

The Assessment Survey is under development. Following pages provide examples of LEVEL ONE only.



# A Guide to the ISL Professional Competency Framework



## CONTENTS

**Section One:** Introduction to the Informal STEM Learning (ISL) Professional Competency Framework

**Section Two:** Overview of the components and structure of the Framework

**Section Three:** Using the Framework

- \* Tools and resources for individuals to assess personal competencies and to identify areas and priorities for further learning and strategies to get there.
- \* Tools and resources for institutions or organizations to plan and prioritize professional learning opportunities for staff or students.
- \* Tools and resources for academic programs to plan and prioritize professional learning opportunities for staff or students.

**Section Four:** Resources

- \* Glossary of Terms-*Under development.*



This material is based upon work supported by the National Science Foundation under Grants 1514815, 1514884, 1514890, and 1515315. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

# **Section One**

## Introduction

## ~ What are Competencies?

*Competencies* are the skills, knowledge, values, and other capabilities that enable a person to act effectively in a job or situation. The *Informal STEM Learning (ISL) Professional Competency Framework* describes the suite of competencies that are associated with successful practice within the ISL field. The Framework provides a map for you to pinpoint where you are and where you might want to go.

The competencies described in the Framework were identified through a national study with ISL professionals across the country, working at different levels and in different functions in museums, science centers, zoos, and other settings. While each job and each institution is unique, the competencies in this framework cut across most functions. They are the competencies that define professionalism in the ISL field.

## ~ What is STEM?

STEM is an acronym for science, technology, engineering, and math. Areas of knowledge are continually emerging, evolving, and intersecting and the use of the term STEM is typically used broadly rather than narrowly. This Framework was developed through research with professionals who work within informal STEM learning environments, but professionals in other types of informal learning environments have also found the Framework useful.

## ~ Why is this Framework important?

*ISL work is important.* Public knowledge and engagement in STEM is critical for a vibrant, democratic, healthy society and ISL organizations play a vital role in stimulating public interest and engagement in STEM. Each year, hundreds of millions of people visit ISL institutions. The success of those experiences is dependent on the competencies of those who work within the ISL field.

*ISL work is difficult.* Learning how to reach, engage, inspire, and inform public audiences is a significant and lifelong challenge. Our society, our knowledge-base, and the interactions between society and STEM knowledge are complicated, sophisticated, and ever-changing.

*ISL work is unique.* People come to ISL work from many fields and the career path is different for each person. This diversity brings a wealth of knowledge, expertise, commitment, and passion to the field, but it also leaves individuals or organizations with gaps.

If you are exploring the ISL Professional Competency Framework, you probably know that ISL work requires a unique set of skills. Perhaps your experiences or your education has led you to a point where you want a better sense of what you know and what you don't know. Perhaps you're wondering how to take the

next step in your career, or maybe you are in a leadership position and you want to know how to help your staff take the next step. And maybe you work in an ISL institution, but you don't know if you consider yourself an ISL professional. The Framework is designed for you.

## ~ Why do we call it a Learning Path?

The term "learning pathway" is often used to refer to the range of models and approaches for learning the skills, knowledge, and competencies necessary to enter and succeed in an occupation. Your learning path may include any combination of academic work, internships, participating in a professional organization, workshops, or learning from a colleague or mentor. The ways in which you choose to develop your competencies should be based on your unique circumstances, goals, learning style, and personal preferences.

## ~ Who is a Professional?

There is no simple or agreed-upon definition of a *profession*, but most agree that professions share at least these characteristics:

- The work is complex, non-routine, and grounded in theory and research and therefore it requires specialized skills, knowledge, and behaviors.
- The work provides a critical service to society and therefore those who work within the profession adhere to standards and values that maintain the commitment to and credibility within society.

Whether you write labels or write annual reports, whether you lead tours or lead an institution, whether you study budgets or study visitor experiences— your work requires specialized skills, knowledge, attitudes, and behaviors. As a professional, you are expected to adhere to the values and principles adopted by the field and to meet the standards set by the field, particularly those related to your specific area of work. The work you do on a day-to-day basis is rarely routine and the tasks you must accomplish often require problem-solving and creative thinking. This work requires professional competencies.

