**SECONDARY**

Lewis & Clark offers an outstanding 13- to 14-month program leading to completion of a Master of Arts in Teaching (MAT) degree with Preliminary Teaching License and one content-area endorsement. Our preservice program for new teachers emphasizes the following:

- Dynamic learning environments that foster caring, community, equity, and inclusion, and that promote diverse perspectives.
- Classroom experiences characterized by intellectual debate, rigorous learning, intellectual growth, and dedication to social justice.
- School and classroom contexts designed to foster connections and to eliminate the impact of barriers to academic success as well as personal growth for all students.

**Scholarships and Grants**

Various scholarships are available to preservice teacher education students. Information about the selection process for these funds is available online: [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**

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

**Applying for Licensure**

Candidates must apply for a license directly to TSPC by submitting the appropriate forms, fees, test and assessment scores, and transcripts. Applicants must apply for licensure within three years of 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).

**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**

Lewis & Clark offers a full-time, “summer to summer” program for beginning educators in middle and high school subject areas including mathematics (choose foundational or advanced), science (choose biology, chemistry, physics, or integrated science), social studies, art, and English language arts. The secondary program prepares candidates for a Preliminary Teaching License to teach one of these specific subjects.

The MAT degree in secondary education includes coursework in educational foundations, adolescent development and learning, culturally responsive teaching, content-specific methods, as well as practicum and supervised teaching experiences. The supervised field experience focuses on developing disciplinary knowledge for the purposes of teaching, with an emphasis on research in theory and best practices, including but not limited to creating democratic learning communities, designing educational opportunities that cultivate connections between learners and their communities, and incorporating a range of teaching and technological resources.

MAT candidates begin coursework in mid-June of each year and continue through the following summer. The program includes a full school year of field experience at the candidate’s selected grade level with a veteran cooperating teacher in a local school, plus field experience across all grade levels throughout the fall.

The program begins with an orientation in mid-June. Candidates then complete a three-day intensive professional writing course, followed by courses in education and one or two content area electives. After a short break, candidates are expected to begin work with their cooperating teachers the week before the opening of school in the fall (typically the week before Labor Day). During the fall semester, candidates continue to examine subject matter specific to their content area coupled with educational theory and research. In addition, they reflect on their developing professional identity, spending time in a high school or middle school classroom observing and tutoring students, assisting the cooperating 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 begin new 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 and disciplinary knowledge. Candidates may be eligible for licensure at the end of 13 months, leaving the second summer session for completion of master’s degree requirements.

**MAT Degree Requirements**

A minimum of 40 semester hours, distributed as follows:

**Course Requirements**

**First Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LA 531</td>
<td>Writing and the Writing Process</td>
<td>1</td>
</tr>
<tr>
<td>ED 550</td>
<td>Social, Historical, and Ethical Perspectives on Education</td>
<td>2</td>
</tr>
<tr>
<td>ED 552</td>
<td>Adolescent Development: Understanding Your Learners</td>
<td>2</td>
</tr>
<tr>
<td>ESOL 540</td>
<td>Culturally Responsive Teaching in Linguistically Diverse Classrooms</td>
<td>2</td>
</tr>
</tbody>
</table>

**Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 540</td>
<td>Secondary Field Experience I</td>
<td>2</td>
</tr>
<tr>
<td>ED 553</td>
<td>Teaching for Social Justice: Secondary Field Experience Seminar I</td>
<td>1.5</td>
</tr>
<tr>
<td>ED 551</td>
<td>Literacy and Teacher Research</td>
<td>2</td>
</tr>
<tr>
<td>ED 533</td>
<td>Legal Issues in Education</td>
<td>1</td>
</tr>
<tr>
<td>ESOL 535A</td>
<td>Strategies and Materials for Teaching English Language Learners Part I</td>
<td>1</td>
</tr>
<tr>
<td>ART 579</td>
<td>Teaching Art to Adolescents</td>
<td>4</td>
</tr>
<tr>
<td>or LA 579</td>
<td>Teaching Language Arts to Adolescents</td>
<td></td>
</tr>
<tr>
<td>or MATH 579</td>
<td>Teaching Mathematics to Adolescents</td>
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<tr>
<td>or SCI 579</td>
<td>Teaching Science to Adolescents</td>
<td></td>
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<tr>
<td>or SS 579</td>
<td>Teaching Social Studies to Adolescents</td>
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**Spring Semester**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 541</td>
<td>Secondary Field Experience II</td>
<td>3</td>
</tr>
</tbody>
</table>
ED 554  Teaching for Social Justice: Secondary Field Experience Seminar II*  1.5
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  3
or MATH 564  Curriculum and Inquiry: Mathematics  3
or SCI 564  Curriculum and Inquiry: Science  3
or SS 564  Curriculum and Inquiry: Social Studies  3
ESOL 535B  Strategies and Materials for Teaching English Language Learners Part II*  1

