidates MUST apply to TSPC within three years of the Lewis & Clark recommendation.

How do I add an additional content endorsement to my license?

Our secondary MAT program is designed and approved by the Teacher Standards and Practice Commission (TSPC) for **one** content area endorsement for Math, Science, and Art candidates. Our secondary MAT program is designed for a "dual endorsement" for English Language Art and Social Studies for qualified candidates; please talk with your content coordinator to see if you are qualified to pursue the dual ELA/SS endorsement.

TSPC has a process for adding an additional content endorsement after the completion of your MAT. First, you must take and pass the required NES content area test. We recommend you take this test in May or June if you plan to add the endorsement for your first year of teaching. You can then list the additional endorsement as "in progress" or "anticipated" on job applications. During the job search, we encourage you to talk with school districts about your interest in completing a district-sponsored practicum once employed. Note: no additional coursework is required. If you have further questions, please contact Sharon Chinn: schinn@lclark.edu.

What are my responsibilities regarding edTPA?

Beginning in the 2025-2026 academic year, MAT candidates will complete a Lewis & Clark Teacher Performance Assessment in place of the edTPA. More details will be provided throughout the program.

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

Please check with your content coordinator before you agree to coach a sport or advise a club at your practicum placement site.

The Lewis & Clark MAT program is based on a deep philosophy about teaching and learning. These are some of our foundational readings:

- *Antiracism & Universal Design for Learning* (Fitzgerald, 2020)
- *Culturally Responsive Teaching & the Brain* (Hammond, 2015)
- *Integrating Differentiated Instruction and Understanding by Design* (Tomlinson & McTighe, 2006)
- *SEL Everyday* (Srinivasan, 2019)
- *Teaching for Black Lives* (Watson, Hagopian, & Au, 2018)

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

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

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

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

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

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

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

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

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

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

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

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

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

How often should I observe my teacher candidate's teaching?
    Mentors should regularly observe the teacher candidate and offer feedback on areas of strength and areas for future growth. We suggest you observe the candidate and take notes that you can share with your teacher candidate once a month from February through May. TSPC also requires mentors to document four formal observations during student teaching. We will talk about this at the Mentor/Candidate meetings, and will email you a short Google Form in the spring to document the four TSPC-mandated observations.

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

My computer is at my desk and there really is not another place on campus for me to get work done, what should I do?
    We fully understand this challenge. However, it will be important for you to ultimately find a place on campus, outside of your classroom, where you can be productive. There may be times when you remain at your desk while the teacher candidate takes a leading instructional role in the classroom. However, it is necessary to leave the room altogether as the candidate begins teaching independently.

What is my role in supporting my teacher candidate program assignments?
    We hope that you will help the candidate complete program-required assignments. We purposefully design assignments to complement the growth and development of our candidates; that said, if any questions arise, please reach out to the program director with questions or concerns.

What should I do if I have concerns about my teacher candidate?
    If mentors encounter a problem, we encourage them to address concerns directly with the candidate. If this strategy proves unsuccessful, then they should contact the content coordinator. The content coordinator will determine appropriate next steps.

What if the supervisor and I disagree about the progress of a teacher candidate?
    The first step should be to engage the supervisor in a conversation. However, if this strategy does not prove successful, please contact the content coordinator.

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

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

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

Please contact your designated content coordinator as soon as possible with any concerns that you may have.

What tips do you have for writing observation reports?

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

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

- DATA-BASED: focused on actual observed events, interactions, behaviors, remarks, patterns, actions, statements, etc. (and avoiding loose impressions or vague generalizations about the candidate's abilities)

- SYSTEMATIC: grounded in the methodical recording of classroom information that targets the specific knowledge, skills, and dispositions described in the TCA

- CRITICAL: providing detailed feedback about both the successes and failures of the teacher candidate's instructional choices and how those choices affect student learning. Supervisors—like mentors, L&C faculty, and the teacher candidate's peers—often function as "critical friends," whose commitment to the candidate's growth necessitates regular critique, if not the delivery of hard truths when necessary. The TCA is designed to focus that feedback on tangible, observable, and specific behaviors we know competent educators demonstrate

- SPECIFIC: making clear the techniques, behaviors, skills, dispositions, knowledge, and practices the teacher candidate should prioritize in the time between this observation and the next as a way of outlining expectations for continuous growth over time. Again, the TCA is a critical tool here

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

There are two required supervisor meetings, one in mid-November for Details & Logistics and one in mid-March to discuss the formative TCA. We are always happy to meet as needed.

Phases of the MAT

Phases of the Secondary Program		
I. Prepare to Teach *1st Summer:* *June – August*	Teacher candidates (TCs) complete initial coursework in writing, foundations, adolescent development, ESOL, and their content area. They meet their potential mentor and secure their student teaching placement. Mentors confirm expectations for the first week of school.	**Practicum:** **There are no designated practicum hours during Phase I**
II. Observe & Assist *Fall:* *Late August – mid-October*	TCs participate in start of school activities, spending extra time at their site during the first week of school. Together, mentors and candidates determine the course in which the candidate begins teaching. Candidates spend 15 hours per week at the practicum site.	**Practicum:** **15 hours/week**
III. Co-Plan & Co-Teach *Fall:* *Late October – mid-November*	Mentors and TCs co-plan lessons for candidates to implement and might co-teach lessons. TCs develop and submit lesson plans using the principles of backward design.	**Practicum:** **15 hours/week**
IV. November/December *Fall:* *Mid-November - December*	TCs take on lead teacher role for one class period between mid-November and winter break. These weeks of teaching provide the data for the TCs EdTPA submission. Using the TCA as a guide, mentors observe weekly during this period and supervisors conduct their 1st observation. TCs use data to make instructional decisions and reflect on their experience.	**Practicum:** **15 hours/week**
V. Refine the Work *Spring:* *January - March*	TCs continue as lead teacher for one class. Mentors and candidates plan for a first teaching unit and TCs implement in February/March. Using the TCA as a guide, supervisors and mentors help candidates identify areas of focus. In February, candidates complete formative TCA evaluations.	**Practicum:** **20 hours/week**
VI. Teach Full-Time *Spring/2nd summer:* *April-June*	TCs transition gradually to ¾ teaching load after Spring Break. This might require working with a 2nd mentor. TCs are now at their site full-time. Graduate coursework is diminished, but ongoing, taking place in evenings only. Candidates complete summative TCA evaluation. .	**Practicum:** **Full-time contract hours from spring break through end of school in June.**
VII. Complete Degree *2nd Summer:* *June - July*	TCs participate in commencement. They finish teaching and grading at their site, participating in all end-of-year activities. They complete summer coursework. L&C completes the licensure audit and recommends TC to TSPC.	**Practicum:** **Practicum hours conclude at the end of the academic year.**

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

OVERVIEW

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

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

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

MENTORS meet their teacher candidates during this period and make their plans for the start of school. Mentors also attend a "Mentor/Teacher Candidate Meeting" in late August/early September with their teacher candidates, either virtual or in-person. In that meeting, we review expectations for the program and answer questions that mentors and candidates may have.

SUPERVISORS are generally being contacted by content coordinators during this phase of the program. However, in most cases, they will not yet have been matched with specific teacher candidates.

TRANSITION GATES

- *Completion of summer coursework*
  Teacher candidates must complete all coursework and earn grades of B- or better in all classes. All courses taken "CR/NC" must be passed with a grade of "CR." Should a teacher candidate receive a grade of "INC" in any course, they must complete the work needed to have the "incomplete" cleared and a new grade posted before beginning their practicum at the end of August.

- *Demonstrated professionalism/Dispositional Review*
  Teacher candidates conduct themselves as professionals in all their interactions on campus, both during and outside of class. They communicate in a direct and timely fashion with faculty regarding any special circumstances that might arise. They serve as reliable colleagues for their classmates when it comes to any group assignments or projects. At the end of summer coursework, content faculty instructors will evaluate candidates on professional and academic dispositions.

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

Placement Process

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

Below are the steps in the placement process. **The teacher candidate's responsibilities are bolded**.

