Competencies

**Information Sheet**



***Definition***

**Major skills, knowledge or attitudes that are measurable and observable; field or discipline specific outcomes addressed at the learning plan (lesson) level. *Samples: Use active listening skills, write a narrative, adjust automotive brakes, prepare an income statement, analyze costs that affect food service, solve quadratic equations, examine the impact of WWII on the family.***

**DEFINITION**

***Competencies***

Competencies provide an organizing framework for planning and implementing a learning experience. They are the intended outcomes of learning experiences. Since they describe what you want learners to be able to do, they must be stated in observable measurable terms.

Competencies:

* Determine what content you will teach.
* Tell what you want your learners **to be able to do with what they know** at the end of the learning experience
* Drive a course. Teachers design assignments and assessments around competencies.

***Competency Domains***

Benjamin Bloom identified three domains of learning: cognitive, psychomotor, and affective. They are referred to as *Bloom’s Taxonomy*. **Cognitive**: Focuses on thinking or knowledge. **Psychomotor**: Focuses on doing or performing. **Affective**: Focuses on the development of attitudes and interests. Competencies can be written in any of the domains.

***Cognitive Domain***

Performance statements in the cognitive domain can be placed into one of six levels. Because the definition of a competency implies the application of knowledge, typically they are written at the APPLYING level or above on Bloom’s Taxonomy. (That means they are not written at either the Remembering or Understanding level.) The Verb Library in the WIDS software allows you to search the library by domain and level.

***Competency Checklist***

* Describe what you want learners to do with what they know at the end of the learning experience (applying level or above on Bloom’s Taxonomy)
* Begin with an action verb (one verb)
* Are measurable and observable
* Are clear and concise (short)
* Describe the learner’s performance
* Require the **application** of content
* Can be accomplished within the timeframe of the learning experience (3-6 competencies per credit or 9-18 hours of learning)
* Often result in a product, a service, decision, or a performance
* Become the target of a learning plan

Teachers develop assignments so students can learn the competency. They also design assessments that assess them. Often a competency map can be drawn that looks something like this.

|  |  |  |
| --- | --- | --- |
| **COMPETENCY** | **ASSIGNMENTS** | **ASSESSMENT** |

|  |  |  |
| --- | --- | --- |
| Demonstrate asepsis technique | Read chapter 4 in the textbook  Watch the demo Complete the worksheet Practice working with a partner | Demonstrate asepsis technique in the classroom lab  Complete the test on asepsis technique |
| Write a proposal | Read chapter 5 in the textbook  Examine sample proposals  Critique samples  Discuss the samples | Write a proposal |
| Examine current trends in math and science | View the PowerPoint  Read chapter 10  Complete the learning object | Write an article for a case study situation regarding current trends in math and science |

Competency Practice Key

**Information Sheet**



Compare your responses with the suggested answers below. Your responses may vary slightly.

|  |  |
| --- | --- |
| **OK?** | Competency Statement |
| **OK** | 1. Translate a paragraph of Spanish into English. |
| **Not measureable** | 2. Understand the role of Irish immigrants in America’s industrialization.  ***Analyze the contributions of Irish immigrants in America’s industrialization.*** |
| **Not action verb or outcome** | 3. Learn three practical applications of the use of solar energy.  ***Assess the effectiveness of three applications of solar energy.*** |
| **OK** | 4. Start an IV in a patient. |
| **OK** | 5. Create a spreadsheet. |
| **Not observable** | 6. Know how to mix sauces.  ***Mix sauces.*** |
| **Learning Activity** | 7. View videotape on brake adjustments.  ***Make brake adjustments.*** |
| **Combination** | 8. Define, describe, and assess the role of nursing in a changing health care environment.  ***Assess the role of nursing in a changing health care environment.*** |
| **OK** | 9. Construct a staircase. |
| **Learning Activity** | 10. Practice rolling out pie dough.  ***Roll out a pie crust.*** |

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