### Block I Overview:
This introduction to the profession of teaching will challenge students to re-examine their beliefs and assumptions about learning and teaching. Given exposure to constructivist learning activities and inquiry, the students reflect on how learning occurs for them personally, as well as how children develop their concepts and beliefs. Half of this block delves deeply into the math and literacy development of children aged five to eight. The other half immerses students into discussions of difference, diversity, equity and fairness that enable them to understand the complexity of supporting all learners. For many students, this may be a semester of disequilibrium and frustration as they move beyond their current beliefs and attempt to develop a viable professional stance toward learning and teaching. Students will specifically experience working with children in the primary grades.

<table>
<thead>
<tr>
<th>Block IA Description</th>
<th>Key Content</th>
<th>Assessment Questions</th>
<th>Possible Assessment or Field Experience Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this block, students are introduced to educational psychology, multicultural education and special education as they examine the role of teachers in 21st century schools. Students learn about child development, learning, motivation and assessment. They also learn about human difference and socially constructed practices and beliefs. Students are invited to reflect critically on their awareness and knowledge and to develop attitudes and beliefs consistent with and supportive of multicultural education and inclusion. They also practice and develop competence in communicating and collaborating with instructors, colleagues, students, families, and others. By the end of the block, students should be able to consider the complexity of a student’s individual differences and have the appropriate advocacy skills to support all learners.</td>
<td>Psychosocial, cognitive, and moral development Behavioral and cognitive theories of learning and motivation Standardized testing and assessment Influence of teacher expectation and gender biases in the classroom Historical and contemporary concepts of disability and special education—conceptual, legislative, litigative Disability as a form of diversity Types of special needs and disabilities Learning styles, cultural pluralism, and classroom/curriculum strategies that respond to all students Communication and collaboration skills Technology as a tool for accessing resources and networks</td>
<td>How does learning occur? What is known about patterns of development and multiple dimensions of learning? What aspects of children’s learning are observable and how do these inform teaching? What motivates children to learn and develop? How does a theory of learning and motivation inform teaching decisions?</td>
<td>Analysis of audio or video recordings—Review a series of interactions with children and discuss the quality of learning going on, applying the principles of learning theory. Interviews with families. Observe special education and general education classes and make comparisons. Dialogue Journals—Each student has a partner for the semester, and they exchange a journal as they reflect on the questions and experiences of the coursework. Interview Project – Students tape record interviews with a variety of people about their understanding of diversity’s impact on teaching and learning. Each student writes a compare/contrast analysis of three interviews and concludes with personal insights.</td>
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**Elementary Education Curriculum**  
**Block I A: Diversity and Learning**

**Component Courses:**  
- M320 – Diversity & Learning  
- Teaching Every Child  
- Field Experience

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**Block I Description Key Content Assessment Questions Possible Assessment or Field Experience Tasks**

- In this block, students are introduced to educational psychology, multicultural education and special education as they examine the role of teachers in 21st century schools. Students learn about child development, learning, motivation and assessment. They also learn about human difference and socially constructed practices and beliefs. Students are invited to reflect critically on their awareness and knowledge and to develop attitudes and beliefs consistent with and supportive of multicultural education and inclusion. They also practice and develop competence in communicating and collaborating with instructors, colleagues, students, families, and others.

- By the end of the block, students should be able to consider the complexity of a student’s individual differences and have the appropriate advocacy skills to support all learners.

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**Block I Overview:**
This introduction to the profession of teaching will challenge students to re-examine their beliefs and assumptions about learning and teaching. Given exposure to constructivist learning activities and inquiry, the students reflect on how learning occurs for them personally, as well as how children develop their concepts and beliefs. Half of this block delves deeply into the math and literacy development of children aged five to eight. The other half immerses students into discussions of difference, diversity, equity and fairness that enable them to understand the complexity of supporting all learners. For many students, this may be a semester of disequilibrium and frustration as they move beyond their current beliefs and attempt to develop a viable professional stance toward learning and teaching. Students will specifically experience working with children in the primary grades.

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**Block IA Description:**
In this block, students are introduced to educational psychology, multicultural education and special education as they examine the role of teachers in 21st century schools.

- Students learn about child development, learning, motivation and assessment. They also learn about human difference and socially constructed practices and beliefs. Students are invited to reflect critically on their awareness and knowledge and to develop attitudes and beliefs consistent with and supportive of multicultural education and inclusion. They also practice and develop competence in communicating and collaborating with instructors, colleagues, students, families, and others.

