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Welcome

Welcome to the Early Childhood/Elementary Preservice Program at Lewis & Clark College. You are taking the first step into what we hope will be a lifelong career as a professional educator. Congratulations and welcome to an incredibly demanding and immensely rewarding profession!

You have been chosen to enter the program at Lewis & Clark based on the excellence, depth, and breadth of your academic background; the strength of your recommendations; the quality of your prior classroom experience; the passion expressed in the essays you wrote; and the way you presented yourself during our interview process. We believe you are a promising teacher candidate, and we will invest in your success. We ask that you commit to engaging fully with your heart, your mind, and your actions in every opportunity this program provides.

Through challenging courses, meaningful assignments, engaging discussions, and a carefully chosen internship placement we will prepare you to be a transformative educator who is dedicated to promoting democratic school reform and social justice in a diverse and multicultural society. Over the course of this year-long, you will become a thoughtful decision-maker and innovative leader. While helping children 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 highly capable intern colleagues, 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 outstanding teachers and to practice teaching under the careful supervision of a skillful mentor teacher. You will be encouraged to develop strategies as a lifelong learner through your coursework and your practicum experience. The Lewis & Clark program will both challenge and enrich you as you work toward the goal of becoming an excellent beginning teacher.

Welcome to the start of an exciting year.

About the Graduate School

Vision, Mission, and Guiding Principles

Lewis & Clark has been educating teachers and counselors since its earliest days; the Graduate School of Education and Counseling in its present form, however, was established in 1984. That year, graduate programs were consolidated into a single administrative unit and faculty collaborated to create a unified vision for educating students and joining together as a community of scholars and learners. Through this vision, the Graduate School of Education and Counseling has supported the mission of Lewis & Clark by educating thoughtful leaders, innovative decision makers, and agents of positive change in the fields of education and counseling. Our graduates become leaders who actively engage with the communities they serve.

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

Vision

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

Mission

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

The Lewis & Clark Graduate School community has identified nine guiding principles which support our vision and mission. These principles are in addition to the fundamental commitment, which is at the heart of our mission, to cultural competence and advocacy based on knowledge and respect for the vitality of diverse cultural, linguistic, and ethnic groups we serve.

Learning and Living Environments

Create democratic communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.

Disciplinary Knowledge

Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.

Professional Practice

Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Connection to Community

Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.

Professional/Technological Resources

Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.

Assessment

Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.

Research and Reflection

Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.

Leadership and Collaboration

Lead and collaborate with others to plan, organize, and implement education and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.

Professional Life

Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).

Graduate School Policies and Procedures

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

The catalog includes [academic policies](#), including:

- Academic Integrity
- Academic Integrity in Practice
- Student Conduct, Academic Performance, and Appeal Guidelines

The handbook and catalog also contain [collegewide policies](#) that set out student rights, such as access to disability services, as well as responsibilities, such as refraining from hate speech. These documents also explain in detail essential policies and procedures associated with discrimination and harassment, sexual conduct, and hate and bias motivated incidents.

Every student is expected to know and comply with academic and campus rules established in the catalog. A student who is uncertain about the application of the rules to his or her circumstances has the responsibility to seek clarification from the dean to ensure proper compliance.

Professional Ethics

Lewis & Clark interns must adhere to the Student Professional Conduct policy of the graduate school. It is the intern's responsibility to read and follow the guidelines found here:

<http://docs.lclark.edu/graduate/policyprocedures/academic/>

In addition, interns must adhere to the ethical, legal, and professional responsibilities identified by Oregon law and [TSPC guidelines](#) found here:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_020.html

Student Support Services

Lewis & Clark is committed to serving the needs of our students with disabilities and learning differences. Professional staff members in the office of [Student Support Services](#) are available to ensure that students receive all of the benefits of a comprehensive selection of services. This office also provides advising and advocacy for students with disabilities and support for students who seek advice on academic strategies. Services, advising, and accommodations are always the result of an active partnership between students and Student Support Services staff.

Students seeking testing accommodations for the required licensure exams should contact Student Support Services for assistance.

About the Early Childhood/Elementary Program

Program Philosophy

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

- Humans are social beings who learn best in real-life activities with other people where they can develop practical knowledge and problem-solving skills. This progressive education ideal applies to both the experience of interns in our program and to the children they will teach.
- Education must support students in constructing important knowledge and deriving concepts for themselves. To encourage the construction of understanding teachers must use practices that engage learners in actively fitting new information together with what they already know, and these practices should permeate the intern's experience—as a student and as a teacher.
- Teachers who make a difference have a steadfast commitment to high quality education for all children. They participate in improving schools, educational systems, and the profession by fostering multicultural understanding, implementing culturally responsive teaching practices, advocating for social justice, and teaching for equity.

Teaching Standards

Oregon Standards

The EC/EL program uses two primary sources to guide and assess intern preparation for teaching. The first is the set of standards for early childhood and elementary teaching established by the Oregon Teacher Standards and Practices Commission (TSPC) in OAR 584-018-0115 (Early Childhood Authorization), OAR 584-018-0120 (Elementary Authorization), and OAR 584-018-0105 (Knowledge, Skills, Abilities and Professional Dispositions for Initial I Teaching Licensure).

OAR 584-018-0115 Early Childhood Education Authorization

The unit assures that candidates for an Early Childhood Education Authorization demonstrate knowledge, skills, and competencies in a pre-kindergarten, kindergarten or an elementary setting.

- 1) Candidates document understanding and apply knowledge of developmental psychology and learning, appropriate to students ages three through grade four within the cultural and community context of the teacher education institution and cooperating school districts.
- 2) Candidates articulate and apply a philosophy of education which is appropriate to the students in pre-kindergarten and elementary grades and which ensures that students learn to think critically and integrate subject matter across disciplines.
- 3) Candidates document broad knowledge of the subject matter, curriculum and methods needed to enable students to meet state and district standards by passing the commission-approved multiple subjects examination.
- 4) Candidates complete student teaching or internship with students in grades pre-kindergarten through grade four. A practicum may substitute for student teaching if this is an additional authorization on an Initial, Initial I, Initial II or Continuing Teaching License.
- 5) Special Education candidates may complete practica, student teaching, or internships in grades pre-kindergarten through grade four.

OAR 584-018-0120 Elementary Authorization

The unit assures that candidates for an Elementary (ELE) Authorization demonstrate knowledge, skills, and competencies in an elementary setting.

- 1) Candidates document understanding and apply knowledge of developmental psychology and learning, appropriate to students in grades 3-8 within the cultural and community context of the teacher education institution and cooperating school districts.
- 2) Candidates articulate and apply a philosophy of education which is appropriate to the students in elementary grades and which ensures that students learn to think critically and integrate subject matter across disciplines.
- 3) Candidates document broad knowledge of the subject matter, curriculum and methods needed to enable students to meet state and district standards by passing the commission-approved multiple subjects examination.
- 4) Candidates complete student teaching or internship with students in grades 3-8. A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.
- 5) Special Education candidates may complete practica, student teaching, or internships in grades three (3) through eight (8).

OAR 584-018-0105 Knowledge, Skills, Abilities and Professional Dispositions for Initial I Teaching Licensure

The unit assures that candidates for an Initial I Teaching License have sufficient evidence to show performances, essential knowledge and critical dispositions in each of the following 10 teaching standards.

- 1) The Learner and Learning
 - a) Learner Development: The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]
 - b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]
 - c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. [InTASC Standard #3]
- 2) Content
 - a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard #4]
 - b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]
- 3) Instructional Practice
 - a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [InTASC Standard #6]

- b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]
 - c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]
- 4) Professional Responsibility
- a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]
 - b) Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10]

Framework for Teaching

The second source used by the EC/EL program to define teaching proficiency is the set of research-based practices described in *The Framework for Teaching Evaluation Instrument* (Danielson, 2013) available for download here: <http://www.danielsongroup.org/userfiles/files/downloads/2013EvaluationInstrument.pdf> . The Framework for Teaching (FFT) defines and describes proficiency levels in four domains containing 22 components. *The Framework for Teaching Evaluation Instrument* (Danielson, 2013) is used as a text for ED 517/518. In addition, course instructors incorporate the FFT components into the program of study as appropriate. Each intern is evaluated by his/her supervisor and mentor using the FFT at two points in the year. The Formative FFT is completed in March and the Summative FFT is completed in May. The FFT rubric can be found on [45-55](#) in this Handbook.

Program Overview

This Master of Arts in Teaching (M.A.T.) program is a full-time, 12-month experience that prepares candidates to apply for an Initial I Teaching License qualifying them to teach children in prekindergarten through grade eight in multiple subjects. The program is organized around a year of supervised student teaching in a Portland-area school, combined with coursework and additional practicum experiences. The year-long placement in a single classroom provides a unique opportunity to be a part of teaching and learning with one group of children as the school year unfolds over time.

The EC/EL program includes 40 credit hours distributed over four semesters (Summer, Fall, Spring, Summer). All of the credit hours serve to fulfill Oregon licensure requirements as well as the requirements for the Lewis & Clark M.A.T. degree. The Program Planning Sheet found on page 56 lists all the course requirements by semester.

Core Units

In addition, all M.A.T. students are required to complete three Core Units. One of these Core Units will be fulfilled by attendance at the Graduate School's annual [Convocation](#). Attendance at Convocation is required for all students enrolled in full-time master's degree programs. There will be no charge for **any** of the Core Experiences except in cases where special materials are required. There is a wide variety of options for completing the remaining two Core Units. A list of Core Experience options will be listed on the [Core](#)

[webpage \(http://graduate.lclark.edu/programs/core/\)](http://graduate.lclark.edu/programs/core/). Check the listings periodically throughout the year and register for Core Units through the Web Advisor system.

Student Teaching

The Oregon Teacher Standards and Practices Commission (TSPC) sets the requirements for Oregon teaching license programs. In addition to coursework and work sample requirements, TSPC requires 15 weeks of student teaching. The EC/EL program at Lewis & Clark exceeds this minimum requirement with the following structure:

TSPC requirements (OAR 584-017-1028, -1042, -1045)	How the Lewis & Clark program meets or exceeds the requirement
For all candidates not holding a current TSPC license, the unit shall submit to TSPC a completed and signed PA-1 Candidate registration form, including fingerprinting cards, for each candidate prior to the date that the first practicum, field or clinical experience begins.	Lewis & Clark (LC) requires interns to complete the PA-1 form and fingerprint process prior to placement in their classrooms.
Pass the Protecting Student and Civil Rights in the Educational Environment test prior to placement into any clinical, student teaching or internship experiences where work samples are required.	LC requires interns to document a passing score on the Protecting Student and Civil Rights in the Educational Environment test as a condition for teaching the math work sample lessons.
Student teaching is at least 15 weeks in length.	LC interns are in their placement classrooms from the week prior to the start of school until the last day of school for a total of over 900 hours (equivalent to approximately 30 weeks).
At least nine consecutive weeks are full-time in schools, during which the student teacher assumes the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for initial licensure.	LC interns are full-time in schools for approximately 11 weeks from spring break until the end of the school year with six weeks of solo teaching.
The remaining six-week student teaching experience may be met either through full-time or the equivalent part-time experience.	Prior to the full-time experience described above (August through spring break) LC interns are in their school more than 500 hours (equivalent to approximately 18 weeks) with most of these full days on site (two or three consecutive days per week).
The assignment of responsibilities may be incremental in keeping with the objectives of the experience.	This Handbook describes guidelines for the gradual release of responsibility from the mentor to the intern over the course of the year. These guidelines can be found in the sections beginning on these pages: 18 and 36.
At least twice during primary clinical experience, the institution's supervisor(s) meets with the candidate and the school district supervisor(s) in joint conferences to discuss supervisors' evaluations and the candidate's work samples or portfolios.	LC requires three triad meetings during which the mentor, supervisor, and intern discuss intern progress and/or work samples: <ul style="list-style-type: none"> ✓ January: Math Work Sample Triad Meeting ✓ March: Formative FFT Triad Meeting ✓ May/June: Summative FFT and Literacy Work Sample Triad Meeting.

Calendar

The calendar below provides a broad overview of the schedule over the course of the year.

The EC/EL program maintains a detailed electronic calendar showing the class schedule for both cohorts and all program events which can be accessed from the program [web page](#).

It is the intern's responsibility to be punctual and attend all required events and classes. Interns must place priority on Lewis & Clark courses and events over school-based events. **When conflicts arise between events at school sites and courses or events at Lewis & Clark, interns must put their Lewis & Clark obligation first.**

Yellow indicates full days at internship school;
Orange indicates full days at LC
Yellow/orange checkerboard indicates half-days at each

2013-2014

June

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

July

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

August

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

September

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

October

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

November

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

December

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

January

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

February

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

March

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

April

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

May

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

June

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

WHAT TO DO ABOUT HOLIDAYS: LC interns split their time between campus and their school sites. For this reason, the calendar for the EC/EL program does not match perfectly with the [GSEC calendar](#) nor the many variations in school district calendars when looking at holiday observances and other non-work days. For simplicity, use this guideline for holiday observance: **Follow your school district calendar for holidays except on days when you have class at LC.** For example, Veteran’s Day is a school holiday, but not an LC holiday. If you are scheduled to be at your school on Veteran’s Day, you will have a holiday. If you have LC classes on Veteran’s Day, you will attend class.