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

Please keep in mind:

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

Please contact the teacher education placement coordinator if you need assistance.
Michael Sarno - lcplacements@lclark.edu - (503) 768-6149

Teacher candidates participate in "start-of-school" activities at their site. Mentor and teacher candidate determine the first class that the teacher candidate will teach. <u>NOTE: This first class must be in the morning as candidates need to be on campus by 1:00pm</u>. Teacher candidates spend 15 hours per week at their site.

OVERVIEW

Teacher candidates enter the classroom during Phase II and experience Lewis & Clark's approach to student teaching.

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

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

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

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

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

- ☐ **Establish a regular conference period with the teacher candidate.** This is possibly the most important thing you can do for your teacher candidate during this phase. This could be two 15-minute periods during your prep period or before or after school, or any other regular period of time (at least 30 minutes per week) when you and the teacher candidate protect time to meet face-to-face specifically to discuss issues related to teaching

- ☐ Check with your school regarding the procedures for teacher candidates to sign in and out of the building. If at all possible, please arrange to provide a desk for your teacher candidate and a place for their coat, books, etc.
- ☐ Introduce the teacher candidate to all students as a co-teacher
- ☐ Show the teacher candidate how to use the school's attendance system and help the teacher candidate become acquainted with the school's grading requirements. If permitted, teacher candidates may enter grades in the school's system; they are encouraged to keep their own computer system or gradebook as back-up
- ☐ Support the teacher candidate in learning the names of students in their "primary" observation class (the one in which they will begin teaching in November), so they can tell who is absent without a seating chart. Teacher candidates get to know students by working with them in the classroom (small groups, taking attendance, entering grades, and returning student work)
- ☐ Introduce the teacher candidate to other teachers, the administration, and staff. If you work with students who receive services for special needs, please introduce teacher candidates to the teachers and staff who provide these services
- ☐ Recommend colleagues the teacher candidate should visit. We encourage them to observe other teachers in the content area, and if possible, to observe some of the students with whom they work in other content area classes. If you can talk with the candidate about what they observed, all the better

TRANSITION GATES

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

- *Demonstrated knowledge of students and teaching environment (names, schedule, practices & procedures, etc.)*
  Successful completion of Lewis & Clark Teacher Performance Assessment portfolio assignments 1 & 2. Teacher candidates apply learning from graduate coursework to the work at their teaching site. They build relationships with students (i.e., learning their names, interests, hobbies, habits, and idiosyncrasies). They practice classroom routines and become acquainted with the designated instructional materials in the course for which they will become lead teacher. They attend department and faculty meetings as their graduate courses allow (i.e., teacher candidates should not miss any L&C classes to attend meetings or events at their practicum site). They get to know fellow staff members.

PHASE III: Co-Plan & Co-Teach

Mentors and teacher candidates are taking more time to plan together. They are adapting and co-writing lessons for the teacher candidate to teach as well as lessons to co-teach.

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OVERVIEW

Phase III involves teacher candidates playing a more active role in the classroom and beginning to develop their skills as teacher researchers. Teacher candidates continue to spend 15 hours per week at their placement site.

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

TEACHER CANDIDATES are encouraged to take the initiative in scheduling time to talk with their mentor about planning and taking on additional responsibilities in the classroom. As candidates begin discussing teaching in their L&C courses, they will want to collaborate with their mentor to develop the teaching plan. To that end, teacher candidates are encouraged to do the following:

- ☐ Plan mini-lessons or activities that you implement in the classroom
- ☐ Plan at least one full lesson with your mentor and try teaching it; debrief with your mentor
- ☐ Continue to observe in other classrooms
- ☐ Identify the topic for your teaching early on and begin researching instructional ideas that you might want to incorporate
- ☐ Begin thinking about how you might differentiate instruction for the students in your classroom
- ☐ Meet regularly with your mentor to discuss students, your teaching, instructional plans, and your development as a professional educator

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

- ☐ Show the teacher candidate how you write a lesson plan. Talk about how you decide what to teach— and what to leave out
- ☐ Discuss the factors that influence your instructional decision-making (e.g., state standards, district scope and sequence, department curriculum, etc.)
- ☐ Establish times during which the teacher candidate will teach mini-lessons or other portions of a class period. Co-plan these lessons so that teacher candidates can learn from you about the planning process

and then implement the lesson. Note: Teacher candidates may also be asked to do this teaching as part of their content area course

☐ Meet with the teacher candidate to review instructional plans and make any needed adjustments prior to teaching it. If possible, do this at least a day in advance. After observing the lesson, provide feedback. Then, if the schedule permits, we encourage candidates to teach the lesson to a second class

☐ Support the teacher candidate in the planning and teaching of a full class period, but not more than once per week

☐ Discuss the curriculum focus for when teacher candidates take on the role of "the lead teacher"

SUPERVISORS attend the first professional development meeting for all secondary supervisors. This takes place in the fall.

<h1 style="text-align:center;color:#E8740C;">TRANSITION GATE</h1>

- **Teach and reflect on one lesson for assignment 3 of the Local assessment portfolio.**

Teacher candidates take on the lead teacher role for one class period between mid-November and Winter Break. Using the TCA as a guide, mentors observe weekly during this period and supervisors conduct their first official observation.

OVERVIEW

The lead teacher role includes taking responsibility for planning, instruction, and assessment, with guidance from and collaboration with the mentor teacher. The teacher candidate and mentor will need to coordinate about how best to communicate with parents and other school staff about this transition. Because, legally speaking, mentors are responsible for what occurs in their classrooms, it is our expectation that teacher candidates work closely with mentors to ensure compliance with all curriculum and school policies.

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

TEACHER CANDIDATES are at their placement site 15 hours a week during Phase IV. They should use this time primarily for work related to planning and assessing student learning. Below is a list of tasks teacher candidates will want to attend to during this time.

- ☐ Provide your mentor with a finalized copy of your teaching plan
- ☐ Write a lesson plan for each class you teach and review it with your mentor prior to teaching
- ☐ Make notes and/or write reflections on your lesson plans after you teach. Check with your content coordinator regarding expectations about these reflections
- ☐ Respond to and assess student work in a timely fashion, ensuring that your students receive feedback that is useful to them
- ☐ Meet regularly with your mentor in support of your teaching
- ☐ Observe your mentor or another colleague teach another section of the course you are teaching
- ☐ Use the time at your practicum site primarily to focus on work that supports your teaching

MENTORS support the transition of the teacher candidate from the role of co-teacher to lead teacher for one class period. Below is a list of suggestions for how to best support teacher candidates as they teach. ***Note: Teacher candidates are expected to meet your requirements regarding curriculum and timelines, but we ask that you support teacher candidates in developing their own approaches to the content. We encourage teacher candidates to draw on your expertise and resources, but we also want them to learn how to develop their own strategies and resources.***

- ☐ Require daily lesson plans from the teacher candidate, review them prior to teaching, and if needed, suggest adjustments. It is a program expectation that candidates write lesson plans for each class period they teach. Teacher candidates are required to keep a copy of each plan in a shared electronic folder. Content coordinators provide guidance for the format(s) lesson plans may take

- ☐ Discuss grading practices and policies. We encourage mentors to work closely with teacher candidates to develop grading practices and respond to the assessments they assign during this teaching period

- ☐ Provide information for the teacher candidate about policies, procedures, and the location of appropriate forms, including the following:
    - o when and how to contact parents about students' behaviors, absences, quality of work, missed or late assignments, etc.
    - o what to do during fire drills or lockdowns
    - o where to access student health information and what to do if an emergency occurs in a classroom (e.g. a nosebleed, a fist fight, a student with epilepsy)
    - o how to protect confidentiality (a student asks for help with a drug problem, information about abortion, reports abuse at home, instances of mandated reporting)
    - o what is an appropriate action to take if a student is injured in class or on a field trip
    - o how to ensure accessibility for students who require accommodations
    - o how to access and use technology that may be available in your department and school

- ☐ Observe the teacher candidate teaching and share your feedback. Formal observations will start in February. Your feedback should include the elements enumerated and described on the Teacher Candidate Assessment (TCA) found in the **Documents & Forms** section of this handbook. We urge you to identify strengths as well as areas for growth