As an ISL professional, you will never stop learning. The Framework can help you to be strategic and deliberate in your learning.

## ~ What is Evidence-based practice?

Evidence-based practice is grounded in research, evaluation, and knowledge of effective practices and emerging practices. Research and evaluation studies help us make decisions about the nature and delivery of programs or exhibits and can inform the policies and practices of an organization. Evidence-based practice uses research or evaluation to test assumptions, shape intentions, and measure impact. This Framework is described as an “evidence-based framework” for two reasons: 1) the competencies described here were identified through research and evaluation, and 2) the Framework encourages practices that rely on and that develop evidence of competency.

## ~ Professional Learning or Professional Development?

*Professional learning* is a process of developing the specific competencies that are necessary to achieve your goals and aspirations in your chosen area(s) of work. Professional learning is most successful when it is strategic, deliberate, and motivated by personal goals and interests combined with an informed understanding of the field.

*Professional development* is a process of providing learning experiences that advance the competencies of individuals or groups of individuals. Professional development is most successful when it is designed collaboratively with the learners, job-embedded, evidence-based, and aligned with the values, priorities, and needs of the field.

The Framework can help you create a *professional learning* path based on an understanding of your current competencies and aspirations. The Framework can also help organizations and institutions create *professional development* strategies and priorities for their staff and stakeholders.

## How can I use the Framework?

- Individuals can use the Framework to assess current competencies, to consider areas to deepen or expand competencies, and to gather evidence about current competencies. The Professional Competency Survey, included in this workbook and on the Framework website, might be a good place to start.
- Organizations or institutions can use the Framework to develop a comprehensive professional development plan, to consider staffing plans, shape job positions, or to help staff gather and

produce evidence of competencies for assessing job performance or career planning. The Professional Development Planning section might be a good place to start. (This section will be available in 2020.)

- Academic programs can use the Framework to review curriculum or to support student learning. Students might use it to consider courses or internships they want to pursue. The Guide for Academic Programs might be a good place to start. (This section will be available in 2020.)

## **Section Two**

# Overview of the ISL Professional Competency Framework



## Levels of the Framework

Professional learning is a lifelong, dynamic, and continuous process. As long as you are working in the ISL field, you will be expanding and strengthening your competencies. The direction of your professional learning will be influenced by emerging research, changes in the needs and interests of society, and changes in your personal interests or opportunities. The Framework can help you be strategic in your learning. While all the competencies are associated with successful ISL work, the level of proficiency or expertise you may want to develop in each area will be influenced by your circumstances, preferences, and opportunities.

The learning path of most individuals could best be represented as a continuum or – as individuals in our workshops have suggested – a bumpy and erratic line. However, the research behind the Framework found that competencies often fell into three broad categories which are represented in the Framework as levels. These levels do often overlap, but are generally distinguished by the scope, scale, and sphere of engagement. These characteristics are described below.

### *Sphere of Engagement*

The sphere of people that professionals learn from or influence often expands across a career. As competencies develop or job positions change, individuals may learn from and influence other individuals across and then outside their institution. A professional may eventually become an expert in a particular competency with influence across the field. For example, a floor interpreter might excel in program delivery in their early career, working mostly with other floor interpreters. They might then become an experience-manager, managing a volunteer

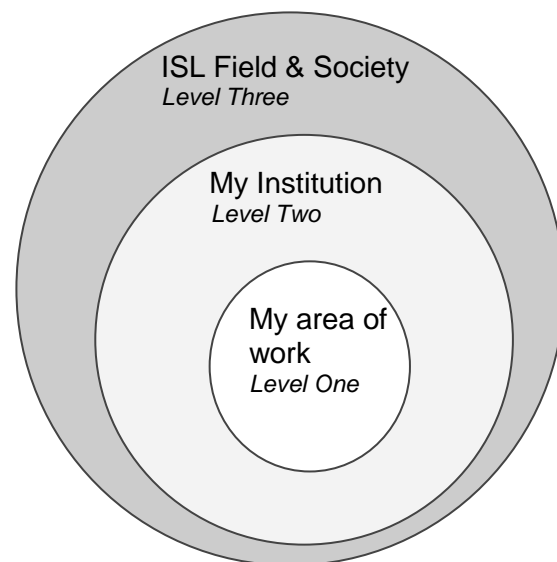


Figure 1. Levels described by Sphere of Engagement

program and working with other departments across the institution. They might move into a position as VP for Education and Visitor Experiences, eventually becoming a leader in ISL on broadening participation. This expansion of a sphere of engagement is one of the characteristics of the three levels of competencies.

