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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 13-month program, 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 educated teachers and counselors since its earliest days; however, the Graduate School of Education and Counseling in its present form began 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: 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 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).

A unique feature of all of Lewis & Clark's professional programs is the [Core curriculum](#) requirement for degree-seeking students. With its interdisciplinary design, the Core curriculum provides an intellectual bridge between individual program offerings and an opportunity to explore the Graduate School's "Core" values of creativity, compassion, and commitment.

Find out more about the Graduate School at this site:

[http://www.lclark.edu/graduate/student\\_life/handbook/about\\_the\\_graduate\\_school/](http://www.lclark.edu/graduate/student_life/handbook/about_the_graduate_school/)

## 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 Navigator* handbook includes [academic policies](#), including:

Academic Integrity

Academic Integrity in Practice

Student Conduct, Academic Performance, and Appeal Guidelines

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

## 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 in the region. 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. Constructivist teaching practices 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, advocating for social justice, and teaching for equity.

## Teaching Standards

### Oregon Standards

EC/EL 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 584-017-0115 (Early Childhood Authorization) and OAR 584-017-0120 (Elementary Authorization).

#### OAR 584-017-0115 Early Childhood 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 584-017-0120 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).*

### **Framework for Teaching**

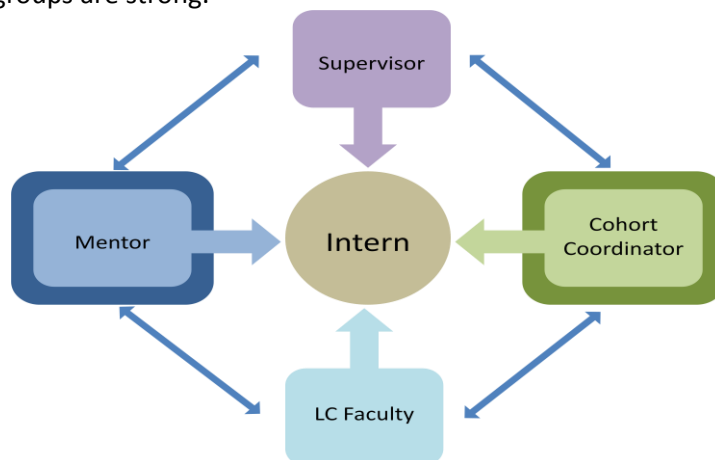
The second source used by the EC/EL program to define teaching proficiency is the set of research-based practices described in *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 2009). The Framework for Teaching (FFT) defines and describes proficiency levels for four domains containing 22 components with two to five elements within each component. *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 2009) is used as a text for ED 514/515/516. In addition, course instructors incorporate the components and elements into the program of study as appropriate. Supervisors and mentors rate the intern on 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 page 37 in this *Handbook*.

### **Program Design**

This Master of Arts in Teaching (M.A.T.) program is a full-time, 12- to 13-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 program is organized in a cohort structure. Students are assigned to a cohort of 18-24 fellow students with whom they will take most of their classes. Each group is assigned a Lewis & Clark faculty member who supports the cohort in all aspects of the school placement from the initial meeting with the mentor, to becoming a member of the classroom and school community, to navigating the transition from participant-observer to teacher.

## Interconnected Supports for Interns

The EC/EL program is demanding and intense. Students work hard to simultaneously manage the demands of challenging coursework along with the challenges of being a member of the school community at the internship site. Our 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. The first visit will be informal and will include an opportunity to meet the mentor. Each of the other six visits will include a formal observation with a report on the intern's progress as a teacher. If an intern finds himself/herself struggling in the classroom, the supervisor is a primary source of support.
3. **Cohort Coordinators**: Cohort coordinators describe their role as something like a homeroom teacher. They are the first faculty members interns should contact if they have a question or concern about their placement or any academic issue. Interns meet weekly with cohort coordinators (and cohort members) in Seminar class (ED 514, 515, 516) and can schedule additional individual meeting time as needed.
4. **EC/EL Faculty**: The EC/EL faculty is comprised of tenure-track faculty, faculty with term, and adjunct faculty who bring to the classroom a wealth of expertise based in practical experience, research, and study. All of the EC/EL instructors have extensive classroom experience working with children and bring this perspective to their graduate courses. Interns will work with the following faculty members: [Kasi Allen](#), [Andie Cunningham](#), [Sara Exposito](#), [Alejandra Favela](#), Zalika Gardner, [Jan Glenn](#), [Linda Griffin](#), Jordan Heintz, [Vern Jones](#), [Katherine Kondylis](#), Joseph Minato, [Christine Moore](#), [Cindi Swingen](#), [Greg Smith](#), [Marty Voge](#), [Zaher Wahab](#), and [David Ward](#).

## Program of Study

The EC/EL program includes 40 credit hours distributed over four semesters (Summer, Fall, Spring, Summer). Thirty-eight of the credit hours comprise licensure course requirements, while two additional credit hours are taken in the Core program to complete the requirements for the M.A.T. degree.

The [program planning sheet](#) found on page 44 lists all the courses by semester. Core courses may be taken at any point in the program, however it is recommended that EC/EL students take their Core courses during the second summer, after completion of the student teaching experience. Enrolling in Core during the second summer is a strong recommendation for students who receive financial aid assistance because students must be enrolled in at least three credit hours per semester in order to retain eligibility for financial aid.

## 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:

<b>TSPC requirements</b>	<b>How the Lewis &amp; Clark program meets or exceeds the requirement</b>
Student teaching is at least 15 weeks in length.	Lewis & Clark (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 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 12 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. This need not be completed in consecutive days or weeks.	From 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).
During student teaching, the supervising teacher makes a minimum of six supportive/evaluative visits.	LC supervisors are required to conduct seven observations visits (one informal visit in September and six formal observations October – June).
During student teaching, the supervisor and mentor meet with the student teacher at least twice to discuss supervisor's evaluations and the student teacher's work samples.	LC requires three <a href="#">triad</a> meetings during which the mentor, supervisor, and intern discuss intern progress and/or work samples: ✓ January: Math Work Sample Triad Meeting ✓ March: Formative FFT Triad Meeting ✓ May/June: Summative FFT and Literacy Work Sample Triad Meeting.
The supervisor and the mentor teacher jointly determine that the student teacher has demonstrated in student teaching the skills and competencies for the given authorization level(s).	LC requires mentors and supervisors to each evaluate the intern using the Summative FFT.