- ☐ Encourage the teacher candidate to observe a particular lesson you are teaching and/or observe other classrooms, then talk about the data gathered and what meaning the candidate is making of them

- ☐ Consider stepping out of the classroom on a regular basis while the teacher candidate is teaching

SUPERVISORS may make their first official classroom visit in December, or they may wait until January. This first observation is an opportunity to experience the classroom in which the teacher candidate works, connect with the mentor, observe the teacher candidate teaching, and provide feedback based on initial impressions. Below is a list of guidelines and tasks to be completed during this phase:

- ☐ For the first and all subsequent visits, please wear your Lewis & Clark name badge. When you arrive at the school, proceed to the Main Office to sign-in and pick up a visitor's pass, if required

- ☐ In December, please be sure to meet the mentor. Introduce yourself and let the mentor know how much we appreciate their work with the teacher candidate. Create an opportunity to learn about what the mentor is seeing. (*The teacher candidate may be included in this conversation*)

- ☐ Have your handbook available with you when you visit a site. Use it as a resource when questions about the program arise and/or when you need to reference the TCA. If you do not know the answers to questions posed by the mentor and/or teacher candidate and you cannot find them in the handbook, please direct the questions to the teacher candidate's content coordinator

- ☐ Discuss with the teacher candidate and mentor the overall unit plan for December Teaching, including student learning objectives, plans for instruction, and assessment procedures

- ☐ Write an official report for each observation. These become part of the teacher candidate's licensure file. To the extent possible, every Supervisor Report should reference specific elements in the Teacher Candidate Assessment (TCA). Email it to the teacher candidate, mentor, and content coordinator, and upload it to Taskstream.

TRANSITION GATES

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

- ***Successful completion of assignment 4 for the Lewis & Clark Teacher Performance Assessment Portfolio***

- ***Fall coursework***
  All Fall coursework must be completed, the candidate must earn a grade of B- or better in all courses (or when graded as "CR/NC" the candidate receives only a "CR"), and all grades of "Incomplete" must be cleared before a teacher candidate returns to their placement site in January.

PHASE V: Refine the Work

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

OVERVIEW

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

Because they can concentrate on the one class that they already know quite well, Phase V also presents a unique opportunity for the teacher candidate to focus on developing specific pedagogical skills prior to taking on more courses after Spring Break. We encourage mentors and supervisors to help their teacher candidates identify areas for needed improvement based on the indicators in the TCA. During this time, mentors and teacher candidates also articulate the plan for ramping up the teacher candidate's teaching to a ¾ load.

One of the challenges of Phase V is helping the teacher candidates maintain balance between practicum experience responsibilities and ongoing graduate coursework. For this reason, we request that teacher candidates spend **no more than 20 hours per week** at their placement site during this period. It is important that the teacher candidate prioritize tasks connected to improving their teaching while at the site. Although we continue to encourage candidates to observe their mentors and other colleagues teach, candidates will want to ensure that these choices support the candidate's role as lead teacher.

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

MENTORS should continue to set aside specific times at least weekly to discuss the teacher candidate's planning (including both unit plans and daily lesson plans). The mentor continues to observe the teacher candidate at least once a week and conduct a post-observation conference in which specific, data-based feedback about the candidate's classroom practice is provided. The domains and elements in the Teacher Candidate Assessment (TCA) are designed to support both the observation and the post-observation conference. Other tasks specific to Phase V include the following:

- ☐ Encourage the teacher candidate to limit their time at the school site to 20 hours so that they can successfully complete course requirements during this time

- ☐ Complete one formal observation of the teacher candidate every month from February thru May.

- ☐ In early March, complete the Formative TCA and bring it to the Triad meeting with the supervisor and the teacher candidate.

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

Classroom Observations

Pre-Observation Conference:

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

Observation:

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

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

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

Teacher Candidate Assessment — Formative Evaluation

☐ Supervisors are asked to arrange a Triad meeting with the mentor teacher and the teacher candidate in early March. The supervisor should ask the mentor to bring a completed TCA form to this meeting and ask the candidate to review the TCA for familiarity.

- [ ] During the meeting, bit the supervisor and mentor share their TCA scores. We do not expect the scores to match.

- [ ] Using the TCA as a guide, the supervisor, mentor, and candidate will set two or three goals.

- [ ] Separately, the supervisor and mentor will each share their TCA scores with the content coordinator. The supervisor will upload their scores to Taskstream, and Shanta will upload the mentor's scores

- [ ] When meeting with the teacher candidate to go over the TCA, we recommend first encouraging the teacher candidate to evaluate their process using the language of the TCA. Then, you should share and possibly explain your ratings.

- [ ] Know that the purpose of the Formative TCA evaluation is to determine whether a teacher candidate is on track for successful completion of the program. At this point in the program, we expect teacher candidates to be at the "DEVELOPING" level for most indicators. In addition, the candidate should be ready to enter the ¾ teaching load after spring break.

- [ ] If you have any questions or concerns completing the Formative TCA form, please contact your content coordinator

MEETING DATES

- [ ] **Formative TCA & Goal-Setting**: Early March. The supervisor coordinates a triad meeting at which the mentor and supervisor each bring a completed Formative TCA and share their ratings with the candidate. The main purpose of this meeting is to set goals for the candidate for the full-time teaching experience. Typically, two or three primary goals are identified through collaborative discussion between the mentor, candidate, and supervisor. Teacher candidates should prepare for this meeting by reviewing the TCA. *There does not need to be consensus between the supervisor and the mentor on the TCA scores.*

TRANSITION GATES

- *Completion of the Formative TCA*
  During the Triad Meeting, the mentor and supervisor will share the TCA results with the teacher candidate, and the three will collaborate to set goals for the full-time teaching experience. The mentor and supervisor will email the completed Formative TCA to the content coordinator, and the supervisor will enter their scores in Taskstream.

- *Successful completion of* **assignments 5, 6, and 7 of the Lewis & Clark Teacher Performance Assessment portfolio** (teaching a mini-unit with a video reflection, assessment of student learning, professionalism assessment).

- *Successful completion of all spring coursework*
  Candidates must successfully complete all coursework for all spring classes (with the exception of 564 and ED 541) by the end of spring break in order to take on a ¾ teaching load.

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

OVERVIEW

In Phase VI, the teacher candidate ramps up to what we call "full-time teaching," meaning "full time contract hours" at their placement site combined with a "¾ teaching load." After Spring Break, teacher candidates gradually increase the number of classes they are teaching to reach the desired course load. The schedule will be determined at the Mentor/Supervisor/Teacher Candidate Triad Meeting in March, if not before. We generally limit teacher candidates to no more than two preps during their full-time teaching.

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

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

During "full-time teaching," teacher candidates must be at their school sites for the full day or what is commonly referred to as "regular contract hours." Though they do have a reduced teaching load, candidates are expected to fulfill the responsibilities of a full-time teacher during this time in every respect, and to adhere to district and school policies. This includes, but is not limited to preparing

lesson plans for substitutes; conferencing with other teachers and support staff regarding students; meeting deadlines regarding paperwork for students' absences, illness, I.E.P.'s, and graduation; participating in department and/or faculty meetings; and communicating with parents. Teacher candidates are also expected to continue providing mentors a Plan for Teaching for each course as well as daily lesson plans for each class period they teach. It is the teacher candidate's responsibility to keep their mentor teachers informed and up-to-date about what is happening in their classes.

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

TEACHER CANDIDATES concentrate on their full-time teaching during Phase IV. They will still have graduate work to complete which includes readings and assignments, but all of these are designed to improve their instructional practice. Below are some key tasks for teacher candidates to attend to during this final teaching phase.