- By the end of the block, students should be able to consider the complexity of a student’s individual differences and have the appropriate advocacy skills to support all learners.
**Elementary Education Curriculum**  
**Block I B: Literacy and Numeracy in Early Childhood**

Component Courses:  E345 – Language Arts and Mathematics for Young Children       Field Experience

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<table>
<thead>
<tr>
<th>Block I Overview:</th>
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</thead>
</table>
| This block is designed to prepare students to teach in the primary grades of an elementary school. It is an introduction to the learning process and explores the development in numeracy and literacy in children between the ages of five and eight years old. Students discover what motivates active learning and how multiple dimensions of the physical body, cognitive processes, and life experiences interact. Students participate in learning experiences that demonstrate the nature of and strategies for constructivist instruction and assessment. | Developmental characteristics of children ages 5-8  
Developmentally appropriate practice  
Role of play in early childhood learning  
Nature of language and literacy  
Language acquisition  
Emergent literacy  
Writing process and instruction  
Inquiry as a framework for teaching and learning  
Value of children’s literature for development of numeracy and literacy  
Nature of math and numeracy  
Construction of number sense  
Foundations for mathematical problem-solving, reasoning and communication  
Teaching math with understanding  
Using technology to support children’s learning | How does learning occur in the contexts of literacy and numeracy?  
How do we foster an inquiry disposition in children?  
How does a theory of inquiry inform teaching decisions in math and literacy?  
What motivates children to become literate and to develop number sense?  
What are the key dimensions of a constructivist approach to teaching literacy and math?  
What are critical components of multicultural education and how can we infuse them in the math and literacy curriculum? | Case Study – Documenting an inquiry about one child as a learner by cycling through observing, interpreting, and offering support to the child.  
Invitations – Explain how curricular invitations can be used to support construction of knowledge in literacy and math.  
Reflective Journals – Use reflective journals to practice, situate practice in the research literature, and raise new questions for further inquiry.  
Professional Portfolio – Begin developing a portfolio with content such as personal philosophy of teaching, classroom management ideas, and technology resources. |

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## Elementary Education Curriculum
### Block II A: Middle Childhood

**Component Courses:** E340 Reading Methods I  E324 – Teaching About the Arts  Field Experience

**Block II Overview:**
This portion of the teacher education program is designed to help preservice teachers develop a repertoire of strategies and skills for teaching children aged 7-12 in an inquiry-based curriculum. The focus will be on teaching and assessment strategies, lesson planning and organization, creating supportive learning environments, and managing students’ behaviors so that inquiry is the primary activity of the classroom. The preservice teachers will also develop an understanding of how multiple sign systems (language, math, art, music) and multiple disciplines (language arts, mathematics, science, music, and art) provide avenues to support all learners and provide unique insights about the world in which we live.

<table>
<thead>
<tr>
<th>Block II A Description</th>
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<th>Assessment Questions</th>
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<tbody>
<tr>
<td>This block explores the importance of and strategies for creating effective classroom learning communities. As students learn about curriculum, planning, methods of instruction, and assessment, they also learn to consider the experiences and prior knowledge of each child. They practice designing conceptually relevant experiences, asking good questions, organizing group work, and encouraging reflection. Students are also introduced to professional practices such as writing lesson plans, reading current research, and attending meetings of professional organizations.</td>
<td>Cycle of reflective teaching—planning based on knowledge of learners and curriculum, teaching and assessing in concert with learners’ interests and questions, and reflective review of progress</td>
<td>What is the role of the teacher in establishing a learning community?</td>
<td>Research paper – Students choose a question and do library research to familiarize themselves with the educational journals. Then write a formal research paper synthesizing their findings.</td>
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<tr>
<td></td>
<td>Supporting a community of inquiry through literacy, math, and music</td>
<td>What are the qualities of a cognitively complex learning engagement?</td>
<td>Reflective Teaching – Students write lesson plans, teach the lesson, and reflect on their own and students’ learning.</td>
</tr>
<tr>
<td></td>
<td>Building understanding from patterns and relationships, moving from concrete to abstract</td>
<td>What role do different disciplines and sign systems play in learning?</td>
<td>Listening to Learners – Students teach a small group of children and tape record the interaction. They write a reflection about what the children know based on the conversation and questions.</td>
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<td></td>
<td>Linking conceptual thinking and reasoning to symbolic representation</td>
<td>How can a teacher assess students’ learning?</td>
<td>Music Portfolio – Students collect appropriate musical selections to support children’s learning of content through rhythm, melody, and listening.</td>
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<td>Critical importance of meaning and understanding to learning</td>
<td>What characterizes quality planning?</td>
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<td>Role of phonic and basic facts in learning</td>
<td>How can technology support student learning?</td>
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<td></td>
<td>Literature-based instruction</td>
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<td>Patterns of learner development</td>
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<td>Knowing a discipline well enough to use its strengths to teach</td>
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<td></td>
<td>Knowing how to use technology to support learning</td>
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**Elementary Education Curriculum**