**Second Summer**

ED 543  Secondary Field Experience III*  3
ED 573  Teaching for Social Justice: Classroom Management Workshop*  1
SPED 505  Teaching Students with Exceptionalities in Inclusive School Settings*  1

* In order for a student to be recommended for the Oregon Preliminary Teaching License, all courses with an asterisk must be complete, along with one subject-area elective, the edTPA, and all required tests.

**Content-Area Courses**
A minimum of 6 semester hours and three courses in the student's designated content area.

**Graduate Convocation Requirement**
Students must attend Convocation (CORE 500).

**Master of Arts in Teaching with Secondary Preliminary Teaching License and ESOL Endorsement**
Public schools are experiencing significant demographic shifts with sometimes dramatic increases in 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 secondary program can pursue a 48-semester-hour program of study that will allow them to earn an English for Speakers of Other Languages (ESOL) endorsement alongside their MAT degree and Preliminary Teaching License in a general education subject area (admissions preference is given to native bilingual speakers). 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 secondary MAT with 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 during the fall and spring semesters (which may or may not occur in the same school site as MAT student teaching). Preparation for the endorsement will be focused at the secondary level. Most students will be able to apply to the Oregon Teacher Standards and Practices Commission for a Preliminary Teaching License in their content area at the end of 13-months and again, at the end of their 15-month program, for an ESOL endorsement.

**Degree Requirements**
A minimum of 48 semester hours, distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ED 543</td>
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<td>ED 573</td>
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<td>SPED 505</td>
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<td>ED 550</td>
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<td>ED 554</td>
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<td>ED 560</td>
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<tr>
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<td>or LA 564</td>
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<tr>
<td>or MATH 564</td>
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<tr>
<td>or SCI 564</td>
<td>3</td>
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<tr>
<td>or SS 564</td>
<td>3</td>
</tr>
<tr>
<td>ESOL 535B</td>
<td>1</td>
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</table>

**Required Courses**
The 40 semester hours required for the secondary MAT degree and the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ESOL 507</td>
<td>3</td>
</tr>
<tr>
<td>or ESOL 506</td>
<td>2</td>
</tr>
<tr>
<td>or ESOL 500</td>
<td>3</td>
</tr>
</tbody>
</table>

**Graduate Convocation Requirement**
Students must attend Convocation (CORE 500).

**MAT Courses**

**First Summer**

**LA 531 Writing and the Writing Process**
Content: Increasing teachers’ understanding of the writing process, primarily by working on their own prose writing. Students write, read their work to peers, and receive feedback. This personal experience provides opportunities to reflect on common writing problems and issues teachers across disciplines encounter in their classrooms. Topics include recent research and theory in composing as well as practical teaching techniques that can be integrated to enhance learners’ experiences. Required introductory course in the Secondary Program. Prerequisites: None. Restrictions: Admission to the Secondary Program. Credits: 1-2 semester hours.

