

SECONDARY EDUCATION MINOR OVERVIEW AND COURSE PROGRESSION

	PRE-ADMISSION	SEMESTER 1
COURSES	MDSK 2100: Foundations of Education and Diverse Youth in Secondary Schools	MDSK 3100: Inclusive Classrooms
INTASC	Standards 1, 2, 3, 4, 9	1,2, 3, 8, 9
FIELD EXPERIENCES CHECKLIST	None assigned	Yearlong Clinical in a High School - Diverse Placement: Title I, +60% F/R lunch eligible, or low-performing
PLACEMENT SPECIFICS	No specified placement type (grade-band specific)	Yearlong Clinical in a High School (Diverse Placement: Title I, +60% F/R lunch eligible, or low-performing)
DURATION AND COMPLEXITY	<p>MDSK 2100: Candidates are conducting 10 hours of classroom observation. As this is their introductory course, observation of teaching and learning is the priority. Candidates are asked to complete course assignments directly related to what they observe. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p>	<p>The first semester of a two-semester, yearlong placement at the same school site. However, candidates can be assigned to different teachers each semester or the same teacher for both semesters, with the second semester placement coinciding with candidates taking 3151, SECD 4140 and 4210. A total of 15 hours of clinicals should be completed in the first semester. Candidates should plan to visit the school at least 5 times, with the visits spread out over the course of the semester.</p> <p>MDSK 3100: An extension of SPED 2100 or MDSK 2100, candidates work with diverse student populations (i.e. ELLs, students with exceptionalities, and/or students identified as AIG). This placement does not need to be content specific, although that would be preferred. The goal is for candidates to be observing multiple types of learners/students. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p>
FOCUS PRACTICES	None	None
ASSESSMENT	<ol style="list-style-type: none"> 1) Clinical Reflective Report 1) Field Experiences Log (submitted in Taskstream) 	<ol style="list-style-type: none"> 1) Case Study Project 2) Field Experiences Log (submitted in Taskstream) 3) Clinical Educator Feedback on Candidate 4) assigned to Field Experience
DISPOSITIONS	Disposition/Self-Assessment 1	N/A

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SEMESTER 2	
COURSES	MDSK 3151: Instructional Design and Technology SECD 4140: Adolescence and Secondary Schools MDSK 4210: Classroom Leadership
INTASC	1, 2, 3, 5, 6, 7, 8, 9, 10
FIELD EXPERIENCES CHECKLIST	MDSK Checklist 2
PLACEMENT SPECIFICS	Yearlong Clinical in a High School (Diverse Placement: Title I, +60% F/R lunch eligible, or low-performing)
DURATION AND COMPLEXITY	<p>The second semester of a two-semester, yearlong placement at the same school site. Candidates may be placed in one site for all clinical hours. Candidates taking both MDSK 3151 and SECD 4140 will complete a minimum of 30 required clinical hours (see individual course breakdown for clinicals below). Candidates are expected to spread out the clinical visits over the course of the semester, consistently visiting 1 classroom on a weekly basis for at least 10 weeks (a minimum of 10 school visits total). The courses candidates are enrolled in this semester are typically blocked together (one after the other) to allow time for candidates to visit the same classroom each week and then have a debriefing session on-site at the school with the course instructor and other classmates. This will require the school/administration to provide a room/area for instructors to meet with candidates on-site. Candidates may accrue more hours if they wish; the more time candidates spend in a school, the more likely they are to acclimate to the school culture and processes. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>MDSK 3151: Candidates will complete 15 hours of clinical hours. These hours should be conducted during a consistent block in a content specific classroom (see description above). The clinical placement should provide an opportunity for candidates to observe quality instruction design and implementation. Participating teachers would need to be willing to collaborate with candidates on designing one lesson and allowing candidates to implement it. In addition, candidates may be asked to complete assignments on the Clinical Progression Checklist.</p> <p>SECD 4140: Candidates will complete 15 hours of clinical hours. These hours should be spread out over the semester, and involve visiting the same classroom of students (see description above). Clinical activities will include required assignments on the Clinical Progression Checklists, in addition a series of reflective assignments and activities throughout the semester based on their interactions in classrooms. Clinical activity culminates with a clinical reflection submitted in class.</p> <p>MDSK 4210: will require a "field trip" type of clinical observation component and will be integrated into existing clinical hours (see description above). We recommend that administration/staff of the school collaborate with instructors (since there are three classes in this semester) to develop an opportunity for candidates to hear from the administrative and support staff regarding school and classroom management initiatives within the school. Ideally, candidates would hear from principals, guidance counselors, resource officers, and teachers discussing the classroom leadership and overall discipline within the school. If possible, candidates would have opportunities to interview stakeholders about classroom management, leadership, and discipline.</p>
FOCUS PRACTICES	<ol style="list-style-type: none"> 1) Eliciting and Interpreting Student Thinking 2) Setting Up and Managing Small Group Work 3) Facilitating Whole Group Discussion
ASSESSMENT	<ol style="list-style-type: none"> 1) edTPA practice task 1: Planning 2) edTPA practice task 2: Instruction 3) edTPA practice task 3: Assessment 4) Field Experiences Log (submitted in Taskstream) 5) Clinical Educator Feedback - YLI Midterm/Final semester Evaluations
DISPOSITIONS	N/A

