

**Overview of Unit Standards w/ New Core Student Learning Outcomes**

| <b>Unit Standards and Elements</b>  | <b>101</b>       | <b>200</b> | <b>220</b> | <b>201</b>                                       | <b>202</b>                 | <b>305</b>                           | <b>306</b> | <b>350</b>                 | <b>410</b> |
|---|------------------|------------|------------|--|----------------------------|--------------------------------------|------------|----------------------------|------------|
| <b>US 1 DIVERSE NEEDS OF LEARNERS</b>   |                  |            |            |  |                            |                                      |            |                            |            |
| The teacher candidate plans and implements differentiated instructional strategies for diverse learners (including, but not limited to, English language learners, learners who are living in poverty, learners with disabilities, gifted and talented learners, and other exceptional needs in general education settings) to achieve learning outcomes. |                  |            |            |  |                            |                                      |            |                            |            |
| E1 TC demonstrates foundational knowledge- characteristics of diverse learners, how they learn, their learning readiness, and individual interests/needs.   |                  | SLO1-C     |            | SLO2-C<br>SLO3-C<br>SLO4-C<br>SLO5-C<br>SLO6-C,F | SLO2-C<br>SLO3-C<br>SLO4-F |                                      |            |                            |            |
| E2 TC analyzes relevant motivational and contextual factors that influence learning to meet the needs of all learners.  | SLO1-C           | SLO2-C     |            | SLO6 C,F   |                            | SLO2-C<br>SLO3-C                     |            | SLO1-C<br>SLO6-C           |            |
| E3 TC plans and implements differentiated learning experiences that address diverse learner needs.  |                  | SLO4-F     |            | SLO7-F   | SLO5-C<br>SLO6-F           |                                      |            |                            |            |
| E4 TC maintains high expectations for the achievement of all learners.  |                  |            |            | SLO10-F<br>SLO12-C                               | SLO9-C                     |                                      |            |                            |            |
| <b>US 2 LEARNING ENVIRONMENT</b>  |                  |            |            |  |                            |                                      |            |                            |            |
| The teacher candidate creates a positive, safe, and caring environment that promotes learning through active engagement and respect for individual differences.   |                  |            |            |  |                            |                                      |            |                            |            |
| E1 TC identifies factors that promote a positive, safe, and caring environment.   | SLO2-C<br>SLO6-C | SLO2-C     |            |  |                            |                                      |            | SLO2-C<br>SLO3-C           |            |
| E2 TC develops and implements a proactive classroom management plan that promotes positive behaviors, active engagement, and respect for individual differences.  | SLO5-C           |            |            |  |                            |                                      | SLO1-C     | SLO4-C<br>SLO5-C           |            |
| E3 TC promotes positive social interaction and a sense of community in the learning environment.  |                  |            |            |  |                            |                                      |            | SLO7-C<br>SLO8-C<br>SLO9-C |            |
| <b>US 3 TECHNOLOGY</b>  |                  |            |            |  |                            |                                      |            |                            |            |
| The teacher candidate plans and implements meaningful learning opportunities that engage learners in the ethical and appropriate use of technology to meet learning outcomes.   |                  |            |            |  |                            |                                      |            |                            |            |
| E1 TC models and facilitates effective use of current and emerging digital tools to promote authentic problem solving, support learning, conduct research, and/or engage in creative expression.  |                  |            |            |  |                            | SLO1-C<br>SLO3-F                     |            |                            |            |
| E2 TC utilizes technology to fulfill the principles of Universal Design for Learning by providing multiple representations of content, multiple options for engaging learners, and multiple options for learners to demonstrate understanding.  |                  |            |            |  |                            | SLO1-C<br>SLO2-C<br>SLO3-F<br>SLO4-C |            |                            |            |
| E3 TC models and requires safe, legal, ethical, and appropriate use of digital information and technology.  |                  |            |            |  |                            | SLO5-C<br>SLO6-C<br>SLO7-C<br>SLO8-F |            |                            |            |
| E4 TC utilizes technology to collect, manage, and analyze data to determine impact on student learning.   |                  |            | SLO4-C     |  |                            |                                      |            |                            |            |