## Professional Ethics

EC/EL interns must adhere to the Professional Ethics policy of the Graduate School. It is the intern's responsibility to read and follow the guidelines found here:

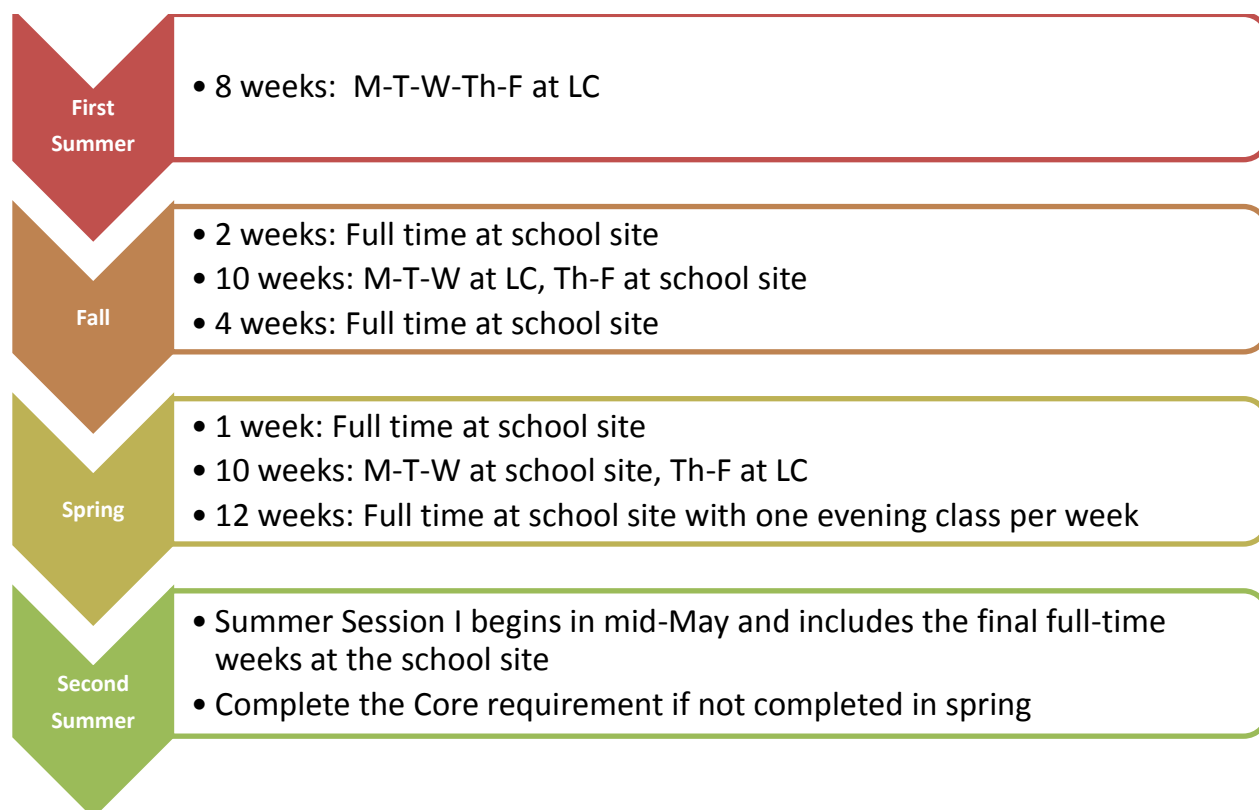
[https://www.lclark.edu/graduate/student\\_life/handbook/academic\\_policies/](https://www.lclark.edu/graduate/student_life/handbook/academic_policies/)

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/rules/OARS\\_500/OAR\\_584/584\\_020.html](http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_020.html)

## Calendars and Timelines

### Year at a glance



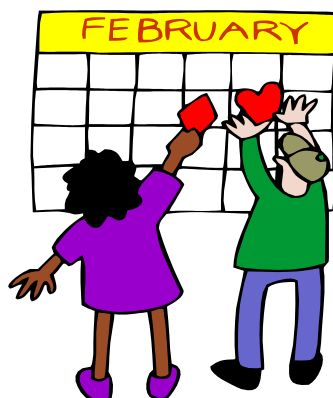
### Detailed Calendar

The EC/EL program maintains an electronic [calendar](http://bit.ly/eZ0o6c) (<http://bit.ly/eZ0o6c>) showing the detailed schedule for all three cohorts. 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.**

## Month-by-Month Highlights

FALL 2011	
August	
Intern and Mentor	Supervisor
<b>August 30: Intern-mentor meeting at LC 5:00-7:00</b> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Interns assist the mentor in preparation of the classroom for the year.</li> <li>- Mentors discuss and explain the tasks associated with preparing for the year.</li> <li>- Interns work to establish relationships with the children, mentor, students' parents, other faculty and staff at the internship site.</li> <li>- Interns attend all faculty and team meetings and professional development opportunities.</li> <li>- Mentors assist interns in identifying a classroom in the building for the second level practicum.</li> </ul>	Supervisors read and become familiar with <i>Enhancing Professional Practice: A Framework for Teaching</i> , with particular emphasis on the content of Chapter 4.
September	
Intern and Mentor	Supervisor
<b>September 1: Classroom Mgmt Pre-session (interns only) 5:00-6:30</b> <b>September 9: Convocation at LC (interns only) 4:00- 7:00</b> <ul style="list-style-type: none"> <li>- Interns report to their sites full time through September 9.</li> <li>- For the rest of September, interns report to their internship classrooms on Thursdays and Fridays and attend classes at LC on Mondays, Tuesdays, and Wednesdays.</li> <li>- Interns begin Second Level Practicum on September 13.</li> <li>- Mentors meet with interns for at least 30 minutes each week (preferable uninterrupted time) for professional reflection. At this point in the year, be sure to discuss classroom management.</li> </ul>	<b>Informal visit</b> Supervisors visit the school to meet the mentor and building principal. Supervisors conduct an informal visit observing the intern interacting with students. No formal write-up is required.  <b>September 8: Supervisor meeting at LC 9:00-11:00 am</b>
October	
Intern and Mentor	Supervisor
<b>October 4: Mentor-Supervisor meeting at LC 5:30-7:30</b> <ul style="list-style-type: none"> <li>- Interns continue to report to their school sites on Thursdays and Fridays and attend classes at LC on Mondays, Tuesdays, and Wednesdays.</li> <li>- 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.</li> <li>- Mentors identify the topic/unit to be taught for the math work sample and communicate this with the intern. Work sample lessons will be taught in December.</li> <li>- Interns continue second level practicum on Tuesday mornings.</li> <li>- Mentors meet with interns for at least 30 minutes each week (preferable uninterrupted time) for professional reflection.</li> </ul>	<b>1<sup>st</sup> Formal Supervisor Observation</b> Supervisors observe the interns conducting established routines in the classroom. Supervisors complete and submit the first observation report.  <b>October 4: Mentor-Supervisor meeting at LC 5:30-7:30</b>

November	
Intern and Mentor	Supervisor
<b>November 22: Literacy Roundtable at LC (interns only) 4:30-6:00</b> <ul style="list-style-type: none"><li>- Interns continue to report to their school sites on Thursdays and Fridays and attend classes at LC on Mondays, Tuesdays, and Wednesdays through Nov. 18.</li><li>- Interns report to their school sites full time from Nov 21 through winter break.</li><li>- Mentors support interns in assuming increased teaching responsibilities including most classroom routines.</li><li>- Interns pay increased attention to mentors’ classroom management practices in preparation for the math work sample teaching.</li><li>- Interns continue to consult with mentors while developing the math work sample lessons.</li><li>- Interns continue second level practicum on Tuesday mornings.</li><li>- Mentors meet with interns for at least 30 minutes each week (preferable uninterrupted time) for professional reflection.</li></ul>	<u>Informal Check-in</u> Supervisors checks in with the mentors and the interns via phone or email.
December	
Intern and Mentor	Supervisor
<ul style="list-style-type: none"><li>- Interns report to their school sites full time until winter break.</li><li>- Interns teach their math work sample – (at least ten lessons) and begin the math work sample reflection assignment.</li><li>- Mentors meet with interns daily during the math work sample to debrief each lesson.</li><li>- Mentor assists interns with planning and preparation (i.e. teach a series of prepared science or social studies lessons, teach 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.</li><li>- 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.</li><li>- Interns conduct additional second level practicum while full time at the site for a total of 40-45 hours (September – December).</li></ul>	<u>2<sup>nd</sup> Formal Supervisor Observation</u> Supervisors observe interns teaching math work sample lessons. Supervisors complete and submit the second observation report.



