



Elementary Education

Lewis & Clark offers a full-time, 13-month program for beginning educators in elementary education. The program is organized around 100 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 5.

Program Overview

Degree: Master of Arts in Teaching,
Elementary–Multiple Subjects

Credit hours: 40

Program length: 4 semesters, June–July

Priority application deadline: January 15

Current tuition: \$1,025 per credit hour

MAT Degree Requirements

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

Field Observation and the Cycle of Effective Teaching (1 credit)

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.

Field Experience I (2 credits)

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.

Field Experience II (2 credits)

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.

Field Experience III (3 credits)

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.

Field Experience Seminar I (1 credit)

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

Field Experience Seminar II (2 credits)

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.

Planning, Differentiation, and Assessment (1 credit)

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.

Social, Historical, and Ethical Perspectives on Education (2 credits)

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.

Child Development and Learning (2 credits)

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.

Classroom Management 1: Elementary - Multiple Subjects (1 credit)

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.

Classroom Management 2: Elementary—Multiple Subjects (1 credit)

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.

The Arts, Culture, and Creativity (1 credit)

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.

Health and Physical Education (1 credit)

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.

Strategies and Materials for Teaching English Language Learners Part I (1 credit)

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.

Strategies and Materials for Teaching English Language Learners Part II (1 credit)

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.



Culturally Responsive Teaching in Linguistically Diverse Classrooms (2 credits)

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.



“My grandfather inspired me to pursue a career in education. He was a teacher for many years and later moved on to become an administrator. He taught me the power that education has to change lives.”

Minh Xuan Taylor, Elementary Education '18

Literacy I: Introduction to Pre-K-8 Language Arts (1 credit)

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.

Literacy II: Planning in the Language Arts Pre-K-8 (2 credits)

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.

Literacy III: Language Arts Development Pre-K-8 (2 credits)

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.

Math for Early Childhood (2 credits)

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 Mathemat-

ics and the Common Core State Standards. Children's literature will be integrated as it pertains to the content of this course.

Elementary School Mathematics (2 credits)

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.

Mathematics Assessment for Learning (1 credit)

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.

Science in Elementary Classrooms (1 credit)

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.

Planning for Elementary Science Instruction (1 credit)

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.

Special Education for the Elementary Classroom Teacher (2 credits)

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.

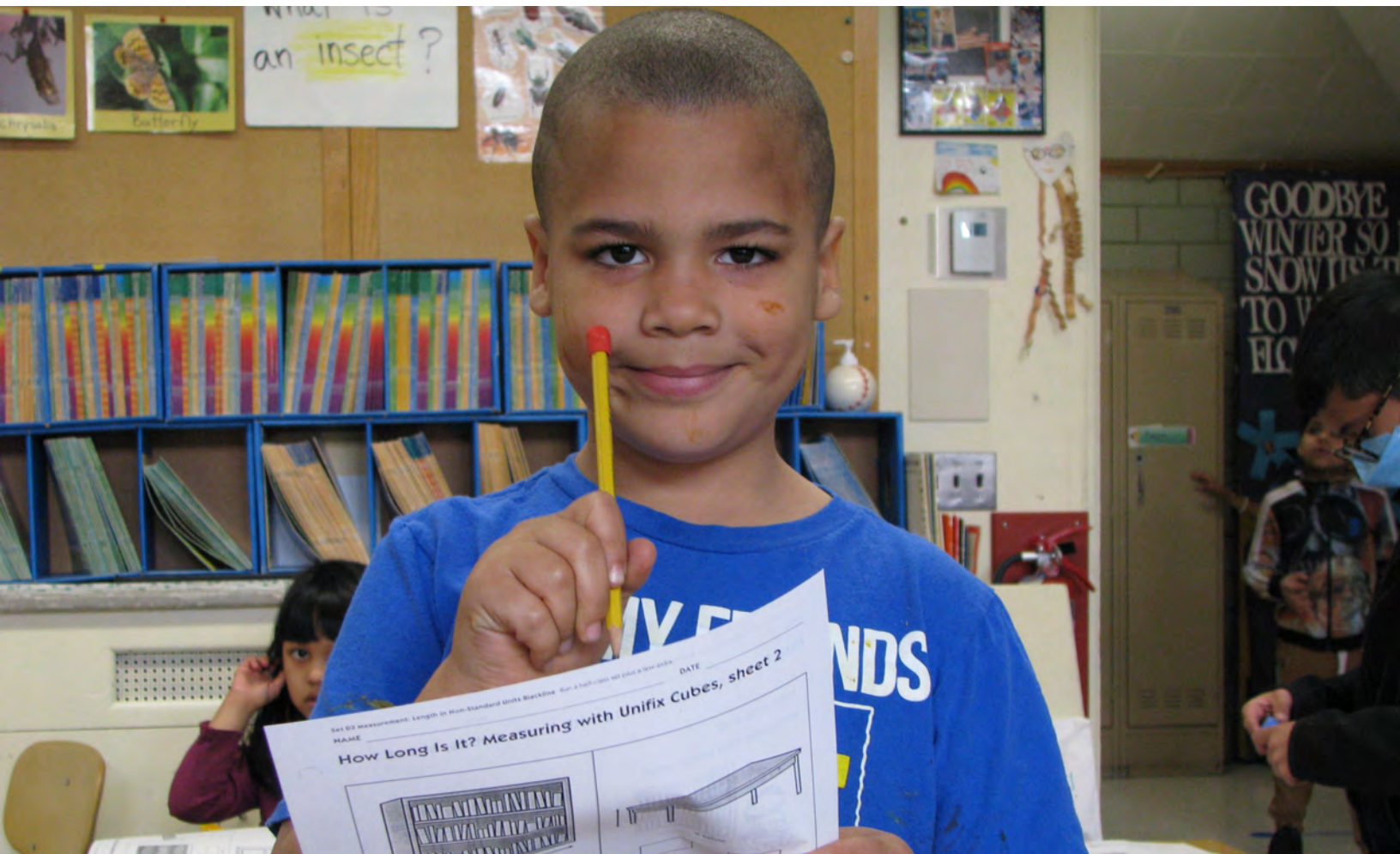
Social Studies for Elementary Teachers (2 credits)

