

FQAS Competency Framework

This table shows the revised FQAS competencies in each of the seven areas. Each competency has a set of performance standards that help define successful performance. Performance standards are show in subsequent pages.

ASSESSMENT	Create a performance-based assessment plan	Employ a variety of formative assessment strategies	Employ a variety of summative assessment strategies	Communicate assessment results to promote student learning	Use assessment results to improve instruction
BEHAVIORAL MANAGEMENT	Examine the factors that affect the behavior of the multi-generational learner	Demonstrate professional behaviors to support teaching and learning	Utilize varied strategies for managing the learning environment	Evaluate college resources and services available to support teaching and learning	
COURSE DESIGN	Examine performance-based learning course design concepts	Designate exit learning outcomes and external standards	Develop competencies that describe intended learning outcomes	Create a performance-based plan for a course	Create performance assessment tasks
	Write learning objectives for each competency	Design a learning plan	Prepare a syllabus	Utilize a quality review process to validate curriculum	
DATA AND EVIDENCE ANALYSIS	Explore a variety of data analysis tools	Analyze data from teaching and learning experiences	Use data to inform decision making about the teaching and learning process		
EMBRACING DIVERSITY	Assess your effectiveness in embracing diversity based on the lenses through which you view yourself and your students	Examine the impact of college, community and student demographics on teaching and learning	Examine your college's plans, policies and strategies that support diverse learners	Create an inclusive, effective learning environment that addresses barriers and provides reasonable accommodations	

STUDENT SUCCESS	Promote a culture of continuing student success	Implement strategies to promote learner persistence	Demonstrate learner-centered communication	Examine instructor role in student career development	Develop scaffolded strategies to meet the developmental needs of multi-generational learners
	Analyze the impact of personal factors and life circumstances on student success	Analyze the legal and ethical roles of the counselor, the advisor and the instructor in facilitating the academic, career, and personal development of learners	Analyze available student support services		
TEACHING METHODS AND TECHNOLOGY	Explore instructional strategies	Analyze learning theories and models/cycles	Create a plan for learning	Facilitate learning	Revise teaching practice

Assessment

1 Create a performance-based assessment plan

Assessment Strategies

- Oral, Written or Skills Assessment

Criteria

- you describe how your assessment strategies meet district curriculum/assessment guidelines
- you distinguish between formative and summative assessment
- you select a variety of performance based assessment strategies appropriate for your learning outcomes (e.g. project, interview, experiment, report, presentation, portfolio, question/answer test, demonstration)
- you explain how the selected assessment requires learners to apply what they have learned
- you describe how the performance assessment task ensures validity
- you describe how the performance assessment task ensures reliability
- you describe how the performance assessment task ensures fairness
- you assess the characteristics and needs of learner population
- you assess the feasibility of the assessment plan
- you identify a plan to review effectiveness of assessment strategies
- you identify necessary assessment resources
- you develop authentic assessment strategies

2 Employ a variety of formative assessment strategies

Assessment Strategies

- Oral, Written or Skills Assessment

Criteria

- you align assessment strategy with desired outcome
- you customize formative assessment strategies appropriate for the learning environment
- you develop formative assessment strategies for a specific learning outcome (i.e. Classroom Assessment Techniques)
- your formative assessment strategies are practical in context of course management
- you develop formative assessment strategies focus on improving learning
- you develop formative assessment strategies that involve learners in the process of improving their learning
- you create formative assessment strategies addressing knowledge building
- you create formative assessment strategies addressing skill/competency building
- you create formative assessment strategies addressing learner attitudes, values, and self-awareness
- you create formative assessment strategies addressing learner reaction to the learning
- you describe how the results help learners and the instructor improve learning

- you ensure the formative assessment is valid, reliable, and fair
- you communicate desired outcome of the formative assessment

3 **Employ a variety of summative assessment strategies**

Assessment Strategies

- Oral, Written or Skills Assessment

Criteria

- you develop summative strategies that assess desired learning outcomes (competency, core ability, program outcome, external standard, etc.)
- you customize summative assessment strategies appropriate for the learning environment
- you develop summative assessment strategies that involve learners in the process of demonstrating their learning
- you create summative assessment strategies addressing learner attitudes, values, and self-awareness
- you describe how the results help learners and the instructor improve learning
- you ensure the summative assessment is valid, reliable, and fair
- you employ direct assessment strategies
- you employ indirect assessment strategies

