



# Secondary Education

Lewis & Clark offers a full-time, 13-month program for beginning educators who plan to teach in middle or high school, grades 6 - 12. The program is organized around 100 hours of supervised teaching in a Portland-area school, combined with coursework and additional practicum experiences. The secondary program prepares students for an Oregon Preliminary Teaching License with one content-area endorsement in mathematics (choose foundational or advanced), science (choose biology, chemistry, physics, or integrated science), social studies, art, or English language arts.

## Program Overview

Degree: Master of Arts in Teaching,  
Secondary Education (grades 6-12)

Credit hours: 40

Program length: 4 semesters, June-July

Priority application deadline: January 15

Current tuition: \$1,025 per credit hour

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## Secondary MAT Degree Requirements

A minimum of 40 semester hours, distributed as follows, and all required tests. All courses marked with an asterisk (\*) must be complete in order to be recommended for licensure.

### Legal Issues in Education\* (1 credit)

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 exceptionali-

ties. 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.

### Secondary Field Experience I\* (2 credits)

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.

### **Secondary Field Experience II\* (3 credits)**

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.

### **Secondary Field Experience III\* (3 credits)**

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.

### **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.

### **Literacy and Teacher Research\* (2 credits)**

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.

### **Adolescent Development: Understanding Your Learners\* (2 credits)**

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.

### **Teaching for Social Justice: Secondary Field Experience Seminar I\* (1.5 credits)**

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.

### **Teaching for Social Justice: Secondary Field Experience Seminar II\* (1.5 credits)**

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.

### **Classroom Climate: Co-Building a Learning Community\* (2 credits)**

Places classroom climate 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.

**Teaching for Social Justice: Building Classroom Community Now and in the Future\* (1 credit)**

Provides ongoing support for teacher candidates during their spring student teaching practica. Workshop format encourages the collaborative analyses of challenges that are typically encoun-

**Teaching Students With Exceptionalities in Inclusive School Settings I (0.5 credits)**

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, instruction, and assessment of all students, and prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis placed on Special Education law and providing



“I am dedicated to using artists of color and queer artists as examples whenever possible. It is so important that all students see themselves in the art field and art history, so that they can know that their artistic inclinations are valid and needed.”

*Kaye Blankenship, Secondary Art '18*

tered 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 earlier courses are reinforced. Approximately one-third of each session will be dedicated to soliciting, discussing, and troubleshooting self-identified "issues from the field."

**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 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.

relevant information for the development of individualized education plans (IEPs).

**Teaching Students With Exceptionalities in Inclusive School Settings II (0.5 credits)**

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, instruction, and assessment of all students, and prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis placed planning instruction that is guided by students' IEPs, and adapting curriculum for all learners, including the use of Universal Design for Learning.

**Writing and the Writing Process (1 credit)**

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.

*Candidates will choose one of the following Teaching to Adolescents courses in art, language arts, math, science, or social studies based on their selected content area.*

**Teaching Art to Adolescents\* (4 credits)**

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.

#### **Teaching Language Arts to Adolescents (4 credits)**

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.

#### **Teaching Mathematics to Adolescents (4 credits)**

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.

#### **Teaching Science to Adolescents (4 credits)**

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.

#### **Teaching Social Studies to Adolescents (4 credits)**

Developing a conceptual framework for teaching social studies in a democratic society through a social justice framework. Focuses on different ways of organizing instruction and assessing learning in middle- and high-school content areas. Candidates examine historical and contemporary issues in teaching social studies, including philosophy, content, and method. Includes planning, organization, and assessment in subject areas. Pays attention to national and state standards and differentiation of instruction, linking them to teaching and assessment. Engages teaching candidates in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Candidates learn to assess, document, and advocate for the successful learning of all students and school stakeholders. Candidates write the teaching plan for their December teaching.

*Candidates will choose one of the following Curriculum and Inquiry courses in art, language arts, math, science, or social studies based on their selected content area.*

#### **Curriculum and Inquiry: Art\* (3 credits)**

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.

#### **Curriculum and Inquiry: Language Arts (3 credits)**

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.

### **Curriculum and Inquiry: Mathematics (3 credits)**

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.

### **Curriculum and Inquiry: Science (3 credits)**

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.

### **Curriculum and Inquiry: Social Studies (3 credits)**

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.

### **Content Area Courses**

A minimum of 6 semester hours and three courses in the student's designated content area are required.

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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 all required courses and 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](http://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 their content area of choice and have prior volunteer or paid experience working with children and/or youth. **We are now accepting applications for summer 2023.**

## Content Area Competency

Applicants to MAT with Preliminary Teaching License: Secondary programs must demonstrate competency in the subject area to which they are applying. College and graduate coursework, professional experience as indicated on the resume, personal research, portfolio, audition, and subject area content essays are ways to demonstrate knowledge of a subject area.

Information regarding admissions expectations for art, language arts, mathematics, science, and social studies content areas can be found at [go.lclark.edu/content-areas](http://go.lclark.edu/content-areas).

## Experience Working with Children or Youth

Candidates for admission are encouraged to have a history of work, either volunteer or paid, with children and/or youth. Experience can be gained in school classrooms, mentoring programs, summer camps, tutoring, coaching, museum programs, and more.

## 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](http://go.lclark.edu/grad-requirements).



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