

# Skill Standards Listed by Learning Outcomes and Certification Levels

Associated with each learning outcome are a list of suggested assessment methods and a list of the key activities from the Skill Standards that can be used to contextualize these outcomes and assessments. For the purposes of Initial Certification specific performance indicators have been listed for each key activity to help certification candidates and assessment support personnel focus on critical aspects of professional practice. In the table that follows, each learning outcome and level of certification is listed with the key activities described in the Skill Standards for Professional-Technical College Instructors from which appropriate assessment language and performance indicators may be drawn.

## *1. Initial Certification Learning Outcomes (critical skills)*

These learning outcomes and their associated assessments focus specifically on the critical skills of designing and delivering instruction, orienting learners to a course of study using a syllabus, and developing professionally through observation and planning. The documentation of achievement of these outcomes aligns with the requirements for initial certification of full time faculty and for the review of all part-time faculty by demonstrating competence in the areas of providing student instruction, supervising learning environments, and implementing curriculum, outcomes, and assessments.

### **THE SUCCESSFUL NEW PROFESSIONAL-TECHNICAL INSTRUCTOR WILL BE ABLE TO:**

#### **1.1. Design and deliver a learner-centered instructional activity.**

Assessment methods: Self-assessment, supplemented with peer, learner, and supervisor assessment of instructional materials and resources for the design and delivery of an instructional activity, direct observation of teaching, and examples of student work, feedback, and other evidence of student learning.

Skill Standards Key Activities (and performance indicators):

- A1 (5, 7)
- A5 (3, 4, 5)
- B1 (1, 2, 5, 6)
- B4 (1, 2, 3)
- D1 (2, 4, 5, 7)
- D2 (2, 3, 4, 5, 6, 7, 8, 10)
- D3 (5, 6, 7)
- D4 (1, 2, 3, 4)
- F2 (1, 4)
- G1 (7)
- G7 (1, 2, 3, 4, 5, 6)
- I4 (4, 5)

#### **1.2. Design and describe a learner-centered course.**

Assessment methods: Self-assessment, supplemented with peer, learner, and supervisor assessment of a course syllabus and/or outline and supporting materials.

Skill Standards Key Activities (and performance indicators):

B1 (1, 2, 5, 6)  
 B2 (1, 2, 4, 5, 6, 8, 9)  
 B3 (1, 2, 3, 4, 6) B4 (3, 4, 5)  
 D1 (1, 2, 3, 4, 5, 7)  
 D2 (all)  
 D3 (2, 3, 4, 5, 6, 7, 8, 9)  
 D4 (1, 2, 3, 4)  
 E1 (5)  
 F2 (1, 2, 3, 4)  
 I4 (4, 5)  
 J1 (3)

### 1.3. Evaluate learning environments and methods.

Assessment methods: Self-assessment, supplemented with peer, learner, industry, and supervisor assessment of teacher-developed criteria and their application during visits to and observations of shop/lab environments, off-site training facilities, and the work of other professional-technical instructors and trainers.

Skill Standards Key Activities (and performance indicators):

A1 (5, 7)  
 A2 (1, 2, 3, 5)  
 A3 (3, 5)  
 A7 (all)  
 B5 (1)  
 C6 (3)  
 C7 (4, 10)  
 D1 (1-7)  
 D2 (1-10)  
 D3 (1-9)  
 D4 (1-4)  
 E1 (1, 2, 3, 4, 5)  
 E2 (2, 3, 5, 6)  
 F1 (3, 4)  
 F2 (1, 2, 3, 4)  
 F3 (2)  
 G1 (2, 5, 7)  
 G2 (2)  
 G3 (1, 2)  
 G4 (3, 6)  
 G5 (2, 6)  
 G6 (1, 2, 3, 4, 5, 6)  
 G7 (1, 2, 3, 4, 5, 6)  
 J2 (8)

### 1.4. Design an individualized professional development plan.

Assessment methods: Self-assessment, peer assessment, and supervisor assessment of individualized professional development plan and supporting materials.

