

SECONDARY EDUCATION

Clusters	SCED 410 (2006)	REED 317 (2006)	SCED 451/551 (2006)	REED 418 (2006)
One: Expectations/Whole Child		<ul style="list-style-type: none"> • Understand the impact of physical, perceptual, emotional, social, cultural, environmental and intellectual factors on content learning and reading • Recognize how differences among learners influence their literacy development • Demonstrate an understanding of respect for and value of cultural, linguistic and ethnic diversity 	<ul style="list-style-type: none"> • List characteristics of disabled individuals • Dedication to providing appropriate instruction to all students • Evidence of respect for all students 	
Two: Cultural Analysis				
Three: Communication/Connection			<ul style="list-style-type: none"> • Describe the role of other professionals involved in education of disabled children • Analyze peer support systems and their roles in meeting student needs • Provide examples of effective communication with students, peers and parents • Collaborate with educators and other professionals • Provide advocate services 	
Four: Assessment				
Five: Strategies	<ul style="list-style-type: none"> • Designing lessons to meet the educational abilities of all learners 	<ul style="list-style-type: none"> • Use metacognitive strategies • Select from wide variety of texts 	<ul style="list-style-type: none"> • Relate equipment available to needs of disabled individuals • Develop instructional strategies for inclusive settings • Prepare instructional activities adapted for diverse students • Describe transitional programs 	
Six: Special Strategies		<ul style="list-style-type: none"> • Demonstrate an understanding of individual and group intervention targeted towards a wide range of thoughtful readers and writers • Use literacy tools 		

Clusters	SCED 419/519 (2006)	SCED 511 (2006)	SCED 520 (2006)	SCHD 414/514 (2006)
One: Expectations/Whole Child	<ul style="list-style-type: none"> Knowledge of the developmental characteristics of diverse secondary students and the implications for learning science 		<ul style="list-style-type: none"> Compare/contrast middle and high school learners Believe all children have right to learn Hold high expectations for all students Treat all students with respect Reflect on ways to improve learning for all students 	
Two: Cultural Analysis				
Three: Communication/ Connection	<ul style="list-style-type: none"> Relate science to broader community and use community resources to teach science Connect science to technology, values, and personal living of students 			
Four: Assessment	<ul style="list-style-type: none"> Develop and implement a variety of assessment instruments and rubrics 	<ul style="list-style-type: none"> Various methods of assessment 	<ul style="list-style-type: none"> Varied evaluations 	
Five: Strategies	<ul style="list-style-type: none"> Use jigsaw, cooperative group method Use diverse questioning techniques 	<ul style="list-style-type: none"> Learning wide range of teaching technologies Incorporate multi cultural elements into their methodologies and content 	<ul style="list-style-type: none"> Variety of instructional approaches Importance of grouping, including cooperative learning Create and/or adjust lessons to meet needs of diverse learners 	
Six: Special Strategies	<ul style="list-style-type: none"> Teach science to students with special needs Use 5E model 	<ul style="list-style-type: none"> Implementation of PL94-142 		