SPRING 2012	
January	
Intern and Mentor	Supervisor
<ul style="list-style-type: none"> <li>- Interns complete the math work sample reflection assignment and send the reflection to mentors and supervisors at least one week prior to triad meeting.</li> <li>- Interns now report to their school sites on Mondays, Tuesdays, and Wednesdays and attend classes at LC on Wednesday evenings and all day Thursdays and Fridays.</li> <li>- Mentors continue to release 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.</li> <li>- Interns can take on limited planning responsibilities as long as the planning can be accomplished during the school day.</li> <li>- 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.</li> <li>- Interns continue second level practicum at other times negotiated with the mentor and the second level teacher.</li> <li>- Interns and mentors identify the topic/unit to be taught for the literacy work sample to be taught after spring break.</li> <li>- Mentors meet with interns for at least 30 minutes each week (preferable uninterrupted time) for professional reflection and debriefing of teaching.</li> </ul>	<p><u>Math Work Sample Triad Meeting</u> 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. Supervisors are responsible for making sure the required forms are returned to LC no later than January 27.</p>
February	
Intern and Mentor	Supervisor
<p><b>February 28 Mentor-Supervisor meeting at LC 5:30-7:30</b></p> <ul style="list-style-type: none"> <li>- Interns continue to report to their school sites on Mondays, Tuesdays, and Wednesdays and attend classes at LC on Wednesday evenings and all day Thursdays and Fridays.</li> <li>- 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.</li> <li>- Interns can take on limited planning responsibilities as long as the planning can be accomplished during the school day.</li> <li>- 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.</li> <li>- Interns continue to consult with the mentor while developing the literacy work sample lessons.</li> <li>- Interns continue second level practicum at other times negotiated with the mentor and the second level teacher.</li> <li>- Mentors meet with interns for at least 30 minutes each week (preferable uninterrupted time) for professional reflection and debriefing of teaching.</li> </ul>	<p><u>3<sup>rd</sup> Formal Supervisor Observation</u> Supervisors observe interns teaching a lesson. Supervisors complete and submits the third observation report.</p> <p><b>February 28 Mentor-Supervisor meeting at LC 5:30-7:30</b></p>

March	
Intern and Mentor	Supervisor
<ul style="list-style-type: none"> <li>- Interns continue to report to their school sites on Mondays, Tuesdays, and Wednesdays and attend classes at LC on Wednesday evenings and all day Thursdays and Fridays through March 16.</li> <li>- Interns can take on planning responsibilities as long as the planning can be accomplished during the school day.</li> <li>- 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 day this should be done in collaboration with mentors.</li> <li>- Mentors meet with interns for at least 30 minutes each week (preferable uninterrupted time) for professional reflection and debriefing of teaching.</li> <li>- Interns pay increased attention to mentors' classroom management practices in preparation for the solo teaching experience.</li> <li>- Intern consults with the mentor while developing lesson plans for the solo teaching experience including the literacy work sample lessons.</li> <li>- Interns conduct additional second level practicum while full time at the site for a total of 25-30 hours (January through March).</li> </ul>	<p><u>Formative FFT Triad Meeting</u> Supervisors coordinate second triad meeting (intern-mentor-supervisor) at which the mentors and supervisors share the completed Formative FFT with interns. The second purpose of this meeting is to finalize interns' improvement goals solo teaching based on the Formative FFT. This meeting should take place in March before spring break. Supervisors are responsible for making sure all required forms are returned to LC by March 30.</p>
April	
Intern and Mentor	Supervisor
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Mentors must review and approve any communication the intern plans to send to parents.</li> <li>- 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.</li> <li>- 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.</li> <li>- Interns teach their literacy work sample and begin the literacy work sample reflection assignment.</li> <li>- Interns attend class at LC on Wednesday nights.</li> </ul>	<p><u>4<sup>th</sup> and 5<sup>th</sup> Formal Supervisor Observations</u> 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
<p><b>June 3 Commencement at LC</b> <b>June 30 Deadline for mentors who wish to receive continuing professional education credit to contact LC (lcteach@lclark.edu)</b></p> <ul style="list-style-type: none"> <li>- Interns report to their school sites full time and complete the solo teaching experience.</li> <li>- Following the solo teaching experience, interns remain in the school full time sharing teaching responsibilities with mentors until the final teacher contract day.</li> <li>- Interns complete the literacy work sample reflection assignment and send the reflection to mentors and supervisors.</li> </ul>	<p><u>6<sup>th</sup> Formal Supervisor Observations</u> Supervisors observe interns teaching during the solo. Supervisors complete and submit the sixth observation report.</p> <p><u>Summative FFT and Literacy Work Sample Triad Meeting</u> Supervisors coordinate the final</p>



<ul style="list-style-type: none"> <li>- Following the solo teaching experience, interns conduct additional second level practicum hours bringing the total to 90 hours for the year (September – June).</li> <li>- Interns complete remaining coursework required for M.A.T. (Core courses).</li> <li>- Interns complete required TSPC paperwork to be recommended for licensure as per instructions from LC.</li> </ul>	<p>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. Supervisors are responsible for making sure all required forms are returned to LC by June 3.</p>
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### Additional information about the calendar

1. **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.
2. **SECOND LEVEL OF AUTHORIZATION PRACTICUM:** Interns are required to log 90 hours of [Second Level of Authorization](#) Practicum experience in a classroom at a different grade band prior to licensure recommendation (see page 22 for more information). The detailed [calendar](#) indicates days when this could occur, however you may find that other times work better based on your school’s schedule.

## 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 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.

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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.