| Unit Standards and Elements  | 101              | 200              | 220                        | 201                 | 202               | 305    | 306                        | 350 | 410                     |
|--|------------------|------------------|----------------------------|---------------------|-------------------|--------|----------------------------|-----|-------------------------|
| <b>US 4 Assessment</b>   |                  |                  |                            |                     |                   |        |                            |     |                         |
| The teacher candidate designs, selects, and implements multiple assessments and systematically uses data to make instructional decisions that support, monitor, and promote learning.  |                  |                  |                            |                     |                   |        |                            |     |                         |
| E1 TC designs, selects, and implements valid, reliable, and appropriately differentiated assessments that are aligned with short and long term goals.  |                  |                  | SLO2-C<br>SLO3-C<br>SLO6-C | SLO12-F<br>Delete 6 | SLO4-F            |        |                            |     |                         |
| E2TC uses data from a variety of formative, diagnostic, and summative assessments to guide instruction, determine impact on learning, differentiate instruction, and accommodate diverse learners  |                  |                  | SLO1-C<br>SLO5-C           | SLO7-F              | SLO8-C            |        | SLO12-C<br>SLO13-C         |     |                         |
| E3 TC effectively and ethically communicates assessment information to learners, parents, guardians, colleagues, and administrators.   |                  |                  | SLO8-F                     | SLO13-F             | SLO11-F           |        |                            |     |                         |
| <b>US 5 Instruction and Learner Engagement</b>   |                  |                  |                            |                     |                   |        |                            |     |                         |
| The teacher candidate uses developmental and pedagogical content knowledge to independently and collaboratively plan and implement learning experiences that are relevant, appropriately challenging, and aligned with curriculum goals and standards. |                  |                  |                            |                     |                   |        |                            |     |                         |
| E1 TC utilizes knowledge of pedagogical content and developmental science domains (language/literacy, cognitive, social/emotional, physical, moral) to plan and implement learner-centered lessons aligned with curriculum goals and standards.        |                  | SLO4-F<br>SLO5-C |                            |                     |                   |        |                            |     |                         |
| E2 TC motivates learners and engages them in appropriately challenging experiences that encourage higher order thinking.   |                  | SLO3-C           |                            |                     |                   |        |                            |     |                         |
| E3 TC plans and implements instruction that allows learners to reflect on prior content knowledge, link new concepts to familiar concepts and experiences, and use academic language to express content understanding.                                 |                  |                  |                            |                     |                   |        |                            |     |                         |
| E4 TC plans and implements models of collaboration (with colleagues, parents and/or guardians) and co-teaching to support learning.  |                  |                  |                            | SLO9-C<br>SLO10-F   | SLO7-C<br>SLO8-F  |        | SLO5-F<br>SLO6-F<br>SLO7-F |     |                         |
| <b>US 6 Literacy</b>   |                  |                  |                            |                     |                   |        |                            |     |                         |
| The teacher candidate implements essential components of literacy instruction (reading, writing, listening, speaking, viewing, and visual representation) within the discipline(s) to enhance opportunities for learning.                              |                  |                  |                            |                     |                   |        |                            |     |                         |
| E1TC applies essential components of literacy instruction using evidence-based practices appropriate for the discipline(s).  |                  |                  |                            | SLO8-F              |                   |        |                            |     |                         |
| E2 TC models the use of literacy strategies within the discipline(s).  |                  |                  |                            | SLO11-F             |                   |        |                            |     |                         |
| E3TC implements, or collaborates with school professionals to implement, appropriate interventions for learners who struggle in one or more literacy areas.  |                  |                  |                            |                     |                   |        |                            |     |                         |
| E4TC provides opportunities within the discipline(s) that motivate learners to use literacy skills.  |                  |                  |                            |                     |                   |        |                            |     |                         |
| <b>US 7 Professional Learning and Ethical Practice</b>   |                  |                  |                            |                     |                   |        |                            |     |                         |
| The teacher candidate participates in ongoing professional learning and critical reflection, upholds ethical and legal standards, and articulates the impact of social, legal, and political contexts on American schooling.                           |                  |                  |                            |                     |                   |        |                            |     |                         |
| E1 TC engages in professional learning opportunities and draws upon current education research and policy to reflect upon and improve practice.  |                  |                  |                            |                     |                   | SLO9-C |                            |     |                         |
| E2 TC meets expectations of the profession including codes of ethics, professional standards... and relevant law and policy, and carries out practice ... that uphold the rights/ responsibilities of teachers and learners.                           | SLO3-C<br>SLO4-C | SLO6-F<br>SLO6-C | SLO7-C                     | SLO1-C<br>SLO-13F   | SLO1-C<br>SLO10-C |        |                            |     | (SLO- C)<br>6,7,8,10,11 |
| E3 TC articulates the impact of social, legal, and political contexts on American schooling, both in the larger context of a democratic society and within the discipline.   |                  |                  |                            |                     |                   |        |                            |     | (SLO-C)<br>1, 2,3,4,5,9 |