### Scope & Scale

As professionals deepen and expand their competencies, or expand their sphere of engagement, the scope and scale of the work may also evolve, requiring more complex competencies. At one point in an individual's career, the tasks and challenges may be clear and have only a few variables to consider, such as planning a Saturday family event at the zoo or writing labels for an interactive exhibit at a science center. As a career develops, the tasks may be more complex and broader in scope, involving a greater number of factors and uncertainties, such as planning a conference on STEM learning for professionals across the country or developing a traveling exhibit. This expansion of the scale or scope of work is another characteristic of a learning path progressing across levels.

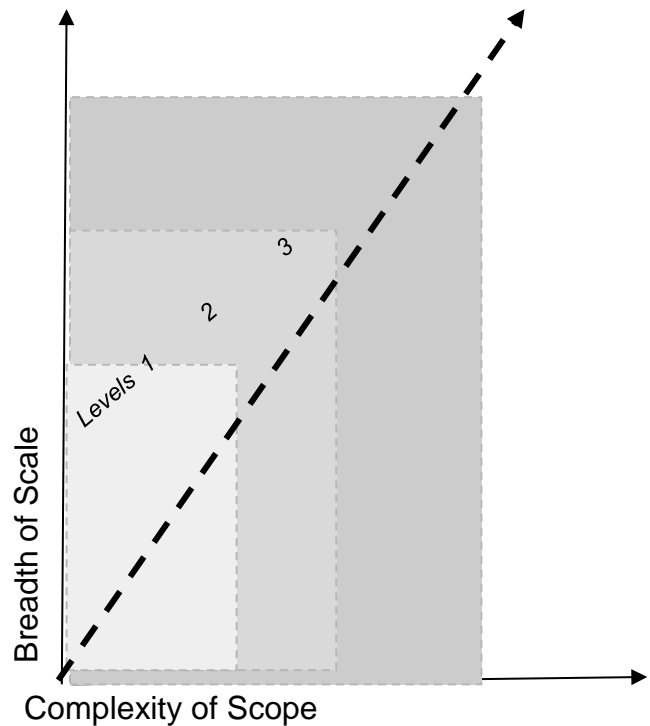


Figure 2. Levels by Scope & Scale

### Choosing your Level

Should you aspire to the highest level in all the competencies? Probably not. Most professionals find a balance between the level of competency that is appropriate for a current position and the level that aligns with aspirations for their career or for desired impact within the field. For example, a Director of Finance might need to be competent at the second or third level in the Finance category, but a Director of a Zoo or Head of Education might only need to understand budgets at Level One or Two to pursue their professional aspiration to advance the role of ISL institutions in building an equitable society, the third level of competencies within the Institutional Impact domain. See our case studies on the Framework website (to be available in 2020) for examples of different career paths.

The Framework describes the competencies that research has identified as associated with successful ISL work but does not prescribe or recommend what level any professional should obtain. The priorities and goals of the individual and of the institution should guide the development of a learning path.

## Domains of the Framework

The ISL Professional Learning Framework includes four domains of competencies: Job-Specific Expertise; General Expertise; Institutional Operations; and Institutional Impact. Each of these domains has four categories of competencies. Each domain is described in the following pages.

