

# Purdue University School of Education Initial Teacher Preparation Program

## Relationships Among Elementary and Secondary Education Gates, Blocks and Courses

Elementary Education									
Gate A	Gate B	Gate C						Gate D	
Block I	Block II	Block III		Block IV			Block V		Block VI
EDCI 205 EDCI 285	EDPS 235 EDPS 265	EDCI 361	EDCI 362	EDCI 363	EDCI 364	EDCI 365	EDPS 430	EDCI 466	EDCI 496

Secondary Education					
Gate A	Gate B	Gate C			Gate D
Block I	Block II	Secondary Methods Courses			Student Teaching
EDCI 205 EDCI 285	EDPS 235 EDPS 265	Courses Specified by Each Program Area			Specified By Program Area

### Blocks, Courses, TIP and Portfolio Goals

Block	Courses and Course Goals	TIP Goals	Portfolio Goals
<b>I Self as Teacher:</b> Professional Knowledge Courses and Experiences	<u>EDCI 205: Exploring Teaching as a Career</u> 1. To provide students with experiences that will assist them in making informed career choices and build a foundation for future education courses 2. Help students explore four questions: <ul style="list-style-type: none"> <li>• What does it mean to teach?</li> <li>• What does it mean to learn?</li> <li>• What is the nature of schools?</li> <li>• What are the purposes of schooling in society?</li> </ul> 3. In addition, the course helps students think about what it means to learn to teach as they reflect on why, whom, and how they will teach	<ul style="list-style-type: none"> <li>• Students will become familiar with the work of teachers and begin to develop their educational philosophies through examining what it means to teach and to learn and the nature &amp; purpose of schools.</li> <li>• Students will critically evaluate teaching as their chosen profession. Includes a weekly field-based experience in an elementary, middle, or high school classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional portfolio</li> <li>• Statement of philosophy</li> </ul>
	<u>EDCI 285: Multicultural Education</u> 1. To establish, question, and expand what multiculturalism is and how it is defined, exploring its purpose, context, and multiple definitions 2. To develop an understanding of how multiculturalism (difference, exclusion, privilege, power, place, and identity) is socially, historically, politically, physiologically, and psychologically constructed and practiced. 3. To engage in active analysis and design of potentials for curriculum/schooling through experiential practice and theoretical discussion as it relates to multiculturalism 4. To further develop a critical and reflexive understanding of who we are as individuals and social beings, examining how consciousness is/was constructed, promoting understanding through the complexity of difference 5. To understand and promote a more active/critical learner/citizen participation in the society in which we live (everyday life) and globally	<ul style="list-style-type: none"> <li>• Student will participate in observing teaching, assisting with classroom activities, participating as a teacher, and reflecting on student diversity and the ways in which the various themes and issues of this course are evidenced in a school setting.</li> <li>• Many students will have an opportunity to work one-on-one with learners.</li> <li>• Students are expected to bring observations from this experience into classroom discussions, and to keep a weekly journal detailing their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Analysis of teaching challenges having read a teacher “autobiography”</li> <li>• Multicultural curriculum development, curriculum analysis, or collection of MC resources and annotated bibliography</li> </ul>