4 **Communicate assessment results to promote student learning**

Assessment Strategies

- Oral, Written or Skills Assessment

Criteria

- you develop assessment checklist/rubric linked to outcome criteria (competency, core ability, program outcome, external standard, etc.)
- you identify a timeline for providing feedback to students
- you identify a method of providing feedback to students
- you assess the effectiveness of your feedback to students
- you communicate desired assessment outcomes to students before the assessment
- you use a variety of feedback sources, where appropriate (instructor, peer, self, outside evaluator, etc.)
- you provide constructive feedback to students
- you provide opportunities for students to use feedback to improve learning
- you communicate with respect and professionalism
- you provide feedback to students referencing assessment criteria

5 **Use assessment results to improve instruction**

Assessment Strategies

- Oral, Written or Skills Assessment

Criteria

- you analyze assessment results/data
- you assess alignment between the assessment and the target learning outcomes
- you identify patterns of learner performance on the assessment
- you diagnose possible causes for high frequency of learner failure
- you revise specific components of the assessment strategy
- you revise instructional and learning strategies based on assessment results
- you revise course outcomes based on assessment results, if applicable
- you communicate assessment results to necessary parties
- you align course assessments with program outcomes
- you align course assessments with core abilities
- you align course assessments with external standards, if applicable

Behavioral Management

1 Examine factors that affect the behavior of the multi-generational learner

Assessment Strategies

- Oral, Written, or Skills Assessment

Criteria

- you identify the characteristics of the diverse multi-generational learner
- you recognize the diverse needs of the multi-generational learner
- you recognize the diverse developmental needs of the multi-generational learner
- you recognize the impact prior learning experiences have on the multi-generational learner

2 Demonstrate professional behaviors to support teaching and learning

Assessment Strategies

- Oral, Written or Skills Assessment

Criteria

- you demonstrate efficient use of time
- you model stress management techniques
- you demonstrate appropriate written, verbal and nonverbal communication
- you exhibit professional interpersonal skills
- you act in an ethical manner
- you practice collaboration and teamwork

3 Utilize varied strategies for managing the learning environment

Assessment Strategies

- Oral, Written or Skill Assessment

Criteria

- you assess the learning environment
- you design strategies to resolve conflict
- you examine multiple viewpoints in problem solving
- you propose strategies for diffusing the situation and minimizing disruptions of learning
- you determine the appropriate response to the situation
- you evaluate your response to the current situation to prevent future occurrences
- your strategies align with applicable laws and college policies

4 Evaluate college resources and services available to support teaching and learning

Assessment Strategies

- Oral, Written or Skill Assessment

Criteria

- you identify any college policies and support systems that apply to the situation
- you utilize appropriate referral services
- you employ crisis intervention strategies
- you describe your college's safety and security policies and procedures

Course Design

1 Examine performance based learning course design concepts

Assessment Strategies

- by relating the principles of performance-based learning to effective teaching, learning, and assessment

Criteria

- you determine the relationship between learning outcomes, learning strategies and assessment
- you distinguish between performance-based and non-performance-based learning and assessment strategies
- you illustrate the relationship between performance-based course components
- you apply the concepts of performance-based learning to evaluate examples of course curriculum

2 Designate exit learning outcomes and external standards

Assessment Strategies

- by adding exit learning outcomes and external standards to your project (as applicable)

Criteria

- you identify how individual courses relate overall to an academic program
- you identify core abilities that are introduced, reinforced or assessed in this course
- you identify general education outcomes that are introduced, reinforced or assessed in this course (if applicable)
- you identify program outcomes that are introduced, reinforced or assessed in this course (if applicable)
- you identify external standards relevant to the course (if applicable)
- core abilities are linked to course competencies
- general education outcomes are linked to course competencies (if applicable)
- program outcomes are linked to course competencies (if applicable)

3 Develop competencies that describe intended learning outcomes

Assessment Strategies

- by developing or revising competencies for a course or other learning experience

Criteria

- each competency supports at least one program outcome (if applicable)
- each competency requires learners to apply skills, knowledge, or attitudes to perform tasks, deliver services, develop products, make decisions, or solve problems
- each competency begins with one action verb that calls for a single measurable, observable performance
- each competency is written clearly, concisely, and precisely
- each competency is classified by domain and level
- competencies are sequenced in the order they should be learned so that skills build on one another
- competencies can be accomplished within the timeframe of the course (typically 3 to 6 competencies per credit or 9-18 hours of learning per competency)