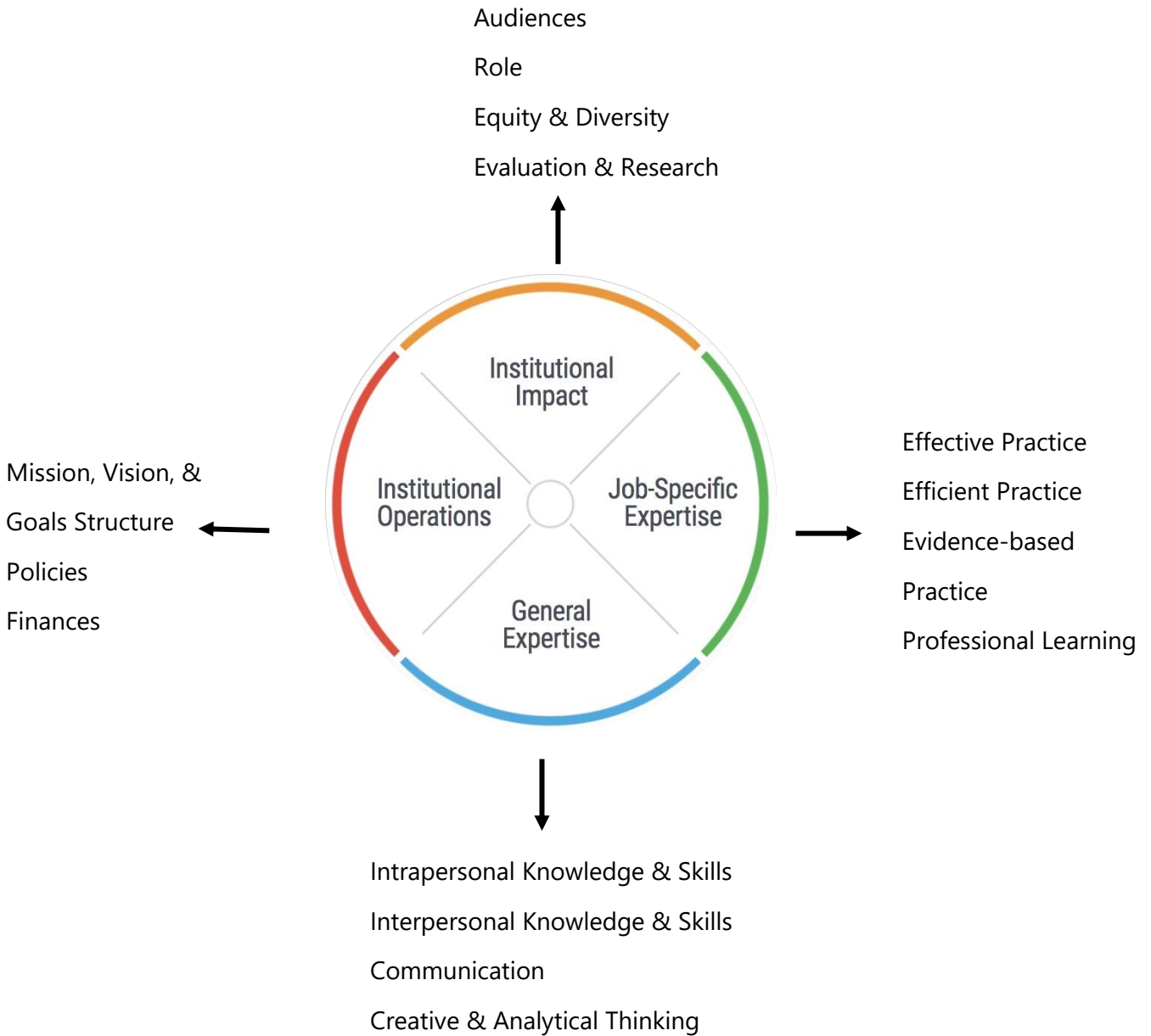


Figure 3. Categories of competencies

## Domain: Job-Specific Expertise

This Domain describes the competencies that are specific to a person's area of work. The term *practice* is used to refer to all the activities, routines, tasks, and work that professionals do each day to produce products, programs, or services. *Effective Practice* and *Efficient Practice* are interdependent, and one should not be achieved at the expense of the other. Professionals become more effective and more efficient in their work through *Professional Learning* and through *Evidence-based Practice*.



