

Indiana Professional Standards Board
Standards for Middle Childhood in an Elementary Intermediate Settings
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> Understands developmental changes that occur in children of this age are more radical than those of other age groups. Understands and uses the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual candidates' development, acquisition of knowledge, and motivation.</p>	<p><i>IPSB Standard 1</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), Student Teaching (M550). <i>Evaluated in:</i> L545, L549, E548, E543, Z500, E547, M501, M550.</p>	<p><i>IPSB Standard 1</i> Candidates are evaluated in each of the curriculum courses on their understanding of how children learn and develop. This is done through the various assignments of each course, which could not be completed successfully without this understanding. What follows are some examples from the courses:</p> <ul style="list-style-type: none"> • <u>L545</u>: By the end of the course candidates understand the complexity of the reading process by being familiar with various models and/or theories. In doing so, candidates will focus on the intellectual, social, and personal development of children. • <u>Z500</u>: Candidates observe and analyze the drawing of a child. • <u>E543</u>: Candidates develop, carry out, analyze, and write about findings from task-based mathematics interviews with two to four candidates. • <u>E548</u>: Candidates discuss and observe student misconceptions as a function of grade level. • <u>M501</u> and <u>M550</u>: Candidates and cooperating teachers complete evaluation sheets on end of each semester of M501. 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.) 	<p><i>IPSB Standard 1</i></p> <ul style="list-style-type: none"> • <u>L545</u>: Professional Journal Responses. • <u>Z500</u>: Assignment #4 Child Drawing Exercise. • <u>E543</u>: Mathematics Task Interviews • <u>E548</u>: Lesson Plans • <u>M501</u>: Preservice Teacher Evaluations I and II, Cooperating Teacher Evaluations I and II • <u>M550</u>: Student Teaching Assessment
<p><i>IPSB Standard 2</i> Creates, modifies, implements integrated, meaningful, age appropriate curricula.</p>	<p><i>IPSB Standard 2</i> <i>Addressed in:</i> Curriculum courses (L545, L549, E548, E543, Z500, E547), Field Experiences courses (M501 both semesters), Student</p>	<p><i>IPSB Standard 2</i></p> <ul style="list-style-type: none"> • <u>M501</u> and <u>M550</u>: Candidates and cooperating teachers complete evaluation sheets on end of each semester of M501. Candidates, supervising teachers and University supervisors complete 	<p><i>IPSB Standard 2</i></p> <ul style="list-style-type: none"> • <u>M501</u>: Preservice Teacher Evaluations I and II, Cooperating Teacher Evaluations I and II. • <u>M550</u>: Student Teaching Assessment.

	<p>Teaching (M550).</p> <p><i>Evaluated in:</i> M501, M550. See also IPSB Standard 3 and individual content standards below.</p>	<p>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.)</p> <ul style="list-style-type: none"> • See also IPSB Standard 3 and individual content standards below. 	<ul style="list-style-type: none"> • See also IPSB Standard 3 and individual content standards below.
<p><i>IPSB Standard 3</i> Plans, implements instruction based on knowledge of candidates, learning theory, pedagogy, information technology, subject matter, curricular goals, and community.</p>	<p><i>IPSB Standard 3</i> <i>Addressed in:</i> Curriculum courses (L545, L549, E548, E543, Z500, E547), Field Experiences courses (M501 both semesters), Student Teaching (M550).</p> <p><i>Evaluated in:</i> E543, E548, E547, Z500, L545, L549. See also IPSB Standard 2 above and individual content standards below.</p>	<p><i>IPSB Standard 3</i></p> <ul style="list-style-type: none"> • <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. • <u>E548</u>: Candidates design and teach science lessons. • <u>E547</u>: Candidates design an inquiry unit in Social Studies, which they write about in their term paper. • <u>Z500</u>: Candidates design an integrated Art/Social studies lesson. • <u>L545</u> and <u>L549</u>: By the end of each course, candidates are able to construct invitations and mini lessons (i.e. instructional activities) to address various reading and writing strategies. • See also IPSB Standard 2 above and individual content standards below. 	<p><i>IPSB Standard 3</i></p> <ul style="list-style-type: none"> • <u>E543</u>: Rubric for Lesson Write-ups • <u>E543</u>: Rubric for Unit Write-ups. • <u>E548</u>: Lesson Plans. • <u>E547</u>: Term Paper and Presentation. • <u>Z500</u>: Integrated Lesson Plan. • <u>L545</u> and <u>L549</u>: Invitations Rubric. • See also IPSB Standard 2 above and individual content standards below.
<p><i>IPSB Standard 4</i> Understands importance of multiple assessments and uses variety of developmentally appropriate assessments.</p>	<p><i>IPSB Standard 4</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).</p> <p><i>Evaluated in:</i> Curriculum courses (E543, E548, E547, Z500, L545, L549).</p>	<p><i>IPSB Standard 4</i> In each of the curriculum 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"> • <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 candidates. • <u>E548</u>: Candidates develop and analyze assessment tools. • <u>L549</u> includes five assignments where candidates conduct writing conferences with the same child and write about each experience. 	<p><i>IPSB Standard 4</i></p> <ul style="list-style-type: none"> • <u>E543</u>: Rubric for Lesson Write-ups • <u>E543</u>: Rubric for Unit Write-ups • <u>E543</u>: Lesson Mathematics Task Interview Rubric. • <u>E548</u>: Assessment Devices (Lesson Plans). • <u>L549</u>: Writing Conference Reflection forms • <u>Z500</u>: Assignment #3 Talking About Images