What Interns Need to Know

Understanding the Internship

Your year-long school placement provides a unique and invaluable opportunity to be immersed in the work of a teacher. This experience provides you with the depth of experience that will prepare you to be an outstanding beginning teacher. With this opportunity comes the expectation that you will work diligently and professionally to maximize the learning experience and begin a journey into a demanding and rewarding profession.

The year-long internship also presents unique challenges. You will be embedded in another teacher’s life and work environment for an entire year. In a way it is like being a long-term houseguest and requires heightened attention to communication and respect for each other’s physical and emotional needs. There is a natural and predictable ebb and flow to the year that will include high points filled with joy and a sense of accomplishment, along with some difficult lows when stress becomes overwhelming. Open, honest, and respectful

Open, honest, and respectful communication with your mentor is one key to your success in your internship. Another is a commitment to being fully present and engaged in all aspects of life at your internship school.

communication with your mentor is one key to success in your internship. Another is a commitment to being fully present and engaged in all aspects of life at your internship school.

The year-long internship can be thought of as a year-long job interview. The impression you leave with your school colleagues is formed through your words, deeds, appearance, and attitude. It is not uncommon for job offers to come from the school where you served or through connections from your mentor, your principal, or other colleagues at your school. Keep this in mind at all times! A careless word or negative attitude could sabotage your future employment options.

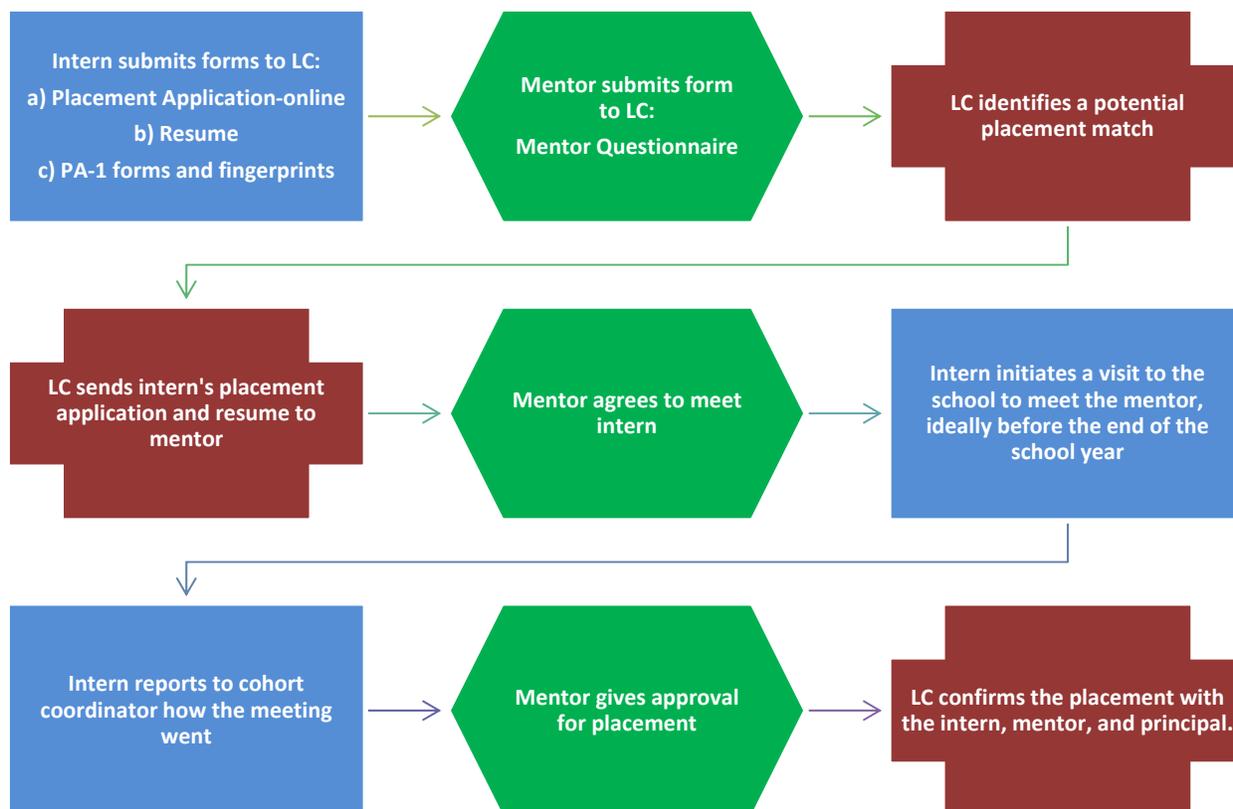
Process for Determining Placements

The classroom placement for each intern is one of the most significant decisions made by the EC/EL faculty. Intern placement is made in collaboration between Lewis & Clark and district personnel. You should not contact any school district personnel (teacher, administrator, etc.) regarding an internship placement. We believe your internship placement should expand your network of professional contacts and enhance your educational experience. For this reason placements will not be made in schools where interns have been previously employed, where the intern attended, where a relative works, or where his/her children attend/have attended. Under no circumstances are interns allowed to find their own placement sites.

Three of our primary considerations in making placements are:

- Finding a strong mentor with compatible communication and working style preferences
- Providing sufficient challenge to encourage growth and help you become a well-rounded educator
- Minimizing hardship due to schedule or travel

Considerable time and energy is invested in the placement process. The following visual summarizes the steps.



This placement process depends on getting accurate data, so it is important to be honest and thoughtful in preparing your placement application. This process also depends on both parties making every effort to communicate honestly beginning with their initial meeting. Interns are advised to approach the first meeting with their mentor with an open mind and to ask pertinent and respectful questions that help determine if this is a place where he/she can grow and learn.

Intern Responsibilities

The table below identifies the responsibilities that apply in all phases of your experience while in our program. The specific responsibilities for each phase are described in the sections that follow.

Responsibilities as an M.A.T. student	Responsibilities as an intern
<ul style="list-style-type: none"> Adhere to the Graduate School Standards for Professional Conduct and Academic Integrity 	<ul style="list-style-type: none"> Know and practice ethical, legal, and professional responsibilities as per the Oregon Teacher Standards and Practices Commission (TSPC) rules including Family Educational Rights and Privacy Act (FERPA) laws respecting students' education records and the Oregon statutes for reporting child abuse.
<ul style="list-style-type: none"> Maintain clear communication with all college faculty including instructors, cohort coordinator, supervisor, and the clinical coordinator. Reply to email questions promptly and professionally (within 24 hours). 	<ul style="list-style-type: none"> Maintain clear communication with your mentor both verbally and in writing. Reply to email questions promptly and professionally (within 24 hours). Initiate timely discussions regarding course assignments that will require student or mentor interactions.
<ul style="list-style-type: none"> Make every effort to attend every class meeting. In the event of an unavoidable absence, inform your instructor prior to the class meeting. Each instructor will provide you with the attendance policy and procedures to follow in the event of an absence. 	<ul style="list-style-type: none"> Inform your mentor immediately in case of an absence due to illness. Requests for absence due to reasons other than illness must be made in advance and approved by both the mentor and the clinical coordinator.
<ul style="list-style-type: none"> Complete all course work in a timely manner. In this intense and compressed program, it is difficult to regain momentum if you fall behind with assignments. 	<ul style="list-style-type: none"> Become knowledgeable about school policies, schedules, school calendar, field trip policies, parent involvement, and available district resources. Comply with all district policies, regulations, and procedures.
<ul style="list-style-type: none"> All written assignments must reflect the highest level of skill, clarity, and correctness. Written work adheres to the EC/EL Academic Writing Guidelines found on page 58. 	<ul style="list-style-type: none"> Be professional in both grooming and in dress, keeping in mind the internship is a year-long interview. Consider such things as visible piercings and body art, condition and cleanliness of clothing, cleanliness and grooming of hair (including facial hair), necklines, and skirt length. Be aware of and follow the school norms for faculty attire.
<ul style="list-style-type: none"> If you receive an incomplete in any course, it must be cleared before you can continue the next semester. All course work must be successfully completed and all grades of incomplete resolved prior to solo teaching. 	<ul style="list-style-type: none"> Take advantage of opportunities to meet and observe other professionals in the school including in special programs such as physical education, music, art, special education, ESOL and school counseling. Participate fully while at your internship site.

Support in the field

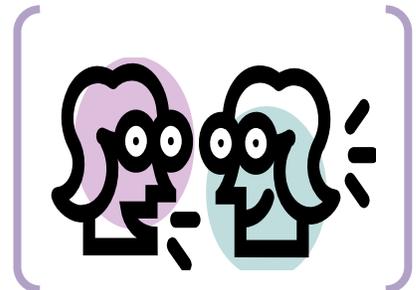
The EC/EL program provides several interconnected layers of support for interns as they progress through the program. Our system works best when the lines of communication between all of these groups are strong.

1. **Mentor**: Each intern is placed in the classroom of an experienced professional educator for the duration of the program. Mentors are a unique source of support in varied ways over the course of the year. At the beginning of the year interns will observe and discuss with them what they do and why they make particular instructional choices. As the year progresses, mentors will gradually release responsibility for teaching the class to the intern so that after spring break the intern teaches the class on his/her own during the solo teaching experience. Upon conclusion of the program, interns rely on their mentors and other school personnel who know them well to write letters of recommendation on their behalf.
2. **Supervisor**: Each intern is assigned a Lewis & Clark supervisor who is an experienced elementary teacher or administrator who is not currently in the classroom. Many of our supervisors are retired educators who bring a wealth of experience to their work. The supervisor will visit each intern in his/her classroom at least seven times during the year. If an intern finds himself/herself struggling in the classroom, the supervisor is a primary source of support.
3. **Cohort Coordinators**: The program is organized in a cohort structure with a faculty member assigned as the cohort coordinators. The cohort coordinators serve as the intern's first contact if he/she has a question or concern about the program or any academic issue. Interns meet weekly with cohort coordinators (and cohort members) in a Field Experience Seminar class (ED 517, 518,) and can schedule additional individual meeting time with cohort coordinators as needed.
4. **Clinical Coordinator**: The clinical coordinator supports interns in their field placement sites. The clinical coordinator visits each intern at least twice each year and provides additional support as needed. In addition, the clinical coordinator serves as the primary point of contact with mentors and supervisors.

Lewis & Clark is committed to providing support to its interns while they are in the field. Each intern will be assigned a field supervisor who will visit the classroom a minimum of seven times during the year. In addition, each intern can expect at least two visits from the clinical coordinator. Other faculty members are available to visit interns as needed. The level of field support provided to interns will be differentiated. Interns who are struggling or are facing extra challenges will receive more visits and individual attention than those whose field experience is going more smoothly.

Communication Protocol

1. **Maintain open communication between the intern and mentor**. This is by far the most important advice we can give. Interns who work proactively to communicate openly and honestly with their mentors experience few problems over the course of the year.
2. If a problem arises, inform your supervisor and seek his/her advice.
3. If the problem persists, discuss the issue with a cohort coordinator.
4. If further intervention is needed, the cohort coordinator will refer the intern to the clinical coordinator.
5. If the issue is unresolved, it may be brought to the program director and/or the department chair.



Placement Changes

The intern-mentor relationship develops over the course of the year and each party will inevitably experience some highs and some lows at different points in the year. Frank and honest communication between the mentor and the intern will be the key to a successful year-long relationship. Sometimes the mentor-intern relationship does not unfold according to the expectations of the mentor, the intern or both. If this is the case, the mentor and intern have an obligation to be candid with one another about their perceptions and must try to work out a solution. In rare cases, a change of placement will be considered. The process for a change of placement depends on who initiates the change request.