- *Effective Practice* regularly identifies and achieves intended goals for an identified audience. At Level One, competent professionals provide programs, services, and products that achieve intended outcomes. During their career, some professionals may develop or manage effective programs, services, and products (Level Two), and may become experts and create or contribute to practices that address increasingly complex goals of the ISL field (Level Three).
- *Efficient Practice* maximizes the use of available resources. Competent professionals at the first level use tools and strategies that achieve desired outcomes with appropriate resources. Professionals may implement or manage processes and strategies that increase the efficiency of their institution (Level Two) or of the field (Level Three).
- *Evidence-based Practice* is grounded in research, evaluation, and knowledge of effective and emerging practices. Competent professionals make decisions about their work based on evidence about the effectiveness and efficiency (Level One). Some professionals may influence or contribute to the use of evidence in the decisions, plans, and actions of their institution (Level Two) and some professionals may advocate for and contribute to the evidence-base about effective and efficient practices across the field (Level Three).
- *Professional Learning* is a self-directed, systematic process of selecting or creating learning experiences to gain desired competencies. Competent professionals participate in learning experiences that advance their professional and personal goals (Level One) and may also contribute to the development of professional learning of others in their institution (Level Two) or across the field (Level Three).

## Domain: General Expertise

This domain describes the competencies that are not specific to an area of work, but to the ways we interact with our work and work environment. Often called soft skills, professionals can develop the ways they understand and interact with their social and professional environment. This domain has four categories of competencies:



- *Intrapersonal Knowledge & Skills* refers to the way's individuals reflect upon and understand themselves. At Level One, competent professionals understand the values and attitudes they bring to their work. They can also encourage practices that recognize and reward intrapersonal reflection, knowledge, and skills within their institution (Level Two) or the field (Level Three).
- *Interpersonal Knowledge & Skills* relates to the ability to interact with others. At the first level, competent professionals acknowledge and respect the values, attitudes, and behaviors of themselves and of others. They may also support and influence collaborative and mutually-beneficial relationships within (Level Two) or outside their institution (Level Three).
- *Communication* describes the various ways of sharing and receiving ideas and thoughts. Competent professionals demonstrate effective and ethical communication skills in their work (Level One). Some professionals create and influence strategic communication skills that advance the work of the ISL field in society (Levels Two and Three).
- *Creative & Analytical Thinking* describes the skills used to think about and consider situations and problems. At Level One, competent professionals demonstrate creative and analytical thinking skills in their work. They may become more proficient and begin to identify and address increasingly complex problems (Level Two) and to influence and support the capacity of the ISL field to address societal goals and problems through creative and analytical thinking (Level Three).

## Domain: Institutional Operations

This domain focuses on the ways institutions and organizations operate. This area is often referred to as the internal environment or the infrastructure that supports the more public activities. Professionals can progress from understanding how their institution operates to managing or leading organizations across the field. This domain has four categories of competencies:



- *Mission, Vision, & Goals* refers to understanding the purpose, values, and direction of ISL institutions and organizations. At Level One, competent professionals understand and support the mission, vision, and goals of their institution. They can influence or contribute to the direction of their institution (Level Two) or of the ISL field (Level Three).
- *Structure* refers to understanding the organization of and relationships between functional units of an institution. Competent professionals understand and navigate the organizational structure of their institution (Level One). Some professionals might also manage or contribute to organizational structures within their institution (Level Two) or the ISL field (Level Three).
- *Policies* refers to the guidelines, rules, regulations, and protocols that guide operations. They may be implicit or explicit. Competent professionals understand the policies and expectations within their institution (Level One). Professionals can develop the competencies to influence and contribute to the policies within their institution (Level Two) and within the ISL field (Level Three).
- *Finances* refers to the ways that fiscal resources are acquired, committed, and expended. Competent professionals understand budgets that relate to their area of work (Level One). They might provide financial leadership within their institution (Level Two) or across the ISL field (Level Three).

## Domain: Institutional Impact

This domain describes the competencies that relate to the impact of informal STEM learning (ISL) institutions. Professionals can progress from understanding the intended and achieved impact of programs and products of their institution to influencing and contributing to the articulation, implementation, and the study of the ways that ISL institutions interact with and contribute to society.