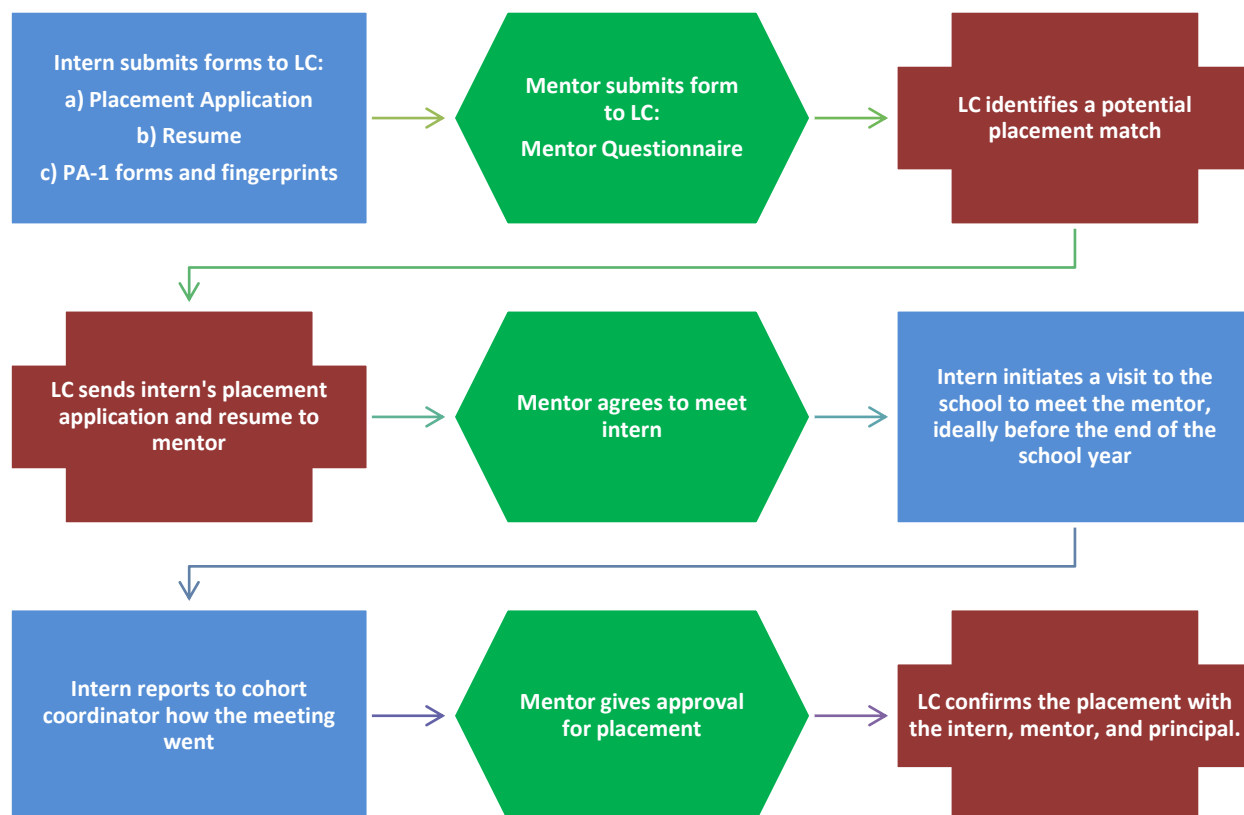
### Process for Determining Placements

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

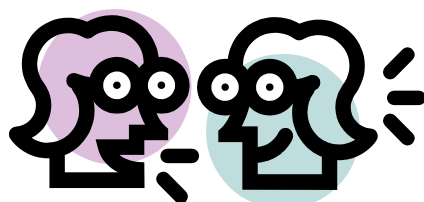
Considerable time and energy is invested in the placement process. The following visual summarizes the steps.



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.

### 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 your cohort coordinator.
4. If further intervention is needed, involve the program director.
5. If the issue is severe, you and the program director take the concern to the department chair.



## Placement Changes

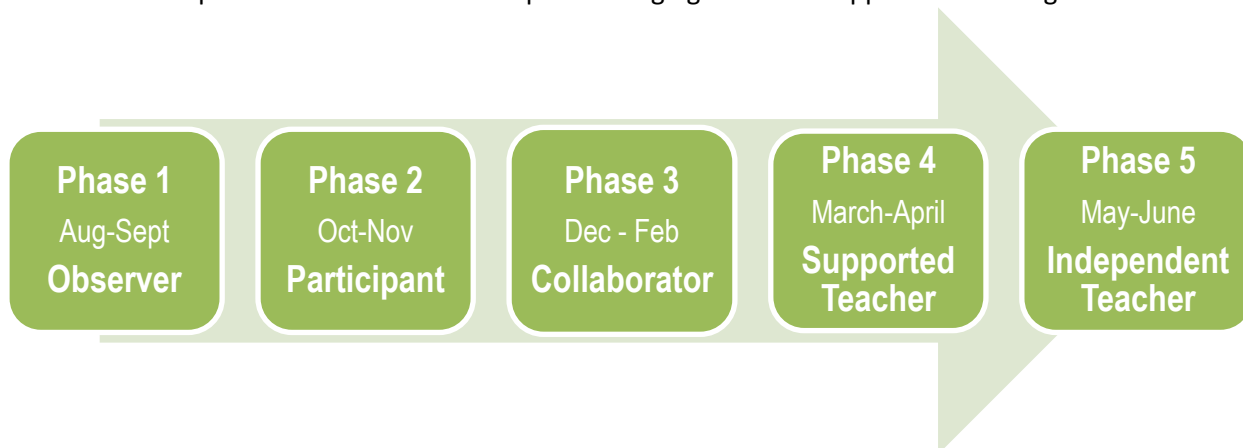
The intern-mentor relationship develops over the course of the year and each party will inevitably experience some highs and some lows at different points in the year. Frank and honest communication between the mentor and intern will be the key to a successful year-long relationship. Sometimes the mentor-intern 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 cohort coordinator should be contacted. The cohort 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 intern will automatically be placed on a Plan of Assistance in the new placement site.***

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 mentor agree that a placement change is the best solution, the cohort coordinator should be contacted. The cohort 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, cohort coordinator, and intern agree that a placement change is the only solution, LC will find a new placement for the intern.

## 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.



Three resources in this *Handbook* provide descriptions of how this transition should happen:

1. [Month-by-Month Highlights](#) on page 9 describes many of the activities and tasks for interns, mentors, and supervisors over the course of the year.
2. [Intern responsibilities](#) during each of five phases of the internship are described beginning on page 18.
3. [The mentor's role](#) during each of the five phases is described in a table on page 32.

## 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 MAT student	Responsibilities as an intern
<ul style="list-style-type: none"> <li>Adhere to the Graduate School <a href="#">Standards for Professional Conduct and Academic Integrity</a></li> </ul>	<ul style="list-style-type: none"> <li>Know and practice ethical, legal, and professional responsibilities as per the Oregon Teacher Standards and Practices Commission (TSPC) <a href="#">guidelines</a> including Family Educational Rights and Privacy Act (<a href="#">FERPA</a>) laws respecting students' education records and the <a href="#">Oregon statutes for reporting child abuse</a>.</li> </ul>
<ul style="list-style-type: none"> <li>Maintain clear communication with all college faculty including instructors, cohort coordinator, and supervisor. Reply to email questions promptly and professionally (within 24 hours).</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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 cohort coordinator.</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>All written assignments must reflect the highest level of skill, clarity, and correctness. (Writing assistance is available through The Writing Studio; <a href="mailto:wstudio@lclark.edu">wstudio@lclark.edu</a>)</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

## 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 to have discussed the following topics with your mentor:

- How will students refer to you? If this is a “first name” school where students call all teachers by their first names, interns should follow this convention. If this is a “last name” school, then it is strongly recommended that you follow this convention. It is in your best interest to establish yourself as a co-authority in the room. Later in the year you will be the teacher and you may struggle to manage the class if students do not think of you as a teacher.
- 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? Can your name be added to 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 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. 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. How the students are invited into the new school year? How the teacher assesses 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 a myriad of 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 pay special attention to. Get to know your students including their names and their individual interests.

## 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 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. Due to the fact that you are only in your classroom on Thursdays and Fridays your role will have to be somewhat limited, but take advantage of opportunities 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 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.

## Intern Responsibilities in Phase 3: December – February



From Thanksgiving until winter break and the first week after winter break, you will be in your classroom full time. You will teach your ten 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 teaching 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 suggested revisions prior to teaching the lesson. This is your chance to hone your lesson planning skills with guidance from your mentor.

### Intern Responsibilities in Phase 4: March - April



During phase 4 you will fully take on the role of the teacher, with continued support from your mentor. A solo teaching experience of at least six weeks is a critical part of this phase and may extend into May or June. Solo teaching will begin after spring break and last at least six consecutive weeks, but the exact start and end dates will be negotiated between you and your mentor. Prior to and following the solo experience you should maintain a central role in all aspects of the classroom.

*ALL LC coursework must be completed 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 required six weeks.*

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). Mentors must review and approve any communication the intern plans to send to parents.
- 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.
- 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 will require more detailed plans from an intern who is struggling during the solo teaching.
- 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.
- Make up any instructional hours missed due to absences and/or state testing during the six-week solo experience. The mentor is responsible for administering all state tests.