**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.

**ED 552 Adolescent Development: Understanding Your Learners**
Content: Discussion, critique, and application of current research on adolescent development, understood from psychosocial, culturally responsive, and justice-oriented perspectives. Explores theories of cognitive, relational, sexual, moral, and spiritual development with an emphasis on the middle- and high-school student’s construction of identity as it is shaped by culture, ethnicity, gender, linguistic heritage, race, sexual orientation, and socioeconomic status. Examines strategies for promoting resilience and engaging students in learning experiences that are responsive to development levels and cultural contexts. Also investigates insights from neuropsychology and the impact on adolescent well-being as a result of risk-taking behaviors, societal (mis)interpretations of youth, and the ubiquity of digital media. Prerequisites: None. Restrictions: Admission to Secondary Preservice 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.

Fall Semester
ED 551 Literacy and Teacher Research
Content: Understanding the central importance of language and the social construction of knowledge guides the work of this course. Teacher candidates examine issues of diverse perspectives as well as an integrated, process-oriented approach to reading and writing in the subject field. The teacher research component stresses qualitative methods for understanding the learning environment and the meaning-making systems of students. At their field experience sites, preservice teachers conduct interviews and apply ethnographic methods as well as observation systems to diagnose the meaning-making strategies of a selected middle or high school student. They use this experience to identify resources and practices for supporting all students in improved literacy learning.
Prerequisites: None.
Restrictions: Admission to Secondary Preservice Program.
Credits: 2 semester hours.

ED 540 Secondary Field Experience I
Content: Part-time student teaching experience in a middle-school or high-school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Candidates teach their first work sample in this classroom. In addition, they spend a series of full-time days in the classroom of a teacher in another building at their second level of authorization.
Prerequisites: None.
Corequisites: ED 553.
Restrictions: Admission to Secondary Preservice Program.
Credits: 2 semester hours.

ED 553 Teaching for Social Justice: Secondary Field Experience Seminar I
Content: Teacher candidates take part in a professional seminar that supports their fall student teaching as well as the observation experience and portfolio at their “other level” placement site. Topics include teacher identity, professionalism, reflective practice, renewal of and support for teachers, observation protocols, and the creation of democratic learning communities. Teacher candidates gain practice in teaching through a concurrent internship placement in a middle school or high school and a practicum at the “other level.”
Prerequisites: None.
Restrictions: Admission to Secondary Preservice Program.
Credits: 1.5 semester hours.

ED 533 Legal Issues in Education
Content: Students examine legal issues related to the teaching profession so that secondary teachers are literate about how the law affects them and their students, including students with exceptionalities. Utilizing a case-study approach, participants explore topics including responsibilities and liabilities; teachers’ and students’ rights; the scope and limits of personal freedom of expression, religion, and association as well as personal appearance and privacy; due process rights; discrimination and equal protection; teacher contracts, evaluation, and collective bargaining; and the general education teacher’s roles and responsibilities in special education processes, with the goal of providing all students with a free and appropriate public education (FAPE) in the least restrictive environment (LRE) as required by law.
Prerequisites: None.
Restrictions: Admission to Secondary Preservice Program.
Credits: 1 semester hour.

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.

Subject-Area “Teaching to Adolescents” Courses
ART 579 Teaching Art to Adolescents
Content: Teaching and learning art in middle-level and high school classrooms. Emphasizes the wide range of instructional issues and concerns encountered in the art classroom. Links disciplinary knowledge related to state standards on creating, presenting, responding and connecting to the production of a variety of media. Includes planning, organization, and assessment practices using the tenets of backward design, aimed at supporting the successful learning of all students. Emphasizes differentiated instruction to enhance meaningful experience of students with varied interests, developmental levels, and cultural backgrounds. Materials draw upon research from the history and philosophy of the visual arts, with attention to "human constructivist" views and adolescent development. Candidates write the teaching plan for their December teaching.
Prerequisites: None.
Restrictions: Admission to Secondary Preservice Program or consent of instructor.
Credits: 4 semester hours.
LA 579 Teaching Language Arts to Adolescents
Content: Teaching and learning English language arts in middle-level and high school classrooms. Develops candidates' pedagogical content knowledge by focusing on a student-centered view of teaching literature and composition to adolescents. Candidates read about, discuss, and experience the importance of writing to learning and discovery, the student-teacher conference, writing process in theory and practice, the evaluation of writing, the place of writing in literature classes, and the powerful current that can be transmitted among teenage writers. Drawing on reader-response theory, candidates learn how they can encourage students to respond to texts and lead them from those first responses into analysis of both the text itself and their reading of it. Based on the tenets of backward design, the course looks at planning, organization, and assessment—articulating objectives and linking them to standards, teaching, and assessment. Introduces differentiation of instruction in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Candidates write the teaching plan for their December teaching.
Prerequisites: None.
Restrictions: Admission to Secondary Program or consent of instructor.
Credits: 4 semester hours.