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.

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.

The complete course of study and all program requirements are available online at go.lclark.edu/grad-catalog in our graduate catalog.



Admission Requirements

Lewis & Clark looks for applicants with a background in the liberal arts such as Humanities, Natural Sciences, Social Sciences, Mathematics, and Fine Arts. Applicants must demonstrate competency in mathematics and science. They must also have prior volunteer or paid experience in an elementary grades classroom. **We are now accepting applications for summer 2023.**

Mathematics Competency

All applicants to the MAT with Preliminary Teaching License: Elementary—Multiple Subjects program must demonstrate competency in foundational mathematics. Applicants may demonstrate mathematics competency in one of three ways:

1. Earn a letter grade of “B-” or better in at least one 100 level or above college course focused on the study of mathematics (i.e. a course with a MATH prefix). Math-related courses in statistics, physics, business or other subject areas will not be accepted in lieu of the mathematics requirement. Completion of the Oregon MATH 211, 212, 213 sequence is highly recommended and candidates are encouraged to take as many math courses as they can to prepare them for success in the MAT program and future success as elementary teachers. Students must take the course for a letter grade. (No Pass/Fail.) Applicants are welcome to contact us prior to registering for a math course.
2. Provide documentation of a passing score (220) in the NES Elementary Education Subtest II.
3. Demonstrate mathematical competency through a comprehensive content-based interview with a Lewis & Clark Teacher Education faculty member. (This option available to applicants only who have been admitted to the program and requires program director approval.)

Science Competency

All applicants to the MAT with Preliminary Teaching License: Elementary—Multiple Subjects program must demonstrate competency in science. Applicants may demonstrate science competency in one of three ways:

1. Earn a letter grade of “B-” or better in at least one 100 level or above college course in any physical, earth, or life science (e.g. a course with a BIO, CHEM, ASTR, PHY, GEOL prefix or a course designed for teaching science SCI 311U, SCI 312U). Candidates are encouraged to take as many science courses as they can to prepare them for success in the MAT program and future success as elementary teachers. Students must take the course for a letter grade. (No Pass/Fail.)
2. Provide documentation of a passing score (220) in the NES Elementary Education Subtest II.

3. Demonstrate science competency through a comprehensive content-based interview with a Lewis & Clark Teacher Education faculty member. (This option available to applicants who have been admitted to the program and requires program director approval.)

Elementary Classroom Experience

Candidates for admission must have a history of work, either volunteer or paid, with children in grades preK-6. This experience must occur in school settings such as a public or private school, state licensed charter, or other school serving students in these grades. A minimum of 20 hours are required. For admissions purposes, teaching swimming, music or dance lessons, coaching youth, working as a nanny, a day care teacher, or as a private tutor are not accepted as approved classroom experiences with children. If a parent of school-aged children, experience in your child’s classroom typically does not fulfill this requirement unless you were involved in academic work with children other than your own. Applicants are required to provide documentation from a teacher or administrator who has observed the classroom work.

Application Requirements

To receive priority consideration for admission applications and all supporting materials must be received by the Graduate Admissions Office by January 15. Materials received after this deadline will be considered on a rolling basis. This program does not require test scores for admission.

Full admission requirements and the online application are available on our graduate admissions website at go.lclark.edu/grad-requirements.



APPLY

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