If a mentor believes a change in placement may be necessary, he/she should first discuss the issues with the intern. If there is no resolution, the mentor should contact the supervisor who should serve as a mediator in continued conversations between the mentor and intern. If the supervisor and mentor agree that a placement change is the best solution, the clinical coordinator should be contacted. The clinical coordinator may offer additional problem-solving suggestions. If the mentor still feels a placement change is the only solution, LC will honor the mentor's decision. ***If a mentor believes the intern's presence in the classroom compromises the students' ability to learn, LC will expedite this process and may skip any of the preceding steps. Any time an intern is removed from his/her placement by the mentor, the clinical coordinator will complete a Formative Assessment Report to promote a smooth transition to a new placement.***

If an intern believes a change in placement may be necessary, he/she should first discuss the issues with the mentor. If there is no resolution, the intern must contact the supervisor who should serve as a mediator in continued conversations between the mentor and intern. If the supervisor and intern agree that a placement change is the best solution, the clinical coordinator should be contacted. The clinical coordinator may offer additional problem-solving suggestions. ***No placement change will occur for an intern-initiated change unless the intern has followed the preceding steps.*** If the mentor, supervisor, clinical coordinator, and intern agree that a placement change is the only solution, LC will find a new placement for the intern. ***The clinical coordinator will determine what additional support is warranted to promote a smooth transition to a new placement which could include completion of a Formative Assessment Report.***

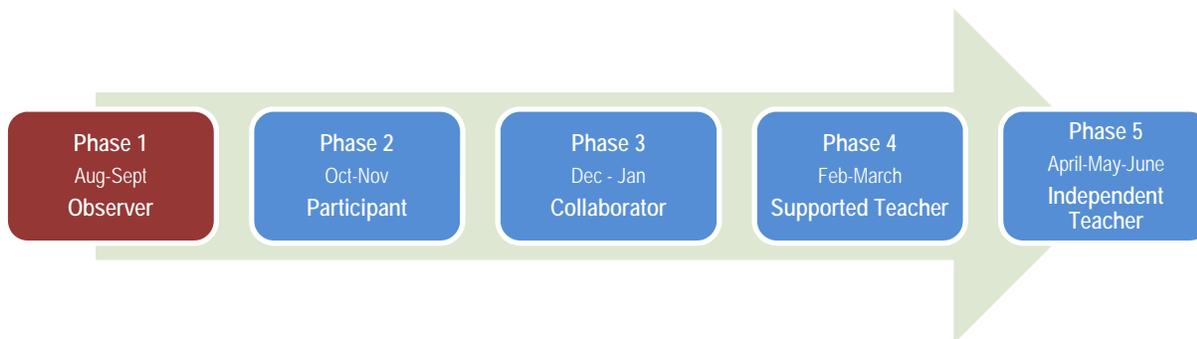
Support for Transition

Additional support will be put in place to assist any intern who experiences a significant transition such as a change of mentor (typically when a long-term substitute fills in for a mentor on leave) or change of placement due to unforeseen circumstances. The clinical coordinator will meet with the intern, mentor(s), and supervisor, to determine the roles and responsibilities for each person. The clinical coordinator will also create a detailed timeline for additional check-ins with all parties. It is the intern's responsibility to maintain communication with the supervisor and clinical coordinator if he/she feels the need for additional support during a transition period.

Program Structure

The year-long internship structure allows for a thoughtful and deliberate gradual release of teaching responsibilities to the intern. The classroom role of the intern increases over the course of the year from observer to independent teacher with each phase bringing additional opportunities for growth as described in the following sections.

Intern Responsibilities in Phase 1: August – September



Your introduction to the staff and students in the school will set the tone for the year. Before students arrive on the first day of school, be sure you discuss the following topics with your mentor:

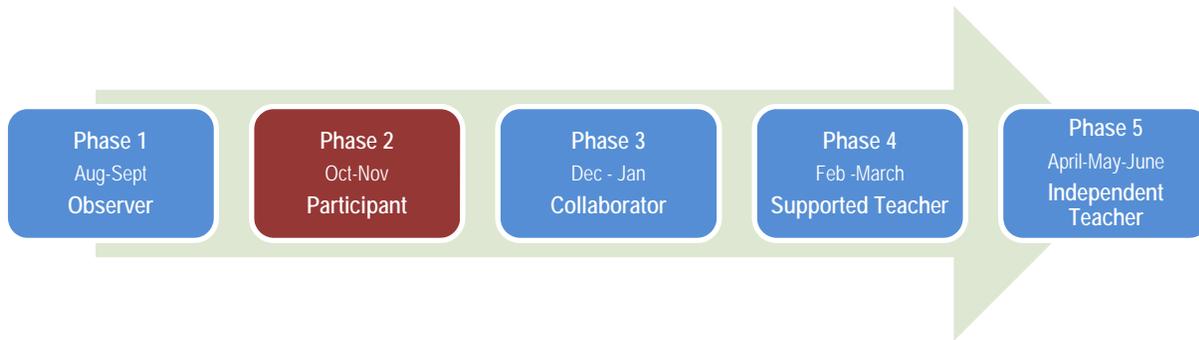
- How will students refer to you? Is this a “first name” school where students call all teachers by their first names or is this a “last name” school where students address the teacher as Mr. or Ms.? In either case, interns should follow the school convention. This is important because it helps you establish yourself as a co-authority in the room. Later in the year you will be the lead teacher and you may struggle to manage the class if students do not think of you as an authority figure.
- How can you be identified to students and parents as a member of the teaching team? Ask if your name can be added to the signs outside the door identifying the classroom. Can your picture be included in any class photos or other community-building displays? Find out if your name and your bio can be added to early communication that goes to parents.
- What are the norms and expectations for teacher attire at this school? Find out what the written and unwritten expectations are and follow them. When in doubt, dress up not down. Are jeans acceptable? If so, when? Are T-shirts the norm? Are there “spirit days” when everyone wears school-related shirts? How can you get a school shirt?
- How is communication handled at this school? Will you have a teacher mailbox or share one with your mentor? Can you get a district email account? Where are announcements posted? How can you access announcements and messages on days you are not at the school site?
- What physical space in the classroom can you have as your own? Where can you have a desk or table in the room? A closet or cupboard? Don’t be afraid to ask for some space for your belongings and later in the year for your work-related materials.
- What are the faculty norms for such things as parking, accessing the building after hours, using the copy machine, lunchtime, playground duty, etc? When in doubt, ask your mentor’s advice.

Your role during August and September is primarily to be an observer. Take advantage of every opportunity to take notes on what you have seen and be sure to ask your mentor to clarify any processes, procedures, or decisions you do not fully understand. These notes will be a valuable resource to you next year when you have the task of setting up a classroom on your own! Your job is to take in as much as you can about how

the school works, how this classroom is organized, how the teacher sets norms and classroom policies. Get to know your students including their names and their individual interests. How are the students invited into the new school year? How does the teacher assess students' incoming abilities in key subject areas? Ask about curriculum, planning, assessment, classroom management. Be an astute observer and be respectful in your discussions. You are there to learn and in this phase there are many things happening at any given moment of which you may be completely unaware. Hone your observations skills. Ask your mentor what he/she thinks you should notice.

August	
Intern and Mentor	Supervisor
<ul style="list-style-type: none"> - REQUIRED MEETING: Interns and mentors attend the intern-mentor meeting at LC on August 28, 5:00-7:00 - Interns report to their sites full time beginning with the first teacher contract day through the first week of school. Full time is defined as the hours expected for teachers as defined by the teacher contract for that school. - Interns assist the mentor in all aspects of preparation of the classroom for the year. - Mentors discuss and explain the tasks associated with preparing for the year. - Interns work to establish relationships with the children, mentor, students' parents, other faculty and staff at the internship site. - Interns attend all faculty and team meetings and professional development opportunities. - Mentors assist interns in identifying a classroom in the building for the second level practicum. 	<p>Supervisors read and become familiar with <i>The Framework for Teaching Evaluation Instrument</i> (Danielson, 2013) available online. See link on page 10.</p> <p>OPTIONAL MEETING: Supervisors may attend the intern-mentor meeting at LC on August 28, 5:00-7:00</p>
September	
Intern and Mentor	Supervisor
<ul style="list-style-type: none"> - Interns report to their sites full time through September 7. - Interns attend Convocation at LC on September 6, 3:30-7:00. - For the rest of September, interns report to their school sites on Tuesday mornings, all day Thursdays and Fridays and attend classes at LC on Mondays, Tuesday afternoons, and Wednesdays. - Interns begin second level practicum spending approximately three hours per week in the second level classroom. - Mentors meet with interns for at least 30 minutes each week (preferably uninterrupted time) for professional reflection. At this point in the year, be sure to discuss classroom management. - Mentors complete and submit the September Mentor Feedback Form. 	<p><u>Informal visit</u> Supervisors visit the school to meet the mentor and building principal. Supervisors conduct an informal visit observing the intern interacting with students. No formal report is required.</p> <p>REQUIRED MEETING: Supervisors attend the supervisor meeting at LC on September 19, 10:00 am-12:00 noon.</p>

Intern Responsibilities in Phase 2: October – November



Your primary task during October and November is to demonstrate to your mentor that you are ready to take responsibility for some classroom activities. Ask your mentor to identify areas he/she feels you are ready to try. You should begin to assume some teaching responsibilities for classroom activities that require minimal planning or preparation such as morning routines, calendar, read-aloud, escorting the class to specials like PE or library, and/or working with small groups of students at the teacher’s direction. You should not take on any task that requires extensive preparation outside the school day because your LC coursework takes precedence at this time. Because you are only at your school on Tuesday mornings, Thursdays and Fridays, your role will be somewhat limited, but take advantage of every opportunity to practice leading the class. Seek as much feedback as possible from your mentor after you have done one of these tasks. You want to break any bad habits early in the process. Maybe your voice is too soft. Maybe you talk for too long. Perhaps you tend to focus on one student at the expense of the rest of the class. All of these behaviors are typical for beginners and it is to your advantage to address them early on before you have increased responsibilities for planning and instructing on your own.

October	
Intern and Mentor	Supervisor
<ul style="list-style-type: none"> - REQUIRED MEETING: Mentors attend the mentor meeting at LC on October 1, 5:30-7:30 - Interns continue to report to their school sites on Tuesday mornings, all day Thursdays and Fridays and attend classes at LC on Mondays, Tuesday afternoons, and Wednesdays. - Interns communicate with supervisors to schedule the 1st formal observation and send the supervisor a description of the routine to be observed at least one day prior. - Mentors gradually release some teaching responsibilities for classroom activities that require minimal planning or preparation (i.e. morning calendar, read-aloud, escorting to specials, working with small groups) to the intern. - Mentors identify the topic/unit for the math work sample which will be taught in December, and communicate this with the intern. - Interns continue second level practicum spending approximately three hours per week in the second level classroom. - Mentors meet with interns for at least 30 minutes each week (preferably uninterrupted time) for professional reflection. - Mentors complete and submit the October Mentor Feedback Form. 	<p><u>1st Formal Supervisor Observation</u> Supervisors communicate with interns to schedule a formal observation.</p> <p>Supervisors observe the interns conducting established routines in the classroom. Supervisors complete and submit the 1st observation report.</p> <p>OPTIONAL MEETING: Supervisors may attend the mentor meeting at LC on October 1, 5:30-7:30</p>

November	
Intern and Mentor	Supervisor
<ul style="list-style-type: none"> - Interns continue to report to their school sites on Tuesday mornings, all day Thursdays and Fridays and attend classes at LC on Mondays, Tuesday afternoons, and Wednesdays through Nov. 20. - Interns report to their school sites full time from Nov 25 through winter break. - Mentors support interns in assuming increased teaching responsibilities including responsibility for most classroom routines. - Interns pay increased attention to mentors' classroom management practices in preparation for the math work sample teaching. - Interns continue to consult with mentors while developing the math work sample lessons. - Interns continue second level practicum spending approximately three hours per week in the second level classroom. - Mentors meet with interns for at least 30 minutes each week (preferably uninterrupted time) for professional reflection. - Mentors complete and submit the November Mentor Feedback Form. 	<p><u>Informal Check-in</u> Supervisors check in with the mentors and the interns via phone or email.</p> <p>REQUIRED MEETING: Supervisors attend the supervisor meeting at LC on November 14, 10:00 am-12:00 noon.</p>

Intern Responsibilities in Phase 3: December – January



From Thanksgiving until winter break you will be in your classroom full time. You will teach your math work sample lessons during this phase. By now you should begin to feel like a co-teacher in the room and you should be developing a collaborative relationship with your mentor who allows you to take on more and more teaching responsibilities. With your mentor's permission and assistance for planning and preparation, you should take on increasing teaching responsibilities such as leading a series of prepared science or social studies lessons, teaching an art project, continuing to teach math after the conclusion of the math work sample, etc. During the intervals when you have no LC classes you should seek responsibility for planning lessons, even if it requires time outside the school day.

For any lesson you will teach, lesson plans must be submitted to the mentor no later than the day before you are scheduled to teach. The mentor must approve the plan and you must make any revisions your mentor suggests prior to teaching the lesson. This is your chance to hone your lesson planning skills with guidance from your mentor. Tap into his/her wealth of expertise!