- ☐ Write daily lesson plans for each class/prep you teach and review the plans with your mentor as much as the two of you feel is warranted. Adapt the format provided by your content coordinator as needed. Save these documents in your shared Google Drive folder
- ☐ Make notes and/or write reflections on your lesson plans after you teach
- ☐ Respond to and assess students' work in a timely fashion and continue to reflect on data regarding your teaching and students' learning
- ☐ Remember the importance of novelty for student learning and try not to get "stuck in a rut" in terms of your lesson design.
- ☐ Meet at least twice a week with your mentor in support of your teaching. Be open and responsive to feedback you receive from your mentor as well as your supervisor during observation conferences
- ☐ Continue to observe in other classrooms and use those observations (and the conferences you have with those you observe) to think about your own practices and how they may be improved

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

- ☐ To complement the check-in conferences noted above**,** please arrange for more formal, weekly "conferences" with your teacher candidate that focus on improvement. Please use these to provide support, give direction, and challenge as necessary. We recommend using this time to do the following:
  - o go over lesson plans and assignments
  - o help teacher candidates develop long-range and unit calendars for each of their classes so they know what you expect and you know what they intend to teach and when
  - o act as a resource, answer content questions, provide materials, and assist in reworking assignments or tests. (At the end of this conference every week, you and the teacher candidate should have a clear idea of what is going well and where the teacher candidate needs help)

- ☐ Continue to conduct weekly "formal" observations of the teacher candidate's teaching using the following model:
  - o Meet in advance to discuss the lesson plan.
  - o Decide what areas of teaching you and the teacher candidate think you should observe. Some examples include: How does the teacher candidate relate to students? How much time does the teacher candidate give students to respond after asking a question? What are the curricular expectations? How was the clarity of oral or written directions? How effective was the teacher candidate's classroom management? To what extent are attention, questioning, and challenge distributed equitably across all students?
  - o Take notes and collect appropriate data during the lesson
  - o Meet after the lesson (or as soon after the lesson as possible) to discuss the observation. At this post-observation conference, mentors should begin by providing feedback on what the teacher candidate did well, move to critiquing observation areas agreed on in advance, and help the teacher candidate to propose alternate teaching strategies for parts of the lesson that did not go well. Mentors are free to structure the conversation in ways that make sense to them. However, each post-observation conference should contain at least these three elements
  - o Come to some feeling of closure and mutual understanding about what the teacher candidate is doing well, what the next phase of the teacher candidate's development of teaching process should focus upon, and how the mentor will support this effort

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

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

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

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

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

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

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

- ☐ **Observations:** Schedule visits according to individual needs. You may want to schedule two visits in April or May in an effort to see more of the classes that the teacher candidate is teaching. Try to schedule the required triad meeting for the Summative TCA on a day when you are observing as well. Try to visit <u>each</u> class the teacher candidate is teaching. If you find yourself needing to make more than six visits, due to the teacher candidate's needs or issues that may surface during their spring semester teaching experience, ***please alert the content coordinator***

- ☐ **Summative TCA:** Mentor, supervisor, and teacher candidate come to the meeting with the *Teacher Candidate Assessment (TCA)* ratings marked. Ratings are then discussed among all parties, not with the intent of reaching consensus but to allow for sharing of everyone's perceptions, including the teacher candidate's. Supervisor and mentor record their ratings on the Summative TCA Evaluation and sign along with the teacher candidate. Please make a copy for each participant and share it with the content coordinator. The supervisor uploads both the mentor and supervisor ratings to Taskstream by the first week in June.

- ☐ **Letters of Recommendation:** As mentioned in the Roles & Responsibilities section of this handbook, supervisors are asked to write letters of recommendation for their teacher candidates and these letters are typically written in May. They should be sent directly to the teacher candidate: an e-mail version and one hard copy on letterhead (which we will provide). We are happy to provide sample recommendation letters if that would be helpful to you

- ☐ **Record Keeping**: Please upload your reports to Taskstream as you complete your observations and maintain a list of visits for each teacher candidate you supervise. In order to comply with IRS regulations (so that we will not have to consider your mileage reimbursements taxable), mileage reimbursements must be requested within 60 days of your first travel date. Please submit the form monthly to Shanta Calem in the Teacher Education Office.

TRANSITION GATES

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

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

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

- **Successful completion of assignment 8 for the Lewis & Clark Teacher Performance Assessment portfolio.**

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

OVERVIEW

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

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

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

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

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

- ☐ Be aware of the Graduate School calendar and schedule for summer classes. Should you encounter any potential conflicts, alert your mentor and content coordinator while working to negotiate a professional compromise
- ☐ Attend graduation. It is a rite of passage and is a lot of fun!
- ☐ Stay on top of assessing student work and grading during those last few weeks of school

- [ ] Plan a meaningful closure activity for all of your last classes. Thank your students
- [ ] Be sure your mentor knows how grateful you are for their generosity this year and the experience you have had in their classroom. Help them clean up the classroom and prepare for the next year
- [ ] Confirm with your content coordinator that all your licensure paperwork is assembled

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

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

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

TRANSITION GATES

- *Summative TCA with Mentor and Supervisor*
  At some point in early June, the triad of teacher candidate, mentor, and supervisor will meet to complete the Summative TCA evaluation.

- *Content-related testing complete or completion of Multiple Measures option*
  No MAT graduate can be recommended for a license until their content area testing is complete. The tests vary for the different disciplines. See below.

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

- *Submitting test scores*
  Students can initiate that test scores are recorded in multiple ways:
    1) The student can request that the testing company send the official results to GSEC
    2) The student can come to the Shanta's office and open their test score report in her presence.

3) The student can forward the official email containing the test scores to Shanta (scalem@lclark.edu). They must forward the entire email – not just the attachment with the test scores. For some tests, the email is not sent, so the student must do option 1 or 2.

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

Professional Expectations & Accountability

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

Academic Expectations

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

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

Professional Dispositions and Expectations

As described in the Graduate School Student Professional Conduct Policy and on the Teacher Candidate Assessment (TCA), teacher candidates are also expected to meet the standards of professional conduct appropriate to their field of study. Whether on campus or in the classroom, teacher candidates should exemplify the characteristics of successful professionals.

Secondary MAT Professionalism Dispositions and Expectations

Candidate Name: _____ Course Instructor: _____

Professional Dispositions are values, attitudes, and behaviors that guide us in our interactions with the people we work with. Because this is a professional program, how candidates demonstrate the dispositions and expectations of the teaching profession are an important part of assessing their growth. This assessment will occur periodically and be used as a way to provide feedback and support for candidates throughout the program.

Communication and Professionalism		
Expectation		Selected indicators
1. The candidate is consistently organized and manages time well.	❏ Yes ❏ No ❏ Not yet observed	□ Consistently arrives on time and prepared for class and practicum. □ Initiates timely discussions with faculty for assignments or projects when necessary. □ Follows course policies when a request for an extension is necessary.
2. The candidate is thoughtfully and effectively engaged in courses and the Lewis & Clark community.	❏ Yes ❏ No ❏ Not yet observed	□ Makes positive contributions to the work at hand. □ Refrains from interacting with technology at inappropriate times. □ Pays attention with an open and curious mind to the activities and experiences encountered in classes at Lewis & Clark.
3. The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	❏ Yes ❏ No ❏ Not yet observed	□ Replies to emails promptly and professionally within two business days. □ Produces work that reflects assignment guidelines. □ Considers impact of all forms of communication (expression, body language, voice, written), beyond just intention, with colleagues, faculty, and staff.
4. The candidate is dependable and responsible.	❏ Yes ❏ No ❏ Not yet observed	□ Follows through with commitments to peers 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.	❏ Yes ❏ No ❏ Not yet observed	□ Approaches learning with humility and curiosity, and reaches out for support when needed. □ Responds to new information with open-minded comments like, "I wonder…" and "Tell me more…" □ Disagrees respectfully with ideas and not people
6. The candidate is concerned with their own professional growth.	❏ Yes ❏ No ❏ Not yet observed	□ Completes course work in a timely manner with highest possible quality. □ Seeks and uses feedback from faculty. □ Uses instructor feedback on prior assignments to make improvements on future assignments.
7. The candidate identifies with the profession of teaching and conducts themselves in a professional manner in attitude and communication.	❏ Yes ❏ No ❏ Not yet observed	□ Presents themselves as a candidate in a professional program. □ Demonstrates a conscientious work ethic.
Ethical and Respectful Behavior		
Expectation		Selected indicators
8. The candidate recognizes and applies ethical and legal requirements and professional standards.	❏ Yes ❏ No ❏ Not yet observed	□ Follows Lewis & Clark policies regarding professional conduct and academic integrity. □ Follows required ethical and legal guidelines for the teaching profession. □ Asks thoughtful questions to faculty advisor about ethical concerns.