This domain has four categories of competencies:

- *Audiences* refers to the individuals, groups, and communities that engage with ISL organizations. Competent professionals identify outcomes for their work that align with an informed understanding of audiences (Level One). Some professionals may identify intended and achieved outcomes for their institution (Level Two) and for the field (Level Three) which align with an understanding of ISL audiences and of society.
- *Role* refers to the ways ISL institutions interact with and impact society. Competent professionals understand the role of ISL institutions in society and the history of their institution within their community (Level One). Professionals can also influence and contribute to the role of their institution (Level Two) and advance the aspirations and capacity of the ISL field to impact society (Level Three).
- *Equity & Diversity* refers to the characteristics of an equitable and culturally-responsive work environment. Competent professionals demonstrate these competencies through their interactions and their ongoing responsibilities (Level One). Professionals can also contribute to equitable and responsive actions within their institution (Level Two) advance the role of the ISL field in building an equitable and vibrant society (Level Three).
- *Evaluation & Research* refers to the practice of engaging in systematic inquiry. Competent professionals understand the processes, purpose, and general results of research and evaluation in ISL (Level One). Professionals might also influence and contribute to the use of research and evaluation within their institution (Level Two) and the ISL field (Level Three).

### Institutional Operations

	Level 1	Level 2	Level 3
<b>Mission, Vision, and Goals</b>	Understand and support the mission, vision, and goals of my institution.	Influence and contribute to the mission, vision, and goals of my institution.	Influence and contribute to the mission, vision, and goals of the ISL field.
<b>Structure</b>	Understand and navigate the organizational structure of my institution.	Manage and contribute to the organizational structure of my institution.	Create and contribute to organizational structures within the ISL field.
<b>Policies</b>	Understand the policies and expectations of my institution.	Manage and contribute to the policies and practices of my institution.	Create and contribute to the policies and practices of the ISL field.
<b>Finances</b>	Understand budgets that relate to my area of work.	Identify, develop, and manage sources of income and expenditures within my institution.	Provide financial leadership for projects, programs, and products within the ISL field.

UNDER REVIEW

### Institutional Impact

	Level 1	Level 2	Level 3
<b>Audiences</b>	Identify intended and achieved outcomes for my area of work that align with an understanding of audiences.	Identify intended and achieved outcomes for my institution that align with an understanding of my community and of the ISL field.	Identify intended and achieved outcomes for the ISL field that align with an understanding of society and of the ISL field.
<b>Role</b>	Understand the role of ISL institutions in society and the history of my institution within my community.	Influence and contribute to the impact, reputation, and value of my institution.	Advance the aspirations and the capacity of the ISL field to impact society.
<b>Equity &amp; Diversity</b>	Understand and support the characteristics of an equitable and culturally-responsive work environment.	Influence and contribute to equitable and responsive practices within my institution and the ISL field.	Advance the role of ISL institutions in building an equitable and vibrant society.
<b>Evaluation &amp; Research</b>	Understand the processes, purpose, and results of research and evaluation within my area of work.	Influence and contribute to the use of research and evaluation within my institution.	Influence and contribute to the use of research and evaluation within the ISL field.

UNDER REVIEW

### Job-Specific Expertise

	Level 1	Level 2	Level 3
<b>Effective Practice</b>	Provide programs, services, and products that achieve intended outcomes.	Develop or manage programs, services, and products that achieve intended outcomes.	Create or contribute to ISL practices that achieve increasingly complex intended outcomes.
<b>Efficient Practice</b>	Use tools and strategies in my work to minimize the resources that are necessary to achieve desired outcomes.	Implement or manage processes and practices that use minimum resources necessary to achieve maximum outcomes.	Create or contribute to ISL practices that maximize the impact of available resources.
<b>Evidence-based Practice</b>	Make decisions about my area of work based on evidence about effectiveness and efficiency.	Influence or contribute to the use of evidence in the decisions, plans, and actions of my institution.	Advocate for and contribute to evidence about effective and efficient practices in the ISL field.
<b>Professional Learning</b>	Participate in professional learning that advances my professional and personal goals.	Influence or contribute to professional development opportunities for myself and others.	Create and advocate for professional learning opportunities across and throughout the ISL field.

