

# ELEMENTARY—MULTIPLE SUBJECTS

Lewis & Clark offers an outstanding 13-month program that leads to an Oregon Preliminary Teaching License and a master's degree and a 15-month program that leads to the license, the degree, and an ESOL endorsement. Our preservice programs for new teachers emphasize 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 environments 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 ([http://www.lclark.edu/graduate/offices/admissions/paying\\_for\\_graduate\\_school/scholarships](http://www.lclark.edu/graduate/offices/admissions/paying_for_graduate_school/scholarships)).

## About the Oregon Preliminary Teaching License

Candidates seeking a license to teach in Oregon who successfully complete any of the licensure options offered by Lewis & Clark and all state-required tests and performance assessments receive institutional recommendation to the Oregon Teacher Standards and Practices Commission (TSPC).

## Applying for Licensure

Candidates must apply for a license directly to TSPC by submitting the appropriate forms, fees, test scores, performance assessment, and transcripts. Applicants must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office ([http://www.lclark.edu/graduate/career\\_and\\_licensing/k-12](http://www.lclark.edu/graduate/career_and_licensing/k-12)).

## Accreditation

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

## Master of Arts in Teaching With Preliminary Teaching License, Elementary—Multiple Subjects

Lewis & Clark offers a full-time, 13-month program for beginning educators in elementary education. The program is organized around a year of supervised teaching in a Portland-area school, combined with coursework on campus and additional practicum experiences. The Elementary—Multiple Subjects program prepares students for an Oregon Preliminary Teaching License to teach multiple subjects to children in

pre-kindergarten through grade 8. School placements provide a complete year of experience with children from diverse backgrounds.

## MAT Degree Requirements

A minimum of 40 semester hours, distributed as follows, and all required tests:

### Course Requirements

#### First Summer

LA 566	Literacy I: Introduction to Pre-K-8 Language Arts	1
MATH 566	Math for Early Childhood	2
ED 550	Social, Historical, and Ethical Perspectives on Education*	2
ED 561	Child Development and Learning*	2
ED 568	The Arts, Culture, and Creativity*	1
ED 569	Health and Physical Education*	1
SCI 580	Teaching Children About the Natural World*	2
ESOL 540	Culturally Responsive Teaching in Linguistically Diverse Classrooms*	2

#### Fall Semester

ED 511	Field Observation and the Cycle of Effective Teaching*	1
ED 514	Elementary - Multiple Subjects Field Experience I*	1
ED 517	Elementary - Multiple Subjects Field Experience Seminar I*	1
MATH 567	Elementary School Mathematics	2
ED 563	Classroom Management 1: Elementary - Multiple Subjects*	1
LA 567	Literacy II: Planning in the Language Arts Pre-K-8	2
ESOL 535A	Strategies and Materials for Teaching English Language Learners Part I*	1
SPED 524	Special Education for the General Education Teacher*	1
SS 578	Social Studies for Elementary Teachers*	2

#### Spring Semester

ED 515	Elementary - Multiple Subjects Field Experience II*	2
ED 518	Field Experience Seminar II (Elementary - Multiple Subjects)*	2
ED 523	Planning, Differentiation, and Assessment*	1
ED 564	Classroom Management 2: Elementary - Multiple Subjects*	1
LA 568	Literacy III: Language Arts Development Pre-K-8	2
ESOL 535B	Strategies and Materials for Teaching English Language Learners Part II*	1
MATH 549	Algebra and Geometry for Elementary - Multiple Subjects Teachers*	1
MATH 568	Mathematics Assessment for Learning	1
SPED 505	Teaching Students with Exceptionalities in Inclusive School Settings*	1

#### Second Summer

ED 516	Elementary - Multiple Subjects Field Experience III*	3
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Candidates continue to co-teach with mentors through the end of the pre-K-12 school year. It is expected that student teachers close out the year with their mentors. Candidates are eligible to be recommended for a teaching license upon completion of these courses and of all other

licensure program requirements, including tests and a performance assessment.