December	
<p>Intern and Mentor</p> <ul style="list-style-type: none"> - Interns report to their school sites full time until winter break. - Interns teach their math work sample – (at least ten lessons) and begin the math work sample reflection assignment. - Interns communicate with supervisors to schedule the 2nd formal observation which must be during a math work sample lesson and send the supervisor the lesson plan at least one day prior. - Mentors meet with interns daily during the math work sample to debrief each lesson. - Mentors assist the intern with planning and preparation (i.e. teach a series of prepared science or social studies lessons, lead an art project, continue to teach math after the conclusion of the math work sample, etc.) Because there are no LC classes at this time, interns can take responsibility for doing some planning outside the school day. - For lessons the intern will plan and teach, lesson plans must be submitted to the mentor <u>no later than the day before</u> the intern is scheduled to teach. Mentors must approve the plan and the interns must make any suggested revisions prior to teaching the lesson. - Interns conduct additional second level practicum while full time at the site for a total of 35-40 hours (September – December) and post the log electronically. 	<p>Supervisor</p> <p><u>2nd Formal Supervisor Observation</u></p> <p>Supervisors contact interns to arrange a time to observe a lesson from the math work sample.</p> <p>Supervisors observe interns teaching a math work sample lesson. Supervisors complete and submit the 2nd observation report.</p>
January	
<p>Intern and Mentor</p> <ul style="list-style-type: none"> - Interns complete the math work sample reflection assignment and send the reflection to mentors and supervisors at least one week prior to the triad meeting. - Interns now report to their school sites on Mondays, Tuesdays, and Wednesdays and attend classes at LC on some Wednesday evenings and all day Thursdays and Fridays. - Mentors continue to release additional teaching responsibilities to the intern including taking over the classroom for extended periods (i.e. one or two half-days this month). Mentors maintain planning responsibilities for the majority of lessons on these half-days. - Interns can take on limited planning responsibilities as long as the planning can be accomplished during the school day. - For lessons the intern will plan and teach, lesson plans must be submitted to the mentor <u>no later than the day before</u> the intern is scheduled to teach. Mentors must approve the plan and the interns must make any suggested revisions prior to teaching the lesson. - Interns continue second level practicum spending approximately two hours per week in the second level classroom. - Interns and mentors identify the topic/unit to be taught for the literacy work sample to be taught after spring break. - Mentors meet with interns for at least 30 minutes each week (preferably uninterrupted time) for professional reflection and debriefing of teaching. - Mentors complete and submit the January Mentor Feedback Form. - Interns meet with mentor and supervisors to share math work sample reflection. 	<p>Supervisor</p> <p><u>Math Work Sample Triad Meeting</u></p> <p>Supervisors coordinate the first triad meeting (intern-mentor-supervisor) at which the interns present work sample reflections. This meeting should take place early in January. Mentors and supervisors evaluate work sample reflections using the appropriate rubric.</p> <p>Supervisors submit the Work Sample Reflection Rubric electronically no later than January 31.</p>

Intern Responsibilities in Phase 4: February – March



During this phase your primary task is to prepare to take on the full range of responsibilities of a teacher during your solo experience. Prior to the solo experience, engage in frequent conversations with your mentor to identify areas in which your confidence or your skills are weak and plan together what responsibilities you can have in the classroom that allow you to strengthen these skills. If you have struggled with literacy instruction, you should ask for more opportunities to teach reading and writing in order to build your skills and confidence in this area. If classroom management is difficult for you, you should ask to be in charge of transitions and other times of day when management issues tend to present themselves. If there is a curriculum area you have not yet taught, ask for the opportunity to take responsibility for the planning and instruction in this area.

Implementing your skills for lesson and unit planning is critical in this phase. You will be creating a curriculum map and daily plans for the solo experience. Take advantage of every opportunity to talk with your mentor about his/her planning process. Because experienced teachers like your mentor may do much of his/her planning without writing extensive details on paper, your job is to talk with your mentor and find out about the thinking process that accompanies his/her plans.

For lessons the supervisor will observe, lesson plans must be provided at least one day in advance and must contain all of these elements:

- State Standard
- Lesson Outcome
- Outcome written in age-appropriate language
- Assessment
- Lesson sequence including both teacher and student actions and the anticipated time sequence
- Materials/room arrangement
- Provisions for individual students

February	
<p>Intern and Mentor</p> <ul style="list-style-type: none"> - REQUIRED MEETING: Mentors attend the mentor-supervisor meeting at LC on February 25, 5:30-7:30. - Interns continue to report to their school sites on Mondays, Tuesdays, and Wednesdays and attend classes at LC on some Wednesday evenings and all day Thursdays and Fridays. - Mentors release additional teaching responsibilities to the intern including taking over the classroom for extended periods (i.e. a full day or several half-days this month). Mentors maintain planning responsibilities for the majority of lessons on these full or half-days. - Interns can take on limited planning responsibilities as long as the planning can be accomplished during the school day. - For lessons the intern will plan and teach, lesson plans must be submitted to the mentor <u>no later than the day before</u> the intern is scheduled to teach. Mentors must approve the plan and the interns must make any suggested revisions prior to teaching the lesson. - Interns communicate with supervisors to schedule the 3rd formal observation and send the supervisor the lesson plan at least one day prior. The lesson plan must contain all of the components on page 23. - Interns continue to consult with the mentor while developing the literacy work sample lessons. - Interns continue the second level practicum spending approximately three hours per week in the second level classroom. - Mentors meet with interns for at least 30 minutes each week (preferably uninterrupted time) for professional reflection and debriefing of teaching. - Mentors additionally meet with interns to assist with long-range planning for the solo teaching in April. - Mentors complete and submit the February Mentor Feedback Form. 	<p>Supervisor</p> <p><u>3rd Formal Supervisor Observation</u> Supervisors contact interns to arrange a time to observe a lesson.</p> <p>Supervisors observe interns teaching a lesson. Supervisors complete and submit the 3rd observation report.</p> <p>REQUIRED MEETING: Supervisors attend the mentor-supervisor meeting at LC on February 25, 5:30-7:30.</p>
March	
<p>Intern and Mentor</p> <ul style="list-style-type: none"> - Interns continue to report to their school sites on Mondays, Tuesdays, and Wednesdays and attend classes at LC on some Wednesday evenings and all day Thursdays and Fridays through March 14. - Interns can take on planning responsibilities as long as the planning can be accomplished during the school day. - Interns report to their school sites full time the week prior to spring break. During this week interns should take responsibility for teaching at least one full day. Planning for this day should be done in collaboration with mentors. - Mentors meet with interns for at least 30 minutes each week (preferably uninterrupted time) for professional reflection and debriefing of teaching. - Interns pay increased attention to mentors' classroom management practices in preparation for the solo teaching experience. - Intern consults with the mentor while developing lesson plans for the solo teaching experience including the literacy work sample lessons. - Interns conduct additional second level practicum while full time at the site for a total of 20-25 hours (January through March). - Interns and mentors meet with the supervisor to share the <u>Formative FFT</u> and set goals for the solo teaching experience. - Mentors submit <u>Formative FFT</u> electronically no later than March 21. 	<p>Supervisor</p> <p><u>Formative FFT Triad Meeting</u> Supervisors coordinate the second triad meeting at which the mentors and supervisors share the <u>Formative FFT</u> with interns and finalize interns' improvement goals for solo teaching. This meeting should take place before spring break.</p> <p>Supervisors submit Formative FFT electronically no later than March 21.</p> <p>REQUIRED MEETING: Supervisors attend the supervisor meeting at LC on March 20, 10:00 am-12:00 noon.</p>

Intern Responsibilities in Phase 5: April – May – June



During the final phase of the internship you will take on the full range of responsibilities of a teacher with continued support from your mentor. For approximately 11 weeks from spring break until the end of the year you will be full time in your school and will play a major role in the classroom during that time. For at least consecutive six weeks you will take on the sole responsibility for all teacher duties. The exact start and end dates of the solo will be negotiated between you and your mentor. During the other five weeks (prior to and following the solo experience) you should maintain a central role in all aspects of the classroom including planning and co-teaching with your mentor and/or retaining full responsibility for instruction in some curricular areas.

ALL LC coursework must be completed by the end of spring break and prior to the start of the solo teaching. Failure to complete all spring coursework in a timely way will jeopardize the timing of the solo teaching and could prevent you from completing the requirement for licensure.

The following timelines are typical. You should negotiate with your mentor a timeline both of you agree is best for you and for the students in your class.

Option 1	Option 2	Option 3
<ul style="list-style-type: none"> ✓ Begin the solo immediately following spring break and maintain full responsibility for the classroom for six consecutive weeks. ✓ For the next five weeks return to a co-teaching model with your mentor. 	<ul style="list-style-type: none"> ✓ Co-teach with your mentor for the first one or two weeks after spring break. ✓ For the next six consecutive weeks maintain full responsibility for the classroom. ✓ For the remaining three or four weeks return to a co-teaching model with your mentor. 	<ul style="list-style-type: none"> ✓ Co-teach with your mentor for the first three weeks after spring break. ✓ For the next six consecutive weeks maintain full responsibility for the classroom. ✓ For the remaining two weeks return to a co-teaching model with your mentor.

All of the previously described expectations apply to interns during the solo experience along with these additional requirements:

- Take responsibility for all aspects of planning, preparation, assessment, communication with parents, and attending required meetings (unless a meeting conflicts with obligations on the L&C campus) for at least six weeks with support and approval from your mentor.
- Teach for at least two weeks of the solo without the mentor teacher in the classroom during instructional time. It is recommended that the mentor minimize his/her classroom presence during the first two weeks so the intern is able to establish his/her role as the lead teacher for the next several weeks.

- For the rest of the six week solo, the mentor can be in the classroom to observe or assist, but only at the direction of the intern. Mentor’s role will be like that of a classroom assistant or parent helper.
- Share detailed lesson and unit plans with the mentor teacher at least the Thursday prior to the week of instruction. The level of detail for these plans can be negotiated between the mentor and intern. At a minimum the plans should be similar to what teachers typically write in their plan books. A mentor can request more detailed plans from an intern at any time.
- Provide detailed plans any time you are absent during the solo. If you take professional days to attend job fairs or for job interviews, you must provide detailed plans for your mentor to use during these absences. Consider this practice for writing substitute plans which is an important teacher responsibility.
- Teach the literacy work sample and begin the literacy work sample reflection assignment.
- The mentor teacher is responsible for all state testing that falls within the solo teaching period.

April	
Intern and Mentor	Supervisor
<ul style="list-style-type: none"> - Interns report to their school sites full time and begin at least six weeks of solo teaching during which the intern takes responsibility for all aspects of planning, preparation, assessment, communication with parents, and attending required meetings. - Interns communicate with supervisors to schedule the 4th and 5th formal observations and send the supervisor the lesson plan at least one day prior. The lesson plan must contain all of the elements listed on page 23. - Mentors must review and approve any communication the intern plans to send to parents. - Mentors should minimize classroom presence during the first two weeks so that interns are able to establish their role as lead teachers for the next several weeks. - For the rest of the six week solo, the mentor can be in the classroom to observe or assist at the direction of the intern. - Mentors meet with interns daily during the solo teaching experience to debrief each day and provide help and support for the continued success of the solo. - Interns teach their literacy work sample and begin the literacy work sample reflection assignment. - Interns attend class at LC on some Wednesday nights. - Mentors complete and submit the April Mentor Feedback Form. 	<p><u>4th and 5th Formal Supervisor Observations</u></p> <p>Supervisors contact interns to arrange a time to observe a lesson.</p> <p>Supervisors contact interns to arrange a time to observe two more lessons.</p> <p>Supervisors observe interns teaching during the solo. At least one observation is of a literacy work sample lesson. Supervisors complete and submit an observation report following each observation.</p>

May and June	
Intern and Mentor	Supervisor
<ul style="list-style-type: none"> - Interns report to their school sites full time and complete the solo teaching experience. - Interns attend class at LC on some Wednesday nights. - Interns communicate with supervisors to schedule the 6th formal observation and send the supervisor the lesson plan at least one day prior. The lesson plan must contain all of the components on page 23. - Following the solo teaching experience, interns remain in the school full time sharing teaching responsibilities with mentors until the final teacher contract day. - Interns complete the literacy work sample reflection assignment and send the reflection to mentors and supervisors. - Following the solo teaching experience, interns conduct additional second level practicum hours bringing the total to 75 hours for the year (September – June). - Interns complete required TSPC paperwork to be recommended for licensure as per instructions from LC. - Interns and mentors meet with supervisors to share Summative FFT and present literacy work sample reflection. - Mentors submit Summative FFT electronically no later than June 6. 	<p><u>6th Formal Supervisor Observations</u> Supervisors observe interns teaching during the solo. Supervisors complete and submit the 6th observation report.</p> <p><u>Summative FFT and Literacy Work Sample Triad Meeting</u> Supervisors coordinate the final triad meeting (intern-mentor-supervisor) at which mentors and supervisors share the Summative FFT with interns. A second purpose of this meeting is for interns to present literacy work sample reflections. This meeting should take place in May. Mentors and supervisors evaluate the work sample reflection using the appropriate rubric.</p> <p>Supervisors submit the Work Sample Reflection Rubric electronically no later than June 6.</p> <p>Supervisors submit Summative FFT electronically no later than June 6.</p>

The intern is expected to complete the teacher contract year with the mentor to gain experience in closing out a classroom and the responsibilities and obligations accompanying this process.