**Block IIB: Middle Childhood**

Component Courses:  M3?? – Fine Arts Methods   E328 – Science Methods   Field Experience

### Block II Overview:
This portion of the teacher education program is designed to help preservice teachers develop a repertoire of strategies and skills for teaching children aged 7-12 in an inquiry-based curriculum. The focus will be on teaching and assessment strategies, lesson planning and organization, creating supportive learning environments, and managing students’ behaviors so that inquiry is the primary activity of the classroom. The preservice teachers will also develop an understanding of how multiple sign systems (language, math, art, music) and multiple disciplines (language arts, mathematics, science, music, and art) provide avenues to support all learners and provide unique insights about the world in which we live.

<table>
<thead>
<tr>
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<th>Key Content</th>
<th>Assessment Questions</th>
<th>Possible Assessment or Field Experience Tasks</th>
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</thead>
<tbody>
<tr>
<td>This block explores multiple ways of knowing through integrated experiences with art, music, science, and other disciplines.</td>
<td>Strategies for active learning instruction— inquiry, demonstration, discussion, experimentation, etc.</td>
<td>What characterizes questions that promote good thinking, challenge the learners’ conceptual development, and encourages them to take on multiple perspectives?</td>
<td>Science misconception interviews</td>
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<td>This block focuses on learners’ thinking and conceptual development. Students learn a variety of strategies that support conceptualization and divergent thinking i.e. constructing models, visualizing, designing concept maps, and drawing diagrams.</td>
<td>Effective questioning/wait time</td>
<td>How does a teacher support students in making connections and generalizations, seeing relationships, and synthesizing knowledge?</td>
<td>Lead an inquiry group through a work of art.</td>
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<tr>
<td>The students learn to think of teaching as an inquiry process wherein the teacher collects evidence about what the learners understand, draws inferences from this data, plans experiences to help the learners expand or transform their concepts and knowledge, collects evidence of student learning and starts the inquiry process again.</td>
<td>Conceptual development and misconceptions (Piaget/Vygotsky)</td>
<td>How do instructional strategies vary and what considerations are important in choosing strategies that help children develop intellectual curiosity, solve problems, make decisions, and grow as successful learners?</td>
<td>Mini-Unit (four consecutive lessons) taught to the whole class. Include plans for integrating science and mathematics component, written reflections of the teaching/learning experience, and proposed revisions.</td>
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<td>Planning instruction that promotes conceptual change and process development.</td>
<td>What constitutes a stimulating learning environment?</td>
<td>Teaching/Learning Project documenting personal inquiry process in multiple sign systems.</td>
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<td></td>
<td>Use of visual information as it is connected to disciplines and across disciplines.</td>
<td>How does divergent thinking enrich the learning of a community?</td>
<td>Reflective Teaching – Students write lesson plans, teach the lesson, and reflect on their own and students’ learning.</td>
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<td>Learning in non-school settings.</td>
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### Block III Overview:
This block focuses on disability, diversity and literacy development as the interns explore the skills and attitudes needed to educate students with disabilities and diverse backgrounds. The interns learn ways to assess the strengths and needs of individual students and learn how to tap into the students’ interests and background knowledge. They learn a variety of strategies for hearing the voices of all students and for adapting instruction to meet students’ individual needs. The interns become more sophisticated in planning and teaching in inclusive ways as they assume responsibility for student teaching during the second half of the block. They learn to use technology and to communicate and collaborate with other professionals and families as they strive to put a positive plan into action and reflect on their own effectiveness by judging the progress of individual learners. They also learn about conducting a job search and preparing resumes and employment portfolios.

### Block IIIA Description
This block emphasizes a more sophisticated and detailed application of knowledge, skills, and dispositions related to identifying student strengths and needs, assessing those needs, and planning appropriate instruction.

In this block, an understanding of academic, social, emotional, and behavioral areas is stressed. Further, interns are expected to use their understanding of collaboration to accomplish their work with others.

