



INDIANA

CERTIFICATION

The Indiana Professional Standards Board (IPSB) establishes standards and issues licenses in Indiana. Candidates first are granted a Standard license, and after successful completion of further requirements they can apply for a Professional license. The IPSB has established the following minimum requirements to become a standard-licensed teacher in Indiana:

- ❖ completion of an approved teacher preparation program at a state or regionally accredited institution, including student teaching;
- ❖ a bachelor's degree at a state or regionally accredited institution;
- ❖ passing scores on the applicable teacher exams; and
- ❖ completion of recency credit—a minimum of six semester hours of college course work in education or the major or minor area of the license completed within the past five years.

Elementary Certification

A Standard license in elementary education requires the completion of an undergraduate program consisting of a minimum of 124 semester hours. Seventy hours must occur in general education and subject matter preparation, 30 hours in professional preparation, and 24 hours in electives. No specific hour requirements in social studies are listed under the 70 hours of subject matter preparation. The section on social studies states that

- ❖ this area shall be designed to develop understanding of contemporary civilization, economics and government, current social problems, and modern family life and shall always include a course in U.S. history and a course in world civilization. An integrative approach shall be used whenever possible.

Junior High/Middle School Endorsement

Holders of a Standard or Professional license in elementary education qualify for a junior high/middle school endorsement after the completion of 24 hours of course work.

Junior High/Middle School License

A Standard license in junior high/middle school education requires the completion of an undergraduate program consisting of a minimum of 124 semester hours. Forty hours must be in general education. The content standards for teachers in Indiana provide the basis for the areas of concentration in which teachers are licensed. They encompass nine strands: civic ideals, current events, economics, geographical perspectives, historical perspectives, government and citizenship, psychology, sociology, and world cultures. There are six areas that exist as content standards at the junior high/middle school level in social studies: economics, geographical perspectives, government and citizenship, historical perspectives, psychology, and sociology. Candidates for a social studies license must complete preparation in each of these areas, but concentration must occur only in one area. The teacher will be licensed to teach all six areas.

Secondary Education License

A Standard license in secondary education requires the completion of 124 hours. Forty hours are in general education. The content standards for teachers in Indiana provide the basis for the areas of concentration in which teachers are licensed. They encompass nine strands: civic ideals, current events, economics, geographical perspectives, historical perspectives, government and citizenship, psychology, sociology, and world cultures. There are six areas at the high school level in social studies: economics, geographical perspectives, government and citizenship, historical perspectives, psychology, and sociology. Candidates for a social studies license must complete preparation in each of the nine strands within the six standards. Concentration must occur in three of these areas. The teacher will be licensed in these three areas. The number of hours required for licensure in historical perspectives is unknown.

STANDARDS

Standards for Teachers

The Indiana Professional Standards Board developed performance-based standards for teacher preparation and licensure. This process first began in 1994. Content and developmental standards for teachers exist in Indiana, and the standards have been aligned with national professional education organizations (NCATE, INTASC, NBPTS), specialty groups, and the Indiana Department of Education K–12 proficiencies.

Content standards for teachers in social studies were approved on March 19, 1998. There are nine standards and four teaching tasks/standards for social studies. Each standard designates performances, knowledge, and dispositions required of a social studies teacher in Indiana. The nine standards and four teaching tasks include

- ❖ Standard 1: civic ideals and practices;
- ❖ Standard 2: historical perspectives;
- ❖ Standard 3: geographical perspectives;
- ❖ Standard 4: government and citizenship;
- ❖ Standard 5: economics;
- ❖ Standard 6: current events;
- ❖ Standard 7: psychology;
- ❖ Standard 8: sociology;
- ❖ Standard 9: world cultures;
- ❖ Standard 10: instructional resources/technology (teaching task);
- ❖ Standard 11: learning environment (teaching task);
- ❖ Standard 12: assessment (teaching task); and
- ❖ Standard 13: reflection (teaching task).

In Standard 2, teachers of social studies “understand the way human beings view themselves in and over time and can use this knowledge to create meaningful learning experiences for students.” The performances, knowledge, and dispositions in this standard emphasize historical inquiry, chronology, facts and concepts, and interpretation. This standard focuses on both U.S. and world history, as Standard 9 emphasizes culture and cultural diversity and is not historical in its performances, knowledge, or dispositions.

Standards for Students

The State Board of Education approved academic standards in social studies for students in August 2001. According to the National Council for History Education (NCHE), the Indiana Academic Standards for the Social Studies are “among the top dozen of all the state standards in social studies, history and the social sciences.” NCHE reviewers praised Indiana’s clarity in its standards and its emphasis on “substantive narrative content.” The standards are organized by grade level for grades K–8 and separated into five content areas (history; civics and government; geography; economics; and individuals, society, and culture [psychology, sociology, and anthropology]). At the high school level the standards are organized to coincide with courses, and separate standards have been developed for United States history and world history and civilization.