9. The candidate follows appropriate conflict resolution processes.	❏ Yes ❏ No ❏ Not yet observed	□ Seeks wise counsel for resolving ongoing or difficult conflicts. □ Addresses issues directly with the individual(s) with whom the conflict exists. □ Demonstrates self-regulation regarding anger and impulse control in all professional interactions.
10. The candidate respects the fundamental rights, dignity, and worth of all people. Maintains respectful relationships and boundaries with peers, faculty, and others.	❏ Yes ❏ No ❏ Not yet observed	□ Refrains from gossip and declines to participate in conversations intended to demean or belittle others. □ Interacts respectfully with peers and faculty regardless of culture, age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. □ Respects individuals in leadership roles.
11. The candidate recognizes the boundaries of their particular competencies and the limitations of their expertise.	❏ Yes ❏ No ❏ Not yet observed	□ Compensates for lack of knowledge or experience by seeking the counsel of program faculty and peers. □ Actively seeks opportunities to increase knowledge and competence.
Commitment to Social Justice and Culturally Responsive Teaching		
Expectation		Selected indicators
12. The candidate's attitudes and behaviors promote social justice in the classroom and the world.	❏ Yes ❏ No ❏ Not yet observed	□ Recognizes the importance of building strong relationships. □ Reflects on privilege and bias in order to engage authentically with the Lewis & Clark and practicum community.
Additional Comments?		

Procedures for Addressing Performance Concerns

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

Professional Support Plan

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

Areas of concern that could result in a PSP
- Writing/academic readiness for graduate school (evidence from course assignments)
- Professional Dispositions and Expectations (including evidence from courses and placement site)

Process for developing a PSP (Summer)
A meeting is held once summer classes have ended with the summer program director and all summer faculty and, ideally, content coordinators. The purpose of this meeting is to identify any candidates who might warrant a PSP. Faculty and adjunct faculty will be asked to submit names of students about whom they have concerns in any of these areas to the summer program director at the time they finish their courses. At the end of this meeting, names of identified students are shared with relevant content coordinators and the program director.

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

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

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

Process for developing a PSP (remainder of academic year)

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

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

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

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

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

3.   If a faculty member, mentor, supervisor, or content coordinator has significant concerns about the candidate's performance that merit immediate attention.

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

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

Special Cases
•   **Disagreement about the performance of a teacher candidate:** Where there is disagreement regarding the performance of a teacher candidate, any member of the evaluation team may request additional supervision by another faculty member. This request will be discussed with the content coordinator. If the situation seems critical, mentors should call the content coordinator immediately to set up a meeting.

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

- **Substance abuse or sexual misconduct**: The college has multiple policies that govern sexual conduct and harassment, substance abuse, and the removal of students from programs based on evaluations of the safety and security of the community at large. In the context of practicum placement sites, substance abuse, sexual harassment, and other inappropriate behaviors fall under the umbrella of "professional conduct." If suspicion of substance abuse or sexual misconduct arises at the site, the teacher candidate will be immediately removed from the practicum site until the proper procedure can be put into place. The Student Professional Conduct Policy, including procedures for student conduct review, can be found in the graduate school catalog. Other college-wide policies governing substance abuse, sexual conduct, and removal from an academic program can be found in the Navigator Student Handbook and include:
  - Sexual Conduct Policy
  - Sexual Harassment
  - Alcohol and Other Drugs Policy
  - Involuntary Administrative Withdrawal of Student

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

As noted above, teacher candidates who have had areas in need of improvement identified by the Professional Dispositions and Expectations or the Formative TCA will be provided with additional support that may include a Plan of Assistance. If the teacher candidate continues to be rated as "NOT YET MET" on any Elements in the Summative TCA, the content coordinator and program director may direct the teacher candidate to one of the following options:

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

In a limited number of cases, a student may be offered the opportunity to apply to the M.Ed. in Educational Studies, which is a non-licensure degree program. This option is determined by individual situations and must be approved by the content coordinator, program director, and the chair of the department.

At rare times, a mentor teacher may determine that they are no longer willing to host a candidate, typically due to dispositional concerns. In these situations, the Content Coordinator and/or the Program Director will meet with the candidate to determine the next steps. Potential outcomes include taking a Leave of Absence or pursuing the M.Ed. An additional placement will not be provided when a candidate is removed for dispositional concerns.

Appeal Process

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

Expectations for Fall Finishers

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

Practicum Schedule

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

The practicum will be completed by winter break if the teacher candidate has demonstrated all of the competencies on the Teacher Candidate Assessment (TCA), successfully submitted additional licensure and program requirements, and completed all grading as well as any other responsibilities at the school site.

Teaching Load

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

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

Evaluation of Practicum and Teaching Plan

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

Support for Fall Practicum

Teacher candidates will have the support of the mentor at their practicum site. A supervisor will be assigned to observe the teacher candidate and provide additional field-based support. Supervisors will visit with the teacher candidate and mentor in September and work out an observation cycle in support of the candidate. In addition, the content coordinator will be available for on-campus support as needed.

Termination of Fall Practicum

We are committed to supporting teacher candidates during their Fall practicum, but we also recognize and are committed to ensuring that the students in the classroom at the practicum site are

receiving the education to which they are entitled. In the event that a teacher candidate is not meeting expectations or demonstrating growth in the TCA competencies, the Fall practicum may be terminated at any time. At this point, the content coordinator will advise the teacher candidate of their options, including the possibility of applying their MAT course credits towards a Lewis & Clark M.Ed. degree.

Documents
&
Forms

Calendar 2025-26		
June/July	**August**	**September**
Orientation *June 17, 9:00-12:00pm* *June 17 - Lewis & Clark classes begin*	*July 24 – L&C classes end* Inservice Week: Late Aug – early September (Check with mentor for dates/times) **Mentor/Candidate Meeting** **Convocation:** **August 28, 4- 6 pm**	*Sept 2 - Lewis & Clark classes begin* September - November Practicum site: 15 hours per week
October	**November**	**December**
Practicum site: 15 hours per week	Practicum site: 15 hours per week **Supervisor Meeting** **Mid-November** Nov 17 – Winter Break: Lead teacher for one class	Practicum site: Nov 17 – Winter Break Lead teacher for **one** class period (School schedules vary regarding start date for winter break)
January	**February**	**March**
Return to practicum site (School schedules will vary) *January 12 – L&C classes begin* Practicum site: 20 hours per week Continue as lead teacher for **1** class	Practicum site: 20 hours per week. Continue as lead teacher for **one** class.	Practicum site: 15-20 hours per week. Continue as lead teacher for **one** class. **Formative evaluation (TCA) with supervisor/mentor/candidate**
April	**May**	**June/July**
Practicum site: Full-time contract hours. Begin taking on additional classes to meet ¾ teaching load requirement	Practicum site: Full-time. Lead teacher for ¾ teaching load Final Supervisor Visit: 3-way conference with candidate and mentor to complete Summative TCA (This could also take place in early June) *May 11 - Summer Term I begins*	Practicum site: Full-time. lead teacher for ¾ teaching load **L&C GSEC Commencement** **June 7, 2026** *June - Summer Term II begins* Apply for licensure after notification from Shanta Calem July - Lewis & Clark classes continue

Secondary MAT Program Overview

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

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

Master of Arts in Teaching with Preliminary Teaching License
Secondary MAT Program 2025-26

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

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

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

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

Testing Requirement for Licensure
NES Subject Area Test or Multiple Measures option