MATH 579 Teaching Mathematics to Adolescents
Content: Teaching and learning mathematics in middle-level and high school classrooms. Emphasizes meaningful development of mathematical concepts, from pre-algebra through calculus, for the purposes of teaching. Focuses on the importance of cultivating student voice and building from students' prior knowledge through open-ended problem solving and inquiry-based experiences. Supports a view of mathematics as the science of patterns, a way of thinking that all students must embrace in order to fully access democracy in the 21st century. Candidates learn about national standards for school mathematics in grades 6-12 as well as the range of research informing best practices in math education. Particular attention is given to issues of equity, differentiation, culturally relevant pedagogy, assessment, and backward design. Incorporates the use of technology (especially TI-graphing calculators and dynamic geometry software) as tools for deepening mathematical understanding. Candidates write the teaching plan for their December teaching.
Prerequisites: None.
Restrictions: Admission to Secondary Program or consent of instructor.
Credits: 4 semester hours.

SCI 579 Teaching Science to Adolescents
Content: Teaching and learning science in middle-level and high school classrooms. Emphasizes the design of investigations, safety, and the role of using a wide variety of science activities in science teaching. Includes planning, organization, and assessment of science teaching and learning, using the tenets of backward design. Pays attention to differentiation of instruction for student needs, articulation of objectives, and their link to teaching, standards, and assessment. Introduces participants to the importance of science as the work of a particular cultural community with shared values and linguistic norms, while examining literature about the challenge students may face in making a "cultural border crossing" into science. Special attention is given to diversity and social justice issues. Materials draw upon research from the history and philosophy of science as well as research about the psychology of learning science, with particular attention to the "human constructivist" views and adolescent development. Candidates write the teaching plan for their December teaching.
Prerequisites: None.
Restrictions: Admission to Secondary Preservice Program or consent of instructor.
Credits: 4 semester hours.

Spring Semester
ED 560 Classroom Management: Co-Building a Learning Community
Content: Places classroom management in a socio-political and justice-oriented context by focusing on understanding students' personal, social, and academic needs, creating optimal teacher-student and peer relationships, and co-creating norms and procedures that support democratic learning communities. Critiques coercive methods aimed at achieving obedience and explores schoolwide and classroom-specific practices that draw on student diversity as a resource rather than impediment. Examines culturally responsive and inclusive teaching methods that prevent discipline problems, promote flow, sustain collaborations with parents and other educators, and enhance agency and transparency while maintaining accountability.
Prerequisites: None.
Restrictions: Admission to Secondary Preservice Program.
Credits: 2 semester hours.
ED 541 Secondary Field Experience II
Content: Intensive student teaching experience in a middle school or high school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Teacher candidates teach one class on a daily basis, with the support of their mentor and will teach a second work sample in this class. Candidates will also serve as the daily teacher for this single course until the end of the school year. In addition, teacher candidates will spend an increasing amount of time in the classes they will take on after spring break (these might be courses that their mentor teaches or they could be classes taught by another teacher in the same department). The goal is to have all teacher candidates at their site full-time with a 3/4 teaching load during the month of April and beyond.
Prerequisites: ED 540.
Corequisites: ED 554.
Restrictions: Admission to Secondary Preservice Program.
Credits: 3 semester hours.

ED 554 Teaching for Social Justice: Secondary Field Experience Seminar II
Content: Students take part in a professional seminar supporting their spring student teaching internship. Topics include renewal of and support for teachers, teacher identity, supervision, and reflection on and self-evaluation of teaching practice. Examination of a professional identity continues, including job search strategies and support. Participants gain practice in teaching through a concurrent internship placement in a middle school or high school.
Prerequisites: None.
Restrictions: Current enrollment in Secondary Preservice Program internship.
Credits: 1.5 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.