Skill Standards Key Activities (and performance indicators):

C6 (4)  
 G6 (1, 2, 3, 4, 5, 6)

## 2. *Continuing Certification Learning Outcomes (core skills)*

These learning outcomes and assessments focus on refinement and expansion of teaching and other professional skills, using authentic activities incorporating instructors' actual teaching loads and environments.

### THE SUCCESSFUL CONTINUING PROFESSIONAL-TECHNICAL INSTRUCTOR WILL BE ABLE TO:

#### 2.1. Design, evaluate, revise, and deliver learner-centered instruction, using a variety

##### of media, resources, and industry and other standards.

Assessment methods: Portfolio-based self-assessment, supplemented with peer, learner, industry, and supervisor assessment of a course or unit of instruction, including materials, resources, standards, criteria, and delivery and assessment methods.

Skill Standards Key Activities:

A1	B3	F2	I1
A2	B4	G1	I2
A3	C6	G2	I3
A5	D1	G4	I4
A6	D2	G5	J1
A7	D3	G6	J2
B1	D4	G7	J4
B2			

#### 2.2. Provide students with appropriate academic and professional advising, assistance, and referrals.

Assessment methods: Portfolio-based self-assessment, supplemented with peer, learner, employer, and supervisor assessment of student advising activities.

Skill Standards Key Activities:

B5	H2
E1	H4
E2	H5
E3	H6
E4	
E5	

#### 2.3. Evaluate learning systems and programs.

Assessment methods: Portfolio-based self-assessment, supplemented with peer, learner, industry, and supervisor assessment of teacher-developed criteria and their application to the evaluation of instructional programs and systems.

Skill Standards Key Activities:

A1	C7	I1
C1	F4	I3
C2	G2	I4
C4	H2	
C5	H3	
C6		

### *3. Continuing Certification Learning Outcomes (program-level skills)*

This learning outcome is designed to be applied in a variety of content-specific settings and to be flexible to the needs and interests of continuing professional-technical instructors and programs. It is conceivable that an individual faculty member may want or be directed to apply these skills in a number of distinct, specific, significant activities, and so may seek directed learning and credit at this learning level repeatedly.

#### **THE SUCCESSFUL PROFESSIONAL-TECHNICAL INSTRUCTOR AND/OR PROGRAM COORDINATOR WILL BE ABLE TO:**

##### **3.1. Design and manage a support and development proposal and implementation plan for an instructional program or system.**

Assessment methods: Portfolio-based and self-assessment, peer assessment, and supervisor assessment of a plan related to system development or support, including but not limited to marketing and promotion, accreditation, infusion of industry standards and feedback, advisory committee and resource development, articulation, and student advising, placement and tracking.

Skill Standards Key Activities:

A1	H3
A2	H6
A4	I1
C1	I3
C3	I4
C4	J3
C5	J5
C6	J6
C7	
F4	
F5	
F6	



# Development Process and Acknowledgments

Sharon Marcy, Project Coordinator, Renton Technical College



This Resource Guide was made possible through the cooperative support of the State Board for Community and Technical Colleges, the Workforce Education Council and the contribution of professional-technical educators and administrators across the State.

This Guide was one of the final products developed under the umbrella of the original skill standards project for professional-technical college instructors. Phase I of the project led to the identification, validation and June 2000 publication of the *Skill Standards for Professional-Technical College Instructors* book. Success of the first phase of the project led the state to support three more significant bodies of standards-based work for professional-technical faculty:

- Creation and implementation of professional development curriculum.
- Modification of the Washington Administrative Code (WAC) to align certification to the identified standards.
- Development of a professional development and assessment Resource Guide as a tool for both administrators and professional-technical faculty.

