COLLEGE OF EDUCATION FOUNDATIONAL COMPETENCIES
ACKNOWLEDGEMENT FORM

Within the professional context to which each candidate aspires, all candidates must demonstrate the following Foundational Competencies:

**English Language Competence:** Ability to express oneself in standard written and oral English

- Communicate effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff.

**Interpersonal Competence:** Ability to interact effectively with others

- Demonstrate communication skills that are responsive to and respectful of different perspectives represented in diverse classrooms and/or other professional environments.
- Demonstrate the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team.

**Work and Task Management:** Ability to organize and manage multiple work demands

- Demonstrate the ability to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies.
- Demonstrate the ability to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations.

**Analytic/Reasoning Competencies:** In their academic work and in their work in professional settings, candidates demonstrate their abilities to think analytically and reason logically about professional topics, issues, and problems.

- Demonstrate their abilities to understand and extend complex information presented to them in their courses and in their work in professional settings.
- Demonstrate that they are able to analyze, synthesize, integrate concepts, and problem-solve in the ways they understand and respond to events and problems in professional contexts, formulate and use educational assessments, and make professional judgments.

**Professional Conduct:** Ability to work within a set of reasonable expectations for conduct as defined by the profession and/or workplace

- Arrive on time for professional commitments, including classes and field experiences.
- Seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors.
- Demonstrate attitudes of integrity, responsibility, and tolerance.
• Show respect for self and others.
• Project an image of professionalism.

**Physical Abilities**: *Ability to meet the professional demands of the profession and/or workplace*

• Demonstrate the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties.

**Professional Dispositions**: *Demonstrate the belief that all children and adults can learn; Commitment to own continuing professional development; Assumption that they can be responsible agents for the improvement and reform of education.*

• Demonstrate in the full range of their professional activities that they understand that all children and adults can learn, irrespective of racial, social, cultural, linguistic, mental and physical ability differences.

• Understand and accept the responsibility to contribute constructively to efforts to improve the nature and quality of educational experiences for children, youth, and adults, especially in urban and multicultural contexts.

• Accept that learning to be a professional is an ongoing process and apply their analytic and reasoning abilities in reflecting on their own work and on the work of others. They use reflection as a foundation for setting reasonable and appropriate goals for professional development.

I have read and acknowledge receipt of the College of Education Foundational Competencies Policy. I understand that if the criteria listed above are not met satisfactorily, I may be denied full admission into the College of Education Professional Preparation Program and/or denied the opportunity to complete the extensive internship component of the curriculum.

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**Candidate Signature**       **PRINTED Name**       **Date**

**NOTE**: The University has a legal obligation to provide appropriate accommodations for individuals with documented disabilities. If you have a documented disability and are seeking accommodations, you should register with the University’s Office of Disability Support Services and notify your course instructor, academic advisor, and/or the Office of Student Services (1204 Benjamin Building; 301/405-2364) of your specific needs, as appropriate. Candidates should initiate this process as soon as possible (prior to the start of classes and/or field experience).
**COLLEGE OF EDUCATION**  
**FOUNDATIONAL COMPETENCIES CANDIDATE’S SELF ASSESSMENT**

*Within the professional context to which I aspire (for example, elementary education, school counseling, school administration), I believe I am able to:*

| YES | NO | **English Language Competence:**  
*Ability to express oneself in standard written and oral English*  
communicate effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff; |
|-----|----|---|
| YES | NO | **Interpersonal Competence:**  
*Ability to interact effectively with others*  
demonstrate communication skills that are responsive to and respectful of different perspectives represented in diverse classrooms and/or other professional environments;  
demonstrate the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team; |
| YES | NO | **Work and Task Management:**  
*Ability to organize and manage multiple work demands*  
demonstrate the ability to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies;  
demonstrate the ability to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations; |
| YES | NO | **Analytic/Reasoning Competencies:**  
*Ability to think analytically and reason logically about professional topics, issues, and problems*  
demonstrate their abilities to understand and extend complex information presented to them in their courses and in their work in professional settings;  
demonstrate that they are able to analyze, synthesize, integrate concepts, and problem-solve in the ways they understand and respond to events and problems in professional contexts, formulate and use educational assessments, and make professional judgments; |
| YES | NO | **Professional Conduct:**  
*Ability to work within a set of reasonable expectations for conduct as defined by the profession and/or workplace*  
arive on time for professional commitments, including classes and field experiences;  
sseek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors;  
demonstrate attitudes of integrity, responsibility, and tolerance;  
show respect for self and others;  
project an image of professionalism; |
| YES | NO | **Physical Abilities:**  
*Ability to meet the professional demands of the profession and/or workplace*  
demonstrate the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties; |
<table>
<thead>
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<th>YES</th>
<th>NO</th>
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<td>demonstrate in the full range of their professional activities that they understand that all children and adults can learn, irrespective of racial, social, cultural, linguistic, mental and physical ability differences;</td>
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<td>accept that learning to be a professional is an ongoing process and apply their analytic and reasoning abilities in reflecting on their own work and on the work of others; use reflection as a foundation for setting reasonable and appropriate goals for professional development.</td>
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*Candidates should submit an explanation for each item checked “NO.”*

I have reviewed the College of Education Foundational Competencies Policy and understand that if the criteria listed above are not met satisfactorily, I may be denied the opportunity to continue in the professional preparation program and to complete the extensive internship component of the curriculum.

______________________________  __________________
Candidate Signature               Date

Candidate’s PRINTED Name

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## COLLEGE OF EDUCATION
### FOUNDATIONAL COMPETENCIES EVALUATION FORM

Candidate Name: ________________________________________________

Program Area: __________________________________________________

Rate the candidate on each of the standards listed below:

**KEY:**  
A – Frequently  
B – Sometimes  
C – Rarely Ever  
N/A – Not Applicable/Insufficient Opportunity to Observe

| A | B | C | N/A | **English Language Competence:**  
*Ability to express oneself in standard written and oral English*  
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|   |   |   |     | **Analytic/Reasoning Competencies:**  
*Ability to think analytically and reason logically about professional topics, issues, and problems*  
demonstrates the ability to understand and extend complex information presented in courses and in their work in professional settings;  
demonstrates the ability to analyze, synthesize, integrate concepts, and problem-solve in the ways he/she understands; and, responds to events and problems in professional contexts, formulates and uses educational assessments, and makes professional judgments; |
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Recommendation for program continuance: _____ yes   _____ no   _____ probationary

Recommendation for program completion and certification: _____ yes   _____ no   _____ N.A.

Additional Comments:

______________________________  ______________________________________________________________________________________
Name/Title                                                   Signature/Date

______________________________  ______________________________________________________________________________________
Name/Title                                                   Signature/Date

______________________________  ______________________________________________________________________________________
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