Second Level of Authorization Practicum Requirement

The purpose of the Second Level Practicum is to prepare you for licensure at the second level by ensuring you fully understand the classroom environment and instruction at this level of authorization.

Lewis & Clark has worked diligently with the Oregon Teacher Standards and Practices Commission (TSPC) to fulfill state requirements for licensure and to give each of our students the opportunity to be licensed at both the Early Childhood (age 3 – grade 4) and Elementary (grades 3-8) authorization levels. Because you will be placed for the full year in a classroom at one of these levels, you will fulfill the requirements for the other authorization level by completing and documenting a practicum of at least 75 hours in a classroom at the second level of authorization.

While in your second level classroom you will be an observer and participant. You will not take over any teaching responsibilities in this classroom, but you can serve as an assistant at the teacher’s direction. You will complete a series of coursework assignments in math, literacy, and seminar classes that allow you to demonstrate your knowledge of instruction at the second level. Successful completion of these assignments is required for licensure.

The time you spend in your second level classroom is integral to your future success as a teacher beyond the internship experience. Please recognize that your time in the second level classroom is a unique and valuable opportunity to become a well-rounded educator. Take advantage of the time with your second level mentor to investigate curriculum, examine instruction, observe classroom norms, and ask questions about students at this level.

Here are some frequently asked questions about the Second Level Practicum:

1. What grade level(s) “count” as my second level?

The Second Level Practicum must be done in a class a minimum of two grade levels removed from your student teaching level at the other level of authorization. The table below will help you determine in which grades you may conduct your practicum. An X indicates an acceptable grade level.

<i>A classroom for the Second Level Practicum must be a minimum of two grade levels removed from your student teaching level.</i>								
		Internship Placement Grade Level						
		K	1	2	3	4	5	6
Acceptable Practicum Grade Level	K				X	X	X	X
	1				X	X	X	X
	2					X	X	X
	3	X	X				X	X
	4	X	X	X				
	5	X	X	X	X			
	6	X	X	X	X			

2. Can I fulfill this requirement by observing and working in a variety of classrooms at many of the possible second level grades?

No. You are required to participate in a supervised practicum in one classroom at the second level. The intent of the practicum is to give you a full and deep understanding of instruction, management, assessment, and classroom culture at this second level. Working in one classroom over time will give you this perspective.

3. Can I do my Second Level Practicum in a classroom at a different school?

No. Due to the overwhelming scheduling challenges, you are not allowed to leave your school to participate at another site. The advantage of having your second level classroom at your school is that you can take advantage of scheduling opportunities that arise on the spur of the moment to spend time in your second level classroom.

4. How do I find a classroom for my Second Level Practicum?

Your mentor will help you find another teacher at your school who is willing to let you observe and participate. Very often interns at the same school work with each other's mentors.

5. When should I go to my Second Level Practicum?

You should negotiate with your mentor and second level teacher to be in the second level classroom on various days and at various times so that you can participate with a wide range of classroom activities. It is your responsibility to communicate with your mentor and the second level teacher in a timely way to ensure you are making progress toward fulfilling this requirement.

6. Can I spend time with my second level class while students are at specials? Can I spend time with my second level mentor during his/her planning time?

The majority of your time in the second level classroom should be spent with students during instruction in the core subject areas (math, language arts, science, social studies). A small fraction of your time at the second level may include observations of the second level class in other important activities such as with specialists, at recess, in transitions, during community time, on a field trip, etc. A small fraction of your time at the second level may include non-student time spent with your second level mentor as long as that time is spent in substantive discussion about instruction, classroom management, planning, or assessment at this level. Use your professional judgment and count hours that genuinely help you understand the classroom environment and instruction at this grade level.

7. What is the suggested distribution of Second Level Practicum hours over the year?

Because it will be impossible for you to be in your second level classroom during your solo teaching time, it is recommended that you accrue as many second level hours as possible in the fall and early spring. You should be able to accrue hours as follows:

35-40 hours from September through December

20-25 hours from January through March

15-20 hours after the solo in May and June.

Completion of this practicum will require you to schedule wisely. See the table on the next page for some scheduling options that take into account the weeks when you are full time in your school.

Schedule Option 1		Schedule Option 2		Schedule Option 3	
Sept-Dec	3 hrs/wk	Sept-Dec	2.5 hrs/wk until Dec + 4 hrs/wk in Dec	Sept-Dec	2 hrs/wk until Dec + 5 hrs/wk in Dec
Jan-Mar	2 hrs/wk	Jan-Mar	1.5 hrs/wk until last week of March + 5 hrs during last week of March	Jan-Mar	4 hrs/week <u>every</u> <u>other week</u>
Post-Solo	2.5 hrs/week during co-teaching weeks and last weeks of school	Post-Solo	2 hrs/week during co- teaching weeks + 5 hrs/week during last weeks of school	Post- Solo	1.5 hrs/week during co-teaching weeks + 6 hrs/week during last weeks of school

8. How do I keep track of my hours?

You will submit an electronic form periodically during the year as directed by your cohort coordinator. You will also complete a reflection assignment associated with your Second Level Practicum as part of your Seminar class. Successful completion of this assignment is a licensure requirement.

9. What if I have questions or I am confused about the Second Level Practicum?

Direct your questions to the cohort coordinators or the clinical coordinator.

Licensure

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

- PA-1 form and evidence of passing the required background check
- Scored Math Work Sample Rubric (including the Planning rubric and the Reflection rubric)
- Scored Literacy Work Sample Rubric (including the Planning rubric and the Reflection rubric)
- Formative FFT from both mentor and supervisor
- Summative FFT from both mentor and supervisor
- Documentation of 75 hours of second level of authorization practicum experience
- Six formal observation reports from supervisor
- Documentation of passing scores on licensure tests

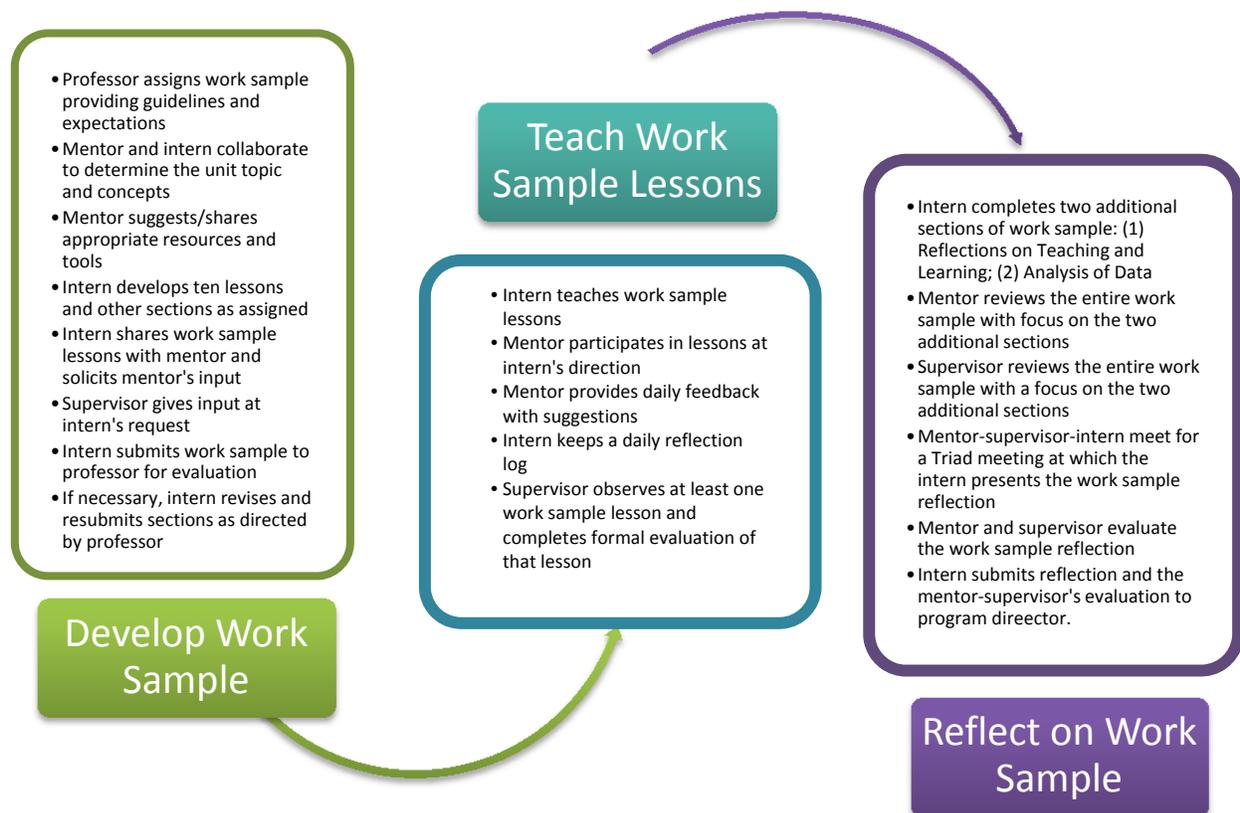
Work Samples

It is a licensure requirement for all interns to develop, teach, assess and reflect on two work samples.

These two major assignments allow interns to demonstrate proficiency in planning and instruction for mathematics and literacy. The work sample's importance is two-fold: (1) it constitutes a major portion of the grade for the course in which it is assigned; (2) successful completion of both work samples is a licensure requirement. Each work sample must be completed in accordance with expectations and standards from the course instructor, mentor teacher, TSPC, and the intern's school site.

- The math work sample will be a focus of ED 562: Elementary School Mathematics and will be completed under the direction of the professor teaching that class in the fall semester. The math work sample will be taught in December.
- The literacy work sample will be a focus of ED 566: Reading II: Literacy Development and will be completed under the direction of the professor teaching that class in the spring semester. The literacy work sample will be taught during the solo teaching experience following spring break.

There are three stages of the work sample assignment depicted in the graphic that follows.



Concerns About Intern Performance

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

Classroom Concerns: Immediate

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

Some behaviors may trigger an automatic removal from the classroom while the incident is being investigated or evaluated. These behaviors include, for example: inappropriate touching of a student, use of physical force, sexual harassment, evidence of substance abuse, or the request of a parent or building principal that the intern be removed from the classroom upon complaint of a student.

Likewise, if an intern has concerns about any breach of ethics such as sexual harassment or discrimination at the internship site, he/she should contact the clinical coordinator immediately to determine how to proceed in accordance with the graduate school's policies (see http://www.lclark.edu/graduate/student_life/handbook/college_policies/).

College policies governing issues such as harassment, substance abuse, and sexual conduct can be found online at http://www.lclark.edu/graduate/student_life/handbook/college_policies/).

The graduate school's Student Professional Conduct Policy can be found at: <http://docs.lclark.edu/graduate/policyprocedures/academic/>

Student/Parent Complaint

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

Substance Abuse or Sexual Misconduct

The college has multiple policies that govern sexual conduct and harassment, substance abuse, and the removal of students from programs based on evaluations of the safety and security of the community at large. In the context of field placement sites, substance abuse, sexual harassment, and other inappropriate behaviors fall under the umbrella of "professional conduct." If suspicion of substance abuse or sexual misconduct arises, the intern will be immediately removed from the internship 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 collegewide 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

Formative Assessment Reports

Intern teaching competency is evaluated using the [Framework for Teaching](#) (FFT). This framework is applied throughout the program and is the basis for providing explicit and detailed feedback to interns. It is also a basis for assessment of the progress of interns toward successful completion of the program. There may be times when a faculty member, supervisor, or mentor identifies a particular area of challenge or struggle for an intern. In such cases, the faculty member, supervisor, or mentor will initiate a Formative Assessment Report in consultation with the clinical coordinator or the program director. This report identifies the domain(s) and component(s) in which the intern needs to give direct and expeditious attention in order to improve. It also provides specific recommendations and sources of support for the intern. If the intern is unable to make satisfactory progress in the areas noted, a meeting will be scheduled to determine the nature of the challenges yet to be met and to determine what additional support can be offered for improvement in this/these area(s). This meeting will include the intern, mentor, supervisor, and clinical coordinator. The clinical coordinator will document the meeting outcomes including actions to be taken by the intern, a timeline, expected indicators of progress, and a date for a follow-up meeting. At the follow-up meeting, the intern, mentor, supervisor, and clinical coordinator will report on progress toward an acceptable rating in each of the areas of concern on the FFT. If the intern is making sufficient progress, no further action or documentation is necessary.

