Middle-Level/High School

Lewis & Clark offers an outstanding 13- to 14-month program that leads to completion of initial teaching license requirements and a master's degree. Our preservice program for new teachers emphasizes the following:

- Dynamic learning environments that foster caring, equity, and inclusion and promote diverse perspectives.
- Classroom experiences characterized by intellectual debate, a rigorous learning atmosphere, intellectual growth, and a dedication to social justice.
- Educational experiences that cultivate connections between learners and their communities.
- School and classroom contexts designed to eliminate the impact of societal and institutional barriers to academic success and personal growth for all students.

Scholarships and Grants

Various scholarships are available to preservice teacher education students. Information about the application and selection process for these funds is available online: www.lclark.edu/graduate/offices/admissions/paying_for_graduate_school/scholarships

About the Oregon Initial I Teaching License

Students seeking a license to teach in Oregon who successfully complete, in good standing, any of the licensure options offered by Lewis & Clark and all state-required tests receive institutional recommendation to the Oregon Teacher Standards and Practices Commission (TSPC) for an Initial I Teaching License.

Testing Required for the Oregon Initial I Teaching License

Oregon uses a system of multiple measures to determine whether a candidate is a teacher licensure "program completer." Educators who wish to be recommended for an Oregon Initial I Teaching License (or a teaching license in any state) are required to pass a basic skills test, a civil rights test, a multiple-subjects exam, and subject-area content tests.

Basic skills: Candidates must pass a test of basic skills test. The candidate may choose to take the Praxis I: Pre-Professional Skills Tests (PPST), the California Basic Educational Skills Tests (CBEST), the Washington Educator Skills Test-Basic (WEST-B), or the NES: Essential Academic Skills (NES: EAS) test.

Civil rights: For demonstration of knowledge of civil rights laws, candidates must pass the ORELA test, "Protecting Student and Civil Rights in the Educational Environment."

Multiple subjects: Authorizations in early childhood, elementary, and middle-level teaching require passing scores on a multiple subjects exam. (Note that students planning to teach art or music may be exempt from this requirement, unless the student wants the option of teaching in a self-contained classroom for grades 5-8.) Prior to June 2012, students must take the ORELA: Multiple Subject Examination (MSE). The MSE is criterion-referenced and objective-based, meaning that it is designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. In order to pass the MSE, candidates must pass two subtests. The subtest selection depends on whether the candidate has received preparation at an approved Oregon institution (Subtest I and II) or through an accredited out-of-state program (Subtest II and III). Effective September 4, 2012, the NES: Elementary Education (Subtests I and II) will be accepted in Oregon as the official test of this content area, replacing the ORELA: MSE.

Subject-area content: Authorizations in middle and high school teaching require passing scores on NES tests in their specific subject matter. Generally, the tests typically include some combination of multiple-choice and constructed response formats.

Graduates complete all program requirements, including testing, before becoming eligible for recommendation to TSPC for an Initial I Teaching License.

Those candidates who do not pass the basic skills test, the civil rights test, and the subject-matter tests required for completion of an Oregon teacher education program are not considered program completers and are not eligible for initial licensure recommendation in any state. Please note that other states may also require that licensure candidates pass additional tests. Recommendation for an Oregon Substitute Teaching License may be an option.

Applying for Licensure

Students must apply for a license directly to TSPC by submitting the appropriate forms, fees, test scores, and transcripts. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services office, which you can find at www.lclark.edu/graduate/career_and_licensing/k-12.

Licensing Agencies

Lewis & Clark’s graduate programs leading to licensure and endorsement are approved under the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC).

Master of Arts in Teaching With Initial Teaching License, Middle-Level/High School Authorizations

Lewis & Clark offers a full-time, 13- to 14-month program for beginning educators in middle and high school (grades 5-12) in subject areas including mathematics, biology, chemistry, physics, integrated science, social studies, or English language arts. Specialty-area endorsements also may be offered in art and music. The Middle-Level/High School Program prepares candidates for an Initial I Teaching License to teach specific and multiple subjects in grades 5-9.
Middle-Level/High School

(in elementary, middle, and junior high schools) and specific subject-areas in grades 9-12 (in high schools). The M.A.T. degree in middle and high school education includes coursework in education, adolescent development and learning, and methods in content subject-areas, as well as practicum and supervised teaching experiences and the interdisciplinary graduate Core program. The supervised teaching option enables beginning educators to meet the needs of adolescents in ways that extend adolescent learners' experiences and enhance beginning educators' and adolescents' capacity to solve problems. This option focuses on disciplinary knowledge with an emphasis on research in theory and best practices, including creating democratic learning communities, designing educational activities that cultivate connections between learners and their communities, and incorporating a range of teaching and technological resources.