## Intern Responsibilities in Phase 5: May - June



At the end of Phase 5 you should be an independent teacher who is fully capable of running a classroom on your own. Following the solo experience, discuss with your mentor where your confidence or your skills are still weak and plan together what responsibilities you can have in the classroom that allows you to refine and polish your skills. If you have struggled with literacy instruction, you should ask to continue to teach reading and writing so that you 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. You can also negotiate with your mentor to observe him/her in some of these areas for a few days before resuming responsibility for these roles. You will observe with fresh eyes now that you have had the experience of your solo!

*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

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 90 hours in a classroom at the second level of authorization. While in this 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. These assignments will be included in your Second Level Portfolio, and successful completion of the Portfolio is required for licensure.

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. The table below will help you determine in which grades you may conduct your practicum. An X indicates an acceptable grade level.*

Acceptable Practicum Grade Level	Internship Placement Grade Level							
		K	1	2	3	4	5	6
	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. TSPC requires that you 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?**

*This is permissible, but not advisable. As the year progresses, it will become more and more difficult for you to leave your school to participate at another site. By having your second level classroom at your school, you can take advantage of scheduling opportunities that arise on the spur of the moment to spend additional time.*

**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. The calendar lists Tuesday mornings for the Second Level Practicum. Is this the only time I can spend in my second level classroom?**

*During the fall, Tuesday mornings will be a consistent time you have available to be in your second level classroom. During periods when you are at your school site full time for extended periods (e.g. from Thanksgiving to winter break, the week before spring break and after the solo in May and June) you should negotiate with your mentor and second level teacher to be in the second level classroom on different day or at different times so that you can participate with a variety of classroom activities.*

**6. 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. If you follow the recommendations in the detailed online [calendar](#) you should be able to log 40-45 hours from September through December, 25-30 hours from January through March, and 15-25 hours after the solo in May and June.*

**7. How do I keep track of my hours?**

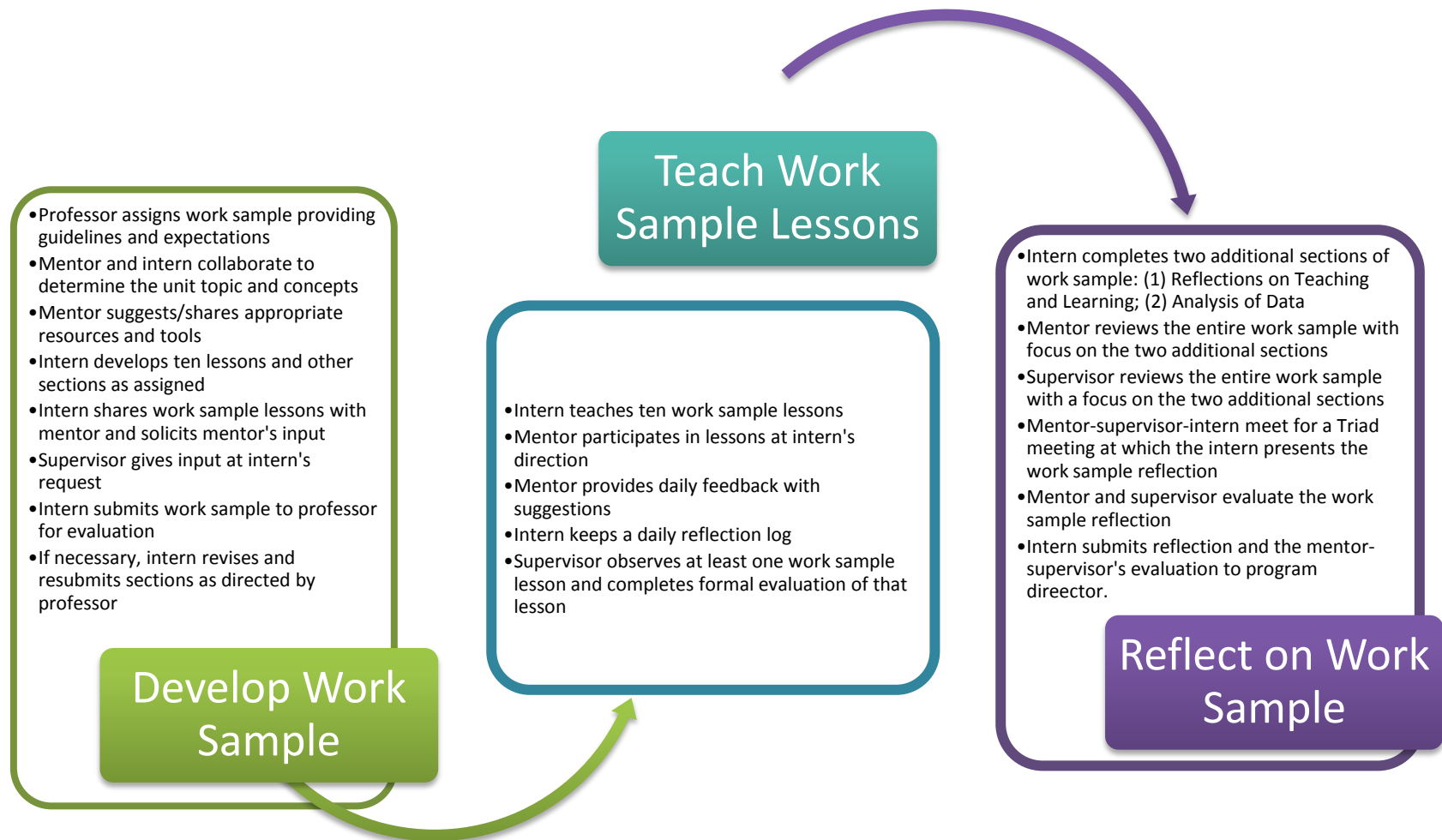
*The form for this purpose is posted on the EC/EL Program Information page on Moodle. You will submit this electronic form periodically during the year as directed by your cohort coordinator. You will also complete a reflection assignment associated with your Second Level Practicum as part of your Seminar class and this serves as one component of your Second Level Portfolio. Successful completion of the Second Level Portfolio is required for licensure.*

## Work Samples

Interns are required 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 Phases 4 and 5 following spring break.

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



## Licensure Requirements

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 90 hours of second level of authorization practicum experience
- ☒ Six formal observation reports from supervisor
- ☒ Documentation of passing scores on licensure tests

## Endorsements

Three endorsements are available at Lewis & Clark. See the Graduate Catalog for details for each endorsement:

P-ESOL Endorsement

<http://legacy.lclark.edu/cgi-bin/gradcatalog2010.cgi?edesol.dat>

Reading Endorsement

<http://legacy.lclark.edu/cgi-bin/gradcatalog2010.cgi?edlang.dat>

Special Education Endorsement

<http://legacy.lclark.edu/cgi-bin/gradcatalog2010.cgi?edspeced.dat>

## 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 cohort 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 her/his Cohort 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/](http://www.lclark.edu/graduate/student_life/handbook/college_policies/)).

### 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 cohort 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 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.

### Substance Abuse or Sexual Misconduct

If suspicion of substance abuse or sexual misconduct arises, the intern will be immediately removed from the internship site until a meeting can be arranged between the intern, the program director, and the faculty member or school personnel bringing the alleged abuse or misconduct to the program director's attention. If the substance abuse or sexual misconduct problem is serious enough to interfere with the intern's performance and/or violates professional ethical standards, the intern will be removed from the internship site and/or from the program. The intern will need to provide evidence that the problem is under control before being permitted to return to an internship site and/or re-enter the program.

