

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.*

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

EXAMPLES

- Conduct a patient interview
- Recommend diagnostic procedures
- Implement infection control strategies
- Apply conflict resolution strategies
- Measure EKG
- Evaluate the care plan
- Compare primary tissue types of the body

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
Compare current trends in mathematics and science assessment	View the PowerPoint Read chapter 10 Complete the learning object	Write an article for a case study situation regarding current trends in math and scie