

Conceptual Framework Element	Competencies		
	<i>Knowledge</i> <i>Professionals:</i>	<i>Skills</i> <i>Professionals:</i>	<i>Dispositions</i> <i>Professionals:</i>
Diversity	<p>D.K.1.g Understand exceptional needs, including those associated with disabilities and know how to use strategies and resources to differentiate to address these needs</p> <p>D.K.2.g Recognize and analyze abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values</p> <p>D.K.3.g Know how to access information about the values of diverse cultures and communities and how to use experiences, cultures, and community</p> <p>D.K.4.g Understand learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>D.K.5.g Understand how personal identity, acculturation, worldview, and prior experience affect perceptions and</p>	<p>D.S.1.g Bring multiple perspectives to the discussion of content, including attention personal, family, and community experiences and cultural norms</p> <p>D.S.2.g Access resources, supports, and specialized assistance and services to meet particular differences or needs</p> <p>D.S.3.g Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to cultural backgrounds and differing perspectives</p> <p>D.S.4.g Work collaboratively on how to assess and meet diverse needs</p> <p>D.S.5.g Advocate for policies, programs, and services that enhance a positive climate and are equitable and responsive to multicultural populations.</p> <p>D.S.6.g Develop cultural self-awareness, promote cultural social justice, advocacy and</p>	<p>D.D.1.g Believe that everyone can achieve at high levels and persist in helping people to reach their full potential</p> <p>D.D.2.g Reflect on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant experiences</p> <p>D.D.3.g Value deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships.</p> <p>D.D.4.g Celebrate the benefits that diversity brings to the community</p> <p>D.D.5.g Affirm that all individuals must be treated with fairness, dignity and respect</p>

	<p>expectations, and recognize how they may bias behaviors and interactions with others.</p> <p>D.K.6.g Understand the conditions and dynamics of diverse communities</p>	<p>conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body</p> <p>D.S.7.g Treat people fairly, equitably and with dignity and respect</p> <p>D.S.8.g Use linguistically and culturally responsive practices</p>	<p>D.D.6.g Espouse the proposition that diversity enriches the community</p>
<p>Technology</p>	<p>T.K.1.g Know how to use a wide variety of resources and technologies and how to guide learners/participants to apply them in appropriate, safe, and effective ways</p> <p>T.K.2.g Understand how multiple forms of communication convey ideas, foster self expression, and build relationships</p> <p>T.K.3.g Understand the role of technology in promoting student learning and professional growth;</p> <p>T.K.4.g Use current technologies that support management functions</p> <p>T.K.5.g Broaden and deepen professional knowledge, and</p>	<p>T.S.1.g Promote responsible use of interactive technologies</p> <p>T.S.2.g Intentionally build capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills</p> <p>T.S.3.g Continually seek appropriate ways to employ technology to support assessment practice both to engage learners/participants more fully and to assess and address needs.</p> <p>T.S.4.g Understand how multiple forms of communication convey</p>	<p>T.D.1.g Advocate for new and emerging technologies</p> <p>T.D.2.g Advocate for the role of technology in supporting the needs of the community</p> <p>T.D.3.g Advocates for safe, legal, and ethical use of technology</p>

	<p>expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content</p>	<p>ideas, foster self expression, and build relationships</p> <p>T.S.5.g Understand how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness</p> <p>T.S.6.g Advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media</p> <p>T.S.7.g Use technological tools and a variety of communication strategies to build local and global learning communities</p> <p>T.S.8.g Use and infuse technology in program delivery and recognize technology’s impact on the profession.</p> <p>T.S.9.g Use instructional and assistive technologies to improve programs, supports, and services</p>	
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		<p>for individuals with exceptionalities</p> <p>T.S.10.g Use technologies in conducting, analyzing, and disseminating research</p>	
Knowledge	<p>K.K.1.g Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s)</p> <p>K.K.2.g Know models, theories, philosophies, and research methods that form the basis for evidence-based practices. This knowledge includes information sources, data collection, and data analysis strategies.</p> <p>K.K.3.g Know and use the academic language of the discipline and knows how to make it accessible</p> <p>K.K.4.g Demonstrate multicultural competencies in relation to diversity, equity, and opportunity</p>	<p>K.S.1.g Evaluate the appropriateness of research methodologies in relation to practices presented in the literature</p> <p>K.S.2.g Use educational research to improve instructional techniques and intervention strategies</p> <p>K.S.3.g Engage learners/participants in applying inquiry and standards of evidence used in the discipline</p> <p>K.S.4.g Engage learners/participants in experiences in the discipline(s) that encourage them to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p>	<p>K.D.1.g Foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of research.</p> <p>K.D.2.g Engage learners/participants in learning experiences in the discipline(s) that encourage them to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>K.D.3.g Advocate for multiple perspectives within the discipline and facilitate critical analysis of these perspectives</p> <p>K.D.4.g Demonstrate a willingness to continuously examine one’s own assumptions, beliefs and practices.</p>

<p>Impact</p>	<p>I.K.1.g Know how to analyze assessment data to understand patterns and gaps, to guide planning and instruction, and to provide meaningful feedback.</p> <p>I.K.2.g Understand how to prepare learners/participants for assessments and how to make accommodations in assessments and testing conditions when needed</p> <p>I.K.3.g Know when and how to evaluate and report progress against standards</p> <p>I.K.4.g Understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback</p>	<p>I.S.1.g Design assessments that match objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>I.S.2.g Work independently and collaboratively to examine test and other performance data to understand progress and to guide planning.</p> <p>I.S.3.g Engage learners/participants in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>I.S.4.g Model and structure processes that guide learners/participants in examining their own thinking and learning as well as the performance of others.</p>	<p>I.D.1.g Commitment to using multiple types of assessment processes to support, verify, and document growth</p> <p>I.D.2.g Commitment to making accommodations in assessments and testing conditions, especially for learners/ participants with disabilities and language learning needs</p> <p>I.D.3.g Commitment to ethical use of various assessments and assessment data to identify learner strengths and needs to promote growth</p>
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