## **Classroom Concerns: Lack of Progress on the Framework for Teaching**

Intern teaching competency is evaluated using the [Framework for Teaching](#) (FFT). If the mentor, supervisor, or cohort coordinator observe consistently unsatisfactory performance in any component of the FFT, a meeting will be scheduled for the purpose of establishing support for improvement in this/these area(s). This meeting will include the intern, mentor, supervisor, and cohort coordinator. The cohort 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 cohort 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.

## **Plans of Assistance**

If there has not been sufficient progress toward an acceptable rating in the areas of concern following the process described above, a formal Plan of Assistance will be created by the cohort coordinator in consultation with the intern, mentor, and supervisor. Any intern who is removed from his/her placement at the mentor's request or is involved in a "fall finish" will automatically be placed on a Plan of Assistance in the new placement classroom. This plan will include a detailed description of the concerns, a list of support provided so far, new 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. A copy of the plan of assistance, along with added statements from the intern, mentor, or supervisor, is given to the program director and/or department chair and will be included in the intern's file in the Teacher Education office. The intern may request that the program director and/or the department chair 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.

## **Academic Concerns**

Interns must maintain a B average (3.0) to be eligible for graduation. No more than 6 semester hours of C work (C+, C, or C-) may be counted toward a degree. Students who receive a grade lower than C- in any course must repeat the course or replace it with another equivalent course. An intern with one or more incompletes in any course may be prohibited from continuing in their practicum sites until the incompletes are cleared. The Graduate School Grading Policy can be found in the on-line [Navigator](#) Student Handbook.

## **Student Support Services**

Lewis & Clark is committed to serving the needs of our students with disabilities and learning differences. Professional staff 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.

## Lack of Progress Toward Licensure

There are circumstances which could lead to a decision not to recommend an intern for licensure upon completion of the 13-month program. The following table describes some possible circumstances and the intern's options. Any time an intern's progress toward licensure is in question, the intern, cohort coordinator, and program director must be included in the discussion of options. All plans must be approved by the department chair.

	Possible Circumstances	Intern's Options
HEALTH ISSUES	<ul style="list-style-type: none"> <li>Health issues prevent the intern from completing the student teaching experience in the spring.</li> <li>Intern has completed all coursework and has written the literacy work sample, but has not taught it or completed the required reflection.</li> </ul>	<u>Option 1:</u> <ul style="list-style-type: none"> <li>✓ Request grade of incomplete in ED 515.</li> <li>✓ Request a fall student teaching experience at a new placement site.</li> <li>✓ In the new placement, complete a new literacy work sample, teach it, and complete the required reflection.</li> </ul>
		<u>Option 2:</u> <ul style="list-style-type: none"> <li>✓ Submit a request to the department chair to be admitted to the M.Ed. in Educational Studies without recommendation for licensure.</li> <li>✓ Enroll in additional courses required for the M.Ed. degree.</li> </ul>
	<ul style="list-style-type: none"> <li>Health issues prevent the intern from completing coursework and/or the student teaching experience in the spring.</li> <li>Intern has not completed all coursework and/or has not written the literacy work sample.</li> </ul>	<u>Option 1:</u> <ul style="list-style-type: none"> <li>✓ Request grade of incomplete in all courses for which requirements have not been met.</li> <li>✓ Request a fall student teaching experience at a new placement site.</li> <li>✓ Complete necessary coursework to remove grades of incomplete.</li> <li>✓ In the new placement, complete a literacy work sample, teach it, and complete the required reflection.</li> </ul>
		<u>Option 2:</u> <ul style="list-style-type: none"> <li>✓ Request grade of incomplete in all courses for which requirements have not been met.</li> <li>✓ Complete necessary coursework to remove grades of incomplete.</li> <li>✓ Submit a request to the department chair to be admitted to the M.Ed. in Educational Studies without recommendation for licensure.</li> </ul>



PERFORMANCE ISSUES	Possible Circumstances	Intern's Options
	<ul style="list-style-type: none"> <li>• Intern has been on a Plan of Assistance, but the mentor, supervisor, and cohort coordinator have not observed progress to an acceptable rating in the area(s) of concerns.</li> <li>• Intern has completed all coursework and has written the literacy work sample, but has not taught it or completed the required reflection.</li> </ul>	<p><u>Option 1:</u></p> <ul style="list-style-type: none"> <li>✓ Request a fall student teaching experience at a new placement site.</li> <li>✓ Work with the cohort coordinator and new fall mentor to develop a plan that addresses building skills in the area(s) of weakness.</li> <li>✓ In the new placement, complete a new literacy work sample, teach it, and complete the required reflection.</li> <li>✓ Earn acceptable ratings in all areas on the FFT.</li> </ul> <p><u>Option 2:</u></p> <ul style="list-style-type: none"> <li>✓ Submit a request to the department chair to be admitted to the M.Ed. in Educational Studies without recommendation for licensure.</li> </ul>
	<ul style="list-style-type: none"> <li>• Intern has been on a Plan of Assistance, but the mentor, supervisor, and cohort coordinator have not observed progress to an acceptable rating in the area(s) of concerns.</li> <li>• Intern has completed all coursework and has written the literacy work sample, and has taught it and completed the required reflection.</li> </ul>	<p><u>Option 1:</u></p> <ul style="list-style-type: none"> <li>✓ Request a fall student teaching experience at a new placement site.</li> <li>✓ Work with the cohort coordinator and new fall mentor to develop a plan that addresses building skills in the area(s) of weakness.</li> <li>✓ Earn acceptable ratings in all areas on the FFT.</li> </ul> <p><u>Option 2:</u></p> <ul style="list-style-type: none"> <li>✓ Submit a request to the department chair to be admitted to the M.Ed. in Educational Studies without recommendation for licensure.</li> </ul>
	<ul style="list-style-type: none"> <li>• Intern has not passed the required content and basic skills licensure tests.</li> </ul>	<p><u>Option:</u></p> <ul style="list-style-type: none"> <li>✓ Lewis &amp; Clark can recommend the intern for a substitute license.</li> </ul>

## 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 the field of education. 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 class and teaching their intern through modeling and discussion of practices. All mentors must meet the [requirements established by TSPC](#).

**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.

<b>Tangible Benefits</b>	<b>Intangible Benefits</b>
Assistance for your students from an additional adult in your classroom on a regular basis	The opportunity to give back to the profession and influence one teacher's future
A stipend of \$300 paid at the end of the school year	Professional growth that comes from the opportunity to reflect and explain your practices
Tuition waiver for up to two semester hours toward future courses at LC	New pedagogical ideas and practices shared by your intern
One semester hour of continuing professional education credit.	Time to give back to your school in the spring when your intern takes over more responsibilities

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.

## Five Essential Responsibilities of an Effective Mentor

*Mentors play an essential role in the development of new teachers and, to be effective, must carry out certain activities in support of their interns. The following list of five essential responsibilities of an effective mentor was gathered from discussions with mentors-teachers and the beginning teachers they supported.*

### Providing Support

As a main contributor to the support structure for a new teacher, the mentor assists his or her intern with day-to-day administrative tasks to allow the intern to focus on teaching. Moreover, the mentor supports the intern in handling discipline issues that might hinder effective teaching.

### Sharing Ideas and Information as a Good Colleague

A good colleague might be defined as a coworker who takes on the other four responsibilities listed here. As a good colleague, a mentor keeps his or her intern informed about school events or traditions, share ideas, and co-plans. True collegiality benefits both the intern and the mentor. The intern gains the benefit of the mentor's insider knowledge of the school system in which they both work while the mentor learns new ideas from the protégé and may be inspired to vary classroom activities by the process of knowledge sharing.