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

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

		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Domain 1: Knowledge of the Learner						
Element 1.1	**Focuses on learner assets, strengths, and interests**		TC shows minimal focus on including students' assets, strengths, and interests to tailor their teaching, build relationships, and engage students.	TC focuses on learner assets, strengths, and interests and is beginning to apply this knowledge into their teaching, building relationships, and engaging students.	TC focuses on learner assets, strengths, and interests and uses this knowledge to tailor their teaching, build relationships, and engage students.	TC consistently focuses on learner assets, strengths, and interests, uses this knowledge to tailor their teaching, build relationships, and engage students. TC has developed strategies for reviewing, reflecting on, and updating their knowledge of their students' strengths, their interests.
Element 1.2	**Affirms learners' identity(ties) and backgrounds in lessons**		TC is still getting to know students and learning about their different identities and backgrounds.	TC's lessons show knowledge of students' identities and backgrounds and is beginning to affirm all students in the classroom setting. TC develops lessons that connect to their students.	TC's lessons consistently affirms and validates students' identities, backgrounds, and life experiences. TC develops lessons that connect to their students.	Candidate's lessons welcome students' identities, cultural backgrounds, and life experiences into the classroom and regularly develops lesson plans that connect to the lived experiences of students in the classroom.
Element 1.3	**Applies their knowledge and understanding of adolescent development**		TC is developing understanding of adolescent development (i.e.: limited focus on social emotional development of the students in the classroom, lessons are geared toward a different age group) and how to design instruction in consideration of the physical, cognitive, social, emotional, and cultural needs of adolescents.	TC can identify key aspects of adolescent development and, with support, apply them to build lessons that promote student learning. Instruction is designed in consideration of the physical, cognitive, social, emotional, and cultural needs of adolescents.	TC applies key aspects of adolescent development to build relationships and promote student learning in a safe and supportive learning environment for all students regardless of learning differences. Instruction is designed in consideration of the physical, cognitive, social, emotional, and cultural needs of adolescents.	TC consistently applies key aspects of adolescent development to consistently and deliberately build relationships and promote student learning in a safe and supportive learning environment for all students regardless of learning differences. Instruction is designed in consideration of the physical, cognitive, social, emotional, and cultural needs of adolescents.

		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 1.4	**Shows responsiveness to the variety of student needs**		TC is beginning to incorporate the varying needs and readiness levels of students in lesson design.	TC can identify the different learning needs of their students. With support, TC is beginning to make adjustments based on learner needs.	TC regularly responds to the needs of different learners by using some approaches to meet their needs.	TC regularly responds to the varied needs of learners and is making strides to individualize instruction and use a variety of approaches to meet student needs.

Domain 2: Knowledge of Content & Pedagogy (Application of Content)						
		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 2.1	**Applies content knowledge in the development of equitable and inclusive learning experiences**		TC is beginning to apply content knowledge in lessons. The ability to clarify relationships between concepts, and/or respond to student inquiries related to the content/identify student misconceptions is in the beginning stages.	TC applies content knowledge in lessons in ways that all students can engage. The TC regularly clarifies relationships between concepts, and/or responds to student inquiries related to the content/identifying student misconceptions but may struggle with questions requiring deeper insight.	TC applies content knowledge in lessons in ways that all students can engage. The TC is able to clarify relationships between concepts, respond to student inquiries related to the content/identify student misconceptions, and can answer simple and complex questions and correct misconceptions.	TC applies content knowledge in lessons in ways that all students can engage. The TC is able to clarify relationships between concepts, respond to student inquiries related to the content/identify student misconceptions, and can answer simple and complex questions and anticipate student misconceptions.

		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 2.2	**Shows pedagogical knowledge**		TC is at the beginning stages of using a range of pedagogical approaches to instruction. Lesson organization/pacing is frequently uneven. TC attempts to connect instruction to students' lives and interest in ways that support critical thinking and collaborative problem-solving to enhance student learning.	With coaching, TC uses a range of pedagogical approaches to instruction. Lesson organization is clear and is often appropriately paced. TC attempts to connect instruction to students' lives and interest in ways that support critical thinking and collaborative problem-solving to enhance student learning.	TC effectively uses a range of pedagogical approaches to instruction. Lesson organization is clear and appropriately paced. With support, TC connects instruction to students' lives and interests in ways that frequently support critical thinking and collaborative problem-solving to enhance student learning. TC begins to provide different explanations, representations, and perspectives.	TC has a strong command of pedagogical approaches to instruction. Lesson organization is clear and appropriately paced. TC connects instruction to students' lives and interest in ways that support critical thinking and collaborative problem-solving to enhance student learning. TC provides different explanations, representations, and perspectives.

Domain 3: Instructional Planning (OR Designing Instruction)						
		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 3.1	**Sets clear goals & objectives**		Goals & objectives are in the beginning stages and may lack clarity, suitability for students, flexibility in learning approaches, measurability, and/or focus on activities rather than the desired student outcomes (with "the end" in mind). The TC is beginning to connect goals and objectives to standards.	Goals & objectives are clear and reference standards. Learning is mostly accessible and intellectually challenging for all students.	Goals & objectives are clear and reference standards. Learning is accessible and intellectually challenging for all students. Often, multiple pathways and scaffolds for student learning are provided.	Goals & objectives are clear and reference standards. Learning is accessible and intellectually challenging for all students. Multiple pathways and scaffolds for student learning are provided as a regular part of instruction.

		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 3.2	**Plans organized, thoughtful lessons**		Lessons are in the beginning stages of development although the goals may be unclear and/or the activities may not follow an organized progression and/or have inadequate time allocations. Technology usage does not enhance student learning.	Lessons are organized with a clear beginning, middle and end. Activities are mostly connected to the learning objectives; formative assessments are frequently used to make sure students are on track. Candidate is beginning to use lesson closure to reinforce the learning or preview what is coming next. If used, technology enhances student learning.	Lessons align with goals, frequently featuring well-defined and organized activities that focus on student engagement and understanding. The flow of activities is even, with reasonable time allocation. The TC's plans make content relevant by considering students' prior learning, strengths, and interests. If used, technology enhances student learning.	Lessons demonstrate a consistently well-defined and maintained structure, ensuring engaging activities with a seamless and balanced progression. Time allocations are skillfully managed. Learning activities consistently and effectively make content highly relevant to learners. If used, technology enhances student learning.
Element 3.3	**Plans for differentiated instruction**		TC is in the beginning stages of planning activities and materials that consider diverse student learning needs, abilities, and strengths or learning outcomes. TC is beginning to promote active intellectual engagement.	With coaching, TC plans activities and materials that consider diverse student learning needs, abilities, and strengths or learning outcomes. Lessons promote active intellectual engagement; options exist for the variety of student learning needs in the classroom.	TC plans activities and materials that consider diverse student learning needs, abilities, and strengths or learning outcomes. Lessons promote active intellectual engagement; every student can access learning at the appropriate level.	All planned activities and materials are well suited for diverse learners and align with learning outcomes. They are designed to engage students in high-level cognitive tasks and are effectively differentiated.

		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 3.4	**Offers autonomy-support and pathways to competence**		TC is at the beginning stages of planning learning activities that prioritize student autonomy (e.g., non-coercive language, choice, revision). TC is developing pathways to competence (clear expectations, guidelines, explanations, self-assessment)	With coaching, TC plans learning activities that prioritize student autonomy and competence (planning includes clear expectations, guidelines, and explanations, self-assessment/reflection). Attention to supporting student perseverance and learning mindsets (e.g., open to revising one's thinking, have a "not yet" vs. "can't do" attitude) is sporadic.	Learning activities prioritize student autonomy and competence (planning includes clear expectations, guidelines, and explanations, student self-assessment and reflection). Plans frequently include approaches for supporting students' learning mindsets (e.g., open to revising one's thinking, have a "not yet" vs. "can't do" attitude) and perseverance.	All planned learning activities prioritize student need for autonomy and competence. Plans include approaches for supporting students' learning mindsets (e.g., open to revising one's thinking, have a "not yet" vs. "can't do" attitude) and perseverance. Systems are in place for students to have choices in modes of learning, revise their attempts at learning, and self-assess as part of goal setting.

Domain 4: Implementing Instruction						
		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 4.1	**Communicates lesson content and expectations clearly**		Clarity of TC's directions, procedures, and instructions are in the beginning stages and may be unclear to students or contain errors. Expectations may be ambiguous or unrealistic (too low or too high).	TC provides clear directions, procedures, and instructions and offers multiple pathways to them. With coaching, expectations are consistently provided, clear and realistic.	TC provides clear detailed directions and procedures in various forms. Expectations are clearly defined, communicated, revisited and appropriate.	TC provides students with clear, detailed directions and procedures in various forms. Expectations are communicated clearly and are appropriate. TC re-engages students as needed to clarify instructions. Student misconceptions are anticipated and addressed in instruction.

