

IUPUI Secondary Teacher Education Curriculum											
	Prerequisite Coursework in										
	Major	W200	H341	M322	S420	M469	S430	Special Methods	Middle School Student Teaching	High School Student Teaching	Other
Principle 1: Understanding of Core Knowledge	X			X	X	X	X	X	X	X	
Definition: The ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different disciplines. For secondary students, this means developing rich expertise within their chosen discipline.											
This principle is demonstrated by the ability to:											
▪ Set learning goals that reflect command of the subject matter.	X			X	X	X	X	X	X	X	
▪ Design and implement instruction that develops students' conceptual frameworks.				X	X	X	X	X	X	X	
▪ Interact with learners, providing accurate and in-depth information.	X	X		X	X	X	X	X	X	X	
▪ Improve learners' communication and quantitative skills through meaningful learning engagements.		X		X	X	X	X	X	X	X	
▪ Model effective communication and problem-solving.	X	X	X	X	X	X	X	X	X	X	
▪ Use a variety of media and technology.	X	X		X	X	X	X	X	X	X	
▪ Distinguish high quality educational materials.					X	X	X	X	X	X	
§ Write and Speak with Clarity.	X	X	X	X	X	X	X	X	X	X	
Principle 2: Reflective Practice			X	X	X	X	X	X	X	X	
Definition: The ability of teachers to step outside of the experiences that make up teaching and to analyze and critique the impact of the experiences and contexts from multiple perspectives.											
This principle is demonstrated by the ability to:											
▪ Explain the principles that guide the teaching.		X	X	X	X	X	X	X	X	X	
▪ Demonstrate teaching as an inquiry process, collecting and analyzing data about students' learning and generating plans designed to support student learning.				X	X	X	X	X	X	X	
▪ Entertain multiple perspectives.	X		X	X	X	X	X	X	X	X	
▪ Self-assess from multiple perspectives.		X	X	X	X	X	X	X	X	X	
▪ Collect information through observation of classroom interaction.				X	X	X	X	X	X	X	
▪ Assess learners' development and knowledge.				X	X	X	X	X	X	X	
▪ Use assessment processes appropriate to learning outcomes.				X	X	X	X	X	X	X	
▪ Invite learners to employ multiple approaches, solutions, and diverse pathways to learning.				X	X	X	X	X	X	X	
Principle 3: Teaching for Understanding		X	X	X	X	X	X	X	X	X	
Definition: The ability of teachers to draw on their knowledge and frameworks to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning.											
This principle is demonstrated by the ability to:											
▪ Set clear goals for learning experiences.				X	X	X	X	X	X	X	
▪ Establish suitable classroom routines.				X	X	X	X	X	X	X	
▪ Provide learners' with meaningful choices.				X	X	X	X	X	X	X	

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<ul style="list-style-type: none"> Create a collaborative, supportive social environment. 			X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Engage learners in generating knowledge and testing hypotheses. 				X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Help learners articulate their ideas and thinking processes. 				X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Use multiple strategies that engage students in active learning. 		X	X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Encourage learners to see, question, and interpret ideas from diverse perspectives. 		X	X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Convince learners to assume responsibility for themselves and their own learning. 				X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Motivate all children to learn. 		X		X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Create an inviting, interactive learning environment. 		X	X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Ask questions that promote learning. 				X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Build on children's prior knowledge. 				X	X	X	X	X	X	X	
Principle 4: Passion for Learning	X			X	X	X	X	X	X	X	
Definition: The ability of teachers to continually develop their own complex content and pedagogical knowledge and to support the development of students' habits of continual, purposeful learning.											
This principle is demonstrated by the ability to:											
<ul style="list-style-type: none"> Synthesize and teach complex concepts and networks of knowledge. 	X	X		X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Learn about learners and teaching through reflective practice. 			X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Recognize and support learners' intellectual, social, and personal growth. 			X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Support learners with special needs. 			X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Engage learners in multiple ways of knowing. 		X		X	X		X		X		
<ul style="list-style-type: none"> Convey reasonable, but high and positive expectations for learner achievement. 				X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Integrate the disciplines to create meaningful curriculum. 				X	X		X		X		
<ul style="list-style-type: none"> Give learners opportunities to solve community problems and make authentic choices. 			X	X	X		X				
<ul style="list-style-type: none"> Provide learners with access to learning opportunities. 			X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Seek help from other professionals when needed. 				X	X		X	X	X	X	
<ul style="list-style-type: none"> Engage in personal inquiry to construct content knowledge and skills. 	X	X	X	X	X	X	X	X	X	X	
Principle 5: Understanding School in Context of Society and Culture			X	X	X	X	X	X	X	X	
Definition: The ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic, and political systems on daily school life, and to capitalize on the potential of school to minimize inequities.											
This principle is demonstrated by the ability to:											
<ul style="list-style-type: none"> Act as a change agent. 			X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Communicate in ways that demonstrate a sensitivity to a broad range of diversity. 			X	X	X	X	X	X	X	X	

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<ul style="list-style-type: none"> Mediate when learners need help to resolve problems or change attitudes. 			X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Collaborate with parents, teachers, administrators, and other community members involved in the lives of students. 			X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Embed knowledge of community into teaching. 			X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Challenge negative attitudes. 			X	X	X	X	X	X	X	X	
Principle 6: Professionalism											
Definition: The ability of teachers to be active contributors to professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices.											
This principle is demonstrated by the ability to:											
<ul style="list-style-type: none"> Articulate the ethical principles guiding professional conduct. 			X	X	X		X	X	X		
<ul style="list-style-type: none"> Demonstrate and document standards-based practice in the classroom. 			X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Stay current in terms of research on pedagogy and content areas. 						X	X	X	X	X	
<ul style="list-style-type: none"> Participate in professional organizations and resource networks beyond the school. 		X		X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Dialogue with colleagues about issues that are complex and difficult. 			X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Give presentations for other professionals. 		X	X	X							
<ul style="list-style-type: none"> Initiate activities such as teacher research, study groups, coaching, and so on to improve the teaching and learning of a school community. 				X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Promote positive attitudes. 		X	X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Facilitate decision-making. 			X	X	X		X	X	X	X	
<ul style="list-style-type: none"> Operate on democratic principles. 			X	X	X	X	X	X	X	X	