

C.LEA.R & Candidate Performance Outcomes

Tenet #1: **Concept and Knowledge Driven** – A professional practice that is concept and knowledge driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research. Effective practitioners possess both content knowledge and the pedagogical knowledge that enables them to make ideas accessible to others (Darling-Hammond, 2000; Ferguson & Womack, 1993; Shulman, 1988; Guyton & Farokhi, 1987).



Tenet #2: **LEArner Centered** – A professional educational practice that is learner-centered focuses on the cognitive, affective, and physical needs and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all students can learn. Effective practitioners must be skilled in recognizing and meeting the needs of diverse learners (Darling-Hammond, 1998; Darling-Hammond, 1998, 1997).

Tenet #3 **Reflective** – A reflective professional practice is guided by research and knowledge of the educational environment. It strives to improve student learning, instructional strategies, and educational processes through ongoing assessment and evaluation. It recognizes the wide variety of cultural, ethnic, racial and socioeconomic backgrounds of the community and utilizes local assessment data and current research to guide reflective decision-making processes that influence the student, the educator, and the educational institution and community. Effective practitioners make decisions based on knowledge and critical reflection guided by professional ethics and integrity (Yost, Senter, & Forlenza-Baily, 2000; Hatton & Smith, 1995; Schon, 1987, Dewey, 1933).



Table 1.
Candidate Performance Outcomes at the Initial and Advance Levels

	Initial Level Outcomes	Advanced Level Outcomes
Performance Area	Candidates...	Candidates, through advanced study and research, . . .
Subject matter	Demonstrate a thorough knowledge of their subject matter by successfully completing an approved program of study.	Demonstrate a thorough knowledge of their subject matter by successfully completing an approved program of study at the graduate level.
Pedagogy	Demonstrate knowledge of instructional skills, and learner characteristics, sufficient to systematically design and deliver instruction.	Demonstrate advanced knowledge of professional practice, and learner characteristics, sufficient to mentor or supervise others (e.g., student teachers, colleagues or staff).
Assessment	Successfully design, implement, analyze, and critique student assessments to improve learning and teaching.	Model a comprehensive evaluation process based on assessments and reflection to improve learning and professional practices.
Technology	Demonstrate the ability to use appropriate instructional technology for information management, communication, and instruction.	Integrate instructional technology throughout the professional practice.
Diversity	Design and deliver effective instruction to diverse populations of learners.	Model an understanding of diverse populations throughout the professional practice.
Professionalism	Demonstrate the professional dispositions and knowledge of the school community necessary to be successful in the classroom.	Demonstrate the dispositions and knowledge of the professional practice communities necessary to be successful in the field.