		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 4.2	**Uses quality questioning and discussion techniques**		TC uses only whole class discussion and/or asks simple questions with only one correct answer, limiting opportunities for student thinking. Discussions are led by the teacher, with little room for student interaction. Participation is limited to a few students, often the same ones.	With some support, TC fosters both small-group and whole class discussions. TC is developing the ability to ask questions that foster higher-order thinking. Processing time and quality of participation may be uneven.	TC fosters both small-group and whole class discussions. TC asks questions that foster higher-order thinking. Processing time is adequate and all students participate.	TC uses both small groups and whole class discussions. Questions cover a full spectrum of cognitive challenges, offering students a mix of both lower-order, closed-ended and higher-order, open-ended questions. Ample wait-time is provided. Students take active responsibility for discussion success and actively raise questions to each other and initiate topics. The teacher monitors and adjusts participation types to meaningfully include all students.
Element 4.3	**Focuses on student engagement and cultivates a growth mindset and perseverance for all students**		TC is beginning to use various instructional methods (e.g., meaningful hooks, engaging lectures, independent work, think-pair-share, small group, cooperative learning, whole class, reciprocal teaching, opportunities for autonomy/choice). TC is beginning to pay attention to student self-talk, encourage productive struggle, and show students how to set and track goals. The classroom can be described as "learning centered".	With support, TC uses several instructional methods with attempts at engaging all students. Students are sometimes encouraged to express their thoughts.TC pays attention to student self-talk, encourages productive struggle, and show students how to set goals and track goals. The classroom can be described as "learning centered".	TC effectively uses several instructional methods to engage all students, encouraging them to express their thoughts and make academic choices. TC encourages students to focus on positive self-talk and embrace productive struggle. Students receive asset-based formative feedback, set goals and track goals. Student questions and comments are built on and incorporated in instruction. The classroom can be described as "learning centered".	TC effectively uses various instructional methods to engage all students, encouraging them to express their thoughts and make academic choices. TC encourages and offers students ways to focus on positive self-talk and embrace productive struggle. Students receive asset-based formative feedback, set goals, track, and reflect/revise goals. Student questions and comments are built on and incorporated in instruction as an important aspect of the learning environment.

		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 4.4	**Practices responsiveness and inclusivity through differentiated instruction**		TC is learning how to modify the instructional plan in order to accommodate different learning needs. Lessons include some differentiation.	With support, TC makes attempts to modify the lesson as needed. Efforts to tailor learning for diverse students are evident and differentiation is included in the lesson plan.	TC smoothly makes adjustments to lessons based on student needs, provides different pathways to learning, and maintains high expectations. They personalize instruction effectively when required.	TC successfully makes major adjustments to a lesson when needed and the adjustments add value and rigor to the lesson. Students at all performance levels are provided opportunities for enrichment.
Element 4.5	**Focuses on literacy skills with students and in their communication**		TC is beginning to embed literacy skills (reading, writing, developing academic language, and speaking) in instruction. TC is beginning to instruct students in "reading" the "text" (i.e.: math problems, charts/graphs, artistic renderings).	TC consistently embeds literacy skills in instruction. TC is beginning to instruct students in "reading" the "text" (i.e.: math problems, charts/graphs, artistic renderings).	TC weaves literacy skills into most lessons and explicitly links them to instructional objectives and activities. TC actively supports the "reading" of "text" (i.e.: math problems, charts/graphs, artistic renderings).	TC shows that literacy skills are foundational to most lessons. Their visual representations, ideas expressed, decisions made, texts consulted, vocabulary developed, academic language used, and problems solved all reflect this infusion. Students can "read" the course "texts".

Domain 5: Assessment						
		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 5.1	**Aligns assessment with standards, learning objectives and instruction**		TC's assessments are beginning to align with standards and the lesson's objectives. Criteria may be unclear.	TC's assessments align with standards, instruction, and lesson objectives. With support, adaptations of the assessments for individual needs are attempted. Criteria are clear and measurable.	TC's assessments align with instructional standards and objectives, including adaptations for different student groups. Assessment criteria and standards are clear and measurable.	TC's assessments and procedures clearly measure instructional objectives, are differentiated to meet individual student needs, and feature clear, measurable criteria that students can easily understand and apply.

		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 5.2	**Designs thoughtful formative assessments and opportunities for self and peer assessment**		TC is beginning to incorporate formative assessment throughout the lesson. TC is beginning to include student self-assessment and peer-assessment in the lesson or unit. Information gathered from assessments are inconsistently used.	TC incorporates formative assessment, self and peer assessment in the lesson or unit. With support, information from these assessments is used to inform plans for instruction and help students reflect on their thinking and how they are learning.	TC effectively uses a variety of formative assessments as well as self and peer assessment. TC uses information from these assessments to help students reflect on their thinking, growth, and learning processes and plan instruction.	TC uses well-designed formative, self and peer assessments and clearly articulates in instructional plans and includes student as well as teacher use of the assessment information.
Element 5.3	**Includes accommodations for students' learning needs**		TC is learning about the needs of learners in their care, as well as what accommodations can be provided.	TC is aware of the needs of learners in their care; with coaching, TC is beginning to provide accommodations throughout instruction and assessments.	TC plans for differentiated assessments and/or accommodations and provides them for specific students when required.	TC regularly plans and provides differentiated assessments and accommodations for students and updates their assessment methods in response to students' needs.
Element 5.4	**Provides helpful and timely feedback on assessment**		TC rarely offers constructive feedback or timely responses, leaving students without clear guidance for improvement. There is an overreliance on non-specific praise (e.g., "Good job!" or "You're so smart!").	TC offers constructive feedback. Response to student work is timely and provides clear guidance for improvement. At times, feedback might be overly general and could overemphasize praise. In-class opportunities are provided for students to make use of the feedback.	TC provides students with timely and accurate feedback, focusing on their efforts, growth, and accomplishments. Praise, when given, is specific, sincere, and carefully considered. In-class opportunities are provided and students are expected to make use of the feedback.	TC consistently gives timely feedback focused on student achievements and effort. In-class opportunities are provided for students to regularly apply this feedback in their learning, showing increased motivation and effort.

Domain 6: Learning Environment

		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 6.1	**Builds trusting teacher-student relationships**		TC is beginning to establish rapport with students. TC knows the names of all students and can pronounce them accurately. However, interactions suggest limited understanding of students' cultural backgrounds, interests, and developmental levels. TC actively works to make sure all learners are included in the classroom community.	With support, TC has established rapport with students. TC knows the names of all students and can pronounce them accurately. Interactions increasingly suggest understanding of students' cultural backgrounds, interests, and developmental levels. All learners are included in the classroom community.	TC has built a strong rapport with most students, ensuring equitable, appropriate interactions that reflect understanding of their cultural and developmental needs. They encourage diverse student participation and foster an environment where students are willing to take intellectual risks. All learners are included in the classroom community.	TC has built strong relationships with all students, effectively motivating students to engage deeply with the content and exert their best effort. There is mutual respect and trust, with students actively contributing to each other's learning. All students are included, their voices heard, and encouraged to take intellectual risks.
Element 6.2	**Promotes caring peer interactions and a welcoming classroom environment**		TC is beginning to promote positive peer relationships, and student interactions. The classroom community is developing. With support, TC intervenes when conflict arises or to address behaviors.	TC promotes positive relationships among students. The classroom community feels positive. TC takes initiative to address instances of students showing apathy towards peers, or disregarding peers' feelings and making hurtful remarks.	TC helps students develop supportive and respectful relationships with one another. TC is attentive and responsive when conflict arises, problematic statements are made, or behaviors need to be addressed. The classroom feels welcoming and inclusive; the TC maintains student dignity.	TC helps students develop positive relationships with one another. Students respectfully interact with one another and the TC's corrections are clear, brief, and helpful. The classroom community is welcoming.