- \* In order for a student to be recommended for the Oregon Preliminary Teaching License, all courses with an asterisk must be complete as well as all required tests and performance assessments.

### Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

## Master of Arts in Teaching with Preliminary Teaching License, Elementary—Multiple Subjects, and ESOL

Public schools are experiencing significant demographic shifts with dramatic increases in the number of students who are speakers of languages other than English. Some aspiring educators may wish to have more extensive preparation for working with culturally and linguistically diverse students. Students preparing to become teachers in the Elementary—Multiple Subjects program can pursue a 48-semester-hour program of study that will allow them to earn an ESOL (English for Speakers of Other Languages) endorsement alongside their MAT degree. Possessing an ESOL endorsement early in your teaching career can provide a significant benefit to you as you seek jobs and prepare to work with diverse students and families in schools.

The MAT with Preliminary Teaching License, Elementary—Multiple Subjects, and ESOL Endorsement Program requires 8 additional semester hours of coursework in ESOL topics. In addition to the full-year student teaching placement for the MAT degree, students also complete an ESOL practicum. The ESOL practicum can be completed in one of two ways: (1) the ESOL practicum is embedded in the full-year placement (pending availability of suitable placement); or (2) the ESOL practicum is completed in a summer school setting following completion of the Elementary—Multiple Subjects licensure program. Most students will be eligible to apply to the Oregon Teacher Standards and Practices Commission for a Preliminary Teaching License with an Elementary—Multiple Subjects endorsement in 13-months. They can then apply for an ESOL Endorsement at the end of the 15-month program, once all ESOL course work, field experiences, and testing has been successfully completed.

### Degree Requirements

A minimum of 48 semester hours, distributed as follows:

#### Required Courses

The 40 semester hours required for the MAT Elementary—Multiple Subjects and the following:

ESOL 507	Language Acquisition and Development (taken during first summer)	3
ESOL 505	ESOL Practicum (Elementary - Multiple Subjects) (.5 hours fall, 1.5 hours spring; or 2 hours in second summer)	2
ESOL 500	Historical and Legal Foundations of Educating ESOL Students (second summer)	3

### Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

## MAT Courses

### ED 550 Social, Historical, and Ethical Perspectives on Education

Content: Critical and comprehensive review of education and schooling in American society. Considers education in its larger socioeconomic, political, ideological, and cultural contexts and examines race, class, gender, and culture in the formal educational system. Analyzes issues of goals, funding, governance, curricula, policy, staffing, and reforms both in historical and contemporary forms. Participants study education both as a microcosm of society, reflecting the larger struggles in the country, and as a quasi-autonomous entity.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

### MATH 566 Math for Early Childhood

Content: Introduction to mathematical concepts for grades pre-K through three including number and operations, geometry, and measurement in a problem-solving context. Individually and culturally responsive mathematics instructional strategies and assessments for early childhood are examined and demonstrated throughout the course. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

### ED 561 Child Development and Learning

Content: Discussion, critique, and application of theories of child development and learning. Through case studies, cultural narratives, theoretical constructs, and research, participants explore children's development within diverse cultural and family systems, including the cognitive, affective, psychological, social, moral, identity, and physiological domains. Topics include multiple intelligences and ways of knowing, creativity, and motivation, as well as the influences of social, cultural, linguistic, familial, and institutional factors on children's development and learning.

Prerequisites: None.

Restrictions: Admission to Elementary—Multiple Subjects Program or consent of instructor.

Credits: 2 semester hours.

### ED 568 The Arts, Culture, and Creativity

Content: Participants explore how students and educators think about and engage in the arts in connection with other areas of learning and development. Through creative, constructivist experiences, participants explore concepts such as patterns, pitch, texture, line, narration, and color within the fields of music, visual arts, storytelling, and movement, enacted within different cultural perspectives. Emphasis on creativity, process, and understanding the nature and value of the arts in human lives and cultures.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

**ED 569 Health and Physical Education**

Content: Age-appropriate skill and fitness development, practical use of the gym and equipment, personal safety, wellness, and nutrition. Topics include methods of assessing physical education skills and integrating physical education and health into the math and language arts curriculum.