### Acting as the Intern's Cheerleader

Beginning teachers need praise and encouragement. An effective mentor realizes when his or her intern is struggling and tries to boost the protégé's morale. The mentor may work with the intern during planning time or offer encouraging words over a cup of coffee or a meal after school.

### Promoting Reflection on Practice

Good mentors encourage reflection on practice in their interns. Having new teachers reflect on the events that take place in the classroom rather than tell them what went wrong or right helps them develop self-reliance and the skills to become better teachers. In this role, mentors need to strike a balance between providing support and micromanaging their interns. Encouraging reflection helps new teachers think about and solve problems for themselves, not become mimics of their mentors.

### Offering Constructive Criticism

Finally, effective mentors provide timely and relevant feedback. Interns need encouragement and praise, but they also need to know where they can make improvements in their teaching. If the mentor has provided a firm foundation for the intern, acted as a good colleague and cheerleader, and encouraged reflection on practice, then the intern is more likely to be receptive to constructive criticism. If the mentor has not fulfilled these roles, the intern may become defensive. Receiving feedback that enables learning and improvement is essential to the growth of the intern. Mentors must learn to provide this feedback in a way that prompts acceptance rather than rejection.

Adapted from:

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Winters, J. & Johnson, J.D. (2009). Five essential responsibilities of an effective mentor. In National Council of Teachers of Mathematics, *Empowering the Mentor of the Preservice Mathematics Teacher* (pp. 12-13). G. Zimmerman, P. Guinee, L. Fulmore, E. Murray, (Eds.). Reston, VA: National Council of Teachers of Mathematics.

## Phases of the Mentoring Relationship

The year-long internship structure allows for a thoughtful and deliberate gradual release of teaching responsibilities to the intern. The [Month-by-Month Highlights](#) on page 9 and the description of [intern responsibilities](#) during the phases of the internship on page 18 provide additional information about this process. Research on the development of teaching proficiency reveals an expected progression in the intern-mentor relationship. Studies in this area confirm that the quality of a mentoring relationship significantly impacts the positive or negative feelings a beginning teacher develops toward his/her future profession. The best mentoring occurs when a professional relationship incorporating trust, communication, and support is built.

Mentoring requires a high degree of interaction in the earliest stages of the relationship, but should grow toward self-sufficiency over time. Think of the mentor's role as giving wings to a new teacher rather than chaining him/her to a relationship where the mentor is always in the forefront and the beginner is in his/her shadow. The table below and the graphic which follows describe the changing role of the mentor over the five phases of our program.

	Description of Mentor's Role	Approximate timeline
<u>Phase 1</u> Mentor Models	At this phase the mentor is in charge. The mentor models instruction in the classroom and discusses instructional choices with the intern. The mentor also helps to integrate the 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.	<i>August through September</i>
<u>Phase 2</u> Mentor Invites	Now the intern becomes an active participant in the classroom by replicating the behaviors and responses of the mentor. The mentor supports the intern in assuming increased teaching responsibilities including responsibility for most classroom routines. The mentor provides feedback on the intern's performance—focusing on strengths and building from the positive features in the intern's actions.	<i>October through November</i>
<u>Phase 3</u> Mentor Collaborates	At this phase collegiality begins. The mentor and intern dialogue, share, and plan together. The mentor sets the tone and the intern participates as a contributor who takes on increasing teaching and planning responsibilities. The mentor allows the intern to take over the classroom for extended periods of time, but retains most of the planning responsibilities. The mentor encourages the intern to engage in self-reflection to improve his/her performance.	<i>December through February</i>
<u>Phase 4</u> Mentor Guides	Here the intern moves toward independence as the mentor begins to hand over the full responsibility for instruction and planning to the intern. The mentor recedes from prominence in the classroom and allows the intern to experiment with new ideas and methods. The intern turns to the mentor for help and support rather than guidance. The mentor becomes a listener and supporter.	<i>March through April</i>
<u>Phase 5</u> Mentor Coaches	The intern establishes his/her independence and develops the ability to resolve problems independently. The mentor helps identify areas in need of refinement and provides opportunities for the intern to practice these skills so that He/she becomes confident in dealing with the rigors of the daily challenges in the school environment.	<i>May through June</i>

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	
Mentor's Actions	Models	Invites	Collaborates	Guides	Coaches	Intern's Role
	Observer	Participant	Collaborator	Supported Teacher	Independent Teacher	
September--October--November--December--January--February--March--April--May--June						

## Mentor Responsibilities

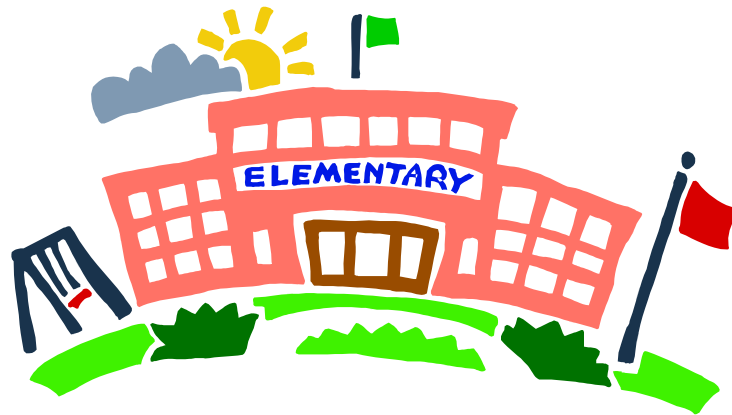
Successful mentors take their role very seriously and attend to the many responsibilities of a mentor. The list below describes many of the important actions mentors take over the course of the year.

- Read and understand the contents of this *Handbook*.
- Provide an annually updated vitae/resume (electronically) to the Lewis & Clark Teacher Education Office (send it to [lcteach@lclark.edu](mailto:lcteach@lclark.edu)). This is a TSPC requirement and a new resume must be provided each year.
- Assist the intern's transition into the classroom and school building by making introductions and explaining important school processes and protocols.
- Introduce the intern to parents and include the intern's name on class door signs, newsletters, and other visible classroom displays.
- Provide the intern a designated working area in the classroom.
- 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.
- Attend and participate in three mandatory meetings at Lewis & Clark over the course of the year.
- Be a helpful colleague when interns have 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 interns to interview you, observe or videotape students, conduct individual assessments with students, and/or meet with other professionals in your school (ESOL teachers, SPED teachers, etc).
- Provide timely assistance when the intern is preparing the math and literacy work samples. 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 them to complete these substantial and important assignments.
- Understand that interns have classroom and meeting obligations at Lewis & Clark that take priority over any internship site activities.
- Complete a formative and summative FFT evaluation of the intern's performance and submit these forms to Lewis & Clark in a timely way.
- Near the conclusion of the year, write a letter of recommendation for the intern.

## Distribution of Mentor Benefits

In recognition and appreciation of a mentor's efforts, a stipend and tuition waiver certificate will be awarded upon completion of the mentorship and participation in the required meetings. As mandated by Oregon Ethics Law ORS 244, Stipends and Tuition Waiver Certificates must be sent to the school district and then transferred to the mentor. Mentors are also eligible for Continuing Professional Education (CPE) Credit on a Lewis & Clark transcript.