		<ul style="list-style-type: none"> • <u>Z500</u> includes an assignment in which candidates conduct and analyze an interview with a child about images. They also engage a child in a drawing exercise, and provide a written analysis. 	<ul style="list-style-type: none"> • <u>Z500</u>: Assignment #4 Child Drawing Exercise
<p><i>IPSB Standard 5</i> Demonstrates professionalism through collegiality, peer support, self-assessment, active engagement in professional development.</p>	<p><i>IPSB Standard 5</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. See also IPSB Standard 8 below.</p>	<p><i>IPSB Standard 5</i></p> <ul style="list-style-type: none"> • <u>M501</u>: Candidates and cooperating teachers complete evaluation sheets on end of each semester of M501. • <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.) • See also IPSB Standard 8 below. 	<p><i>IPSB Standard 5.1</i></p> <ul style="list-style-type: none"> • <u>M501</u>: Preservice Teacher Evaluations I and II, Cooperating Teacher Evaluations I and II. • M550: Student Teaching Assessment. • See also IPSB Standard 8 below.
<p><i>IPSB Standard 6</i> Understands complexity of how children this age learn, and creates learning environment to support all children and their learning.</p>	<p><i>IPSB Standard 6</i> <i>Addressed in:</i> Educational Psychology course (P510, P515, P530, or P540), E555; Curriculum courses (L545, L549, E543, E548, Z500, E547), Field Experience courses (M501 both semesters) and accompanying seminars, Student Teaching (M550) and accompanying seminar (E594). <i>Evaluated in:</i> M550, E543, E548, E547, Z500.</p>	<p><i>IPSB Standard 6</i> Candidates are evaluated in each of the curriculum courses on their understanding of how children learn and develop. This is done through the various assignments of each course, which could not be completed successfully without this understanding. What follows are some examples from the courses:</p> <ul style="list-style-type: none"> • <u>L545</u>: By the end of the course candidates understand the complexity of the reading process by being familiar with various models and/or theories. In doing so, candidates will focus on the intellectual, social, and personal development of children. • <u>Z500</u>: Candidates observe and analyze the drawing of a child. • <u>E543</u>: Candidates develop, carry out, analyze, and write about findings from task-based mathematics interviews with two to four candidates. • <u>E548</u>: Candidates design and teach science lessons with an emphasis on under-represented groups in science. • <u>M550</u>: Candidates and cooperating teachers complete evaluation sheets on end of each semester of M501. Candidates, supervising teachers and University supervisors complete evaluations at the end of the student teaching 	<p><i>IPSB Standard 6</i></p> <ul style="list-style-type: none"> • <u>L545</u>: Professional Journal Responses. • <u>Z500</u>: Assignment #4 Child Drawing Exercise. • <u>E543</u>: Mathematics Task Interviews. • <u>E548</u>: Lesson Plans • <u>M550</u>: Student Teaching Assessment

		<p>semester. These include evaluation on the candidates creation of an inclusive learning environment and the building of a classroom community. (Feedback is also provided verbally by the classroom teachers and University supervisors throughout each of the three semesters.)</p>	
<p>IPSB Standard 7 Develops and maintains positive working relationship with families, school colleagues, support services, and community members.</p>	<p><i>IPSB Standard 7</i> <i>Addressed and evaluated in:</i> Field Experience courses (M501 both semesters) and accompanying seminars, Student Teaching (M550) and accompanying seminar (E594).</p>	<p><i>IPSB Standard 7</i></p> <ul style="list-style-type: none"> • At the end of the second semester of M501 candidates are evaluated (by themselves and their cooperating teachers) on whether on not they collaborated with school colleagues. 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.) 	<p><i>IPSB Standard 7</i></p> <ul style="list-style-type: none"> • <u>M501</u>: Preservice Teacher Evaluation II, Cooperating Teacher Evaluation II • <u>M550</u>: Student Teaching Assessment
<p><i>IPSB Standard 8</i> Actively engages in professional growth and development.</p>	<p><i>IPSB Standard 8</i> <i>Addressed in:</i> Curriculum courses (L545, L549, E543, E548, Z500, E547). <i>Evaluated in:</i> L545, E547, E579. See also IPSB Standard 5 above.</p>	<p><i>IPSB Standard 8</i></p> <ul style="list-style-type: none"> • <u>E543</u>: Candidates attend the Indiana Council of Teachers of Mathematics annual conference and write a journal entry about their experiences. • <u>E548</u>: Candidates also develop a grant proposal. • <u>L545</u>: Candidates are required to show professional growth, which includes evidence of observations of candidates, keeping a professional writing folder, creating curricular invitations, and conducting inquiries. • <u>E547</u>: Candidates must articulate their educational philosophies and describe how their approaches could be put into practice. • <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. • See also IPSB Standard 5 above. 	<p><i>IPSB Standard 8</i></p> <ul style="list-style-type: none"> • <u>E543</u>: ICTM Journal Entry. • <u>E548</u>: Grant Proposal Assignment. • <u>L545</u>: Professional Journal Responses • <u>L545</u>: Virtual School Bag • <u>L545</u>: Inquiry Project • <u>L545</u>: Invitations Rubric • <u>E547</u>: Term Paper and Presentation • <u>E579</u>: Capstone Project. • See also IPSB Standard 5 above.