

**Indiana Professional Standards Board**  
**Standards for Adolescence & Young Adults in High School Settings**  
 (Graduate Secondary Certification Track)

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

<b>IPSB Standards</b>	<b>Addressed/Evaluated</b>	<b>Source of Evidence</b>	<b>Criteria</b>
<p><i>IPSB Standard 1</i>            Understands developmental characteristics of adolescence including interpersonal, cultural, &amp; societal contexts, uses knowledge to facilitate student learning.</p>	<p><i>IPSB Standard 1</i>            A. Field Experiences/ Student Teaching            B. Content Area Methods Courses            C. P510 or P516</p>	<p><i>IPSB Standard 1</i>            A. <u>Field Experiences/Student Teaching</u>: Creates learning opportunities that are developmentally appropriate for adolescents; creates supportive classroom environment; adapts instruction for individual differences            B. <u>Content Area Methods Courses</u>: Learns to use a variety of teaching and assessment methods specific to high school students            C. <u>P510 or P516</u>: Adolescent issues, identity, biological development, historical perspective of adolescence, cultural conceptions of adolescence.</p>	<p><i>IPSB Standard 1</i>  <u>Student Teaching</u>: University supervisor, cooperating teacher, and self-reflection ratings on ability to meet all principles</p>
<p><i>IPSB Standard 2</i>            Understands challenges young adults face, provides them with skills &amp; opportunities to be reflective in making responsible decisions.</p>	<p><i>IPSB Standard 2</i>            A. Field Experiences/ Student Teaching            B. P510 or P516            C. H520 or H540</p>	<p><i>IPSB Standard 2</i>            A. <u>Field Experiences/ Student Teaching</u>: Creates instructional opportunities adapted to diverse learners (reading level, home background, learning “style”, individual ability and knowledge levels).            B. <u>P510 or P516</u>: Adolescent issues; information processing, motivation            C. <u>H520 or H540</u></p>	<p><i>IPSB Standard 2</i>  <u>Field Experiences/ Student Teaching</u>: University supervisor, cooperating teacher, and self-reflection ratings on ability to meet all principles</p>
<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 &amp; learning.</p>	<p><i>IPSB Standard 3</i>            A. Field Experiences/ Student Teaching            B. Content Area Methods Courses            C. S503 or S530</p>	<p><i>IPSB Standard 3</i>            A. Field Experiences/ Student Teaching            B. Content Area Methods Courses            C. S503 or S530</p>	<p><i>IPSB Standard 3</i>  <u>Field Experiences/ Student Teaching</u>: University supervisor, cooperating teacher, and self-reflection ratings on ability to meet all principles</p>

<p><i>IPSB Standard 4</i> Understands interdisciplinary nature of high school curriculum &amp; relates subject matter to foster well-rounded student learning.</p>	<p><i>IPSB Standard 4</i> A. Field Experiences/ Student Teaching B. Student Teaching, Content Area Methods Courses C. S503 or S530</p>	<p><i>IPSB Standard 4</i> A. <u>Field Experience/Student Teaching</u>: The candidate works with cooperating teacher to related subject matter to the high school curriculum's scope and sequence as well as the other subject areas. B. <u>Student Teaching, Content Area Methods Courses</u> C. <u>S503 or S530</u></p>	<p><i>IPSB Standard 4</i></p>
<p><i>IPSB Standard 5</i> Understands teaching/learning research base &amp; employs variety of instructional strategies, resources, &amp; technologies which advance learner into high level thinking skills.</p>	<p><i>IPSB Standard 5</i> A. Field Experiences/ Student Teaching B. Content Area Methods Courses C. L517 D. S503 or S530</p>	<p><i>IPSB Standard 5</i> A. Work with high school level students and a mentor to develop instruction for high school grades. B. Learn to use varied classroom instructional methods as associated with their subject area. C. L517: Literacy abilities. Range of ability, learning disabilities, indicators D. S503 or S530: Analyze, plan, organize and evaluate high school curriculum</p>	<p><i>IPSB Standard 5</i></p>
<p><i>IPSB Standard 6</i> Understands impact of family structure &amp; home life on educational development, uses knowledge to facilitate &amp; support education of students.</p>	<p><i>IPSB Standard 6</i> A. Field Experiences/ Student Teaching B. P510 or P516</p>	<p><i>IPSB Standard 6</i> A. <u>Field Experiences/Student Teaching</u>: establishes respectful and productive relationships with students to support their learning. B. <u>P510 or P516</u>: social contexts and family</p>	<p><i>IPSB Standard 6</i> <u>Field Experiences/ Student Teaching</u>: University supervisor, cooperating teacher, and self-reflection ratings on ability to meet all principles</p>
<p><i>IPSB Standard 7</i> Understands importance of community in education &amp; works with resource persons &amp; community groups to promote students' learning &amp; citizenship.</p>	<p><i>IPSB Standard 7</i> A. Field Experiences/ Student Teaching B. H520 or H540 C. K505</p>	<p><i>IPSB Standard 7</i> A. <u>Field Experience/ Student Teaching</u>: The candidate acts as an advocate for students in the larger community; encourages students to participate in educational activities beyond the school walls. B. <u>H520 or H540</u>: social contexts, cultural and peer C. <u>K505</u>: Working with specialists and other educators; special education resources; working with outside agencies</p>	<p><i>IPSB Standard 7</i> <u>Field Experiences/ Student Teaching</u>: University supervisor, cooperating teacher, and self-reflection ratings on ability to meet all principles</p>