# Master of Arts in Teaching Program
## Year at a Glance
### Secondary Education: Public Schools

<table>
<thead>
<tr>
<th>Summer I</th>
<th>Fall</th>
<th>Spring</th>
<th>May-June 2020</th>
<th>Summer II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Education Ed 264A</td>
<td>Fundamentals of Teaching ED 267A</td>
<td>Teacher Research (13 sessions) ED 266A</td>
<td>Special Education: Teaching Students who have Moderate Disabilities (modules) ED 260</td>
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<tr>
<td>Subject Specific I Pedagogical Content Knowledge Course</td>
<td>Pedagogy (Subject Specific)</td>
<td>Subject Specific III Content Elective</td>
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<tr>
<td>Psychology of Student Learning ED 157B</td>
<td>Subject Specific II Content Elective</td>
<td>Supplementary Practicum</td>
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<td></td>
<td>Teaching English Learners ED175</td>
<td>Reflective Seminar Ed 263B</td>
<td>Additional Certification teaching students who have Moderate Disabilities OR are English Learners OR</td>
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<td></td>
<td>Professional Seminar &amp; Field Internship ED 265A</td>
<td>Field Internship ED 265B</td>
<td>Alternative Subject-Specific ‘mini-placement’</td>
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<tr>
<td></td>
<td>Pre-Practicum Internship in Secondary Public School</td>
<td>Practicum Internship in Secondary Public School</td>
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<tr>
<td></td>
<td>18-21 hours/week</td>
<td>5 Full days/ week</td>
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<td>5 full days/week</td>
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STUDENT TEACHING INTERNSHIP “RAMP” OF GRADUAL INCREASE/RELEASE OF RESPONSIBILITY

Secondary Education

OCTOBER-NOVEMBER
All previous activities PLUS
- During designated planning time, Mentor mostly leads; Intern contributes & inquires.
- With Mentor guidance, Intern plans and implements some of his/her own lessons.
- Intern often co-teaches Mentor’s lessons.
- Mentor models assessment practices & guides Intern’s development of pre-assessments.

SEPTEMBER-OCTOBER
- During designated planning time, Mentor leads; Intern inquires.
- Intern completes observation assignments for coursework.
- Intern works with small groups & individuals.
- Intern assists with classroom routines.
- Intern introduces/give instructions for tasks designed by Mentor.
- “Watch-one; Teach one” Intern observes/debriefs mentor teaching a lesson & teaches that lesson during another class period.

DECEMBER-JANUARY
- During designated planning time, Intern and Mentor co-plan.
- Intern implements co-planned lessons and independently planned for the two designated class periods for which Intern will eventually take full responsibility.
- Intern co-designs and responds to student assessments (with guidance).

FEBRUARY-MAY
- Intern takes “full responsibility” for one class period by the end of January, including: planning, instruction, and assessment.
- Intern takes full responsibility for an additional class period by the end of February.
- During designated planning times, Intern leads; Mentor inquires.

Mentor gradually releases responsibility from modeling, to joint practice, to guiding practice, to side coaching and observation.

Intern gradually increases responsibility from observation, to joint practice, to guided practice, to independent practice.