As described in the Graduate School [Student Professional Conduct Policy](#), interns are also expected to meet the standards of professional conduct appropriate to their field of study. Whether on campus or in the classroom, interns should exemplify the characteristics of successful professionals. These include, but not limited to, the following:

- Arriving to school and to class on time and prepared
- Completing all work on time or arranging for extensions in advance of the due date (including assignments for class, tasks assigned by the mentor, lesson plans requested by supervisors, etc.)
- Being absent for class or field placements only for legitimate reasons such as personal or family illness, emergencies, or job-search related appointments
- Maintaining professionally appropriate attire and grooming
- Not engaging in conversations that exclude, belittle, or unfairly criticize another professional (including other interns, mentors and other teachers in the building, LC faculty and staff)
- Being fully engaged in class or school activities; not engaging with technology in a way that is distracting to self or others

If a faculty member, mentor, or supervisor has concerns in any area related to professionalism, a Formative Assessment Report may be created to document the need for improvement in this area. This Formative Assessment Report will include a detailed description of the concerns, a description of the support provided so far, strategies and resources for addressing the concerns, a timeline for meeting the goals, and a plan for assessing progress. Students are encouraged to be receptive and responsive to the

formative feedback they receive on their work and to be aware of the considerable advantages of working through potential conduct issues when they are first identified.

Plans of Assistance

If a faculty member, supervisor, or mentor determines that there has not been sufficient progress in the areas identified in the Formative Assessment Report, a formal Plan of Assistance will be created by the clinical coordinator in consultation with the intern, mentor, and supervisor. This plan will include a detailed description of the concerns, strategies and resources for addressing the concerns, a timeline for meeting the goals, and a plan for assessing progress. Copies of the Plan of Assistance will be distributed to the intern, mentor, and supervisor who may, if they desire, make further suggestions for the plan. The intern may request that the program director participate in the discussions about the plan of assistance for the intern. If an intern is dissatisfied with the outcome or the process, he/she may discuss these concerns with the department chair. If the intern is not satisfied with the department chair's decision, he/she may request a meeting with the dean. If any concern is serious enough to merit a formal review and potential academic or disciplinary action (up to and including dismissal from the program), the program director will follow [Student Professional Conduct Review Process](#) described in the Graduate Catalog.

Policy Regarding Satisfactory Academic Progress and Performance

The graduate school's [Satisfactory Academic Progress Policy](#) can be found in the catalog. This policy covers critical topics including student grade point average requirements and the importance of students meeting professional standards in licensure programs.

As per the graduate school's policy, students enrolled in degree programs must maintain a B average (3.0) and may not receive any grade lower than a C- in any course and no two grades lower than B- to be considered making satisfactory academic progress. Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their program and notified of this action.

Additional Policies Related to Recommendation for Licensure

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

Under certain circumstances, an intern who cannot be recommended for licensure at the customary completion of the program (or who, it becomes apparent earlier, will not be able to fulfill the requirements of the program regardless of subsequent efforts), may be given one or both of the following options:

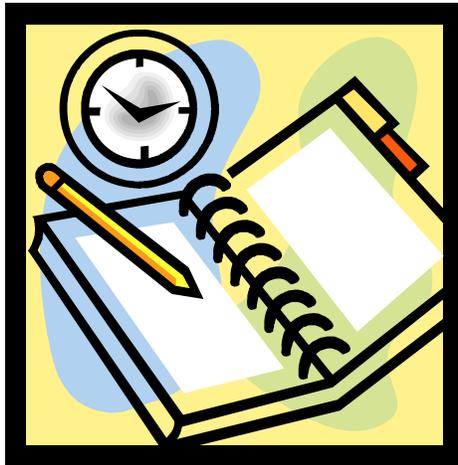
- *Additional fall student teaching experience*

In cases where an intern has been unable to satisfactorily complete the requirements of the program, but has demonstrated the promise of being able to do so with an additional term of student teaching, the department chair may grant, at her or his discretion, the option of completing an additional fall student teaching experience. Typically the fall practicum begins in late August and continues until winter break. The practicum is required to enable the intern to complete the two major Oregon Administrative Regulation requirements of nine weeks of full time student teaching (including up to six weeks of successful solo teaching) and the successful completion of the two work samples.

- *Program change: M.Ed. in Educational Studies*

If a student is unable to complete the requirements necessary to be recommended for licensure, but has demonstrated the potential to complete a master's degree in the field of education that does not involve classroom teaching, the department chair may grant, at her or his discretion, the student's admission to the M.Ed. Program in Educational Studies. Requirements for this degree can be found in the [Graduate Catalog](#).

In cases where a student wishes to appeal the decision of the department chair, he or she may submit a written request to the Dean of the Graduate School.



What Mentors Need to Know

The EC/EL program works with building administrators and district personnel to select mentors who have demonstrated a high degree of success in their classrooms. Mentors play a vital role in the professional development of Lewis & Clark interns, and the mentorship requires a commitment of time, effort, and perseverance. Mentors serve a dual teaching role: teaching the students in their classes and teaching their interns through modeling and discussion of practices. All mentors must meet the [requirements established by TSPC](#) and must submit an annually updated resume to the teacher education department prior to the first day the intern reports to the classroom.

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

The year-long internship placement of Lewis & Clark (LC) interns is a unique and invaluable opportunity for the intern to be immersed in the work of an experienced and dedicated teacher. Mentors who have worked with the LC program have identified many benefits to serving in the mentor role.

The year-long internship also presents unique challenges. Interns are embedded in the mentor's life and work environment for an entire year. In a way it is like having a long-term houseguest and requires heightened attention to communication and respect for each other's physical and emotional needs. There is a natural and predictable ebb and flow to the year that will include high points filled with joy and a sense of accomplishment, along with some difficult lows when stress becomes overwhelming. Open, honest, and respectful communication is an important factor in a successful mentor-intern relationship.

Mentor's Role

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

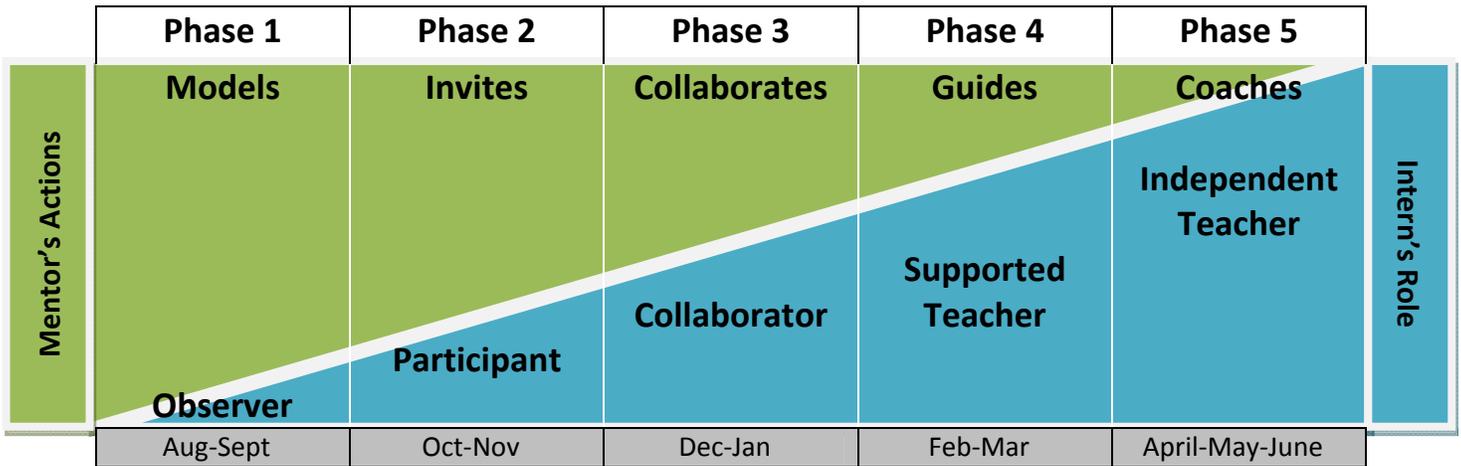
The second critical responsibility of the mentor is to communicate frequently and clearly with the intern. Effective mentors "think out loud" for their interns, revealing their decision-making processes for the myriad of choices a teacher makes in the course of a normal day. When the intern begins to take on teaching responsibilities, the mentor needs to give the intern honest and specific feedback that will help him/her improve. The mentor must take equal responsibility with the intern for maintaining a professional relationship. There will inevitably be times when the relationship becomes strained. At these times, the mentor should take the initiative to open up lines of communication and work to resolve any issues before they become overwhelming for either person.

Phases of the Mentoring Relationship

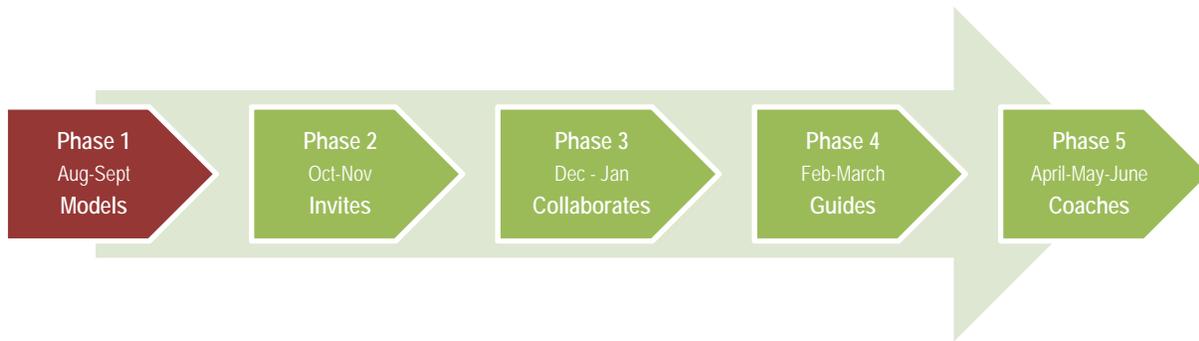
Successful mentors take their role very seriously and invest in building a strong relationship with their interns. Typically mentoring relationships require a high degree of attention and nurturing in the earliest stages, and become much more collegial over time. The best mentoring occurs when a professional relationship incorporating trust, communication, and support is built. Strong mentors avoid fostering a relationship where the mentor is always in the forefront and the beginner is in his/her shadow. No two

teachers are exactly alike. The mentor’s role is to help the intern find his/her own unique voice and identity as a teacher.

The year-long internship structure allows for a thoughtful and deliberate gradual release of teaching responsibilities from the mentor to the intern. The following diagram and the text that follows describe the changing role of the mentor over the five phases of our program.



Mentor Responsibilities in Phase 1: August-September

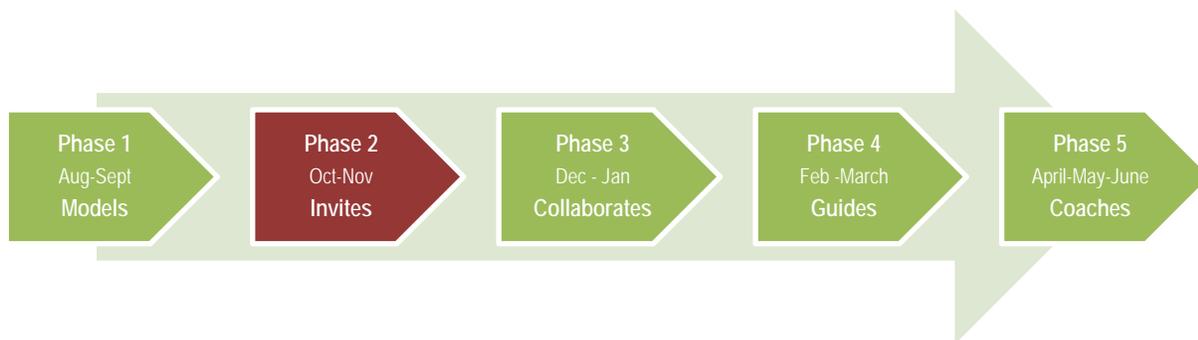


Helping your intern get off to a good start is the focus of this phase. Establishing strong communication and getting to know one another is a key step in this process. You should help to integrate your intern into the school community by facilitating introductions with all the staff in the school and making him/her an authentic part of the classroom community. The list below describes the actions you can take to ensure your intern makes a smooth transition into the internship and has the resources he/she needs to be successful.

- Model and discuss effective practices for organizing and structuring your classroom. Explain your thinking and decision-making process for the many choices you make while setting up your classroom and launching the school year with students.
- Assist your intern’s transition into the classroom and school building by making introductions to other faculty and staff members and explaining important school processes and protocols.

- Introduce your intern to parents and include the intern’s name on class door signs, newsletters, and other visible classroom displays. Consider asking your intern to contribute a short introduction to the class and parents and include this in your classroom newsletter or bulletin board display.
- If appropriate, request a mailbox, classroom key, and/or school email account for your intern.
- Provide your intern a designated working area in the classroom.
- Make time for regular meetings with your intern. Ideally these meetings will occur at least weekly and will be scheduled at a time free from interruptions and distractions.
- Help your intern find an appropriate classroom for his/her second level practicum by suggesting the names of colleagues at other grades who model high quality instruction and are willing to share their practices with others. See the guidelines on page 28.
- Read and understand the contents of this Handbook.