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<b>II Schools (as systems) Classrooms Learners (individual differences and child development) Professional Knowledge Courses and Experiences</b>	<u>EDPS 235: Learning and Motivation</u> 1. Describe theories of learning and motivation and their relation to cognitive development 2. Demonstrate ways to adapt instruction and classroom activities to individual students and to differences in social, cultural, and contextual factors 3. Understand and apply principles of learning, motivation and development to teaching decisions and design of learning environments 4. Understand how forms of technology can influence student learning and motivation 5. Understand formal and informal assessment methods and apply them during teaching and learning to foster student development	<ul style="list-style-type: none"> <li>• Provide activities for students to use with children that involve learning</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Statement of philosophy</li> <li>• Integrated project to be designed</li> </ul>
	<u>EDPS 265: The Inclusive Classroom</u> 1. Understand how students with special needs and talents develop and apply this knowledge to provide learning opportunities that support their cognitive, social, emotional and personal development 2. Understand how students with exceptional needs and talents differ in their approaches to learning and create instructional opportunities that are adapted to those learners 3. Apply knowledge of motivation to create learning opportunities that encourage positive social interaction, active engagement in learning, and self-motivation for exceptional learners in inclusive settings 4. Understand and apply formal and informal assessment strategies to evaluate and ensure the exceptional learners are developing cognitively, socially, emotionally and personally 5. Learn how to foster relationships with school colleagues, parents and community agencies to support the learning and well being of students with exceptional needs and talents	<ul style="list-style-type: none"> <li>• Assisting in local elementary school classrooms.</li> <li>• Helping the students both individually and in small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive classroom plan</li> <li>• Secondary field experience journal</li> <li>• Lesson plans</li> <li>• Professional growth plan</li> <li>• Revised statement of philosophy</li> <li>• An interdisciplinary unit</li> <li>• A professional log on one's experience as a tutor</li> </ul>

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<b>III Learners and Subject Matter Teaching: Pedagogical Content Knowledge Courses and Experiences</b>	<u>EDCI 361: Social Studies in the Elementary School</u> 1. Provides students with an overview of the field of social studies, of selected issues in the field, and of best practice strategies for teaching social studies to young children. 2. Encourages participants to reflect on what social studies knowledge, skills, and dispositions are most important.	<ul style="list-style-type: none"> <li>• Students will engage in informal teaching experiences that support what is already occurring in classrooms.</li> <li>• Pre and post rotation interviews and a reflection journal will be required.</li> <li>• Formal lessons in social studies will be developed</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective paper (rationale for teaching social studies)</li> </ul>
	<u>EDCI 362: Literacy in the Elementary School I</u> Examines how children’s oral language develops, how they learn to read and write, and the teacher’s role in this process. As a result of active participation in EDCI 362, students will be able to do the following: <ol style="list-style-type: none"> <li>1. Understand current models and theories of language and literacy development, learning, assessment, and responsive teaching. Identify and analyze current (and often controversial) issues in literacy development, learning, assessment, and instruction</li> <li>2. Identify patterns of language, and reading and writing development among elementary school children</li> <li>3. Understand and evaluate a continuum of approaches to teaching language development, reading, and writing; this continuum is anchored by explicit skills and strategies -based and whole language instruction. Students will work toward an integrated, balanced approach to literacy learning and teaching that includes explicit mini-lessons, literature-based instruction, reading/writing workshops, and concomitant strategies.</li> <li>4. Understand the specific skills and strategies involved in the development of students’ language, reading, and writing abilities for different purposes, goals, and audiences, and the role of motivation and interest in students’ learning</li> <li>5. Critically examine and evaluate literacy curricula, technologies, programs, and practices that are employed in public schools.</li> <li>6. Develop, teach, and reflect upon lesson plans and a thematic unit that integrate reading and language arts instruction with instruction in other subject areas; these lessons infuse appropriate technologies and are based on sound reasoning, current research, and best practice. (Principles: 1, 2, 3, 4, 5, 6, 7, 8, 9)</li> <li>7. Understand and implement formal and informal assessment tools (e.g., analysis of reading and writing samples) and how the results of these tools influence instructional decisions; critique selected informal assessment tools (e.g., portfolios) to determine the potential strengths and possible weaknesses of these tools in documenting students’ literacy learning. (Principles: 1, 2, 7, 8)</li> <li>8. Develop a dynamic program of assessment and instruction in a classroom setting that meets the needs of students from diverse cultural backgrounds and with different sets of strengths and weaknesses. (Principles: 5, 7, 8, 9)</li> </ol>	<ul style="list-style-type: none"> <li>• Students have opportunities to conduct classroom observations and evaluations.</li> <li>• Work with individual children and small groups of children on learning activities</li> <li>• Develop and implement instructional activities and assessments in classrooms</li> <li>• Evaluate each other’s teaching and assessment performances.</li> <li>• Provided ample opportunities to link their classroom learning with what they see, learn, and do during their field experiences</li> <li>• Learn to select materials; employ strategies to meet the cognitive and affective literacy needs of all children; and create, integrate, and use data from various forms of assessment to inform teaching and learning processes</li> </ul>	<ul style="list-style-type: none"> <li>• Develop or revise a</li> <li>• “Student/ Learning</li> <li>• environment” profile</li> </ul>

