

The Six Competencies for Advanced Candidates

1. Knowledge: Candidates will:

- a. demonstrate knowledge of contemporary trends and professional, state, national, and institutional standards in candidate's area of study.
- b. demonstrate knowledge of theories in field related to pedagogy, learning, and practice.
- c. utilize data, current research and policies related to schooling and best practices as applicable to field of study.
- d. identify and apply a range of instructional strategies and technologies to promote student learning and faculty development
- e. pass state licensure exam where applicable and/or obtain acceptable mean course grades in major areas of study.

2. Diversity: Candidates will:

- a. have experience in settings that include P-12 participants who are male and female, from different SES groups, are English Language Learners, have disabilities, and are from different ethnic/racial groups.
- b. display professional behaviors that are consistent with the ideas of fairness and the belief that all students can learn.
- c. demonstrate a commitment to high level success for all students.
- d. incorporate and communicate multiple perspectives of subject matter being taught or services provided
- e. reflect on their own ability to work with diverse students, colleagues, and families.

3. Field Experiences & Clinical Practice: Candidates will:

- a. assess P-12 student learning or program success.
- b. apply coursework to field/classroom settings.
- c. reflect on practice in the context of theories and research on teaching, learning, administration, or counseling.
- d. engage in analysis of data, use technology and current research in applications to students, families, and communities in candidate's area of study.

4. Research & Assessment Candidates will:

- a. critique and synthesize educational theories and prior research findings related to candidate's professional practices.
- b. conduct research and assessment in applied contexts.
- c. incorporate technology in the research process.
- d. use research and engage in data-driven program evaluation to improve student learning and professional practices.

5. Dispositions Candidates will:

- a. demonstrate the ability to work with students, families, colleagues, and communities in ways that reflect the ethical and professional dispositions expected of professional educators as delineated in professional, state, and institutional standards.
- b. contribute to positive climate in university classroom or professional setting.
- c. demonstrate competence in written and spoken language for multiple audiences.
- d. exhibit responsive listening.
- e. display a commitment to reflection and assessment.
- f. demonstrate willingness to give and receive help
- g. exhibit sensitivity to community and cultural norms.
- h. demonstrate respect for human diversity and varied perspectives
- i. engage in practices that indicate valuing of the development of critical thinking.
- j. keep abreast of new ideas in field of study.
- k. demonstrate professional responsibility.

6. Leadership: Candidates will:

- a. demonstrate readiness, through course assignments and participation, to take role as leader, mentor, and advocate who functions as collaborative agent of change.
- b. implement roles as leaders, mentors, and advocates as collaborative agents of change in professional settings.
- c. analyze and use educational research and policies in professional practices.
- d. reflect on their own practices.
- e. set instructional directions, engage in curriculum and staff development, and make organizational decisions.
- f. create positive environments for student learning.
- g. build on developmental levels of students and colleagues with whom they work (e.g., differentiate instruction and assessment).