For more information:
Lesley University
29 Everett Street
Cambridge, MA
02138-2790
888.LESLEY.U
info@lesley.edu

Graduate School of Education
http://www.lesley.edu/prek-12-education-programs/

M.Ed. in HIGH SCHOOL EDUCATION (8-12)

Leading to Initial Teacher Licensure in the Content Area of the License Sought (8-12)

In the High School Education program, students learn practical classroom skills for working with diverse student populations; receive a thorough grounding in best practices for instruction and assessment; encounter the most current research and theory on adolescence and high schools; think critically about the contemporary high school; broaden their subject area knowledge base; engage actively with current educational technologies; conduct action research; and practice new-found skills and knowledge in high school classrooms.

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teaching Licensure in Biology (8-12), Chemistry (8-12), Earth Science (8-12), English (8-12), History (8-12), Mathematics (8-12),Political Science/Political Philosophy (8-12), or Physics (8-12) in the Commonwealth of Massachusetts.

Program Prerequisite: Completion of a college or university's requirements for a major in the discipline or have passed the Massachusetts Tests for Educator Licensure (MTEL) in content area of the license sought.

Courses may have prerequisites for registration; please check course descriptions before registering.

Course Number	Course Title	Course Credits
Common Core Courses		**24-28**
EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom*	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools*	3
EEDUC 6170	Middle and High School Content Literacy*	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach*	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms*	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms*	3
EXXXX XXXX	Graduate level elective	3
EECLD 6116	Sheltered English Instruction (5-12)* *Note: may be waived with documented state approved Sheltered English Immersion (SEI) endorsement*	4
Required Courses: English		**9**
EEDUC 5060	Teaching English in Grades 8-12*	3
EEDUC 7770	Practicum and Seminar in English (8-12)^	6
Required Courses: History		**9**
EEDUC 5061	Teaching History and Political Science/Political Philosophy in Grades 8-12*	3
EEDUC 7771	Practicum and Seminar in History (8-12)^	6
Required Courses: Mathematics		**9**
EEDUC 6202	Teaching Mathematics in a Student-Centered Secondary Classroom*	3
EEDUC 7772	Practicum and Seminar in Mathematics (8-12)^	6
Required Courses: Political Science/Political Philosophy		**9**
EEDUC 5061	Teaching History and Political Science/Political Philosophy in Grades 8-12*	3
EEDUC 7773	Practicum and Seminar in Political Science/Political Philosophy (8-12)^	6
Required Courses: Biology[1], Chemistry[2], Earth Science[3], or Physics[4]		**9**
EEDUC 6206	[1,2,3,4]Project-Based Inquiry Science Teaching in the High School*	3
EEDUC 7780	[1]Practicum and Seminar in Biology (8-12)^	6
EEDUC 7781	[2]Practicum and Seminar in Chemistry (8-12)^	6
EEDUC 7782	[3]Practicum and Seminar in Earth Science (8-12)^	6
EEDUC 7783	[4]Practicum and Seminar in Physics (8-12)^	
TOTAL CREDITS		**33-37**

^Practicum prerequisites: Successful completion of a 75-hour early field experience** and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL)*** requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

** Must be completed prior to the practicum, and many courses include field-based assignments.*
*** As early in the program as possible, and prior to the practicum, graduate students must complete a 75-hour Early Field Experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)*
**** For current information on state testing requirements for initial licensure programs, Massachusetts Test for Educator Licensure (MTEL) test administration dates, and the Lesley University test policy, see Lesley's Certification Office web page at www.lesley.edu/certification.html.*

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Accreditation:
Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Course Descriptions

EEDUC 6203 Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom
This course is designed to provide pre-service and in-service educators with the knowledge, skills, and strategies fundamental to the best practices of inclusive education in secondary schools. Students will study and learn what to teach, how to teach all students, how students with special needs learn, and how to assess in what ways students learn. Course goals will be accomplished through the reading of pedagogical works, modeling by the instructor, direct instruction, class activities, the completion of both formal and informal writing assignments, and the design and execution of a unit plan, lesson plans, and a teaching lesson.

EEDUC 6100 Adolescent Development in the Context of Families, Communities, and Schools
Students will investigate the historical, contemporary, cultural, physical, and psychological aspects of this important stage of human development. While learning about the characteristics of adolescents, learners will reflect on their own experiences and come to know themselves more fully. A goal of this course is to apply theory to authentic experience so that pre- and in-service teachers develop an appreciation and understanding of how the institutions of society, and specifically schools, can best serve this age group.

EEDUC 6170 Middle and High School Content Literacy
Explore how listening, speaking, reading, writing, and viewing are tools for accessing and demonstrating content knowledge within an academic discipline at the secondary level. This course investigates the process of teaching argumentative, informational/explanatory, and narrative writing as well as how to conduct research to build and construct knowledge within an academic discipline. Diverse text types and genres are examined for their complexity and content, and as tools for scaffolding content learning.

