**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.

|  |  |
| --- | --- |
| **COURSE** | **SECONDARY EDUCATION PEDAGOGY STANDARDS** |
| EDUC 108 | 2.8; 6.7; 6.8 |
| EDUC 211 | 1.1; 1.5; 2.2; 2.8; 3.4; 3.6; 3.10; 3.12;5.3; 6.8 |
| EDUC 237 | 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.5; 2.8; 3.15; 4.2; 4.3 |
| EDUC 245 | 3.1; 3.2; 3.3; 3.12; 4.1; 4.2; 4.6 |
| EDUC 342 | 2.4; 2.5; 2.6; 3.1; 3.2; 3.3; 3.11; 3.12; 3.16; 4.1; 4.2; 4.3; 4.4; 6.1; 6.4; 6.7; 7.1; 7.2; 7.3; 7.4; 7.5; 7.6; 7.7 |
| EDUC 357 | 2.7; 5.1; 5.2; 5.5; 5.6; 6.1; 6.8 |
| EDUC 362 | 1.4; 1.5; 1.6; 2.8; 3.6; 3.8; 4.3; 4.5; 5.3; 6.1; 6.2 |
| EDUC 444 | 2.1; 2.3; 2.5; 2.6; 3.1; 3.3; 3.12; 3.16; 4.1; 4.2; 4.3; 4.6; 5.3; 6.7; 6.8 |
| EDUC 410 | 6.2; 6.7; 6.8 |
| Student Teaching | 3.12; 3.16 |
| Professional Dev. | 6.5 |

**Standards of Concern**

***Secondary Education***

2.3 knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students

2.6 strategies for engaging students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work

2.9 knowledge of how digital-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

3.13 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

6.2 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 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

6.5 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

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