For elementary students, age-appropriate concepts and historical thinking are listed under each standard and examples are provided. For example, in kindergarten and first grade students are expected to obtain historical knowledge and develop chronological thinking. In second grade students add comprehension to their skills. Grades 3, 4, 5, and 6 incorporate analysis, interpretation, and research capabilities, while grades 7 and 8 introduce issues analysis, decision-making, planning, and problem solving. Between kindergarten and third grade students study their rights and responsibilities as citizens in their community and learn to examine differences between the past and the present. In fourth grade students learn state history, and in fifth grade students focus on the founding of the republic. Grade 6 focuses on Europe and the Americas (but only to 1500), grade 7 emphasizes

Africa, Asia, and the Southwest Pacific (through colonization), and grade 8 returns to a study of U.S. history (through Reconstruction).

The high school United States history course is a two-semester class that builds upon previous study but emphasizes U.S. development from the late 19th century to the present. According to an explanatory statement, students are to study “the key events, people, groups, and movements in the late 19th, 20th, and early 21st centuries as they relate to life in Indiana and the United States.” Nine standards are identified and organized chronologically and include a research component.

- ❖ Standard 1: Early National Development, 1775–1877
- ❖ Standard 2: Development of the Industrial United States, 1870–1900
- ❖ Standard 3: Emergence of the Modern United States, 1897–1920
- ❖ Standard 4: Modern United States in Prosperity and Depression, 1920–40
- ❖ Standard 5: United States and World War II, 1939–45
- ❖ Standard 6: Postwar United States, 1945–60
- ❖ Standard 7: United States in Troubled Times, 1960–80
- ❖ Standard 8: Contemporary United States, 1980 to the Present
- ❖ Standard 9: Historical Research

In the specific standards listed under these major headings, supporting content areas in the field of social studies are noted parenthetically.

The high school world history and civilization course is a two-semester class emphasizing key developments in the world that have had an impact on subsequent eras. The explanatory overview states that students are “expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis and decision-making.” Like in the U.S. history standards, related content areas in social studies are indicated in parentheses. In both sets of standards it is emphasized that while one content area is the major focus of a course, other areas either play supporting roles or are integrated fully into the material. There are 11 world history and civilization standards.

- ❖ Standard 1: Beginnings of Human Society
- ❖ Standard 2: Early Civilizations, 4000 to 1000 BCE
- ❖ Standard 3: Classical Civilizations of Greece and Rome, 2000 BCE to 500 CE
- ❖ Standard 4: Major Civilizations, States, and Empires in Asia, Africa, and the Americas, 1000 BCE to 1500 CE
- ❖ Standard 5: Medieval Europe and the Rise of Western Civilization, 500 to 1500
- ❖ Standard 6: The Renaissance and Reformation in Europe and the Development of Western Civilization, 1250–1650
- ❖ Standard 7: Worldwide Exploration, Conquest, and Colonization, 1450–1750
- ❖ Standard 8: Scientific, Political, and Industrial Revolutions, 1500–1900

- ❖ Standard 9: Global Imperialism, 1750–1900
- ❖ Standard 10: An Era of Global Conflicts, Challenges, Controversies, and Changes, 1900 to the Present
- ❖ Standard 11: Historical Research

HIGH SCHOOL GRADUATION/EXIT EXAM

Indiana High Schools refer to the Core 40 Curriculum Chart for graduation requirements. The chart is divided into three categories, and in each category criteria are provided for a specific content area. The Core 40 program is recommended and aligned with state standards. The categories and required credits for history in the social studies area are

- ❖ High School Diploma—Four credits:
 1. Two U.S. history;
 2. One U.S. government; and
 3. One other social studies course or global economics or consumer economics.
- ❖ Core 40 Diploma—Six credits:
 1. Two U.S. history;
 2. One U.S. government;
 3. One world history and civilization and/or world geography;
 4. One economics; and
 5. One additional social studies course.
- ❖ Academic Honors Diploma—six credits, including U.S. history, U.S. government, and others with an emphasis on economics, geography, or world history.

Exit Exam

In addition to taking specific classes, graduates of Indiana high schools must take a Graduation Qualifying Exam, which measures ninth grade skills in English/language arts and mathematics.

ASSESSMENT

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) and Core 40 End-of-Course Assessments are the primary measures of students' academic development in Indiana. ISTEP+ was created in 1995 when the General Assembly passed a law requiring revisions of the current testing system (ISTEP). The law that mandated a norm-referenced test and a criterion-referenced component that includes both multiple-choice responses and short answer and essay questions and the solving of mathematical problems. ISTEP+ is administered in the fall to students in grades 3, 6, 8, and 10 and measures material students should have mastered in grades 2, 5, 7, and 9. The criterion-referenced questions are aligned with the Indiana Academic Standards, while the norm-referenced questions cover a much broader range of materials.

ISTEP+ testing currently does not include social studies. In 2004 social studies was scheduled to be included for the fifth grade, while in 2006 it was to begin at the seventh grade level. It was scheduled to begin for ninth grade in 2008. The assessment in social studies has been suspended.

Core 40 end-of-course assessments measure what students know and are able to do after enrolling in specific Core 40 courses. In 2004 Core 40 assessments will be required. End-of-course assessments will be phased in after piloting over the next five years. A pilot for world history is temporarily scheduled for spring 2004, and a pilot for U.S. history is temporarily scheduled for spring 2005. Full implementation is scheduled for the following academic year in each area, respectively.