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	SEMESTER 3	SEMESTER 4
COURSES	<p>Content Area Methods (pick one): FLED 4200: Foreign Language TESL 4103: Teaching English as Second Language MDSK 4251: Science MDSK 4253: Social Studies ENGL 4254: English/Language Arts MAED 4252: Mathematics</p> <p>Content Area Assessment (pick one to correspond with Methods): MDSK 4101: Assessment in Teaching K-12 Science MDSK 4102: Assessment in Teaching K-12 Math MDSK 4103: Assessment in Teaching K-12 Social Studies MDSK 4104: Assessment in Teaching K-12 English FLED 4104: Assessment in Teaching K-12 Foreign Language TESL 4104: Authentic Assessment MDSK 4100L: Lab in Content Pedagogy</p>	<p>SECD 4440: Student Teaching/Seminar</p>
INTASC	1, 2, 4, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
FIELD EXPERIENCES CHECKLIST	MDSK Checklist 3	Student Teaching
PLACEMENT SPECIFICS	Yearlong Internship in a High School	Yearlong Internship in a High School
DURATION AND COMPLEXITY	<p>The first semester of a two-semester, yearlong internship at the same school site. Methods, Assessment, and Lab courses in the same concentration area are co-requisites. Candidates are placed in one site for all clinical hours. The placement is for two consecutive semesters, culminating in the full-time student teaching semester. Candidates go to their placement site the equivalent of one full school day per week. Candidates may break this up into two half-days if needed. The more time candidates spend in a school, the more likely they are to acclimate to the school culture and processes. Candidates are expected to: begin teaching small lessons, work with students directly, design assessments, and practice interpreting data results. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>Clinical activities will include required assignments on the Clinical Progression Checklists, in addition to course assignments related to instructional planning and technology based on classroom interaction with assigned teachers and P-12 students. All checklists will be submitted in the Field Experiences Log in Taskstream at the end of the semester. Clinical activity culminates with a clinical reflection submitted in class. Key assessments include edTPA practice tasks 1, 2, and 3.</p>	<p>The Student Teaching placement is in the second semester of a two-semester internship placement. Candidates complete the full-time, 16-week student teaching experience. For a complete description of student teaching requirements and expectations, please review the Student Teaching Internship Handbook provided by the Office of School and Community Partnerships.</p>
FOCUS PRACTICES	<ol style="list-style-type: none"> 1) Eliciting and Interpreting Student Thinking 2) Setting Up and Managing Small Group Work 3) Facilitating Whole Group Discussion 	<ol style="list-style-type: none"> 1) Eliciting and Interpreting Student Thinking 2) Setting Up and Managing Small Group Work 3) Facilitating Whole Group Discussion
ASSESSMENT	<ol style="list-style-type: none"> 1) edTPA practice task 1: Planning 2) edTPA practice task 2: Instruction 3) edTPA practice task 3: Assessment 4) Field Experiences Log (submitted in Taskstream) 5) Clinical Educator Feedback - YLI Midterm/Final semester Evaluations 	<ol style="list-style-type: none"> 1) Entire edTPA Project 2) STAR 3) CLASS 4) Candidate Exit Survey
DISPOSITIONS	N/A	Dispositions assessed by clinical educator and site coordinating faculty