Assessing students literacy development and designing lessons to meet their needs is another focus of the block.

### Key Content
- Learning and assessment strategies
- Classroom management
- Adaptations and accommodations
- Inclusion
- Collaboration with professionals and families
- IEP (Individual Educational Plan)
- Critical literacy
- Using technology and multimedia to support literacy development
- Miscue analysis
- Designing and using strategy lessons to meet particular needs
- Using a variety of assessment tools (e.g., portfolios, interviews, learning logs, anecdotal records)
- Developing a literacy profile

### Assessment Questions
- What fundamental learning principles apply to all learners?
- What are various strategies for assessing students’ strengths and needs?
- What strengths, interests, and needs do learners commonly bring to the instructional situation?
- How is curriculum designed and adapted to meet the students’ strengths, interests, and needs?
- What management strategies can help a teacher insure that the classroom environment supports the learning of all the children?
- How does a teacher collaborate with other professionals and families to support students?

### Possible Assessment or Field Experience Tasks
- Student profile that identifies a students’ strengths, interests, needs and learning strategies.
- Video tape of a teaching incident with analysis of the impact of the lesson.
- Reflective analysis of the assessment, planning and implementation process.
- Reflective analysis of the adaptations/accommodations utilized to meet the needs of students.
- Participation in events/activities that promote professional growth.
- Portfolio development.

### Recommended readings:
### Block III Overview:
The coursework in this block focuses on disability, diversity and literacy development as the interns explore the skills and attitudes needed to educate students with disabilities and diverse backgrounds. The interns learn ways to assess the strengths and needs of individual students and learn how to tap into the students’ interests and background knowledge. They learn a variety of strategies for hearing the voices of all students and for adapting instruction to meet students’ individual needs. The interns become more sophisticated in planning and teaching in inclusive ways as they assume responsibility for student teaching during the second half of the block. They learn to use technology and to communicate and collaborate with other professionals and families as they strive to put a positive plan into action and reflect on their own effectiveness by judging the progress of individual learners. They also learn about conducting a job search and preparing resumes and employment portfolios.

<table>
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<th>Block IIIb Description</th>
<th>Key Content</th>
<th>Assessment Questions</th>
<th>Possible Assessment or Field Experience Tasks</th>
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</thead>
<tbody>
<tr>
<td>As student teachers, the interns work in the classroom of a mentor teacher and assume the full responsibilities of teaching. They practice developing lessons with appropriate content and focus, teaching skills and strategies, and assessing students’ learning. They learn to establish and maintain a positive learning community. And they reflect on their own effectiveness and make adjustments so that their teaching supports the progress of individual learners.</td>
<td>Demonstrating knowledge of content</td>
<td>How is the intern using curriculum guidelines and standards to learn what is expected and to help with instructional decisions?</td>
<td>OnCourse Journaling—The interns write regular reflections about their teaching experiences and respond to each other in supportive ways that make the whole group more successful.</td>
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<td>Selecting appropriate instructional goals</td>
<td>How well is the intern communicating with students and engaging them as learners?</td>
<td>IUPUI Assessment Framework—Use the framework to self-assess personal areas of strength and weakness. Generate goals and plans for ongoing development.</td>
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<td>Designing coherent lessons</td>
<td>What are the unexpected issues and problems to be solved?</td>
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<td>Establishing a positive social learning environment</td>
<td>What evidence is there that the intern has developed the dispositions needed by a teacher?</td>
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<td>Managing classroom procedures</td>
<td>How well is the intern implementing reflective teaching practices?</td>
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<td>Handling discipline</td>
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<td>Setting up a good physical learning environment</td>
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<td>Communicating with clearly with students</td>
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<td>Conducting discussions and explorations</td>
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<td>Assisting students’ learning</td>
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<td>Providing feedback to students</td>
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<td>Reflecting on own teaching</td>
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<td>Demonstrating a professional disposition</td>
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<td>Taking on professional responsibilities</td>
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### Elementary Education Curriculum

**Block IV A: Curriculum in a Democracy**

**Component Courses:**
- E325 – Social Studies Methods
- H340 – American Education and Culture
- Field Experience

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**Block IV Overview:**

In this block, the interns reflect on their experiences as student teachers in Block III and conduct personal inquiries about the facets of teaching that challenged them when they assumed responsibility for teaching. They also reflect on what it means to be teachers in a democratic society. They study many different ways in which individual differences and larger systems of power such as political, economic, philosophical, and historical roots impact teaching. They work to articulate a personal philosophical framework that consolidates their values regarding teaching and schools. They also refine their teaching practices, transitioning from writing single lesson plans to developing integrated curriculum units. During their final student teaching placement, the interns demonstrate reflective practice by systematically collecting data from the students and classroom, analyzing it from multiple perspectives, and making decisions about how to revise their teaching. As student teachers, they assume full instructional responsibilities as well as become involved in extra-curricular activities and other professional duties.

