**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1a. CONTENT KNOWLEDGE FOR TEACHER CANDIDATES  
(*Initial and Advanced Preparation of Teachers*)
1b. PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHER CANDIDATES  
(*Initial and Advanced Preparation of Teachers*)
1c. PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES  
(*Initial and Advanced Preparation of Teachers*)
1d. STUDENT LEARNING FOR TEACHER CANDIDATES  
(*Initial and Advanced Preparation of Teachers*)
1e. KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PROFESSIONALS  
1f. STUDENT LEARNING FOR OTHER SCHOOL PROFESSIONALS  
1g. PROFESSIONAL DISPOSITIONS FOR ALL CANDIDATES

**Standard 2: Assessment System and Unit Evaluation**
The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2a. ASSESSMENT SYSTEM
2b. DATA COLLECTION, ANALYSIS, AND EVALUATION
2c. USE OF DATA FOR PROGRAM IMPROVEMENT

**Standard 3: Field Experiences and Clinical Practice**
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3a. COLLABORATION BETWEEN UNIT AND SCHOOL PARTNERS
3b. DESIGN, IMPLEMENTATION, AND EVALUATION OF FIELD EXPERIENCES AND CLINICAL PRACTICE
3c. CANDIDATES’ DEVELOPMENT AND DEMONSTRATION OF KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS TO HELP ALL STUDENTS LEARN

**Standard 4: Diversity**
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4a. DESIGN, IMPLEMENTATION, AND EVALUATION OF CURRICULUM AND EXPERIENCES
4b. EXPERIENCES WORKING WITH DIVERSE FACULTY
4c. EXPERIENCES WORKING WITH DIVERSE CANDIDATES
4d. EXPERIENCES WORKING WITH DIVERSE STUDENTS IN P–12 SCHOOLS
**Standard 5: Faculty Qualifications, Performance, and Development**
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

- 5a. QUALIFIED FACULTY
- 5b. MODELING BEST PROFESSIONAL PRACTICES IN TEACHING
- 5c. MODELING BEST PROFESSIONAL PRACTICES IN SCHOLARSHIP
- 5d. MODELING BEST PROFESSIONAL PRACTICES IN SERVICE
- 5e. UNIT EVALUATION OF PROFESSIONAL EDUCATION FACULTY PERFORMANCE
- 5f. UNIT FACILITATION OF PROFESSIONAL DEVELOPMENT

**Standard 6: Unit Governance and Resources**
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

- 6a. UNIT LEADERSHIP AND AUTHORITY
- 6b. UNIT BUDGET
- 6c. PERSONNEL
- 6d. UNIT FACILITIES
- 6e. UNIT RESOURCES INCLUDING TECHNOLOGY