

**Indiana Professional Standards Board**  
**Standards for Early Childhood in Elementary Primary Setting**  
**Elementary Certification Graduate Program (ECGP)**

*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>            Possesses extensive and comprehensive core knowledge that goes beyond common knowledge.</p>	<p><i>IPSB Standard 1</i>  <i>Addressed in:</i> General education course requirements for entry into program, Curriculum courses (L545, L549, E548, E543, Z500, E547), Field Experiences courses (M501 both semesters) and accompanying seminars, Student Teaching (M550) and accompanying seminar (E594).</p> <p><i>Evaluated in:</i> General education courses, E543, E548, E547, Z500.</p>	<p><i>IPSB Standard 1</i></p> <ul style="list-style-type: none"> <li>• The ECGP program requires candidates to have obtained a Bachelors Degree in a field other than education. Admission into the program also requires that candidates have completed coursework in the following areas: Language Arts (including literature studies and written and oral expression), Natural Sciences, Social Sciences (including United States Studies and World Civilizations other than the United States), Mathematics, Music/Art, Computer Literacy (candidates are required to have a working knowledge of basic skills for computer).</li> <li>• <u>E543</u>: Candidates work in groups to design lesson plans and units for teaching mathematics, and then turn in write-ups, which include both the lesson plans and a reflection on teaching the lesson.</li> <li>• <u>E548</u>: Candidates design and teach science lessons.</li> <li>• <u>E547</u>: Candidates design an inquiry unit in Social Studies, which they write about in their term paper. Candidates also give both an oral and visual presentation of their unit.</li> <li>• <u>Z500</u>: Candidates design a lesson in Art.</li> </ul>	<p><i>IPSB Standard 1</i></p> <ul style="list-style-type: none"> <li>• In order to be admitted into the program, candidates must have a Bachelor's Degree, have completed the required general education courses (see Source of Evidence) with a minimum GPA of 3.0, and have passed the Praxis I Basic Skills Test.</li> <li>• <u>E543</u>: Rubric for Lesson Write-ups</li> <li>• <u>E543</u>: Rubric for Unit Write-ups</li> <li>• <u>E548</u>: Lesson Plans.</li> <li>• <u>E547</u>: Term Paper and Presentation.</li> <li>• <u>Z500</u>: Integrated Lesson Plan.</li> </ul>
<p><i>IPSB Standard 2</i>            Understands typical and atypical growth and development with each developmental domain, and has knowledge to facilitate healthy growth and development of all young children.</p>	<p><i>IPSB Standard 2</i>  <i>Addressed in:</i> Educational Psychology course (P510, P515, P530, or P540), E555, Curriculum courses (L545, L549, E548, E543, Z500, E547), Field Experiences courses (M501 both semesters) and accompanying seminars,</p>	<p><i>IPSB Standard 2</i>            While this is addressed in the Educational Psychology course (P510, P515, P530, or P540), it is evaluated in each of the curriculum courses, the <u>M501</u> field experiences, and the <u>M550</u> student teaching experience. It is in these courses that candidates must show that they understand growth and development in order to plan instruction that</p>	<p><i>IPSB Standard 2</i></p> <ul style="list-style-type: none"> <li>• <u>M501</u>: Preservice Teacher Evaluations I and II, Cooperating Teacher Evaluations I and II</li> <li>• <u>M550</u>: Student Teaching Assessment</li> </ul>

	<p>Student Teaching (M550) and accompanying seminar (E594).</p> <p><i>Evaluated in:</i> Curriculum courses (L545, L549, E548, E543, Z500, E547), Field Experiences courses (M501 both semesters), Student Teaching (M550).</p>	<p>will facilitate healthy growth and development of all young children. For example:</p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Candidates develop, carry out, analyze, and write about findings from task-based mathematics interviews with two to four students.</li> <li>• <u>E548</u>: Candidates do an analysis of teaching of young children with a range of ages.</li> <li>• <u>L549</u>: Candidates conduct five writing conferences with one student in their field experience classroom and write about each experience.</li> <li>• <u>Z500</u>: Candidates observe and analyze the drawing of a child.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>E543</u>: Mathematics Task Interview Rubric</li> <li>• <u>E548</u>: Videotape Review.</li> <li>• <u>L549</u>: Writing Conferences.</li> <li>• <u>Z500</u>: Assignment #4 Child Drawing Exercise</li> </ul>
