

ELEMENTARY—MULTIPLE SUBJECTS

Lewis & Clark offers an outstanding 13-month program that leads to recommendation for an Oregon Preliminary Teaching License and a master's degree. A two-year, part-time, district-affiliated cohort in which school district employees can complete their MAT and licensure requirements while retaining district employment is also available in select locations.

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/).

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 (p. 6) 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/).

Accreditation

Lewis & Clark's graduate programs leading to PK-12 degrees, licensure, and endorsements are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by 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, as well as a part-time, two-year, district-affiliated cohort, for beginning educators in elementary education. The program is organized around at least 640 hours of supervised teaching in a Portland-area school, combined with coursework 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.

MAT Degree Requirements

A minimum of 40 semester hours, distributed as follows, and all required tests (p. 6):

Course Requirements

ED 511	Field Observation and the Cycle of Effective Teaching	1
ED 514	Elementary - Multiple Subjects Field Experience I (Students enrolled in the part-time district-affiliated cohort will take ED-514A and ED-514B.)	2
ED 515	Elementary - Multiple Subjects Field Experience II (Students enrolled in the part-time district-affiliated cohort will take ED-515A and ED-515B.)	2
ED 516	Elementary - Multiple Subjects Field Experience III	3
ED 517	Elementary - Multiple Subjects Field Experience Seminar I	1
ED 518	Field Experience Seminar II (Elementary - Multiple Subjects) (Students enrolled in the part-time district-affiliated cohort will take ED-518A and ED-518B.)	2
ED 523	Planning, Differentiation, and Assessment	1
ED 550	Social, Historical, and Ethical Perspectives on Education	2
ED 561	Child Development and Learning	2
ED 563	Classroom Management 1: Elementary - Multiple Subjects	1
ED 564	Classroom Management 2: Elementary - Multiple Subjects	1
ED 568	The Arts, Culture, and Creativity	1
ED 569	Health and Physical Education	1
ESOL 535A	Strategies and Materials for Teaching English Language Learners Part I	1
ESOL 535B	Strategies and Materials for Teaching English Language Learners Part II	1
ESOL 540	Culturally Responsive Teaching in Linguistically Diverse Classrooms	2
LA 566	Literacy I: Introduction to Pre-K-8 Language Arts	1
LA 567	Literacy II: Planning in the Language Arts Pre-K-8	2
LA 568	Literacy III: Language Arts Development Pre-K-8	2
MATH 566	Math for Early Childhood	2
MATH 567	Elementary School Mathematics	2
MATH 568	Mathematics Assessment for Learning	1
SCI 511	Science in Elementary Classrooms	1
SCI 512	Planning for Elementary Science Instruction	1
SPED 509	Special Education for the Elementary Classroom Teacher	2
SS 578	Social Studies for Elementary Teachers	2

Candidates continue to co-teach with cooperating teachers through the end of the pre-K-12 school year. It is expected that student teachers close out the year with their cooperating teachers. 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 required degree courses must be complete as well as all required tests and performance assessments (p. 6).

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

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

NOTE: No applications are currently being accepted to the Elementary MAT with ESOL program.

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 50-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 10 additional semester hours of coursework in ESOL topics. In addition to the full-year student teaching placement for the MAT degree and Preliminary Teaching License, 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 50 semester hours, distributed as follows:

Required Courses

The 40 semester hours required for the MAT Elementary—Multiple Subjects and the following the courses. NOTE: Students enrolled in the MESOL track will take ESOL 501A and ESOL 501B instead of ESOL 535A and ESOL 535B.

ESOL 507	Language Acquisition and Development (taken during first summer)	3
ESOL 505	ESOL Practicum (Elementary - Multiple Subjects) (2 semester hours in spring or 2 hours in second summer)	2
ESOL 501C	Strategies for Teaching Content & Language to ESOL Students III	1
ESOL 500	Historical and Legal Foundations of Educating ESOL Students (second summer)	3
ESOL 541	The Role of Community in Support of ESOL Students	1

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

MAT Courses

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.

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 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 teachers also observe and work with small groups at their second level according to the guidelines in the program handbook.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

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

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher 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 teachers also observe and work with small groups at their second level according to the guidelines in the program handbook. This section is restricted to students admitted to the ELEM District-Affiliated program.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects District-Affiliated Program

Credits: 1 semester hour.

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

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher 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 teachers also observe and work with small groups at their second level according to the guidelines in the program handbook. This section is restricted to students admitted to the ELEM District-Affiliated program.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects District-Affiliated Program

Credits: 1 semester hour.

ED 515 Elementary - Multiple Subjects Field Experience II

Content: Intensive student teaching experience. Each student teacher 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 teachers also complete observations at their second 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 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 (teacher candidate) completes required full-time teaching responsibility under the supervision of a mentor teacher and a Lewis Clark faculty supervisor.