Mentor Responsibilities in Phase 2: October – November



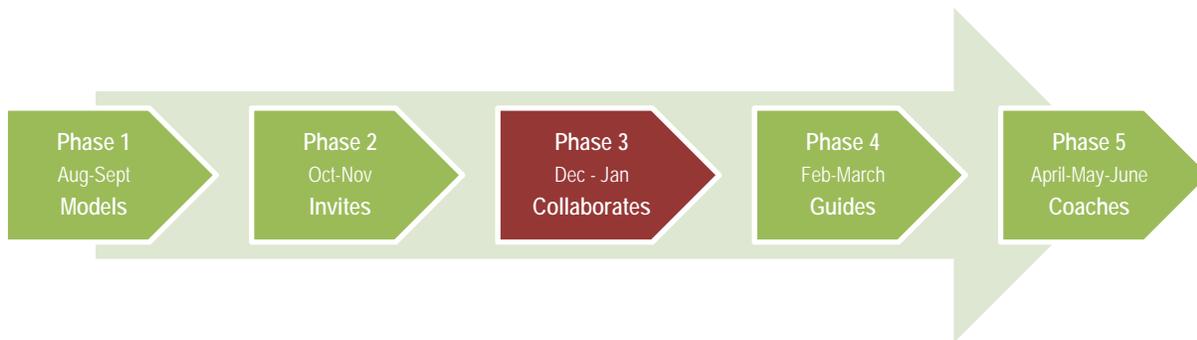
Inviting your intern to participate in classroom tasks is the goal for this phase. When creating your weekly plans, ask yourself, “Is this a task my intern could do so he/she has the opportunity to be in front of the class and in charge of students?” Share your resources and your plans with your intern and make your thinking visible to him/her. Help your intern become an active participant in the classroom by encouraging him/her to replicate your behaviors and responses.

- Talk with your intern about how you collect assessment data at the beginning of the year and how you use this data to differentiate instruction in your classroom to better meet your students’ needs.
- Continue to model and discuss strong instructional practices.
- Invite your intern to participate in classroom activities as appropriate. For example, your intern could begin to lead routine classroom tasks such as the morning welcome, lunch count, community circle, transitions to lunch or recess, etc. Allow your intern to take on tasks that will help the students view him/her as a co-authority in the classroom.
- Provide feedback on your intern’s performance after conducting classroom routines. Focus on strengths and build from the positive features in the intern’s actions. Use the Framework for Teaching (FFT) found on pages [46-56](#) as a source for your comments.
- Be a helpful colleague when your intern has assignments to complete that involve you or your students. LC faculty make every effort to connect interns’ coursework with the classroom and

course assignments may require your intern to interview you, observe or video tape students, conduct individual assessments with students, and/or meet with other professionals in your school (ESOL teachers, SPED teachers, etc).

- Make time for regular meetings with your intern. Ideally these meetings will occur at least weekly and will be scheduled at a time free from interruptions and distractions.
- Provide timely assistance while your intern is preparing his/her math work sample. It is imperative that your intern get your input and approval far in advance of the work sample teaching dates because it will take many weeks for him/her to complete this substantial and important assignment.
- Initiate timely communication with the supervisor or clinical coordinator if an area of concern arises.
- Be aware that interns are expected to be in the classroom Tuesday mornings and all day Thursday and Friday and should not take on responsibilities outside the school day. While in the classroom they should fully participate with students and school activities. Interns should not be doing homework for LC classes while at school (except data collection for specific assignments such as interviewing a teacher or student).

Mentor Responsibilities in Phase 3: December – January

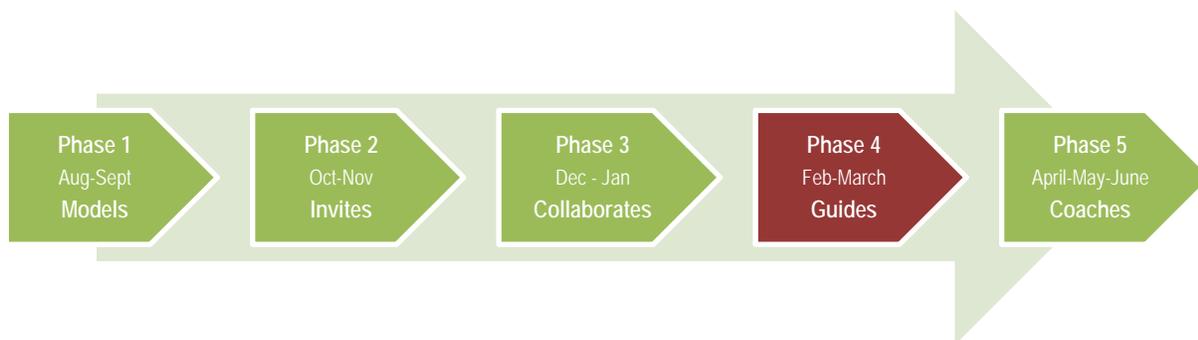


At this phase collegiality and collaboration should become well-established. You and your intern should share responsibilities and plan together. It is up to you to set the tone and help your intern view himself/herself as a contributor who takes on increasing teaching responsibilities and is a co-planner.

- Talk with your intern about the planning, instruction, and assessment cycle. Make your planning practices visible for your intern and explain how you make decisions about pacing, classroom management, and formative assessment.
- Continue to model and discuss strong instructional practices.
- Support your intern during the teaching of the math work sample lessons. During the math work sample, you should stay in the room and provide support for classroom management. Provide daily feedback that is targeted and specific. It's most effective to lead with several positives and then suggest one or two areas for improvement. Assist him/her in making decisions about adjusting his/her original work sample lesson plans based on student performance. Ask your intern to talk about his/her formative assessment practices and give advice if he/she is struggling to collect meaningful student data.

- Collaborate with your intern for planning and instruction in other subject areas. Release more responsibility for instruction to your intern. You should begin to feel like co-teachers in the classroom. You should retain most of the planning responsibilities, but allow your intern to take over the classroom for extended periods of time.
- Encourage your intern to engage in self-reflection to improve his/her performance. Talk with him/her often about areas in which you have seen growth and areas in which he/she should set improvement goals.
- Continue to make time for regular meetings with the intern. Ideally these meetings will occur at least weekly and will be scheduled at a time free from interruptions and distractions.
- Initiate timely communication with the supervisor or clinical director if an area of concern arises.

Mentor Responsibilities in Phase 4: February – March

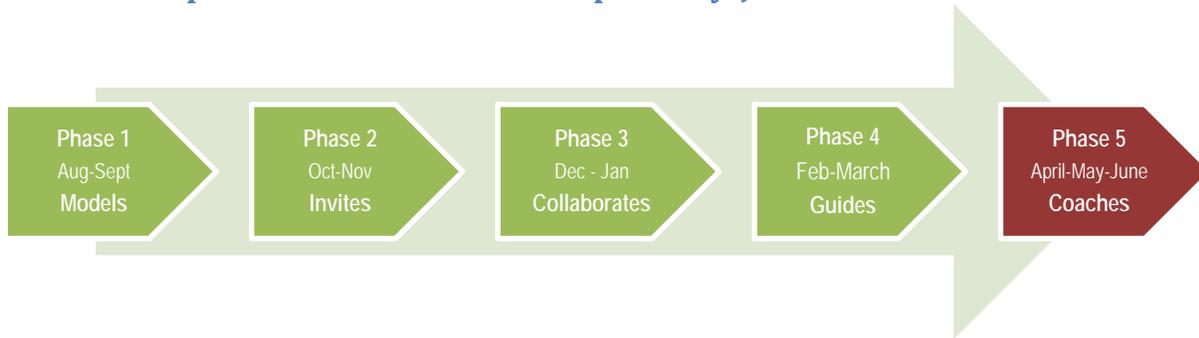


Guiding your intern is the goal for this phase. Here the intern moves toward independence as the mentor begins to hand over the full responsibility for instruction and planning to the intern. During this phase your intern will spend a considerable amount of time planning for the solo teaching experience. You should now recede from prominence in the classroom and encourage your intern to experiment with new ideas and methods. This is the time when he/she will begin to find his/her voice and style as a teacher.

- Continue to model and discuss strong instructional practices. Talk with your intern in particular about how you go about planning—long range unit planning, weekly planning, and planning for individual lessons. Even if you no longer write detailed unit and lesson plans, you need to make your planning process visible for your intern by talking to him/her and “thinking out loud” about planning so that he/she can learn what good planners do.
- Hand over some of the decision-making for daily tasks to your intern. He/she needs practice making decisions “in the moment” about how to handle student behavior issues, parent communication, instructional choices, and scheduling/pacing options. Make sure that your intern also follows through with the consequences resulting from these decisions.
- Complete a formative FFT evaluation of your intern’s performance and submit this form to Lewis & Clark in a timely way.
- Make time for regular meetings with the intern. Ideally these meetings will occur at least weekly and will be scheduled at a time free from interruptions and distractions.

- Provide timely assistance when the intern is preparing the literacy work sample. It is imperative that your intern get your input and approval far in advance of the work sample teaching dates because it will take many weeks for him/her to complete this substantial and important assignment.
- Initiate timely communication with the supervisor or clinical coordinator if an area of concern arises.

Mentor Responsibilities in Phase 5: April-May-June



During this phase your intern should establish his/her independence and demonstrate the ability to resolve problems independently. You take on the role of a coach and help identify areas in need of refinement that will help the intern become confident in dealing with the rigors of the daily challenges in the school environment.

- Hand over full responsibility for all of the tasks of the teacher to your intern during the six week solo experience. Your role is to provide assistance and advice when requested. You should support and advise your intern rather than to direct him/her.
- Serve as a substitute for your intern for any absences including absences to attend job fairs and other employment events. Your intern should leave you with detailed sub plans for any absence. Learning how to create plans for a substitute teacher to follow is an important skill your intern needs to develop.
- Make time for regular meetings with the intern. Ideally these meetings will occur daily during the solo teaching and will be scheduled at a time free from interruptions and distractions.
- After the solo, you and the intern will be co-teaching. You will decide together how to divide the work load.
- Be aware that the intern needs to complete the remaining second level hours, and work with him/her on how to meet this requirement while co-teaching.
- Near the conclusion of the year, write a letter of recommendation for the intern.



What Supervisors Need to Know

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

The EC/EL program hires supervisors with extensive classroom and/or administrative experience in elementary school settings. Each of our supervisors has demonstrated a high degree of success in the field of education. Supervisors play a vital role in the professional development of Lewis & Clark interns, and serve as a support for mentors, as well. All supervisors must meet the [requirements established by TSPC](#) and must provide a resume (updated annually) to the Teacher Education department.

Supervisor's Role

First and foremost, the supervisor's responsibility is to provide feedback to interns on their performance in the classroom. At least seven observations are to be scheduled as follows:

Month	Type of observation	What the supervisor should know
September	Informal observation of intern interacting with students	Secondary purpose is to meet the mentor and building principal.
October	1 st formal observation of the intern conducting an established routine in the classroom	Appropriate routines to observe include read-aloud, transition, morning meeting, etc. Intern should send a short description ahead of time.
December	2 nd formal observation of the intern teaching a math work sample lesson	Intern should send the full lesson plan ahead of time.
February	3 rd formal observation of the intern teaching a lesson	Intern should send the full lesson plan ahead of time.
April	4 th and 5 th formal observations of the intern teaching a lesson	Both observations should be during the solo. At least one observation is of a literacy work sample lesson. Intern should send the full lesson plans ahead of time.
May	6 th formal observation of the intern teaching a lesson	Intern should send the full lesson plan ahead of time.

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

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

- (1) A pre-observation conference prior to the lesson observation at which the intern describes the lesson and identifies an area in which he/she would like targeted feedback.
- (2) An observation of the entire lesson by the supervisor during which the supervisor collects data about the lesson. Lesson data collection may include scripting of the lesson, time-interval notes, diagrams of teacher movement in the room, tallies of interaction patterns, etc. The method of data collection will depend on the area for which the intern has requested feedback.
- (3) A post-observation conference where the intern shares his/her evaluation of the lesson and the supervisor shares his/her data collected and indications of the lesson's strengths, suggestions for future improvement, and general comments. The supervisor may choose a few pertinent domains from the FFT to discuss with the intern during this time.
- (4) A formal written report (submitted electronically) using the EC/EL supervisor report form. The report may include information that comes from the lesson as well as information that comes from the pre- or post-observation conference.
- (5) The supervisor sends the report to the intern, mentor, clinical coordinator, and the administrative coordinator in the Teacher Education office so that the report can be filed in the intern's file of documents for licensure.