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<b>IV Learners and Subject Matter Teaching</b> Pedagogical Content Knowledge Courses and Experiences	<u>EDCI 363: Literacy in the Elementary School II</u> 1. Students will understand the importance of providing instruction to meet the needs of all children 2. Students will implement a framework for assessment and instruction that allows the teacher to evaluate and adjust for an optimal match between the reader/writer, the text, and the literacy context 3. Students will translate assessment findings into a plan for instructional support that is realistic in view of the child’s needs and the available resources 4. Students will use assessment as an ongoing guide to instructional decisions. 5. Students will become skillful in observing, planning, implementing, and evaluating literacy lessons. 6. Students will demonstrate knowledge of materials, procedures and strategies for individual and group literacy instruction. 7. Students will critically examine a range of assessment and evaluation tools and strategies. (INTASC Principles: 1, 4, 8) 8. Students will report to others their assessments of students’ literacy learning. (INTASC Principles: 8, 9, 10) 9. Students will work as a team with peers and school personnel. (INTASC Principle: 10)	<ul style="list-style-type: none"> <li>• Students provide literacy instruction for small groups (2-4) of children who are experiencing difficulty learning to read and write</li> </ul>	<ul style="list-style-type: none"> <li>• Final report of small group instruction and analysis</li> </ul>
	<u>EDCI 364: Mathematics in the Elementary School</u> 1. Students will explore and reflect on their own beliefs about mathematics and mathematics teaching and learning. They will become aware of the impact of those beliefs on their teaching and on their children’s learning of mathematics. INTASC 1 2. Students will become aware of current recommendations for teaching mathematics, including the NCTM Standards and the Indiana Mathematics Proficiency Guide. INTASC 1, 4, 7 3. Students will become familiar with research on children’s thinking about specific mathematical topics. That research includes information about how children’s thinking develops and about activities that support that development. Students will also learn to use this information to assess the mathematical thinking of the children in their classrooms. INTASC 2, 3, 8 4. Students will investigate how they can create a problem-solving environment in their own classrooms. This includes learning to establish norms that enable all children to participate in classroom interactions and learning to foster mathematical communication. INTASC 3, 5, 6 5. Students will apply the concepts discussed in the course to plan, carry out, and evaluate problem-solving lesson based on their knowledge of mathematics and of how children learn mathematics. INTASC 1, 2, 3, 4, 7	<ul style="list-style-type: none"> <li>• Students will interview children about mathematics and teach small group and whole class mathematics lessons</li> <li>• Working with individuals, small groups, and whole classrooms in science instruction. Includes inquiry based instruction and assessment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Final project (essay questions)</li> </ul>

Block	Courses and Course Goals	TIP Goals	Portfolio Goals
<b>IV Learners and Subject Matter Teaching</b> Pedagogical Content Knowledge Courses and Experiences (cont.)	<u>EDCI 365: Science in the Elementary School</u> 1. Clarify and refine their beliefs about teaching and learning science (INTASC 1, 9) 2. Present and defend their beliefs about elementary science teaching and learning (INTASC 1-10) 3. Explain why science should be part of the elementary school curriculum (INTASC 1; 9) 4. Become aware of children's ideas in science and how they influence learning (INTASC 2) 5. Use questions to uncover student thinking and understanding (INTASC 2, 3, 8) 6. Gain skill in assessing and responding to the needs of diverse learners (developmental level, ability, ethnicity, gender) in science (INTASC 3) 7. Understand ways to assess student learning in science (INTASC 8) 8. Learn, practice, and reflect upon teaching strategies commensurate with their beliefs and knowledge about how children learn science (INTASC 3, 4, 5, 6) 9. Plan science instruction based on models of inquiry and teaching for understanding for all learners (INTASC 2, 3, 4, 5, 6, 7) 10. Evaluate published elementary science instructional materials (INTASC 7) 11. Integrate technology into science teaching (INTASC 4, 6, 7) 12. Become aware of a variety of resources for teaching science: informal science education, the World Wide Web, science education software, published curriculum projects, and local resources (INTASC 7, 10) 13. Reflect upon their teaching, noting areas of strength and needed improvement (INTASC 9)	<ul style="list-style-type: none"> <li>Working with individuals, small groups, and whole classrooms in science instruction. Includes inquiry based instruction and assessment activities</li> </ul>	<ul style="list-style-type: none"> <li>Team unit plan and reflection</li> </ul>

