

Indiana Professional Standards Board
Standards for Adolescence & Young Adults in High School Settings
for Art Education*

A Component of Indiana University's School of Education Unit Assessment System

IPSB Standards	Addressed/Evaluated	Source of Evidence	Criteria
<p><i>IPSB Standard 1</i> Understands developmental characteristics of adolescence including interpersonal, cultural, & societal contexts, uses knowledge to facilitate student learning.</p>	<p><i>IPSB Standard 1</i> <i>Addressed in:</i> P254/M201 M130/M101 <i>Evaluated in:</i> M130/M101</p>	<p><i>IPSB Standard 1</i></p> <ul style="list-style-type: none"> • <u>M130/M101</u>: Candidates complete a Field Observation Experience assignment (M135) 	<p><i>IPSB Standard 1</i></p> <ul style="list-style-type: none"> • <u>M130/M101</u>: Field Observation Assignment criteria
<p><i>IPSB Standard 2</i> Understands challenges young adults face, provides them with skills & opportunities to be reflective in making responsible decisions.</p>	<p><i>IPSB Standard 2</i> <i>Addressed & Evaluated in:</i> H340, M300, M464, and Student Teaching</p>	<p><i>IPSB Standard 2</i></p> <ul style="list-style-type: none"> • <u>H340</u>: Candidates complete written reflections on specific dimension of the education and democracy connection demonstrating grasp of the complexity of the relation • <u>M300</u>: Candidates examine the relevancy of community to the experiences of diverse learners through a Cultural Relevancy Project and/or a Field Experience. • <u>M464</u>: Candidates create lesson plans with assessment strategies appropriate to content areas and adapted for individual differences • During <u>Student Teaching</u>, candidates complete a journal and portfolio. Mentor teacher evaluations, portfolios, journals, student teaching evaluations. 	<p><i>IPSB Standard 2</i></p> <ul style="list-style-type: none"> • <u>H340</u>: Reflection evaluation criteria • <u>M300</u>: Cultural Relevancy Project evaluation criteria • <u>M300</u>: Field Experience evaluation criteria • <u>M464</u>: Lesson Plan evaluation criteria • <u>Student Teaching</u>: Journal/Portfolio Evaluation criteria • <u>Student Teaching</u>: Mentor teacher evaluation forms • <u>Student Teaching</u>: Evaluation form
<p><i>IPSB Standard 3</i> Understands characteristics of high schools and incorporates knowledge into design of educational programs which reflects sound principles of teaching & learning.</p>	<p><i>IPSB Standard 3</i> <i>Addressed & Evaluated in:</i> K205/K305, P254/M201, W400 M130/M101, and Student Teaching</p>	<p><i>IPSB Standard 3</i></p> <ul style="list-style-type: none"> • <u>K205/K305</u>: Candidates pass exams and/or complete papers or projects that demonstrate knowledge of individual assessment, and strategies for working with students with exceptionalities and disabilities, as well as, culturally and linguistically diverse students. • <u>P254/M201</u>: Candidates pass exam and/or 	<p><i>IPSB Standard 3</i></p> <ul style="list-style-type: none"> • <u>K205/K305</u>: Exam evaluation criteria • <u>K205/305</u>: Paper/project evaluation criteria • <u>P254/M201</u>: Exam Evaluation criteria

