

IUSB Standards

Students in both initial and advanced programs in the School of Education are expected to attain the following standards.

IUSB Standards – Professional Commitments

Standard One: Content Knowledge

The teacher understands the subject(s) taught including the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students (adopted from INTASC Principle One). At advanced levels, candidates are expected to develop an in-depth understanding of their fields and to apply this understanding to real-world situations (adopted from National Board Core Proposition Two).

Standard Two: Growth & Development

The teacher understands how children and youth learn and develop and can provide learning opportunities and support their intellectual, social, and personal development (adopted from INTASC Principle Two and IPSB Standards). At advanced levels, candidates understand and apply current learning theories. They make a commitment to students beyond the classroom (adopted from National Board Core Proposition One).

Standard Three: Diverse Learners

The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities (adopted from INTASC Principle Three). At advanced levels, candidates provide equitable opportunities for all students and commit to implementing practices that support the well-being of all students (adopted from National Board Core Proposition One).

Standard Four: Instruction and Curriculum

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills (adopted from INTASC Principle Four). At advanced levels, candidates are expected to be adept at conveying their subject matter to students and to realize the importance of merging a commitment to students and knowledge (adopted from National Board Core Proposition Two and Three).

Standard Five: Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social actions, active engagement in learning, and self-motivation (adopted from INTASC Principle Five). At advanced levels, candidates are able to orchestrate learning and maximize student engagement using creativity and knowledge of best practice (adopted from National Board Core Proposition Three).

Standard Six: Communication

The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active learning, collaboration, and to support interaction in the classroom (adopted from INTASC Principle Six). At advanced levels candidates are expected to create multiple paths for understanding (adopted from National Board Core Proposition Two).

Standard Seven: Instructional Planning

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals (adopted from INTASC Principle Seven). At advanced levels candidates are expected to motivate and mobilize various human resources to support learning (adopted from National Board Core Proposition Three).

Standard Eight: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners (adopted from INTASC Principle Eight). At advanced levels, candidates are meticulous about monitoring student learning and adjusting instruction accordingly (adopted from National Board Core Proposition Three).

Standard Nine: Professionalism

The teacher is a reflective practitioner who continuously evaluates the effects of his or her choices and action on others (students, parents, and other professionals in the community) and who actively seeks out opportunities to grow professionally (adopted from INTASC Principle Nine). At advanced levels, candidates reflect to ensure equity for all students and to continuously evaluate decisions (adopted from National Board Core Proposition Four).

Standard Ten: Collaboration

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being (adopted from INTASC Principle Ten and IPSB Standards). At advanced levels, candidates consult with sources of research and scholarship and participate in a larger learning community (adopted from National Board Core Proposition Five).