UNDER REVIEW

### General Expertise

	Level 1	Level 2	Level 3
<b>Intrapersonal Knowledge &amp; Skills</b>	Understand and respect the values, attitudes, and behaviors that I bring to my work.	Encourage institutional practices that recognize and reward intrapersonal reflection, knowledge, and skills.	Create and support ISL practices that recognize intrapersonal reflection, knowledge, and skills.
<b>Interpersonal Knowledge &amp; Skills</b>	Acknowledge and respect the values, attitudes, and behaviors of myself and of others within my institution.	Support and influence collaborative and mutually-beneficial relationships within my institution.	Create and support collaborative and mutually-beneficial relationships within and outside the ISL field.
<b>Communication</b>	Demonstrate effective and ethical communication skills in my work.	Support and influence effective and ethical communication skills with a range of audiences and using a range of media.	Create and support strategic communication skills that advance the work of the ISL field in society.
<b>Creative &amp; Analytical Thinking</b>	Demonstrate creative and analytical thinking skills in my area of work.	Use creative and analytical thinking skills to address increasingly complex problems and opportunities within my institution.	Use creative and analytical thinking skills to influence and support the capacity of the field to address societal goals and problems.

UNDER REVIEW



## **Section Three**

### Professional Learning

## **Professional Competency Assessment Survey**

Professional competencies are complex, dynamic, and situational. Recognizing or achieving competency looks different for each person and in each circumstance. Assessing your competencies (or those of others) should be done with considerable thought, flexibility, and personalization, recognizing that competencies cannot be *objectively measured*, but they can be *subjectively demonstrated*. The ISL Professional Competency Survey provides indicators and suggestions for evidence that might help you assess your current and your desired level of competency.

Indicators are actions or observable behaviors that provide an indication of a competency. Indicators are not proof, but they are a reliable indication of achieving a competency. The Assessment Survey provides four to six indicators of each level of competency. You may not identify with all of the indicators, but they should give you a picture of what a particular level of competency looks like.

For each indicator, consider what type of accomplishment or behavior would reasonably be considered as evidence of that indicator. Consider sources for evidence that are more objective, such as results from an evaluation of a project you directed, a program you developed or presented, a review of an exhibit you developed, or an article published in a peer-reviewed journal. The Assessment Survey provides examples of evidence, but each user should consider the nature of evidence that would be most useful for their current or desired professional circumstances.

## Job-Specific Expertise

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### Competency Indicators for Level One

**Effective Practice:** Provide effective programs, services, and products.

- I provide programs, services, or products that meet stated goals for specific audiences.
- I feel confident in my ability to provide effective programs, services, or products.
- I receive positive feedback or job performance reviews from colleagues or supervisors.
- I know and am committed to best practices in my area of work.

*Sources of Evidence:*

**Efficient Practice:** Use tools and strategies that increase my efficiency without compromising effectiveness.

- I meet deadlines.
- I identify and monitor resources that are necessary and allocated for my specific responsibilities.
- I utilize technology efficiently with minimal waste time.
- I keep my workspace organized.
- I use my time efficiently.

*Sources of Evidence:*

**Evidence-based Practice:** Make decisions about my area of work based on evidence about effectiveness and/or efficiency in meeting intended outcomes.

- I regularly refer to resources in national repositories of evaluation and research studies.
- I read evaluation reports or audience studies related to my work.
- I question and assess the effectiveness and/or efficiency of decisions related to my work.
- I often ask "why" or "what evidence supports that approach?"
- I survey audience members at my programs to obtain feedback on my work.
- I request co-workers and/or supervisors to observe my work and provide feedback.

*Sources of Evidence:*

**Professional Learning:** Participate in professional learning that advances my professional and personal goals.

- I participate in professional learning opportunities.
- I reflect on my professional learning based on my job and my career goals.
- I solicit and apply feedback on my work.
- I read journals or online content from professional organizations.
- I think of myself as a professional.

*Sources of Evidence:*

## General Expertise

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### Competency Indicators for Level One

**Intrapersonal Knowledge & Skills:** Demonstrate initiative, self-reflection, and perseverance in my area of work.

- I regularly reflect on my responsibilities and the results of my work.
- I am aware of my values, attitudes, and behaviors at work.
- I am aware of my strengths and limitations.
- I work well independently.
- I authentically demonstrate enthusiasm and positive attitudes towards my work and colleagues.
- I address complications or problems when they arise.

