

IUPUI Elementary Teacher Education Curriculum

Knowledge	E339	P251	M300	K205	E340	M323	E343	M333	E328	K206	E341	E325	H340
1a. Knowledge of discipline(s) and their role in curriculum The teacher understands:		X	X	x (4/6)					X		X		X
1. place of learning in human experience													
2. major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline.	X	X	X	x (2/6)	X				X		X	X	X
3. the limitations of the discipline in answering certain questions.		X	X		X				X				X
4. the methods of analysis, synthesis, and evaluation as they apply to existing and new questions.			X		X				X				
5. the history of the discipline, including key figures, and can explain the significance of the discipline to society.		X	X	x (3/6)	X				X				X
6. the societal issues raised by the discipline over time.	X	X	X		X				X		X		X
7. how the discipline is related, depends on, and is applied to other disciplines.	X	X	X	x (3/6)	X				X				X
8. the discipline well enough to think critically and raise questions about explanations.	X	X	X		X				X		X		X
1b. Knowledge of how learning and occurs	X	X	X		X		X		X		X	X	
1) how students' prior knowledge can influence learning.													
2) how students' conceptual frameworks and their misconceptions can influence learning.	X	X	X	x (1/6)	X		X		X		X	X	X
3) how students construct knowledge, acquire skills and develop habits of mind.	X	X	X		X		X		X		X	X	
4) how a complex array of individual	X	X	X	X	X		X				X		X

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	social, emotional, moral, and cognitive development when making instructional decisions.				(5/6)														
	11) how to design instruction that helps use students' strengths as a basis for growth.	X			x (5/6)	X		X					X	X	X				
	12) how to integrate knowledge of learning theory, subject matter, curriculum development, and student development in planning instruction to meet curriculum goals.			X	x (5/6)								X	X	X				
	13) About strategies to support the learning of students whose first language is not English.	X		X															
1g. Knowledge of assessment and assessment strategies			X			X		X				X	X						X
	1) understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, traditional standardized tests, performance-based tasks, self-assessment, observation systems, and assessments of students work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.																		
	2) knows how to select, construct, and use a variety of assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.				x (4/6)	X													X
	3) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.		X										X	X					
	4) understands methods of inquiry that provide him/her with a variety of self-							X				X	X	X					

	assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.																				
5)	knows when and how to adjust plans based on students responses and other contingencies.							x (3/6)	X						X	X	X	X			
II. Knowledge of technology and resources																					
1)	criteria for critiquing and selecting resources such as textbooks, literature, software, on-line resources, and manipulatives.																				
2)	how to enhance learning through the use of a wide variety of materials as well as human and technological resources.	X						x (5/6)							X				X		
3)	sensitivity to diverse learners in choosing and using technology.							x (5/6)										X			
4)	understanding the role of technology as another toolbox.	X						x (2/6)							X				X	X	
5)	connections through the libraries and the internet for projects, research, and presentations.							x (2/6)											X	X	
6)	access to environments via real and virtual field trips.							X										X			
7)	communication via e-mail, on-line conferencing, distance learning, etc.							X											X		
8)	understanding the balance between using technology and human interactions.																		X	X	
9)	Integration and the evolving curriculum experiences.																		X	X	
II. Knowledge of classroom/behavior management strategies and creating community																					
1)	effective classroom routines.							x (5/6)							X				X	X	
2)	principles behind grouping of students							X							X				X	X	

responsibilities (e.g. for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting situations related to possible child abuse.)													X
3) history of education. (for K205 – history of special education)			X	x (3/6)									X
4) knowledge of community and community agencies			X	x (3/6)									X