<p><i>IPSB Standard 3</i> Understands roles of history, philosophy, and learning theories as fundamental to planning developmentally appropriate curriculum for individual children in a group.</p>	<p><i>IPSB Standard 3</i> <i>Addressed in:</i> Educational Psychology course (P510, P515, P530, or P540), Foundations in Education course (H504, H520, H525, H530, H540, H551, or H560), Curriculum courses (L545, L549, E548, E543, Z500, E547).</p> <p><i>Evaluated in:</i> Foundations in Education courses (H504, H520, H525, H530, H540, H551, or H560), E347, and E555.</p>	<p><i>IPSB Standard 3</i></p> <ul style="list-style-type: none"> <li>• Foundations in Education course</li> <li>• <u>E347</u>: As a culminating experience for the ECGP coursework and E437, candidates must articulate their educational philosophies and beliefs about learning theories and describe how their approaches could be put into practice.</li> <li>• <u>E555</u>: Candidates must complete a final paper/project on a group of people marginalized in our society. This paper must include an evaluation of how educators and teachers need to improve teaching for this group.</li> </ul>	<p><i>IPSB Standard 3</i></p> <ul style="list-style-type: none"> <li>• Foundations in Education course</li> <li>• <u>E347</u>: Term Paper and Presentation.</li> <li>• <u>E555</u>: Final Paper and Project.</li> </ul>
<p><i>IPSB Standard 4</i> Understands developmentally appropriate practices and can develop curriculum and implement instruction for all young children.</p>	<p><i>IPSB Standard 4</i> <i>Addressed in:</i> Curriculum courses (L545, L549, E548, E543, Z500, E547), Field Experiences courses (M501 both semesters) and accompanying seminars, Student Teaching (M550) and accompanying seminar (E594).</p> <p><i>Evaluated in:</i> M501, M550. See also individual content standards below.</p>	<p><i>IPSB Standard 4</i></p> <ul style="list-style-type: none"> <li>• <u>M501</u>: Candidates and cooperating teachers complete evaluation sheets on end of each semester of M501.</li> <li>• <u>M550</u>: Candidates, supervising teachers and University supervisors complete evaluations at the end of the student teaching semester. (Feedback is also provided verbally by the classroom teachers and University supervisors throughout each of the three semesters.)</li> <li>• See also individual content standards below.</li> </ul>	<p><i>IPSB Standard 4</i></p> <ul style="list-style-type: none"> <li>• <u>M501</u>: Preservice Teacher Evaluations I and II, Cooperating Teacher Evaluations I and II</li> <li>• <u>M550</u>: Student Teaching Assessment</li> <li>• See also individual content standards below.</li> </ul>

<p><i>IPSB Standard 5</i> Understands influence of family, community, and culture on learning and development of young children.</p>	<p><i>IPSB Standard 5</i> <i>Addressed in:</i> E555, Educational Psychology course (P510, P515, P530, or P540), Curriculum courses (L545, L549, E548, E543, Z500, E547), Field Experiences courses (M501 both semesters) and accompanying seminars, Student Teaching (M550) and accompanying seminar (E594).  <i>Evaluated in:</i> E555.</p>	<p><i>IPSB Standard 5</i></p> <ul style="list-style-type: none"> <li>• <u>E555</u>: Candidates must complete a final paper/project on a group of people marginalized in our society. This paper must include information on the history and culture and the education of this group of people.</li> </ul>	<p><i>IPSB Standard 5</i></p> <ul style="list-style-type: none"> <li>• <u>E555</u>: Final Paper and Project.</li> </ul>
