**Education Department Sample Curriculum Map:**

* The Education Department mapped which standards they taught in which courses in order to create a quick visual of how & where they cover various standards. Reviewing this helps them see which standards are thoroughly covered and which need additional emphasis.
* For questions on developing a similar system, contact Heather Schilling.

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| **COURSE** | **ELEMENTARY PEDAGOGY STANDARDS** |
| EDUC 108 | 2.10; 6.9; 6.10 |
| EDUC 211 | 1.4; 1.5; 2.10; 3.8; 3.10; 3.12; 5.3; 6.10 |
| EDUC 237 | 1.1; 1.2; 1.3; 1.4; 2.2; 2.3; 2.4; 2.5; 2.7; 3.15; 4.2 |
| EDUC 245 | 1.6; 3.1; 3.2; 3.3; 3.12; 4.1; 4.2; 4.6;4.8 |
| EDUC 263/240 | 1.5; 3.6; 4.3 |
| EDUC 301 | 2.5; 2.6; 2.7; 4.1; 4.2; 4.3; 4.4; 4.6; 4.7; 4.8; 6.1 |
| EDUC 315/346 | 1.5; 3.6; 4.3 |
| EDUC 340 | 2.6; 2.7; 3.1; 3.3; 3.10; 3.11; 3.12; 3.13; 3.16; 4.1; 4.2; 4.5; 4.6; 6.1; 6.6 |
| EDUC 355 | 2.9; 5.1; 5.2; 5.5; 5.6; 6.1; 6.9; 6.10 |
| EDUC 362 | 1.4; 1.6; 2.10; 3.6; 3.8; 4.3; 4.7; 4.8; 5.3; 6.1; 6.2 |
| EDUC 405 | 2.1; 2.5; 2.6; 2.7; .8; 3.1; 3.2; 3.3; 3.4; 3.5;3.7; 3.9; 3.12; 3.13; 3.16; 4.1; 4.3 |
| EDUC 410 | 6.7; 6.9; 6.10 |
| Student Teaching | 1.2; 2.4; 3.12 |
| Professional Dev. | 6.7; 6.8; 6.10 |

**Standards of Concern**

***Elementary Education***

1.2 knowledge of students’ developmental characteristics and developmental variation, and the ability to use this knowledge to inform instructional decision making and promote student success

2.3 knowledge of the important roles of play, social interaction, and hands-on experiences in young children’s learning; and the ability to use these processes to help children construct knowledge and develop problem-solving and other skills

2.13 knowledge of how digital-age tools and environments influence learning processes and outcomes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes

3.4 knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches appropriate for students at different developmental levels, and the ability to apply research-based best practices to meet a variety of instructional needs, make content comprehensible and relevant to students, and promote students’ active involvement in learning

3.7 knowledge of the principles of Universal Design for Learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students

3.9 the ability to provide developmentally appropriate learning experiences that promote students’ global awareness, understanding of global issues and connections, sense of participation in a global community, and motivation to solve global challenges

3.13 knowledge of information literacy, and the ability to promote students’ knowledge of and model and facilitate students’ use of tools, practices, and opportunities of the information age

3.14 knowledge of types of digital tools and resources, technologies specific to the teacher’s disciplines(s), and the distinction between digital curricula and digital resources, and the ability to use digital tools and resources to improve teaching effectiveness; create developmentally appropriate learning experiences that facilitate creativity, collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help students explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their own learning

5.4 knowledge of the characteristics and benefits of virtual learning environments, online environments, face-to-face environments, and hybrid environments; and the ability to work effectively in different types of environments to ensure student learning and growth

6.3 the ability to apply skills and strategies for facilitating the involvement of parents/guardians in their children’s development and learning

6.4 the ability to apply skills and strategies for coordinating and collaborating with community institutions, agencies, programs, and organizations that advocate for and serve children and facilities

6.5 the ability to use digital tools and resources to participate in professional learning networks and to communicate and collaborate with parents/guardians, peers, and others in the educational community

6.7 the ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources to expand professional knowledge and skills

6.8 the ability to make effective use of job-embedded professional development and to advocate for effective, job-embedded professional development opportunities