		<p>complete paper and/or project on child development; also include commentary on child development in personal philosophy of education.</p> <ul style="list-style-type: none"> • <u>W400</u>: Candidates create an online ePortfolio demonstrating that they can make appropriate technology integration decisions to foster students' learning. • <u>M130/M101</u>: Candidates complete a field observation assignment (M135) • Candidates complete <u>Student Teaching</u>. 	<ul style="list-style-type: none"> • <u>P254/M201</u>: Paper/project evaluation criteria • <u>P254/M201</u>: Personal Philosophy evaluation criteria • <u>W400</u>: ePortfolio evaluated on the basis of mastery of technology competency and clarity, appropriateness, effectiveness, and creativity of content • <u>M130/M101</u>: Field Observation Assignment criteria • <u>Student Teaching</u>: Evaluation form
<p><i>IPSB Standard 4</i> Understands interdisciplinary nature of high school curriculum & relates subject matter to foster well-rounded student learning.</p>	<p><i>IPSB Standard 4</i> <i>Addressed in:</i> K205/K305, M130/M101, M330/M301, and Student Teaching</p> <p><i>Evaluated in:</i> K305, M330/M301, and Student Teaching</p>	<p><i>IPSB Standard 4</i></p> <ul style="list-style-type: none"> • <u>K205/K305</u>: Candidates pass exams and/or complete papers or projects that demonstrate knowledge of individual assessment, and strategies for working with students with exceptionalities and disabilities, as well as, culturally and linguistically diverse students. • <u>M330/M301</u>: Candidates complete readings responses. • During <u>Student Teaching</u>, candidates plan and teach a unit, and reflect on their experiences in a portfolio. 	<p><i>IPSB Standard 4</i></p> <ul style="list-style-type: none"> • <u>K205/K305</u>: Exam evaluation criteria • M330/M301: Reading Response forms • <u>Student Teaching</u>: Portfolio criteria
<p><i>IPSB Standard 5</i> Understands teaching/learning research base & employs variety of instructional strategies, resources, & technologies which advance learner into high level thinking skills.</p>	<p><i>IPSB Standard 5</i> <i>Addressed & Evaluated in:</i> Student Teaching</p>	<p><i>IPSB Standard 5</i></p> <ul style="list-style-type: none"> • Candidates complete <u>Student Teaching</u>. 	<p><i>IPSB Standard 5.1</i></p> <ul style="list-style-type: none"> • <u>Student Teaching</u>: Evaluation forms • <u>Student Teaching</u>: Mentor Teacher evaluation forms
<p><i>IPSB Standard 6</i> Understands impact of family structure & home life on educational development, uses knowledge to facilitate & support education of students.</p>	<p><i>IPSB Standard 6</i> <i>Addressed & Evaluated in:</i> K205/K305, P254/M201</p>	<p><i>IPSB Standard 6</i></p> <ul style="list-style-type: none"> • <u>K205/K305</u>: Candidates pass exams and/or complete papers or projects that demonstrate knowledge of individual assessment, and strategies for working with students with exceptionalities and disabilities, as well as, culturally and linguistically diverse students. • <u>P254/M201</u>: Candidates pass exam and/or complete paper and/or project on child development; also include commentary on child development in personal philosophy of education. 	<p><i>IPSB Standard 6</i></p> <ul style="list-style-type: none"> • <u>K205/K305</u>: Exam evaluation criteria • <u>K205/K302</u>: Paper/project evaluation criteria • <u>P254/M201</u>: Exam Evaluation criteria • <u>P254/M201</u>: Paper/project evaluation criteria • <u>P254/M201</u>: Personal Philosophy evaluation criteria

<p><i>IPSB Standard 7</i> Understands importance of community in education & works with resource persons & community groups to promote students' learning & citizenship.</p>	<p><i>IPSB Standard 7</i> <i>Addressed & Evaluated in:</i> M330/M301, M430/401</p>	<p><i>IPSB Standard 7</i></p> <ul style="list-style-type: none"> • <u>M430/M401</u>: Candidates complete a field experience and work with a mentor teacher. • <u>M330/M301</u>: Candidates work in/as individuals, teams, and peer groups. 	<p><i>IPSB Standard 7</i></p> <ul style="list-style-type: none"> • <u>M330/M301</u>: Individual, team, and peer evaluation forms • <u>M430/401</u>: Field Experience evaluation form
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*Teaching experiences for this age group currently take place to a great extent during student teaching. We are in the process of developing additional field experiences and expanding the ways in which material related to this group is addressed within the art education all-grades program.