Prerequisites: ED-514 or ED-514A/B; ED-515 or ED-515A/B

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 3 semester hours.

ED 517 Elementary - Multiple Subjects Field Experience Seminar I

Content: Reflective discussions of equity, teaching, learning, and assessment practices in diverse contexts. Examination of school law topics.

Prerequisites: Take ED-514

Corequisites: ED 514.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

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

Content: Reflective discussion of equity, teaching, learning, and assessment practices in diverse contexts. Other topics include development of a professional identity, professionalism expectations, and job search strategies and support.

Prerequisites: Take ED-515

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 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 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 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.

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.

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 integrate the fields of music, visual, and performing arts into all academic content areas while celebrating different cultural perspectives. Knowledge of and experience in the creative process to understand and instill the value of the Arts in human lives and education will be emphasized.

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.

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.

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.

ESOL 540 Culturally Responsive Teaching in Linguistically Diverse Classrooms

Content: This course focuses on culturally responsive teaching practices that engage culturally and linguistically diverse students. Candidates consider how culture, race, identity, language and immigration factors impact schooling. Through the lens of classroom practice, school engagement, and community resources, candidates develop tools for being a culturally responsive practitioner.

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 Elementary - Multiple Subjects 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 Elementary - Multiple Subjects program.

Credits: 2 semester hours.

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.

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.

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.

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: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

SCI 511 Science in Elementary Classrooms

Content: Foundations for teaching science in the elementary school classroom. This course provides content and experiences that address participants' and elementary students' natural intuitive curiosity for science and scientific study.

Prerequisites: None.

Restrictions: Admission to the Elementary--Multiple Subjects Program

Credits: 1 semester hour.

SCI 512 Planning for Elementary Science Instruction

Content: In this course students will learn how to structure learning experiences in the four main areas of elementary science instruction: Engineering, Physical Science, Earth Space Science and Life Science. Emphasis will be placed on learning how to design inclusive, experiences using state standards for science and the Common Core State Standards. Topics include backward design, assessment, and the integration of science content into language arts and mathematics curriculum.

Prerequisites: Take SCI-511

Restrictions: Admission to Elementary—Multiple Subjects Program

Credits: 1 semester hour.

SPED 509 Special Education for the Elementary Classroom Teacher

Content: This course 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 differentiating curricula for all learners, including the use of Universal Design for Learning. Students learn 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, 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. Emphasis is placed on inclusive, equitable educational practices in schools and communities.

Prerequisites: None.

Restrictions: Admission to the ELEM preservice teacher education program

Credits: 2 semester hours.

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.

CORE 500 Convocation

Content: Convocation is the opportunity for the Graduate School community to come together across disciplines to honor the collective work we do. Convocation integrates students into the larger Lewis Clark community, and makes cross-disciplinary connections. In service of these goals, students and faculty will share reflections about the role of creativity, compassion, and commitment in their respective professions and engage in small group discussions using a collection of common readings as catalysts.

Prerequisites: None.

Credits: 0 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 501A Strategies for Teaching Content & Language to ESOL Students I

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience.

Prerequisites: None.

Restrictions: For MESOL candidates.

Credits: 1 semester hour.

ESOL 501B Strategies for Teaching Content & Language to ESOL Students II

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. It builds on content from ESOL 501A. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience.

Prerequisites: None.

Restrictions: For MESOL candidates

Credits: 1 semester hour.

ESOL 501C Strategies for Teaching Content & Language to ESOL Students III

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. This course builds on content from ESOL 501A B. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience.

Prerequisites: None.

Credits: 1 semester hour.

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-501A

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.

ESOL 541 The Role of Community in Support of ESOL Students

Content: This course builds on the initial work the candidate did in ESOL 540. The focus is on understanding the student within the context of his/her environment. Candidates develop strategies for working with significant persons in a child's environment to encourage success. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Candidates explore topics related to language, culture, and immigration. Candidates reflect on their own culturally responsive teaching practices.

Prerequisites: ESOL-540

Credits: 1 semester hour.

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 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/>)¹
2. NES: Elementary Education Test, Subtests 1 and 2 (<http://www.orela.nesinc.com/>)²
3. NES: (<http://www.orela.nesinc.com/>)English to Speakers of Other Languages (ESOL) Test (required only for those pursuing the ESOL endorsement; Elementary MAT with ESOL program not accepting applications for the 2023-24 academic year)

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

- ¹ As of January 2022, successful completion of program curriculum content complying with the Oregon Teacher Standards and Practices Commission's *Program Review and Standards Handbook* regarding "Civil Rights and Professional Ethics Responsibilities" may meet the civil rights test requirement. Check with your faculty program director for updates on the status of this requirement.
- ² Check with the Elementary—Multiple Subjects faculty program director on the availability of additional multiple measures options.