Beginning with the math work sample lesson in December and for all subsequent lessons the supervisor will observe, interns are expected to provide lesson plans at least one day in advance containing these elements:

- State Standard
- Lesson Outcome
- Outcome written in age-appropriate language
- Assessment
- Lesson sequence including both teacher and student actions and the anticipated time sequence
- Materials/room arrangement
- Provisions for individual students

The second critical responsibility of the supervisor is to be a conduit of information about what is happening at the placement site to Lewis & Clark faculty. Supervisors are the "eyes and ears" in the field for the program. If difficulties arise or if a mentor or intern has raised concerns, supervisors should let the clinical coordinator know about the situation, as appropriate. Likewise, if things are going especially well, the clinical coordinator and faculty appreciate hearing this. The Handbook section describing placement changes on page 16 describes in detail the role of the supervisor in mediating and communicating when problems arise.

The third important responsibility of the supervisor is to review and evaluate the intern's work sample reflections for both the math and literacy work samples.

Triad Meetings

Supervisors take the responsibility for scheduling the three required triad meetings where the mentor, intern, and supervisor discuss the intern's progress.

1. Early January: Math Work Sample Triad Meeting
Supervisor coordinates the first triad meeting (intern-mentor-supervisor) at which the intern presents the work sample reflection. This meeting should take place early in January. Mentor and supervisor evaluate the work sample reflection using the appropriate rubric. The supervisor is responsible for making sure the rubric form is returned to LC in a timely way.
2. Mid-March: Formative FFT Triad Meeting
Supervisor coordinates the second triad meeting (intern-mentor-supervisor) at which the mentor and supervisor share the Formative FFT with the intern. The second purpose of this meeting is to set goals for the intern for the solo teaching experience. Typically two or three primary goals are identified through collaborative discussion between the mentor, intern, and supervisor. This meeting should take place before spring break, but not before the first week of March. The supervisor is responsible for making sure all required forms are returned to LC in a timely way.
3. Mid to late May: Summative FFT and Literacy Work Sample Triad Meeting
Supervisor coordinates the final triad meeting (intern-mentor-supervisor) at which the mentor and supervisor share the Summative FFT with the intern. A second purpose of this meeting is for the intern to present the literacy work sample reflection. Mentor and supervisor evaluate the work sample reflection using the appropriate rubric. The supervisor is responsible for making sure all required forms are returned to LC in a timely way.



Forms and Resources

Framework for Teaching

Domain 1: Planning and Preparation

Component	Unsatisfactory <i>Not yet meeting expectations for a beginning teacher</i>	Basic <i>Expected performance level for a beginning teacher</i>	Proficient <i>Demonstrating exceptional skill for a beginning teacher</i>	Distinguished <i>This rating is reserved for experienced teachers</i>
1a Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

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1c Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

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1f Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Domain 2: The Classroom Environment

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2a Creating an Environment of Respect and Rapport	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>
2b Establishing a Culture for Learning	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>

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2c Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
2d Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.
2e Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

<p>Component</p>	<p>Unsatisfactory <i>Not yet meeting expectations for a beginning teacher</i></p>	<p>Basic <i>Expected performance level for a beginning teacher</i></p>	<p>Proficient <i>Demonstrating exceptional skill for a beginning teacher</i></p>	<p>Distinguished <i>This rating is reserved for experienced teachers</i></p>
<p>3a Communicating with Students</p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
<p>3b Using Questioning and Discussion Techniques</p>	<p>The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>

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3c Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self-or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.

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3e Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Domain 4: Professional Responsibilities

Component	Unsatisfactory <i>Not yet meeting expectations for a beginning teacher</i>	Basic <i>Expected performance level for a beginning teacher</i>	Proficient <i>Demonstrating exceptional skill for a beginning teacher</i>	Distinguished <i>This rating is reserved for experienced teachers</i>
4a Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b Maintaining Accurate Records	The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
4c Communicating with Families	The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful.

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4d Participating in a Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
4e Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

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4f Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Program Planning Sheet

**Master of Arts in Teaching with Initial 1 Teaching License
Early Childhood/Elementary Program
2013-14**

1st SUMMER	<i>Title</i>	<i>Semester Hours</i>
*ED 550	Social, Historical, and Ethical Perspectives on Education	2
*ED 559	Math for Early Childhood	2
*ED 561	Child Development and Learning	2
*ED 568	The Arts, Culture, and Creativity	1
*ED 569	Health and Physical Education	1
*ESOL 540	Culturally Responsive Teaching and Learning in the Classroom	2
*SCI 580	Teaching Children About the Natural World	2
Total Semester Hours		12
FALL		
*ED 511	Field Observation (Early Childhood/Elementary)	1
*ED 514	Field Experience I (Early Childhood/Elementary)	1
*ED 517	Field Experience Seminar I (Early Childhood/Elementary)	1
*ED 562	Elementary School Mathematics	3
*ED 563	Classroom Management 1: Early Childhood/Elementary	1
*ED 565	Reading I: Literacy Development, Pre-K-Grade 8	2
*ESOL 535A	English Language Learners: Theory	1
*SPED 524	Special Education for the General Education Teacher	1
*SS 578	Social Studies for Elementary Teachers	2
◇CORE 500	Convocation (required in Fall Semester, 1 Core Unit)	N/A
Total Semester Hours		13
SPRING		
*ED 515	Field Experience II (Early Childhood/Elementary)	2
*ED 518	Field Experience Seminar II (Early Childhood/Elementary)	2
*ED 523	Planning, Differentiation, and Assessment	1
*ED 564	Classroom Management 2: Early Childhood/Elementary	1
*ED 566	Reading II: Literacy Development, K-Grade 8	3
*ESOL 535B	English Language Learners: Theory in Practice	1
*MATH 549	Algebra and Geometry for Early Childhood/Elementary Teachers	1
*SPED 505	Teaching Special Education Students in the General Education Classroom	1
Total Semester Hours		12
2nd SUMMER		
	Beginning Summer Session I in mid-May	
*ED 516	Field Experience III (Early Childhood/Elementary)	3
Total Semester Hours		3

*These courses are required for the Initial I Teaching License.

◇Completion of three Core Units is required for M.A.T: Convocation plus two other Core Units taken at any point in the program.

Minimum Credits for M.A.T and ITL1: 40 Semester Hours

All courses applicable to the master’s degrees must have been taken within five years prior to and/or five years following admission to the program.

Students must successfully complete all licensure course requirements, including the internship, and pass the required tests (for current information see website) in order to be recommended to the Oregon Teacher Standards and Practices Commission for the Oregon Initial I Teaching License, “Multiple Subjects” endorsement, and Early Childhood and Elementary authorization levels.

Glossary of EC/EL Program Terms

Clinical coordinator	The faculty member who supports interns in their field placement sites and serves as the primary point of contact with mentors and supervisors.
Cohort coordinator	The faculty member assigned to facilitate the Field Experience Seminar. Cohort coordinators serve as the intern's first contact if he/she has a question or concern about the program or any academic issue.
Convocation	All full-time master's degree students are required to the graduate school Convocation in September. This annual event addresses the Graduate School's core values of creativity, commitment, and compassion through cross-disciplinary collaboration and counts as one of the three Core Units required for the M.A.T. degree.
Core	Completion of three Core Units is an M.A.T. requirement. One of these Core Units will be fulfilled by attendance at the Graduate School's annual Convocation.
EC/EL	Early Childhood/Elementary. This term describes our program and the two levels of authorization for which our interns will be licensed.
FFT	Framework for Teaching; the instrument used to assess intern performance in four domains
Intern	EC/EL uses this term to describe all of its student teachers.
M.A.T	Master of Arts in Teaching; the degree interns will earn upon completion of the 40 hours of required coursework.
Mentor	The cooperating teacher in whose classroom an intern is placed
OAR	Oregon Administrative Rules, the rules governing teaching licensure
Plan of assistance	A plan designed to help an intern improve performance when he or she is in danger of not being recommended for licensure.
Second level of authorization	Oregon licenses teachers at four levels of authorization. Our program enables interns to qualify for two of these levels: Early Childhood (age 3 – grade 4) and Elementary (grades 3-8). Because the internship placement is at only one of these levels, interns complete a 75-hour practicum experience and related assignments at the other level.
Supervisor	an LC adjunct faculty member who is assigned to one to six interns
Triad meeting	Meetings between the intern, mentor, and supervisor. There are three required triad meetings over the course of the year.
TSPC	Oregon's licensing agency: Teacher Standards and Practices Commission
Web Advisor	The online course registration program used at Lewis & Clark
Work Sample	An assignment in planning, teaching, assessing, and reflecting on student learning. Interns complete two work samples, one in mathematics in the fall and one in literacy in the spring.

EC/EL Academic Writing Guidelines

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

Writing Trait	Questions to ask
Ideas and Content	<ul style="list-style-type: none"> • Does the paper address exactly what was described in the assignment? • Are generalizations and arguments supported with relevant examples, details, and/or quotes as appropriate? • Did you include ideas or quotes from experts (text, web-based resources, other professionals) when appropriate?
Organization	<ul style="list-style-type: none"> • Does the paper include a meaningful introduction and conclusion? • Does the paper flow well and include appropriate transition words and phrases? • Do the paragraphs include topic sentences followed by related content? • Does the order of the paragraphs make logical sense?
Voice	<ul style="list-style-type: none"> • Is the tone of the paper objective? • Is the paper free from colloquialisms and slang? • Did you refrain from making evaluative or judgmental statements (unless this is appropriate for the assignment)? • Is the paper free from sexist or culturally insensitive language?
Sentence Fluency	<ul style="list-style-type: none"> • Are the sentences straightforward and clear? • Does the paper contain sentences of varied length and complexity? • Are professional vocabulary terms used appropriately?
Conventions	<ul style="list-style-type: none"> • Is the paper free of spelling errors? • Is the punctuation correct? • Are common homophones used correctly (e.g. their/there/they’re; its/it’s) • Are all sentences complete? • Is the paper double-spaced and in size 12 font (unless otherwise directed)? • Did you include a “works cited” list for in-text citations?

EC/EL Program Transition Points

Transition Point	
1 - Admission	<p>Candidates will not be admitted into the program unless they have:</p> <ul style="list-style-type: none"> ▪ Provided an official transcript showing GPA 2.75 or above and met the math/science requirement (as stated on Admissions webpage) ▪ Provided an undergraduate degree-posted transcript ▪ Provided documentation of passing scores on a TSPC-approved basic skills test ▪ Submitted a complete admissions file (including three essays, three letters of recommendation, and other admissions forms) ▪ Participated in an interview ▪ Approval of their file by two different faculty members (as documented on the admissions evaluation form) ▪ Been recommended by the program faculty for admission ▪ Been approved by the Graduate Admissions Committee
2A – Entry to field experience	<p>Candidates may not begin the internship experience in late August unless they have:</p> <ul style="list-style-type: none"> ▪ Successfully completed the Key Assessment in ED 561 (Child Development and Learning) ▪ Successfully completed all summer courses (no incompletes) ▪ Passed background check as per TSPC requirements (including fingerprints, PA-1 form)
2B– Teaching math work sample	<p>Candidates may not teach their math work sample in Nov-Dec unless they have:</p> <ul style="list-style-type: none"> ▪ Passed the ORELA Civil Rights Test ▪ Successfully completed the planning phase of their math work sample in ED 562 (Key Assessment) ▪ Successfully completed the Key Assessment in SS 578 (Family Synthesis Paper) ▪ Successfully completed all fall coursework (no incompletes) ▪ Maintained progress toward a rating of basic or above on all FFT components ▪ Maintained progress on the objectives described in any plan of assistance(if applicable)
3 – Entry into fulltime internship	<p>Candidates may not begin the fulltime experience after spring break unless they have:</p> <ul style="list-style-type: none"> ▪ Documentation of successful completion of the reflection phase of their math work sample (Key Assessment) ▪ Successfully completed the planning phase their Literacy Work Sample in ED 566 (Key Assessment) ▪ Submitted second level logs for Sept – Dec (40 hours) and Jan – March (20 hours) ▪ Successfully completed all spring coursework (no incompletes) ▪ Maintained progress toward a rating of basic or above on all FFT components ▪ Maintained progress on the objectives described in any plan of assistance (if applicable)
4 – Exit from internship	<p>Candidates will not be recommended for licensure unless they have:</p> <ul style="list-style-type: none"> ▪ Successfully completed the Second Level Portfolio in ED 518 (Key Assessment) ▪ Submitted second level logs for post-solo (15 hours) documenting a total of 75 hours for the year ▪ Scores of Basic or higher on all components of the Summative FFT as determined by the Program Director ▪ Documentation of successful completion of the reflection phase of their literacy work sample (Key Assessment)
5 – Program completion	<p>Candidates will not be recommended for licensure unless they have:</p> <ul style="list-style-type: none"> ▪ Provided documentation of passing scores on a TSPC-approved multiple-subjects content test ▪ Cleared all “INC” grades ▪ Successfully completed all licensure course work