M.A.T. candidates begin coursework in mid-June of each year and continue through the following summer. The program includes a full school year of classroom experience with an outstanding mentor in a local school and the opportunity for a practicum at the other licensure level (i.e., if a candidate is placed in a middle school internship, the practicum will be at the high school level).

The program begins with an orientation in mid-June. Candidates then take a week-long writing course, followed by courses in education and their subject areas. After a short break, candidates are expected to begin work with their mentors the week before the opening of school in the fall (typically the week before Labor Day). During the fall semester, candidates examine subject matter and educational theory and research, as well as reflect on their professional identity, while spending time in their classroom observing and tutoring students, assisting the mentor teacher, and planning and teaching some lessons. Candidates take on the teaching of one class period in December. In the spring semester, candidates continue to teach the one class they took on in December and continue their coursework on campus, with an emphasis on curriculum, inquiry, and classroom management as well as a seminar to support their teaching and job search. After spring break, candidates take on "full-time" teaching, which continues until the end of the public school year. The second summer includes additional coursework in education, disciplinary knowledge, and the Core Program. Candidates may be eligible for licensure at the end of 12 months, leaving the second summer session for completion of master’s degree requirements.

M.A.T. Degree Requirements
A minimum of 40 semester hours, including all requirements for licensure listed below:

Licensure Course Requirements
First Summer
LA 598 Special Studies: New or Experimental Courses (Writing and the Writing Process: Orientation to Graduate Study)  1
ED 550 Social, Historical, and Ethical Perspectives on Education  2
ED 552 Adolescent Development: Understanding Your Learners  2
ESOL 535A English Language Learners: Theory  1

Fall Semester
ED 551 Literacy, Culture, and Learning  3
ED 598 Special Studies: New or Experimental Courses (Equity Pedagogies: Anti-Oppressive Teaching for a Diverse Society)  1
ED 553 Classroom Teaching and Learning I (Middle-Level/High School)  3
ART 579 Teaching Art to Adolescents  4
or LA 579 Teaching Language Arts to Adolescents
or MATH 579 Teaching Mathematics to Adolescents
or MUE 579 Teaching Music to Adolescents
or SCI 579 Teaching Science to Adolescents
or SS 579 Teaching Social Studies to Adolescents
ESOL 535B English Language Learners: Theory in Practice  1
ED 698 Special Studies: New or Experimental Courses (Issues in MLHS: Quantitative Literacy and Grading) .5
ED 698 Special Studies: New or Experimental Courses (Issues in MLHS: Schools and the Law) .5

Spring Semester
ED 560 Classroom Management: Co-Building a Learning Community  2
ART 564 Curriculum and Inquiry: Art  3
or LA 564 Curriculum and Inquiry: Language Arts
or MATH 564 Curriculum and Inquiry: Mathematics
or SCI 564 Curriculum and Inquiry: Science
or SS 564 Curriculum and Inquiry: Social Studies
SPED 598 Special Studies: New or Experimental Courses (Special Education for Middle-Level/High School Teachers)  1
ED 554 Classroom Teaching and Learning II (Middle-Level/High School)  4

Second Summer
ED 546 Classroom Teaching and Learning III (Middle-Level/High School)  3

Subject-Area Courses
A minimum of 6 semester hours and three courses in the subject-area (completed in first and second summer).

<table>
<thead>
<tr>
<th>Licensure Course Requirements</th>
<th>First Summer</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Second Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 598</td>
<td>Special Studies: New or Experimental Courses (Writing and the Writing Process: Orientation to Graduate Study)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 550</td>
<td>Social, Historical, and Ethical Perspectives on Education</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 552</td>
<td>Adolescent Development: Understanding Your Learners</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESOL 535A</td>
<td>English Language Learners: Theory</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 551</td>
<td>Literacy, Culture, and Learning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 598</td>
<td>Special Studies: New or Experimental Courses (Equity Pedagogies: Anti-Oppressive Teaching for a Diverse Society)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 553</td>
<td>Classroom Teaching and Learning I (Middle-Level/High School)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 579</td>
<td>Teaching Art to Adolescents</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or LA 579</td>
<td>Teaching Language Arts to Adolescents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or MATH 579</td>
<td>Teaching Mathematics to Adolescents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or MUE 579</td>
<td>Teaching Music to Adolescents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or SCI 579</td>
<td>Teaching Science to Adolescents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or SS 579</td>
<td>Teaching Social Studies to Adolescents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESOL 535B</td>
<td>English Language Learners: Theory in Practice</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 698</td>
<td>Special Studies: New or Experimental Courses (Issues in MLHS: Quantitative Literacy and Grading)</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 698</td>
<td>Special Studies: New or Experimental Courses (Issues in MLHS: Schools and the Law)</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graduate Core Requirement
A minimum of 2 semester hours of Core Program coursework (may be completed in the fall, spring, or second summer semester) and one Core convocation