4 Create a performance based assessment plan for a course

Assessment Strategies

- by developing performance standards for each competency

Criteria

- the assessment plan includes authentic assessment strategies for each competency
- the assessment strategies require learners to perform a task, develop a product, make a decision, or solve a problem

- the assessment strategies measure the learners' ability to meet a competency
- the assessment strategies name the product or process that will be assessed
- the assessment plan includes criteria under which performance will be measured
- criteria communicate to the learner the expectations of how a competency is met
- criteria include a description of one or more of the following: format; resources given; resources denied; environment; information given; deadlines if appropriate
- each criterion includes a specification for performance by describing one of the following: a characteristic of a satisfactory performance or product; accuracy/tolerance; speed; percent/number; errors permitted; reference to published standards; degree of excellence
- each criterion begins with the name of the product if it assesses a product or the word "learner" or "you" if it assesses process
- each criterion is written in an objective manner that excludes instructor judgment as a reference, although they may refer to a checklist developed by the instructor
- criteria are detailed enough to form the basis for the checklist and/or rubric used to assess competency performance

5 Create performance assessment tasks

Assessment Strategies

- by creating at least one performance assessment task (e.g. checklist, rubric, scoring guide) that assesses one or more of your competencies and/or other learning outcomes

Criteria

- performance assessment tasks are criterion-referenced
- performance assessment tasks identify one or more target competencies and/or other learning outcomes (e.g. core abilities, program outcomes, or general education outcomes)
- performance assessment tasks match performance indicated by competencies, requiring that learners fulfill the criteria and assessment strategies described in the performance standards
- performance assessment tasks require learners to apply knowledge, skills, or attitudes to hypothetical or real life/work tasks
- the performance checklist or rubric includes criteria, ratings, rating scale and minimum requirements

6 Write learning objectives for each competency

Assessment Strategies

- by developing learning objectives that address each competency

Criteria

- learning objectives include supporting skills, concepts, procedures, processes, and/or principles that learners need to perform the competency
- learning objectives each begin with one action verb that calls for a single measurable, observable performance
- learning objectives number 2 to 10 per competency

7 Design a learning plan

Assessment Strategies

- by designing learning plans for a course

Criteria

- learning plan addresses one to three (1-3) related competencies
- learning plan includes a title and overview or introduction
- learning plan includes a series of learning activities that help learners master the competency or group of related competencies
- learning activities begin with an action verb
- learning activities support the learning cycle (motivate, comprehend, practice, apply)
- learning activities are varied and require active learner involvement
- learning activities support thinking processes that go beyond remembering and comprehension and address application, analysis, synthesis, and evaluation
- learning activities address a variety of learning styles such as multiple intelligence, right and left brain, or visual, auditory and kinesthetic
- learning activities contain more learner-centered and learner-directed activities than teacher-centered and teacher-directed activities
- learning activities and support materials reflect respect for diversity and freedom from bias
- learning plan reflects universal design (anticipate any accommodations ahead of time)
- learning activities address all of the learning objectives
- learning plan includes assessment activities
- assessment activities tell learners what they must do to demonstrate the target competency

8 Prepare a syllabus

Assessment Strategies

- Syllabus for a specific course or other learning experience

Criteria

- syllabus includes course information including number, title, description, credits and type of instruction
- syllabus lists course co/prerequisites if needed
- syllabus lists required textbooks and supplies
- syllabus includes a grading rationale and a grading scale if grades will be assigned
- syllabus lists course and/or organizational guidelines for success (e.g. ADA statement, attendance, academic honesty, submitting assessment assignments, receiving feedback, etc.)
- syllabus includes section information (if applicable)
- syllabus includes instructor contact information
- syllabus includes a list of the core abilities and course competencies
- syllabus includes a schedule or timeline (if applicable)

9 Utilize a quality review process to validate curriculum

Assessment Strategies

- Plan for Curriculum Review

Criteria

- plan validates if curriculum aligns to program outcomes
- plan evaluates curriculum effectiveness
- plan includes steps for curriculum improvement
- plan identifies evidence-based justification for curriculum improvement
- plan includes curriculum modifications (if applicable)

