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Principles for Teacher Education

Principle One: Conceptual Understanding of Core Knowledge

Definition: The ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different principles. For secondary students, this means developing rich expertise within their chosen discipline.

This set of skills is demonstrated respectively by the ability to:

- Set learning goals that reflect command of the subject matter.
- Design and implement instruction that develops students' conceptual frameworks.
- Interact with learners, providing accurate and in-depth information.
- Improve learners' communication and quantitative skills through meaningful learning engagements.
- Model effective communication and problem solving.
- Use a variety of media and technology.
- Distinguish high quality educational materials.
- Write and speak with clarity.

Principle Two: Reflective Practice

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.

Ability to:

- Explain the principles that guide the teaching.
- Demonstrate teaching as an inquiry process, collecting and analyzing data about students' learning and generating plans designed to support student learning.
- Entertain multiple perspectives.
- Self-assess with / from multiple perspectives.
- Collect information through observation of classroom interaction.
- Assess learners' development and knowledge.
- Use assessment processes appropriate to learning outcomes.
- Invite learners to employ multiple approaches, solutions, and diverse pathways to learning.

Principle Three: Teaching for Understanding

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.

Ability to:

- Set clear goals for learning experiences.
- Establish suitable classroom routines.
- Provide learners with meaningful choices.
- Create a collaborative, supportive social environment.
- Engage learners in generating knowledge and testing hypotheses.
- Help learners articulate their ideas and thinking processes.
- Use multiple strategies that engage students in active learning.
- Encourage learners to see, questions, and interpret ideas for themselves and their own learning.
- Convince learners to assume responsibility for themselves and their own learning.
- Motivate all children to learn.

- Create and inviting, interactive learning environment.
- Ask questions that promote learning.
- Build on children's prior knowledge.

Principle Four: Passion for Learning

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.

Ability to:

- Synthesize and teach complex concepts and networks of knowledge.
- Learn about learners and teaching through reflective practice.
- Recognize and support learners' intellectual, social, and personal growth.
- Support learners with special needs.
- Engage learners in multiple ways of knowing.
- Convey reasonable, but high and positive expectations for learner achievement.
- Integrate the disciplines to create meaningful curriculum.
- Give learners opportunities to solve community problems and make authentic choices.
- Provide learners with access to learning opportunities.
- Seek help from other professionals when needed.
- Engage in personal inquiry to construct content knowledge and skills.

Principle Five: Understanding School in Context of Society and Culture

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.

Ability to:

- Act as a change agent.
- Communicate in ways that demonstrate a sensitivity to a broad range of diversity.
- Mediate when learners need help to resolve problems or change attitudes.
- Collaborate with parents, teacher, administrators, and other community members involved in the lives of students.
- Embed knowledge of community into teaching.
- Challenge negative attitudes.

Principle Six: 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.

Ability to:

- Articulate the ethical principles guiding professional conduct.
- Demonstrate and document standards-based practice in the classroom.
- Stay current in terms of research on teaching and new developments in the disciplines.
- Participate in professional organizations and resource networks beyond the school.
- Dialogue with colleagues about issues that are complex and difficult.
- Give presentations for other professionals.
- Initiate activities such as teacher research, study groups, coaching, and so on to improve the teaching and learning of a school community.
- Promote positive attitudes.
- Facilitate decision-making.
- Operate on democratic principles.