Block	Courses and Course Goals	TIP Goals	Portfolio Goals
<b>V Classroom Teaching: PK and PCK Courses and Experiences</b>	<u>EDCI 466: Integrated Curriculum Development</u> 1. Defining, contextualizing, and critiquing integrated curriculum (INTASC 1, 9, 10) 2. Understanding integrating curriculum as an inquiry-based approach to learning (INTASC 1, 2, 3, 4, 5, 7, 9) 3. Describing how disciplines interrelate in practice (INTASC 1, 9, 10) 4. Identifying facilitating and/or problematizing factors that affect integrated instruction (INTASC 2, 3, 5, 6, 7, 8) 5. Examining effects of integrated curriculum on students, teachers, and the school environment (INTASC 3, 8, 9, 10) 6. Identifying and expanding thematic foci (INTASC 2, 3, 5, 7) 7. Finding resources for curriculum development (INTASC 4, 5, 7, 9) 8. Developing and organizing rich, meaningful activities (INTASC 4, 5, 6) 9. Orchestrating a complex array of interrelated learning activities and projects (INTASC 4, 7, 8, 9, 10)	<ul style="list-style-type: none"> <li>Provides pre-service teachers with knowledges and experiences related to teaching in elementary schools</li> </ul>	<ul style="list-style-type: none"> <li>Classroom management plan</li> <li>Integrated curricular unit</li> </ul>
	<u>EDPS 430 Creating and Managing Learning Environments</u> 1. Develop skills for building classroom communities (INTASC Principles 2, 3, 5-10). 2. Analyze different approaches to classroom discipline and the effects of those approaches on the cognitive, social, and emotional development of diverse elementary students and develop a personal philosophy of classroom discipline. (INTASC principles 2, 5, 6) 3. Develop communication, conflict resolution, and behavior management skills. (INTASC principles 5, 6, 10) 4. Understand how student diversity, developmental levels, technology, instructional design, seating arrangements, and assessment techniques influence the classroom community and climate. (INTASC principles 2, 3, 4, 5, 7) 5. Develop strategies for effective management of professional time and tasks. (INTASC principle 9) 6. Learn how to collaborate with both colleagues and parents to enhance student learning and development. (INTASC principle 9, 10) 7. Create a comprehensive plan for creating and managing the learning environment in a real or simulated teaching situation (INTASC principles 1-10).	<ul style="list-style-type: none"> <li>Students visit a Middle School foreign language class.: An examination of second language listening, reading, speaking, and writing skills, along with information on cultural problems</li> <li>In EDPS 430, the TIP project involves forging a plan for creating and managing a specific learning environment in collaboration with a “critical friend”</li> <li>TIP project is a plan for creating and managing a specific learning environment intended to give pre-service teachers knowledge, experiences, and applied design tasks directly related to teaching in elementary schools</li> </ul>	
<b>VI Classroom Teaching: PK &amp; PCK courses and Experiences</b>	<u>EDCI 496: Student Teaching in the Elementary School</u> 1. The student teacher creates and critiques learning experiences in order to address diverse student development and interests. 2. The student teacher makes connections across/among the learning experiences. 3. The student teacher enacts the role of a professional.		