Prerequisites: None.

Restrictions: Admission to Elementary—Multiple Subjects Program.

Credits: 1 semester hour.

**SCI 580 Teaching Children About the Natural World**

Content: Promoting children's understanding of the natural world using everyday materials and observations of living things in the local environment. Participants examine their own, as well as children's, intuitive science notions, while learning to craft safe classroom inquiries and field investigations. The course focuses attention on children's use of language in the context of learning about science and nature as well as the development of inquiry skills.

Prerequisites: None.

Restrictions: Admission to Elementary—Multiple Subjects Program.

Credits: 2 semester hours.

**ESOL 540 Culturally Responsive Teaching in Linguistically Diverse Classrooms**

Content: This course focuses on using culturally responsive classroom practices to engage learners whose first and/or home language is not English. We will explore how the candidate's culture and race intersect with learning and teaching. Course content centers on key elements impacting teaching and learning, including race, culture, and language, which will be examined through the lens of classroom practice, school engagement, and community resources that support and build upon student and family assets. Candidates develop strategies to work with significant people in the child's environment in order to support and encourage success in schools. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Topics for readings and discussion include, race, socio-economics, language, social and cultural capital, language, and immigration.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

**LA 566 Literacy I: Introduction to Pre-K-8 Language Arts**

Content: Literacy processes and children's language and literacy development from Pre-K through middle grades. Focus is on theoretical foundations of literacy and meaning-centered instructional practices. Introduces students to a range of culturally responsive instruction, assessment approaches, and lesson structures.

Prerequisites: None.

Restrictions: Admission to ECEL program.

Credits: 1 semester hour.

**ED 511 Field Observation and the Cycle of Effective Teaching**

Content: This course provides candidates in the Elementary—Multiple Subjects Preservice Program opportunities to observe teaching and learning in a variety of school contexts and closely examine the planning, instruction, and assessment cycle. Students will attend guided visits to schools and examine video recordings representing instruction in diverse demographic contexts and using varied instructional models and engage in the planning, instruction, assessment cycle.

Prerequisites: None.

Corequisites: ED 514.

Restrictions: Admission to Elementary—Multiple Subjects Program.

Credits: 1 semester hour.

**ED 514 Elementary - Multiple Subjects Field Experience I**

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher-intern serves as apprentice to the mentor teacher by providing assistance at the teacher's direction and working with individuals and small groups of students. Student teacher-interns also observe and work with small groups at their second authorization level according to the guidelines in the Elementary - Multiple Subjects program handbook.

Prerequisites: None.

Corequisites: ED 517.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

**ED 517 Elementary - Multiple Subjects Field Experience Seminar I**

Content: Reflective discussions of teaching, learning, and assessment practices in diverse contexts.

Prerequisites: None.

Corequisites: ED 514.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

**MATH 567 Elementary School Mathematics**

Content: Introduction to mathematical concepts for grades three through six including rational numbers, proportional reasoning, geometry, and measurement in a problem-solving context. Students will examine and demonstrate individually and culturally responsive mathematics instructional strategies and assessments for elementary grades. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards.

Prerequisites: MATH 566.

Restrictions: Admission to the Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

**ED 563 Classroom Management 1: Elementary - Multiple Subjects**

Content: Creating a community of support in the classroom. Emphasizes understanding students' personal needs, creating positive teacher-student and peer relationships, creating classroom rules and procedures within a democratic learning community, and responding to minor behavior problems.

Prerequisites: None.

Restrictions: Admission to the Elementary - Multiple Subjects preservice Program.

Credits: 1 semester hour.

**LA 567 Literacy II: Planning in the Language Arts Pre-K-8**

Content: Planning for instruction that supports children's language and literacy development from Pre-K through the middle grades. Focus is on theoretical foundations of literacy, meaning construction across-symbol systems, early reading and writing behavior, meaning centered instructional practices, and knowledge and instructional practices relating to word recognition skills and comprehension processes. Includes a wide range of culturally responsive practices, assessment approaches, and materials to promote literacy learning, as well as the concept of media literacy. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: LA 566.