<p><i>IPSB Standard 6</i> Knowledgeable about methods of assessment and evaluation and uses assessment information to plan appropriate curriculum and to provide feedback for families.</p>	<p><i>IPSB Standard 6</i> <i>Addressed in:</i> Educational Psychology course (P510, P515, P530, or P540), Curriculum courses (L545, L549, E548, E543, Z500, E547), Field Experiences courses (M501 both semesters) and accompanying seminars, Student Teaching (M550) and accompanying seminar (E594).  <i>Evaluated in:</i> E543, E548, E547, Z500, L545, L549.</p>	<p><i>IPSB Standard 6</i> In each of these courses, lessons plans are designed and implemented. The designs must include plans for assessment of children’s learning. For some of the courses, the written assignment also includes an analysis of the assessments conducted. Additionally:</p> <ul style="list-style-type: none"> <li>• <u>E543</u> includes an assignment in which candidates develop, carry out, analyze, and write about findings from task-based mathematics interviews with two to four students.</li> <li>• <u>E548</u>: Candidates spend two class sessions on assessment and how to evaluate assessments, considering multiple choice tests and authentic assessment.</li> <li>• <u>L549</u> includes five assignments where candidates conduct writing conferences with the same child and write about each experience.</li> <li>• <u>Z500</u> includes an assignment in which candidates</li> </ul>	<p><i>IPSB Standard 6</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Rubric for Lesson Write-up.</li> <li>• <u>E543</u>: Rubric for Unit Write-ups.</li> <li>• <u>E543</u>: Lesson Mathematics Task Interview Rubric.</li> <li>• <u>E548</u>: Assessment Devices Assignment.</li> <li>• <u>L549</u>: Writing Conference Reflection forms.</li> <li>• <u>Z500</u>: Assignment #3 Talking About Images.</li> <li>• <u>Z500</u>: Assignment #4 Child Drawing</li> </ul>

		conduct and analyze an interview with a child about images. They also engage a child in a drawing exercise, and provide a written analysis.	Exercise.
<p><i>IPSB Standard 7</i> Embraces and actively models professionalism, ethical behavior, and commitment to lifelong learning.</p>	<p><i>IPSB Standard 7</i> <i>Addressed in:</i> Inquiry seminar for Capstone project (E579), Curriculum courses (L545, L549, E548, E543, Z500, E547), Field Experiences courses (M501 both semesters) and accompanying seminars, Student Teaching (M550) and accompanying seminar (E594).</p> <p><i>Evaluated in:</i> E579, M501, M550 See also IPSB Standard 8 in the <i>IPSB Standards for Middle Childhood in an Elementary Intermediate Setting</i> for ECGP.</p>	<p><i>IPSB Standard 7</i></p> <ul style="list-style-type: none"> <li>• <u>E579</u>: During student teaching, candidates enroll in a seminar designed to help them get started on their own classroom-based inquiry project. This project, while not necessary for licensing, is the culminating project of the ECGP program, and must be completed within seven years after student teaching.</li> <li>• <u>M501</u>: Candidates and cooperating teachers complete evaluation sheets on end of each semester of M501.</li> <li>• <u>M550</u>: Candidates, supervising teachers and University supervisors complete evaluations at the end of the student teaching semester. (Feedback is also provided verbally by the classroom teachers and University supervisors throughout each of the three semesters.)</li> <li>• See also IPSB Standard 8 in the <i>IPSB Standards for Middle Childhood in an Elementary Intermediate Setting</i> for the ECGP.</li> </ul>	<p><i>IPSB Standard 7</i></p> <ul style="list-style-type: none"> <li>• <u>E579</u>: Capstone Project.</li> <li>• <u>M501</u>: Preservice Teacher Evaluations I and II, Cooperating Teacher Evaluations I and II.</li> <li>• <u>M550</u>: Student Teaching Assessment</li> <li>• See also IPSB Standard 8 in the <i>IPSB Standards for Middle Childhood in an Elementary Intermediate Setting</i> for ECGP.</li> </ul>