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<tr>
<th>Block IVA Description</th>
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<tbody>
<tr>
<td>In this block, students revisit the critical issues of schooling in a democracy by examining the historical and philosophical roots of education. They explore teaching as a profession, using critical analysis to deconstruct status quo assumptions about education. Then they articulate their own guiding principles. Students also fine-tune their ability to create conceptually driven curriculum, learning how to bridge between the classroom and the real world. They access information using current technology and incorporate multiple disciplines and sign systems into meaningful units of study.</td>
<td>Democracy Education as a socio-cultural system that perpetuates inequities Historic and current trends in education Strands of educational philosophy Teacher as change agent Legal and ethical dimensions of teaching Methods of inquiry and content of social studies areas Planning units of study Innovative instructional techniques including technology Alternative assessment approaches Classroom organization and time management</td>
<td>How has the structure of schooling changed over time? How have changes in student population influenced the nature of teaching and schooling? What do we mean by “equality of educational opportunity?” What purpose has this served? Is there a real possibility of achieving this end? To what extent can a personally articulated personal philosophy improve our lives as teachers? What role should social studies play in school curriculum?</td>
<td>Write a refined personal philosophy of education statement. Engage in rigorous discourse and develop written products that demonstrate an authentic understanding of the historical, philosophical, and social forces affecting students, classrooms, and schools. Design an integrated unit of study and teach it during student teaching. Demonstrate the reflective teaching cycle.</td>
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</tbody>
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## Block IV Overview:
In this block, the interns reflect on their experiences as first time teachers (Block III B) and begin to seek out the resources they need to fill their own gaps in knowledge and skills. They give more thought to how they organize knowledge and transition from writing single lesson plans to developing integrated curriculum units. They also explore what it means to be teachers in a democratic society and study many different ways in which individual differences and larger systems of power such as political, economic, philosophical, and historical roots impact teaching. They work to articulate a personal framework that consolidates their values regarding teaching and schools. During their final student teaching placement, the interns strive to demonstrate standards-based practice and systematically collect data from the students and classroom, compare what the students are learning to the goals and expectations, and make decisions about how to revise their teaching. As student teachers, they assume full instructional responsibilities as well as become involved in extra-curricular activities and other professional duties. They also attend regular seminar meetings where they discuss their experiences with peers and think about preparation of the final performance assessment.

<table>
<thead>
<tr>
<th>Block IVB Description</th>
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<tbody>
<tr>
<td>This block serves as a capstone experience for the preservice teachers. During this time, they have the opportunity to show and document that they can meet the standards of the profession. They consolidate all that they have learned in previous semesters in a final performance task—the Student Teaching Portfolio. The interns also learn that they do not enter the profession alone, but they can rely on the support and mentoring of peers and experienced teachers. They learn through experience how to balance the conflicting demands of teaching and acquire the resources they need to meet the learning needs of the children.</td>
<td>Demonstrating knowledge of content Designing appropriate learning experiences for all students Planning units of study Understanding the students Establishing a positive social learning environment Managing classroom procedures Handling discipline Setting up a good physical environment Communicating with clearly with students Engaging students in inquiry-based learning Assessing students’ learning Providing feedback to students Reflecting on own teaching Demonstrating a professional disposition Taking on professional responsibilities Collaboration within a learning community Accessing learning resources within a learning community</td>
<td>How does the intern understand and deal with the school’s impact on the day-to-day teaching experience? How well does the intern meet the learning needs of the children? How successful is the intern at communicating with parents and other professionals? How well does the intern demonstrate that he or she is meeting the standards of the profession? How well does the intern balance all the dimensions of a teaching life?</td>
<td>IUPUI Assessment Framework—Use the framework to self-assess personal areas of strength and weakness. Generate goals and plans for ongoing development. Student Teaching Portfolio—Create a portfolio which includes a well-articulated philosophy of education, an analysis of the teaching context, and a video taped teaching episode, student work, and a reflective analysis of a lesson.</td>
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</table>