		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 6.3	**Uses practices that cultivate an organized, supportive, and predictable learning environment**		TC is beginning to establish all the following practices that support learning: - Classroom expectations - Routines and procedures - Clear communication of expectations for transitions and management of materials	The classroom environment is predictable. With support, TC has established the following practices: - Classroom expectations - Routines and procedures - Clear communication of expectations for transitions and management of materials	The classroom environment is predictable. TC has successfully established these practices and students show buy-in of these practices: - Classroom expectations - Routines and procedures - Clear communication of expectations for transitions and management of materials	The classroom environment is predictable. TC and students work collaboratively on these practices. The class collectively reflects and shares feedback on how these practices are going making changes when the need arises: - Classroom expectations - Routines and procedures - Clear communication of expectations for transitions and management of materials
Element 6.4	**Communicates with families**		TC is beginning to communicate with families. TC responds to family concerns in a timely manner.	With support, TC communicates with families about the curriculum, behavioral expectations, and student progress. TC is beginning to show awareness of cultural differences, family structures, or socioeconomic backgrounds when communicating with families. TC responds to family concerns with kindness and in a timely manner.	TC provides frequent and appropriate information to families about the curriculum and behavioral expectations and conveys information about individual student progress in a manner that is sensitive to issues of family diversity. They make some attempts to engage families in the instructional program. TC responds to family concerns with kindness and in a timely manner.	TC consistently communicates with families in a way that supports diversity and keeps them informed about classroom activities. Students play a role in this effective communication. The teacher addresses family concerns with professional and cultural awareness and successfully engages families in the instructional program.

		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 6.5	**Uses positive and encouraging responses to student behaviors and challenging situations**		TC is beginning to address student behavior. With support, TC practices responding to challenging situations.	With support, TC addresses student behavior and challenging situations although their response might be inconsistent (i.e.: too punitive or lenient). Overall, responses are positive and encouraging and preserve student dignity and the classroom environment.	TC is aware of what happens in the classroom. They have systems in place to respond and prevent behaviors that interrupt learning and the building of positive relationships. Their approaches are proactive, positive, and equitable, showing their knowledge of their students.	TC has a robust system of monitoring student behavior. They have a solid system of preventing and intervening when disruption occurs and their system includes student voice. They focus on restorative practices that do not reproduce the systemic inequities that affect educational systems.

Domain 7: Professional Dispositions						
		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 7.1	**Engages in self-reflection and self-assessment to improve teaching practice**		TC is beginning to examine whether a lesson was effective or achieved its instructional goals. TC can articulate areas of improvement after teaching a lesson.	TC can reflect and identify some aspects of a lesson's effectiveness and the extent to which instructional objectives were met. TC can articulate areas of improvement after teaching a lesson.	TC regularly reflects on their teaching and accurately evaluates the success of lessons in meeting their objectives, can cite specific examples, and is receptive to ideas for practice.	TC has developed a practice of reflection on teaching and makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional objectives, citing many specific examples from the lesson and weighing the relative strengths of each. They actively seek ways to improve their practice.

		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 7.2	**Manages assumptions and biases while being curious about students' identities and interests.**		TC is in the beginning stages of getting to know students and of learning about their identities and their interests. TC's actions are free from bias.	TC shows genuine interest in students and is curious about their lives, their identities, and their interests inside and outside of the classroom. TC manages assumptions and their actions are free from bias.	TC shows genuine interest in and curiosity of students and who they are. TC asks open questions and brings students' lives, identities, and interests into the classroom. TC manages assumptions and acknowledges bias but their actions are bias-free.	TC's genuine interest in their students and curiosity of students and who they are is apparent throughout the class period. TC asks open questions and brings students' lives, identities, and interests into the classroom. TC manages assumptions and acknowledges bias but their actions are bias-free.
Element 7.3	**Communicates in constructive ways to convey their thoughts and ideas, resolve conflict, and/or problem solve**		TC can regulate their emotions. They have beginning strategies for constructive communication when conflict arises, problems come up, or to share their ideas.	TC can regulate their emotions. Their approach to resolving conflict, conveying thoughts, or problem solving is effective. They model ways that promote a healthy understanding of emotions (identifying and labeling emotions, regulating emotions, and expressing emotions in healthy ways).	TC can regulate their emotions and respond in constructive ways. Their approach to resolving conflict, conveying thoughts, or problem solving is thoughtful. They actively model for students ways that promote a healthy understanding of emotions (identifying and labeling emotions, regulating emotions, and expressing emotions in healthy ways).	TC can respond to conflict and emotionally charged situations in constructive ways. Their approach to resolving conflict, conveying thoughts, or problem solving is thoughtful. They actively and openly model ways that promote a healthy understanding of emotions (identifying and labeling emotions, regulating emotions, and expressing emotions in healthy ways).
Element 7.4	**Takes and uses feedback**		There is little evidence of change based on feedback provided.	TC makes improvements to instruction/plans based on feedback provided. TC is beginning to seek out feedback.	TC seeks feedback from various stakeholders and makes improvements to instruction/plans based on feedback provided.	TC actively seeks feedback from various stakeholders, including colleagues, students, and parents, and makes improvements to instruction/plans based on feedback provided.

		Not Yet Observed	Beginner	Developing	Proficient	Exemplary
Element 7.5	**Practices ethical conduct, integrity, and habits of professionalism**		TC shows inconsistency regarding responsiveness and attentiveness to school and program expectations. Their interactions with others are not consistently characterized by honesty.	TC practices professional habits of honesty and integrity. TC is punctual at practicum site and adheres to school and program expectations.	TC practices professional habits of honesty and reliability. TC is punctual at practicum site and adheres to school and program expectations. Their interactions with others show high standards for honesty, confidentiality, and integrity.	TC is the model of responsiveness and reliability. They are counted on for the highest standards of honesty and integrity.
Element 7.6	**Cultivates emotional resilience and takes responsibility for student learning**		TC does not reflect on what they could have done differently when students have difficulty (blames students); lacks adaptability to changing circumstances; has a hard time recovering from setbacks; and generally does not exhibit a positive outlook.	TC adjusts instructional goals based on changing circumstances, taking responsibility for student learning. With coaching, TC can identify additional stakeholders (learners, family, colleagues), new methods, and engage in collaborative work to support all students.	TC adapts instruction based on changing circumstances, taking responsibility for student learning. TC can identify additional stakeholders (learners, family, colleagues), new methods, and engage in collaborative work to support all students.	TC adapts instruction and utilizes a variety of strategies based on changing circumstances, taking responsibility for student learning. TC regularly engages additional stakeholders (learners, family, colleagues) and engages in collaborative work to support all students. They don't allow setbacks to affect the quality of their teaching and relationships with students.

Licensure Checklist

√	Item	Date Due	Who Submits	Submitted to
	Formative TCA (Triad – Mentor, Supervisor, Candidate)	February or March	Teacher Candidate	Content Coordinator & Taskstream
	Summative TCA (mentor & supervisor)	Early June	Supervisor	Content Coordinator & Taskstream
	Supervisor Observation #1	January	Supervisor	Teacher Candidate & Taskstream
	Supervisor Observation #2	February	Supervisor	Teacher Candidate & Taskstream
	Supervisor Observation #3	March	Supervisor	Teacher Candidate & Taskstream
	Supervisor Observation #4	April	Supervisor	Teacher Candidate & Taskstream
	Supervisor Observation #5	April/May	Supervisor	Teacher Candidate & Taskstream
	Supervisor Observation #6	May/June	Supervisor	Teacher Candidate & Taskstream
	Mentor Observation #1	February	Teacher Candidate	Course Instructor (Seminar)
	Mentor Observation #2	March	Teacher Candidate	Course Instructor (Seminar)
	Mentor Observation #3	April	Teacher Candidate	Course Instructor (Seminar)
	Mentor Observation #4	May	Teacher Candidate	Course Instructor (Seminar)
	Civil Rights Requirement	Fall Semester ED 533	Instructor	Shanta
	Lewis & Clark Teacher Performance Assessment Portfolio	September - May	Teacher Candidate	Content Coordinators/Course Instructors
	Content Area Test *or* Multiple Measures	April	Teacher Candidate	National Evaluation Services *or* Shanta