<p><i>IPSB Standard 8</i> Promotes environment that nurtures and encourages physical, emotional, social, moral, aesthetic, language, and cognitive growth and development of all young children.</p>	<p><i>IPSB Standard 8</i> <i>Addressed in:</i> Field Experiences courses (M501 both semesters), and accompanying seminars, Student Teaching (M550) and accompanying seminar (E594), Curriculum courses (L545, L549, E548, E543, Z500, E547). <i>Evaluated in:</i> M501, M550.</p>	<p><i>IPSB Standard 8</i></p> <ul style="list-style-type: none"> <li>• <u>M501</u>: Candidates and cooperating teachers complete evaluation sheets on end of each semester of M501.</li> <li>• <u>M550</u>: Candidates, supervising teachers and University supervisors complete evaluations at the end of the student teaching semester. (Feedback is also provided verbally by the classroom teachers and University supervisors throughout each of the three semesters.)</li> </ul>	<p><i>IPSB Standard 8</i></p> <ul style="list-style-type: none"> <li>• <u>M501</u>: Preservice Teacher Evaluations I and II, Cooperating Teacher Evaluations I and II.</li> <li>• <u>M550</u>: Student Teaching Assessment.</li> </ul>
<p><i>Mathematics Content Standards</i> Knows, understands, and uses concepts, procedures, and reasoning processes of mathematics (number systems and number sense, geometry, measurement, statistics and</p>	<p><i>Mathematics Content Standards</i> <i>Addressed in:</i> E543, M501 (first semester), and M550. <i>Evaluated in:</i> E543.</p>	<p><i>Mathematics Content Standards</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Candidates are assessed through an exam, which has both written and oral components, as well as the individual assignments given throughout the semester.</li> </ul>	<p><i>Mathematics Content Standards</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Rubric for Lesson Write-ups.</li> <li>• <u>E543</u>: Rubric for Unit Write-ups.</li> </ul>

<p>probability, and algebra) to foster children’s understanding and use of patterns, quantities, and spatial relationships.</p>			
<p><i>English/LA Content Standards</i> Highly competent in use of English Language Arts. Knows, understands, and uses concepts of reading, language, and child development to teach reading (balanced program of letter/sound relationships, context, and meaningful text), writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills.</p>	<p><i>English/LA Content Standards</i> <i>Addressed in:</i> L545, L549, M501 (both semesters), and M550.  <i>Evaluated in:</i> L545, L549.</p>	<p><i>English/LA Content Standards</i></p> <ul style="list-style-type: none"> <li>• <u>L545</u>: Candidates are assessed through a midterm take-home exam and the individual assignments given throughout the semester.</li> <li>• <u>L549</u>: Candidates are assessed through a variety of assignments given throughout the semester, including: an inquiry focus study; five writing conferences conducted with a child; reflective responses to readings; designing, creating and participating in lessons and invitations; and creating a writer’s notebook.</li> </ul>	<p><i>English/LA Content Standards</i></p> <ul style="list-style-type: none"> <li>• <u>L545</u>: Professional Journal Responses</li> <li>• <u>L545</u>: Virtual School Bag</li> <li>• <u>L545</u>: Inquiry Project</li> <li>• <u>L545</u>: Invitations Rubric.</li> <li>• <u>L549</u>: Inquiry Project</li> <li>• <u>L549</u>: Invitations Rubric</li> <li>• <u>L549</u>: Process Writing Project.</li> </ul>
<p><i>Science Content Standards</i> Knows, understands, and uses the fundamental concepts of physical, life, and earth and space sciences, as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes.</p>	<p><i>Science Content Standards</i> <i>Addressed in:</i> E548, M501 (first semester), and M550.  <i>Evaluated in:</i> E548.</p>	<p><i>Science Content Standards</i></p> <ul style="list-style-type: none"> <li>• <u>E548</u>: Candidates are assessed through two exams, as well as the individual assignments given throughout the semester. Candidates demonstrate this knowledge through the development of a grant proposal.</li> </ul>	<p><i>Science Content Standards</i></p> <ul style="list-style-type: none"> <li>• <u>E548</u>: Mid-term Exam, Final Exam.</li> <li>• <u>E548</u>: Grant Proposal Assignment.</li> </ul>
