

Unit Candidate Assessment System – Program: _____

Review/Organization Unifying Themes				Entry Point Knowledge	Ability Rehearsal	Recital
				Admission to TEP	Admission to Internship	Completion of Internship
SDE Standards	Conceptual Framework	UA Outcomes (number in parenthesis corresponds to disposition)	Candidate Dispositions	Course Assignment or Experience	Course Assignment or Experience	Course Assignment or Experience
Standard 1 Content Knowledge Academic Discipline Curriculum	1 Disciplinary and Pedagogic Expertise	Subject Matter Competency (6) Promotion of Student Achievement (9)	6. Demonstrates competence in the discipline(s)/content taught, keeps abreast of new ideas and developments in the field, and seeks connections to everyday life. 9. Promotes achievement of students at all levels by aligning curriculum, instruction, and assessment.			
Standard 2 Teaching/Learning Human Development Organization/Mgmt. Learning Environment Instructional Strategies Assessment	2 Candidate and Community	Student Welfare (7) Management of Learning (11) Diversity (12) Student Development (8) Instructional Adaptation (10) Promotion of Student Achievement (9)	7. Promotes the cognitive, emotional, social, and physical well-being of all students. 8. Uses students’ unique prior knowledge, life experiences, and interests as part of the context for teaching and learning. 10. Adapts instructional strategies to students’ responses, ideas, and needs in order to facilitate their critical thinking, independent problem solving, and performance capabilities. 11. Creates classroom environments that promote excellent and equitable learning opportunities which motivate all students to learn. 12. Establishes a democratic and just environment, with respect for diversity, through culturally responsive teaching.			
Standard 3 Literacy Oral/Written Communication Reading Mathematics Technology	3 Technology and Assessment	Communication Technology (14) Subject Matter Competency (6)	6. Demonstrates competence in the discipline(s)/content taught, keeps abreast of new ideas and developments in the field, and seeks connections to everyday life. 14. Uses appropriate technologies and effective communication skills necessary to serve all students.			
Standard 4 Diversity Cultural, Ethnic, Social Language Diversity Special Needs Learning Styles General	4 Democracy and Diversity	Management of Learning (11) Diversity (12) Reflective Practitioners (2) Commitment to Planning, Teaching, Reflecting, Assessing, and Learning (4)	2. Participates as a reflective practitioner in professional growth activities within and outside the school. 4. Exhibits a commitment to planning, teaching, reflecting, assessing, and learning as on-going processes. 11. Creates classroom environments that promote excellent and equitable learning opportunities which motivate all students to learn. 12. Establishes a democratic and just environment, with respect for diversity, through culturally responsive teaching.			
Standard 5 Professionalism Collaboration Continuous, Lifelong professional Learning Alabama-Specific Initiatives School Improvement Ethics Local, State, and Fed. Laws and Policies	5 Collaboration and Life-Long Learning	Collaboration (5) Life-long Learning (1) Subject matter Competency (6) Partnership and Collaboration (13) Professional Ethics (3)	1. Demonstrates the characteristics of life-long learning by reflecting, seeking constructive feedback, and learning from others and past experiences. 3. Practices standards of professional and ethical behavior and decision making. 5. Collaborates with other professionals to improve overall student achievement. 6. Demonstrates competence in the discipline(s)/content taught, keeps abreast of new ideas and developments in the field, and seeks connections to everyday life. 13. Incorporates a wide variety of resources in the school, family, and community to facilitate student learning.			