1) Candidates for other professional school roles demonstrate an understanding of the professional and contextual knowledge expected in their fields; and use data, current research and technology to inform their practices.

2) Candidates for other school professions demonstrate professional behaviors consistent with fairness and the belief that all students can learn, including creating caring, supportive learning environments, encouraging student-directed learning, and making adjustments to their own professional dispositions when necessary.

3) Candidates for other school professions establish positive educational environments that support and build upon the developmental levels of students, the diversity of students, families, and communities. Candidates establish positive educational environments that support the policy contexts within which they work using data, current research, and technology to inform their practices.