<p><i>Social Studies Content Standards</i> Knows, understands, and uses major concepts and modes of social studies inquiry, including integrated study of history, geography, social sciences (anthropology, archaeology, economics, political science, psychology, and sociology), and related areas (humanities, law, philosophy, religion,</p>	<p><i>Social Studies Content Standards</i> <i>Addressed in:</i> E547, M501 (second semester), and M550.  <i>Evaluated in:</i> E547.</p>	<p><i>Social Studies Content Standards</i></p> <ul style="list-style-type: none"> <li>• <u>E547</u>: Candidates are assessed through a midterm exam, a final term paper, a popular culture paper, a storytelling project, and a presentation of the inquiry project taught in field experience classroom.</li> </ul>	<p><i>Social Studies Content Standards</i></p> <ul style="list-style-type: none"> <li>• <u>E547</u>: Term Paper and Presentation</li> <li>• <u>E547</u>: Storytelling Project</li> <li>• <u>E547</u>: Popular Culture Paper</li> <li>• <u>E547</u>: Mid Term Exam.</li> </ul>

<p>mathematics, science, and technology) to promote children’s abilities to make informed decisions.</p>			
<p><i>Fine Arts Content Standards</i> Knows, understands, and uses (as appropriate to their own understanding and skills) the content, functions, and achievements of dance, music, theater, and the visual arts as primary media for communication, inquiry, and insight among children.</p>	<p><i>Fine Arts Content Standards</i> <i>Addressed in:</i> Z500, M501 (second semester), and M550.  <i>Evaluated in:</i> Z500.</p>	<p><i>Fine Arts Content Standards</i></p> <ul style="list-style-type: none"> <li>• <u>Z500</u>: Candidates are assessed through a variety of assignments, including: the design of integrated art lesson, reflecting on one’s own art education; analyzing and selecting lessons; analysis and reflection on conversations with children about art, analysis and reflection on a child drawing exercise, and a personal inquiry project and presentation.</li> </ul>	<p><i>Fine Arts Content Standards</i></p> <ul style="list-style-type: none"> <li>• <u>Z500</u>: Assignments # 1,2,3,4</li> <li>• <u>Z500</u>: Integrated Art Lesson</li> <li>• <u>Z500</u>: Personal Project &amp; Oral Presentation</li> </ul>
<p><i>Health and PE Content Standards</i> Know, understands, and uses comprehensive nature of children’s physical, mental, and social well-being to create opportunities for children’s development and practice of skills that contribute to good health. Knows, understands, and uses (as appropriate to own understanding and skills) human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for children.</p>	<p><i>Health &amp; PE Content Standards</i> <i>Addressed/Evaluated in:</i> M550.</p>	<p><i>Health &amp; PE Content Standards</i></p> <ul style="list-style-type: none"> <li>• To the extent that elementary classroom teachers address physical education and health with their students, so do the ECGP candidates during their <u>M550</u> student teaching experience.</li> </ul>	<p><i>Health &amp; PE Content Standards</i></p> <ul style="list-style-type: none"> <li>• <u>M550</u>: Student Teaching Assessment.</li> </ul>
<p><i>Technology &amp; Disciplines Content Standards</i> Knows, understands, and uses the connections among concepts, procedures, and applications from content areas to motivate children, build understanding, and encourage application of knowledge, skills,</p>	<p><i>Technology &amp; Disciplines Content Standards</i> <i>Addressed in:</i> Field Experience courses (M501 both semesters), Student Teaching (M550), and Curriculum courses (L545, L549, E543, E548, Z500, E547).  <i>Evaluated in:</i> M501, M550.</p>	<p><i>Technology &amp; Disciplines Content Standards</i></p> <ul style="list-style-type: none"> <li>• <u>M501</u> and <u>M550</u>: At the end of each semester, candidates are evaluated (by themselves and their cooperating teachers) on whether on not they used appropriate technology. Candidates, supervising teachers and University supervisors also complete evaluations at the end of the student teaching semester.</li> </ul>	<p><i>Technology &amp; Disciplines Content Standards</i></p> <ul style="list-style-type: none"> <li>• <u>M501</u>: Preservice Teacher Evaluations I and II, Cooperating Teacher Evaluations I and II.</li> <li>• <u>M550</u>: Student Teaching Assessment.</li> </ul>

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