Subject-Area "Curriculum and Inquiry" Courses
ART 564 Curriculum and Inquiry: Art
Content: Further organizing and applying of appropriate curriculum and teaching approaches to engage mid-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in art curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include backward design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in art. Continued analysis of best practice methodology. Candidates complete the edTPA portfolio.
Prerequisites: ART 579.
Restrictions: Admission to Secondary Program.
Credits: 3 semester hours.

LA 564 Curriculum and Inquiry: Language Arts
Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research in language arts curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include backward design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in language arts; and continued analysis and application of best practice methodology. Candidates complete the edTPA portfolio.
Prerequisites: None.
Restrictions: Admission to Secondary Program.
Credits: 3 semester hours.

MATH 564 Curriculum and Inquiry: Mathematics
Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in mathematics curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum materials and resources; social and political contexts that impact curriculum; the role of inquiry in science, technology, engineering, and math (STEM) education; the value of math-science integration; and mathematical literacy for the 21st century. Candidates complete the edTPA portfolio.
Prerequisites: None.
Restrictions: Admission to Secondary Program or consent of instructor.
Credits: 3 semester hours.

SCI 564 Curriculum and Inquiry: Science
Content: Organizing and applying appropriate curricular and teaching approaches to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in science curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum approaches, materials, and resources; social and political contexts that impact curriculum; exploration of the role of inquiry in science; the importance of scientific literacy; and the value of math-science integration. Candidates complete the edTPA portfolio.
Prerequisites: None.
Restrictions: Admission to Secondary Program.
Credits: 3 semester hours.
SS 564 Curriculum and Inquiry: Social Studies
Content: Organizing and applying appropriate curriculum to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, learning styles, and cultural contexts. Attention to research and theory on social studies curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. A continued emphasis on backward design in support of planning and assessment. A variety of social studies lessons are modeled including: leading discussions, using primary documents, role playing, visual literacy, non-linguistic organization, and document-based questions. Candidates complete the edTPA portfolio.
Prerequisites: None.
Restrictions: Admission to Secondary Program.
Credits: 3 semester hours.

Second Summer
ED 573 Teaching for Social Justice: Classroom Management Workshop
Content: Provides ongoing support for interns during their spring student teaching practica. Workshop format encourages the collaborative analyses of classroom management challenges that are typically encountered during this phase of the teacher development process. Specific research-based classroom strategies are modeled, critiqued, and applied while modes of critical inquiry introduced in ED 560 are reinforced. Approximately one-third of each session will be dedicated to soliciting, discussing, and troubleshooting interns’ self-identified “issues from the field.”
Prerequisites: ED 560.
Corequisites: ED 543.
Restrictions: Students must have successfully transitioned into their full “takeover” student teaching in the spring and admission to the Secondary Preservice Program.
Credits: 1 semester hour.

ED 543 Secondary Field Experience III
Content: Teacher candidates continue their intensive student teaching internship in a middle school or high school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Interns are at their placement sites full-time contract hours, responsible for a 3/4 teaching load through the end of the K-12 academic year, completing and/or assisting their mentor will all “end-of-school” tasks and activities.
Prerequisites: ED 541.
Corequisites: ED 573.
Restrictions: Admission to Secondary Preservice Program.
Credits: 3 semester hours.

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.
Testing Requirements
Teacher candidates must earn passing scores on the following tests in order to receive a recommendation from Lewis & Clark for teacher licensure in any state. Detailed information regarding the point in the program by which candidates must pass each test is available in the Secondary 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: Subject Area Test (http://www.orela.nesinc.com) (art, biology, chemistry, English language arts, general science [integrated science], mathematics [advanced], middle grades math [foundational], social science [social studies], physics)
3. NES: English to Speakers of Other Languages (ESOL) (http://www.orela.nesinc.com) 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.