Restrictions: Admission to Early Childhood/Elementary Program.

Credits: 2 semester hours.

**ESOL 535A Strategies and Materials for Teaching English Language Learners Part I**

Content: This course is designed to prepare pre-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.  
Prerequisites: None.  
Restrictions: Enrollment in a preservice teacher education program.  
Credits: 1 semester hour.

**SPED 524 Special Education for the General Education Teacher**

Content: Study of special-education policies and procedures, as well as the legal, ethical, and professional responsibilities of the elementary classroom teacher. Topics include laws relevant to the education of students with disabilities, including a Free and Appropriate Public Education in the Least Restrictive Environment, court cases that influence practice, special-education processes, and the general-educator's role in each step before, during, and after an individualized education plan (IEP) has been created for a student. Candidates will have the opportunity to observe classroom content in practice in their field placements, learning firsthand the collaborative skills required for successfully educating all children. Emphasis is placed on inclusive, equitable educational practices in schools and communities.  
Prerequisites: None.  
Restrictions: Admission to preservice teacher education program or consent of instructor.  
Credits: 1 semester hour.

**SS 578 Social Studies for Elementary Teachers**

Content: Understanding and applying inquiry and assessment within a social and cultural framework that leads to thematic curriculum development for pre-K through middle school. Participants explore children's intuitive notions and reasoning about social, cultural, and geographic worlds from developmental, social, historical, and cultural perspectives. Topics include intercultural communication and the traditions and contributions of various groups to American culture, diversity, democracy, and civic life, with special focus on Oregon and the Northwest. Students are guided in teaching and assessment practices that draw from children's questions and interests. Children's literature will be integrated as it pertains to the content of this course.  
Prerequisites: None.  
Restrictions: Admission to Elementary - Multiple Subjects program.  
Credits: 2 semester hours.

**ED 515 Elementary - Multiple Subjects Field Experience II**

Content: Intensive student teaching experience. Each student teacher-intern assumes full-time teaching responsibility under the supervision of a mentor teacher and a Lewis Clark faculty supervisor. This experience builds on the student teaching begun during the previous semester. Student teacher-interns also complete observations at their second authorization level according to the guidelines in the program handbook.  
Prerequisites: ED 514.  
Corequisites: ED 518.  
Restrictions: Admission to Elementary - Multiple Subjects Program.  
Credits: 2 semester hours.

**ED 518 Field Experience Seminar II (Elementary - Multiple Subjects)**

Content: Reflective discussion of teaching, learning, and assessment practices in diverse contexts as well as school law, child abuse, and discrimination.  
Prerequisites: None.  
Corequisites: ED 515.  
Restrictions: Admission to Elementary - Multiple Subjects Program.  
Credits: 2 semester hours.

**ED 523 Planning, Differentiation, and Assessment**

Content: In-depth examination of the relationships between planning, differentiation, and assessment. Focus on individually and culturally responsive approaches to teaching and learning. Topics include implementing backward design, utilizing a variety of instructional strategies, and using differentiated kinds of formative/summative assessment.  
Prerequisites: None.  
Restrictions: Admission to Elementary—Multiple Subjects Program.  
Credits: 1 semester hour.

**ED 564 Classroom Management 2: Elementary - Multiple Subjects**

Content: Major emphasis on resolving behavior problems that occur in the classroom, working with students' families, and developing individual behavior plans for students who demonstrate serious and ongoing behavior problems. Includes a focus on culturally sensitive classroom management.  
Prerequisites: None.  
Restrictions: Admission to the Elementary - Multiple Subjects preservice program.  
Credits: 1 semester hour.