- A stipend for \$300 will be mailed to your school district office in early June. (The amount you receive will vary depending on school district required deductions.) In the case where there is more than one mentor for an intern, the \$300 will be shared.
- A tuition waiver certificate for up to two semester hours is available to mentors. This certificate entitles the mentor to register tuition-free for **one graduate level course**. The certificate is non-renewable, non-transferable and is only valid for one year from the date of issuance.
- Continuing Professional Education (CPE) credit is available for teachers who desire credits to satisfy a professional licensing requirement. Lewis & Clark will credit the mentor with one semester hour of graduate Continuing Professional Education credit. **In order to receive this CPE credit, mentors must contact the Teacher Education Office by June 30, 2012.** This appears to be exempted from the definition of a gift by ORS 244.020(5) (b) (J) but you should consult with the Oregon State Ethics Commission if you have any questions about the ability to accept this gift.



## What Supervisors Need to Know

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](#).

### Supervisor's Role

First and foremost, the supervisor's responsibility is to provide feedback to interns on their performance in the classroom. Supervisors conduct one informal observation in September to meet the mentor and building principal. During this visit the supervisor should observe the intern interacting with students, even if this is in informal situations. No formal write-up is required. Six formal observations are to be scheduled according to the guidelines in the [Month-by-Month Highlights](#) on page 9. 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.

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

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.
- (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, cohort 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.

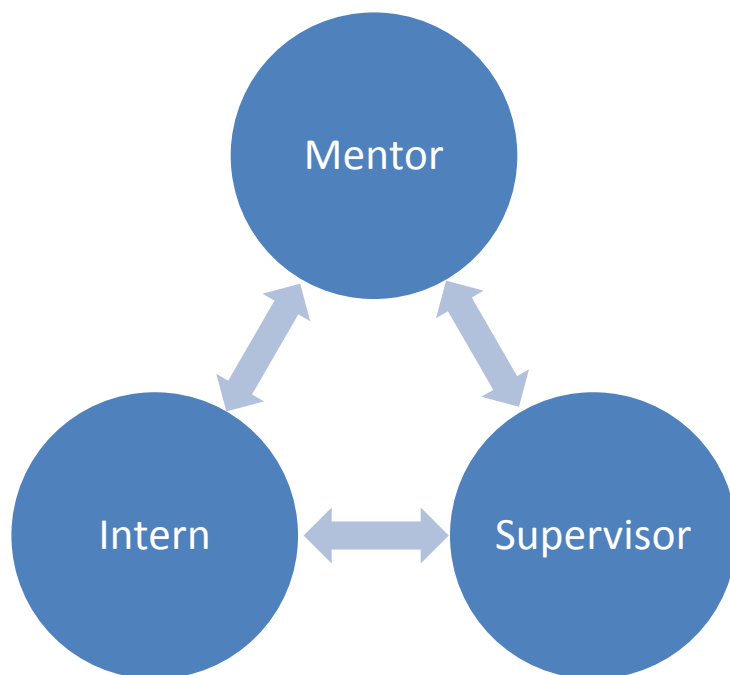
The second critical responsibility of the supervisor is to be a conduit of information about what is happening at the placement site to Lewis & Clark faculty. Supervisors are the "eyes and ears" in the field for the program. If difficulties arise or if a mentor or intern has raised concerns, supervisors should let cohort coordinators know about the situation, as appropriate. Likewise, if things are going especially well, cohort coordinators appreciate hearing this. The *Handbook* section [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. [The Month-by-Month Highlights](#) on page 9 provides the scheduling details.

1. Early January: Math Work Sample Triad Meeting  
Supervisor coordinates 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 forms is returned to LC in a timely way.
2. Mid-March: Formative FFT Triad Meeting  
Supervisor coordinates 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. 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 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. This meeting should take place early in May. 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	Basic	Proficient	Distinguished
<b>1a Demonstrating Knowledge of Content and Pedagogy</b>	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<b>1b Demonstrating Knowledge of Students</b>	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<b>1c Setting Instructional Outcomes</b>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1d Demonstrating Knowledge of Resources</b>	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<b>1e Designing Coherent Instruction</b>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.
<b>1f Designing Student Assessments</b>	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

**Domain 2: The Classroom Environment**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<b>2b Establishing a Culture for Learning</b>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
<b>2c Managing Classroom Procedures</b>	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2d Managing Student Behavior</b>	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<b>2e Organizing Physical Space</b>	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

**Domain 3: Instruction**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3a Communicating with Students</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.
<b>3b Using Questioning and Discussion Techniques</b>	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<b>3c Engaging Students in Learning</b>	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3d Using Assessment in Instruction</b>	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.
<b>3e Demonstrating Flexibility and Responsiveness</b>	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

**Domain 4: Professional Responsibilities**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4a Reflecting on Teaching</b>	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
<b>4b Maintaining Accurate Records</b>	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.
<b>4c Communicating with Families</b>	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
<b>4d Participating in a Professional Community</b>	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.

## Program Planning Sheet

### Master of Arts in Teaching with Initial 1 Teaching License Early Childhood/Elementary Program 2011-12

1 <sup>st</sup> SUMMER	Title	Semester Hours
*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	2
*ED 569	Health and Physical Education	1
*SCI 580	Teaching Children About the Natural World	2
<b>FALL</b>		
*ED 511	Practicum: Field Observation	1
*ED 514	Intern Practicum I (Early Childhood/Elementary)	2
*ED 562	Elementary School Mathematics	2
*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	Inquiry/Teaching/Assessment: A Social and Cultural Framework	2
CORE 500	Convocation (required in Fall Semester, no credit)	N/A
<b>SPRING</b>		
*ED 515	Intern Practicum II (Early Childhood/Elementary)	6
*ED 523	Teaching and Assessment	1
*ED 563	Classroom Management and Inclusion	2
*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
<b>2<sup>nd</sup> SUMMER</b>	Beginning Summer Session I in mid-May	
*ED 516	Intern Practicum III (Early Childhood/Elementary)	1

\*These courses are required for the Initial 1 Teaching License.

#### CORE COURSES (2 SH)

No.	Title	Semester Hours

Note: Students must enroll in a minimum of 3 SH each semester in order to be eligible for financial aid. Program subject to change.

#### Minimum Credits for M.A.T: 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.

#### Minimum Credits for ITL1: 38 Semester Hours

Students who have successfully completed all licensure course requirements, including the internship, and have passed the required tests (listed below) are recommended for the Oregon Initial 1 Teaching License.

#### Minimum Requirements for Licensure

**Praxis I or CBEST or WEST-B:** Mathematics, Reading and Writing

**ORELA Tests:** Multiple Subjects Examination Subtests (MSE) I and II

Protecting Student and Civil Rights in the Educational Environment

Once recommended students must apply for a license through the Student Services and Licensing Office,  
[http://www.lclark.edu/graduate/career\\_and\\_licensing](http://www.lclark.edu/graduate/career_and_licensing).



## Glossary of EC/EL Program Terms

Core	The Core curriculum provides an intellectual bridge between individual academic programs, addressing the Graduate School's "core" values of creativity, commitment, and compassion through cross-disciplinary collaboration. All full-time master's degree students are required to complete two credits of Core courses and attend the graduate school Convocation in September.
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. Five EC/EL interns are placed in classrooms at Catlin Gabel Lower School where they receive a stipend for their work. All other interns are placed in schools where there is no stipend provided.
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 90-hour practicum experience and related assignments at the other level.
Second level portfolio	This is a compilation of assignments related to the Second Level of Authorization Practicum including an assignment for ED 562, an assignment for ED 565, and an assignment for ED 515.
Seminar	The classroom portion of ED 514, 515, 516 which is taught by cohort coordinators. The focus of the class is the internship experience.
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
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.