*Sources of Evidence:*

**Interpersonal Knowledge & Skills:** Acknowledge and respect the values, attitudes, and behaviors of myself and of others in my institution.

- I recognize and appreciate the values, attitudes, and behavior of others.
- When listening to others, I pay attention to their body language and tone of voice
- I listen without interpreting others' motives.
- I avoid defensiveness when giving or receiving feedback.
- I demonstrate respect for those I work and collaborate with.

*Sources of Evidence:*

**Communication:** Demonstrate effective and ethical communication skills in my work.

- Before I communicate, I consider what I want to say and what the person needs to know.
- I consider when email, phone, or in-person communication is best.
- I edit and proofread all written communication.
- I avoid communication that is potentially harmful to others.
- I consider timing, wording, and priorities in my communication.
- I am comfortable communicating formally or informally.

*Sources of Evidence:*

**Creative & Analytical Thinking:** Demonstrate creative and analytical thinking skills in my area of work.

- I recognize and attempt to solve problems creatively.
- I make clear and timely decisions based on evidence and input from various sources.
- I know the characteristics, advantages, and limitations of brainstorming.

*Sources of Evidence:*

## Institutional Operations

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### Competency Indicators for Level One

**Mission, Vision, & Goals:** Understand and articulate the mission, vision, and goals of my institution.

- I can state the mission or the vision of my institution.
- I have read or heard the goals of my department or institution.
- I consider the mission, vision or goals in making decisions about programs or products.
- I discuss the mission, vision or goals with colleagues.

*Sources of Evidence:*

**Structure:** Understand and navigate the organizational structure of my institution.

- I know the departments of my institution and have a general understanding of what they do.
- I know who to go to with problems or questions about HR, safety, security, supplies or other issues related to my job.
- I understand the role of my supervisor within the institution.

*Sources of Evidence:*

**Policies:** Understand the policies and expectations within my institution.

- I know the governing authority of my institution.
- I have access to core institutional documents such as the code of ethics.
- I understand the expectations of my position and how those expectations fit within my department or institution.
- I know my rights and my responsibilities as an employee.

*Sources of Evidence:*

**Finances:** Understand budgets that relate to my area of work and use resources efficiently.

- I know what supplies or resources are available for my work.
- I can describe the sources of income and expenses for my programs or products.
- I regularly align my actions with available resources.
- I appreciate the value and importance of creating and adhering to budgets.
- I understand the income streams that support my area of work.

*Sources of Evidence:*

## Institutional Impact

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### Competency Indicators for Level One

**Audience:** Identify intended and achieved outcomes for my area of work that align with an understanding of visitors.

- I can describe the characteristics of the audience my programs or products serve.
- I know who engages with and benefits from the programs, products, or services I provide.
- I understand the difference between outcomes and outputs.
- I identify and support intended outcomes for my programs or products.

*Sources of Evidence:*

**Role:** Understand the role of ISL institutions in society and the history of my institution in my community.

- I can describe the values and general principles of informal learning.
- I know the history of my institution and the history of its relationship within the community.
- I am familiar with standards or core value of professional organizations related to my work.
- I understand the characteristics and differences between mission, vision, principles, goals, and objectives.

*Sources of Evidence:*

**Equity & Diversity:** Understand and support the characteristics of an equitable and culturally-responsive work environment.

- I understand and consider the differences between equity and equality.
- I can describe and discuss a range of ways diversity is considered.
- I communicate and engage with community groups that share goals or audiences with my area of work.
- I understand some of the ways institutions and individual habits can create work environments that are uncomfortable.

*Sources of Evidence:*

**Evaluation & Research:** Understand the processes, purpose, and general results of research and evaluation in ISL.

- I understand and appreciate the potential of evaluation to guide my work.
- I am aware of the field of evaluation/visitor studies and know where to find evaluation reports or research that might inform my work.
- I collect data about the programs, products, or services I provide.

*Sources of Evidence:*