The Resource Guide grew out of initial meetings of the WAC rewrite team. Validation packets for the Resource Guide were sent to various members of the two-year college community, including WEC and IC representatives, community and technical college faculty and administrators, and State Board officials. The Validation Team was asked to review the Guide for ease of use, flexibility, relation to the WAC, and accurate cross reference with the identified skill standards. Feedback from all responses was considered and Guide modifications were made.

## RESOURCE GUIDE DEVELOPMENT TEAM

Steve, Quinn, Project Director, Olympic College  
 Berta Lloyd, Project Consultant, Shoreline Community College  
 Dr. Norma Goldstein, Project Consultant, Shoreline Community College  
 Sharon Marcy, Project Coordinator, Renton Technical College

## RESOURCE GUIDE VALIDATION TEAM

Robin Jeffers, Faculty, Bellevue Community College  
 Donna Campbell, Interim Vice President of Instruction, Columbia Basin College  
 Karla Poullion, Faculty, Everett Community College  
 Greg Roberts, Human Resources, Lake Washington Technical College  
 Michelle Andreas, Dean Workforce Development, Olympic College  
 Mary Garguile, Faculty, Olympic College  
 Barbara Clampett, Faculty, Peninsula College  
 Ken Jacobson, Peninsula College  
 Libby Wagner, Faculty, Peninsula College  
 Jim Walton, Dean of Workforce and Economic Development, Peninsula College  
 Marty Heilstedt, Vice President of Instruction, Renton Technical College  
 Carol Kallfelz, Director of Research and Development, Renton Technical College  
 Darlene Miller, Workforce Education Council President, Shoreline Community College  
 Roger Bourret, Faculty, South Seattle Community College

Richard Gartrell, Dean of Continuing Education and Economic Development, South  
Seattle Community College

Al Isaacson, Faculty, Spokane Falls Community College

Jim Crabbe, Policy Associate for Workforce Education

Bill Moore, Coordinator, Assessment, Teaching and Learning, State Board for  
Community and Technical Colleges

Erik Laurentz, Faculty, Tacoma Community College

Alan Waugh, Professional Development Coordinator, Tacoma Community College

Nick Parisi, Director of Workforce Education, Yakima Valley Community College



# Order Form

For Additional copies of the *Resource Guide for Professional Development & Assessment using Skill Standards for Professional-Technical College Instructors*. Please detach or photocopy this order form and return it to:

Center for Learning Connections  
Highline Community College  
Skill Standards Resource Center (MS-OMNI)  
P.O. Box 98000  
Des Moines, WA 98198-9800

If you have any questions about ordering, please call (206) 870-3759, FAX: (206) 870-5915, or email kmichael@hcc.ctc.edu. You may also order the book online at <www.wa-skill.com > If you have questions about the content or development of the Curriculum Guide, please contact Berta Lloyd at blloyd@ctc.edu

Payment can be made by check, money order, VISA, MasterCard, Discover Card or by purchase order.

Checks or money orders should be made payable to **Center for Learning Connections**. Residents of Washington State, please add 8.8% sales tax.

## ORDER FORM

	Cost	Qty	Total
<b>Resource Guide: Professional Development &amp; Assessment using the Skill Standards for Professional-Technical College Instructors.</b>			
<b>Cost:</b> \$15 per guide	@\$15.00 ea	x _____	= _____
<b>Washington State Sales Tax @ 8.8%</b> (State of Washington Residents only)			
<b>Shipping &amp; Handling:</b> Add \$3.50 for shipping and handling.	@ \$ 3.50		_____
Add \$2.00 each additional Curriculum Guide per shipment	@ \$ 2.00	x _____	= _____
		TOTAL	=====
Name (please print) _____			
Address _____			
City _____ State _____ Zip _____			
Phone _____ FAX _____ EMail _____			
<input type="checkbox"/> Check or money order enclosed <input type="checkbox"/> VISA <input type="checkbox"/> MasterCard <input type="checkbox"/> Discover Card <input type="checkbox"/> Purchase Order			
Card Number _____ Expiration Date _____			
PO # _____			
Signature _____			