EEDUC 6166 Classroom Assessment for Middle School and High School Teachers
This course investigates formative classroom assessment for making decisions about instruction and student learning. During the course, participants will explore a broad range of assessment strategies and develop assessment instruments including: selected response assessments, essay tests, and performance assessments. Use of observation and personal communication in assessment will also be explored. Participants will work with summative assessment results (such as state test data) to understand how different forms of assessment can be used to determine whether or not students are progressing toward meeting standards.

EEDUC 6162 Equity and Achievement: A Socio-Political Approach
This course will encourage Middle School and High School certification and advanced degree students to explore the theoretical foundations and frameworks for developing a reflective, equity-based educational practice. Through a variety of cognitive and affective approaches, students will identify and critically analyze historical, socio-cultural, and school-wide factors that have contributed to unequal academic outcomes, explore practitioner-based strategies, and develop culturally-affirming resources and materials for content-specific courses, classroom, and school-wide use.

EEDUC 6210 Differentiated Instruction in Secondary Inclusive Classrooms
This course focuses on instructional strategies secondary teachers use to deliver educational supports to students with special needs who attend regular classes. Universal Design for Learning and differentiated instruction are used to develop a "toolkit" of teaching and learning resources. The course also helps participants understand their responsibilities in light of federal and state laws governing the education of students with special needs, as well as the implementation of Individualized Education Plans (IEP's). *Prerequisite: EEDUC 6100*

EEDUC 6215 Effective Management of Secondary Inclusive Classrooms
This course is focused on helping participants develop a comprehensive vision of classroom management that enables them to create optimal learning environments, prevent disruptive behaviors, and respond appropriately when problematic behaviors occur. Participants will gain confidence in their ability to create safe, welcoming, supportive classrooms that promote mutual respect. Participants will also learn to use effective consequences and supportive interventions to help reluctant and resistant learners change their behavior. *Prerequisite: EEDUC 6100*

EECLD 6116 Sheltered English Instruction (5-12)
This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms. *This course may be waived with documented state-approved Sheltered English Immersion (SEI) endorsement.*

EEDUC 5060 Teaching English in Grades 8-12
This course prepares students to teach English in grades 8-12. Familiarity is assumed in major works of literature and composition, as covered in courses required of English Majors. A significant portion of this course will be devoted to the variety of teaching strategies available for instruction of classic and young adult literature. This course also includes work in analysis of reading and writing competencies in individual students through both formal and informal assessment. Students will learn how to adapt instruction to accommodate the needs of the full range of diverse learners in today's high schools. *Prerequisite: EEDUC 6203 or CEDUC 2353*

EEDUC 5061 Teaching History and Political Science/Political Philosophy in Grades 8-12
This course will help pre-service teachers to develop the ability to design productive learning experiences for middle and high school students. The course focuses on pedagogical knowledge and pedagogical content knowledge, and expects students to seek the social studies content knowledge needed through liberal arts studies at Lesley. The course begins with an exploration of the larger purposes for teaching history and political science/political philosophy and/or social studies in a multicultural and global society and within the current climate of standards-based reform. The course then attends to four aspects of curriculum planning and implementation: developing lesson plans and units; implementing lessons; evaluation and assessment; and special topics and review. *Prerequisite: EEDUC 6203 or CEDUC 2353*

EEDUC 6202 Teaching Mathematics in a Student-Centered Secondary Classroom
Explores various pedagogical strategies appropriate in secondary school settings with a focus on engaging students in mathematically rich investigations. Through simulation, practical experience, classroom modeling, and analysis, students will deepen their understanding of the interplay between relevant teaching strategies, formative and summative assessments, and the incorporation of technology, while enlarging their repertoire of viable methodologies for use in secondary school mathematics classrooms. *Prerequisite: EEDUC 6203 or CEDUC 2353*

EEDUC 6206 Project-Based Inquiry Science Teaching in the High School
This course places student learning, both in the classroom and the community, at the center of high school science teaching. Participants will develop their knowledge, skills, and capacity to effectively implement and assess inquiry-based science learning which engages, sustains, and develops students' knowledge of science. They will plan and carry out sustained investigations in science disciplines that engage students in scientific thinking and applying these skills and knowledge to real-world situations. *Prerequisite: EEDUC 6203 or CEDUC 2353*

Practica and Seminars (8-12):
EEDUC 7780 Biology; EEDUC 7781 Chemistry; EEDUC 7782 Earth Science; EEDUC 7770 English; EEDUC 7771 History; EEDUC 7772 Mathematics; EEDUC 7783 Physics; EEDUC 7773 Political Science/Political Philosophy
Full-semester, full-time practicum in biology, chemistry, earth science, English, history, mathematics, physics, or political science/political philosophy under the supervision of a supervising practitioner and University program supervisor. Biology, chemistry, earth science, and physics practica will also include a subject area faculty advisor. Practica are accompanied by seminars addressing issues in the field, classroom practices, and action research.