**LA 568 Literacy III: Language Arts Development Pre-K-8**

Content: Conclusion of literacy course sequence. Focus is on culturally responsive practices, assessment approaches and instructional practices for literacy development in grades Pre-K-8. Gives increased attention to fluent readers, instruction in the intermediate and middle grades, classroom organization and implementation, methods for assessing students' reading and writing performance, diagnosis of individual needs, and strategies for linking assessment results with appropriate curriculum and instruction across the content areas.  
Prerequisites: LA 566 and LA 567.  
Restrictions: Admission to Elementary - Multiple Subjects Program.  
Credits: 2 semester hours.

**ESOL 535B Strategies and Materials for Teaching English Language Learners Part II**

Content: This course is designed to prepare p-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.  
Prerequisites: ESOL 535A.  
Credits: 1 semester hour.



**SPED 505 Teaching Students with Exceptionalities in Inclusive School Settings**

Content: Who are students with exceptionalities and how do we adapt curriculum to meet their needs? This course addresses characteristics of student exceptionalities, principles and practices for effective planning, approaches to instruction, and options for assessment of all students. It prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis is placed on providing relevant information for the development of individualized education plans (IEPs), planning instruction that is guided by students' IEPs, and adapting curricula for all learners, including the use of Universal Design for Learning.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 1 semester hour.

**MATH 568 Mathematics Assessment for Learning**

Content: Intensive application of assessment for improving instruction in the mathematics classroom. Students will demonstrate proficiency creating and using a variety of culturally and linguistically responsive assessment strategies including assessment interviews, formative, and summative lesson and unit assessments. Students will use their assessment data to plan and teach re-engagement lessons and reflect on the outcomes of these lessons.

Prerequisites: MATH 567.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

**MATH 549 Algebra and Geometry for Elementary - Multiple Subjects Teachers**

Content: Explores older children's development of mathematical concepts. Promotes a problem solving stance, through which students explore a wide range of topics—including proportional reasoning, data analysis, algebraic thinking, and geometry. Priority is placed on ideas that serve as capstones of elementary mathematics as well as cornerstones of secondary mathematics, with an emphasis on developing strategies for equitable teaching of algebra to all students.

Prerequisites: None.

Restrictions: Admission to the Elementary—Multiple Subjects Program or consent of instructor required.

Credits: 1 semester hour.

**ED 516 Elementary - Multiple Subjects Field Experience III**

Content: Conclusion of intensive student teaching experience, building on and concluding the teaching begun during previous semesters. Each student teacher-intern completes required full-time teaching responsibility under the supervision of a mentor teacher and a Lewis Clark faculty supervisor. Student teacher-interns also complete observation and teaching at their second authorization level.

Prerequisites: ED 514, ED 515.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 3 semester hours.

**Additional Courses for MAT with ESOL Endorsement****ESOL 500 Historical and Legal Foundations of Educating ESOL Students**

Content: Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures.

Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities.

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 505 ESOL Practicum (Elementary - Multiple Subjects)**

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL 535A and ESOL 535B, or ESOL 501/601.

Credits: 0.5-2 semester hours.

**ESOL 507 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

**Assessment****edTPA**

In order to be recommended by Lewis & Clark for a teaching license in any state, candidates must complete an assessment portfolio called the edTPA. It is an assessment process that requires teacher candidates to demonstrate the skills needed to enter the classroom ready to teach and help all students learn. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries.

Preservice candidates will complete the edTPA starting in 2015-16.

Scores will be non-consequential for candidates completing their programs in 2015-16 and 2016-17. All new candidates who complete their programs in 2017-18 and beyond will be required to pass the edTPA in order to be recommended for licensure.

### **Testing Requirements**

Students must pass the following tests to be eligible for a recommendation by Lewis & Clark for teacher licensure in any state. Detailed information regarding the point in the program by which each test must be passed is available in the program handbook. The required tests are:

1. ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com>)
2. NES: Elementary Test, Subtests 1 and 2 (<http://www.orela.nesinc.com>)
3. NES: (<http://www.orela.nesinc.com>)English to Speakers of Other Languages (ESOL) Test (required only for those pursuing the ESOL endorsement)

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu>) account.