Data and Evidence Analysis

1 Explore a variety of data analysis tools

Assessment Strategies

- Oral, Written or Graphic Assessment

Criteria

- you use statistical measurements, measures of central tendencies (mean, median, mode) normal distribution, correlation, measures of dispersion (range, standard deviation, percentiles)
- you explain what the measurements mean
- you recognize and analyze data trends
- you recognize how other departments work and how they can be a resource
- you identify data analysis tools at the WTCS level (QRP)
- you identify data analysis tools at the college level (entrance assessment, exit data, student satisfaction results, employer satisfaction results, CSSE, Noel-Levitz SSL, QRP)
- you identify data analysis tools at the division level
- you identify data analysis tools at the program level (TSA, Graduate placement, completion rates, employer satisfaction results, DACUM data, QRP)
- you identify data analysis tools at the course level (completion rates, attrition rates, instructor evaluations, course evaluations)
- you identify the accreditation process (college and program level)

2 Analyze data from teaching and learning experiences

Assessment Strategies

- Oral, Written or Graphic Assessment

Criteria

- you define a strategic process to gather data
- you identify key facts in a range of data
- you analyze data for reliability and validity
- you identify when data appear wrong, incomplete, or when gaps exist
- analysis provides a summary of the data regarding the teaching and learning experience

3 Use data to inform decision making about the teaching and learning process

Assessment Strategies

- Oral, Written or Graphic Assessment

Criteria

- you examine the dynamics of evidence based decision making and improvement processes
- your analysis includes recommendations for improving the learning experience based on the results
- you analyze external data for comparison to improve your program or course
- you analyze program review data to improve program health
- you analyze course review data to improve course health
- you synthesize information from multiple sources to guide continuous improvement efforts
- you share best practices
- you use data to tie achievement of learning outcomes to quality instructional practices and to delivery modes

Embracing Diversity

1 Assess your effectiveness in embracing diversity based on the lenses through which you view yourself and your students

Assessment Strategies

- Written or Oral Self-Assessment

Criteria

- your self-assessment demonstrates awareness of the short term and long term consequences of ethnocentrism, stereotyping, prejudice, discrimination, racism, homophobia, and sexism
- your self-assessment identifies values of your cultural heritage
- your self-assessment identifies ways your master statuses (socioeconomic status, age, race, ethnicity, gender, gender identity, sexual orientation, religion, and physical ability/ appearance, and cognitive ability) have influenced the way you perceive yourself
- your self-assessment analyzes how your self-perception impacts teaching
- your self-assessment identifies ways your cultural heritage has influenced the way you view diverse groups
- your self-assessment analyzes the perception others have of your own skill, attitudes, and behavior

- towards members of diverse groups
- your self-assessment is based at least partially on feedback from students and/or colleagues
- your self-assessment includes an action plan for improving areas of weakness and affirming areas of strength
- your self-assessment analyzes how your perceptions of diverse populations impact learning
- you create a plan that assesses your effectiveness in embracing diversity in your professional development

2 Examine the impact of college, community and student demographics on teaching and learning

Assessment Strategies

- Oral, Written, or Graphic Assessment

Criteria

- you analyze the impact of the demographics of your college and community
- you explore diverse population data including income, age, race, ethnicity, gender, sexual orientation, gender identity, veteran status, first generation, primary language, and disability
- you identify demographic data of students, faculty, and staff at your college
- you identify demographic data of surrounding community
- you explore measures of student success (completion, graduation, job placement, persistence, transfer) rates of diverse learners
- you analyze data on recruitment, enrollment and retention of diverse learners in your program/area
- you identify support services (disability, academic, advising, counseling, veterans, income, clubs) for (students, faculty, and staff) that help meet the needs of diverse populations

3 Examine your college's plans, policies and strategies that support diverse learners

Assessment Strategies

- Oral or Written Report

Criteria

- you examine the college's plans and policies such as the ADA, Affirmative Action Plan, the Minority Recruitment and Retention Plan, or other plans affecting diverse populations
- you analyze evidence that the college considers diverse populations in strategic plans and facilities plans
- you identify areas of success and those that need improvement
- you identify professional development opportunities related to diversity
- you share strategies to proactively address current diversity related issues at your college

4 Create an inclusive, effective learning environment that addresses barriers and provides reasonable accommodations

Assessment Strategies

- Guidelines for classes
- Oral or written report

Criteria

- you communicate effectively with diverse learners
- you design strategies to support diversity in your curriculum
- you design strategies to support diversity in delivery of instruction
- you design strategies to support diversity in your assessment
- you adapt learning activities for diverse learning styles and needs
- you identify preferred gender pronouns and language respectful to all learners
- you create a plan that assesses your effectiveness in embracing diversity in your classes

Student Success

1 Promote a culture of continuing student success

Assessment Strategies

- Oral, Written or Graphic Assessment

Criteria

- you define student success
- you model characteristics of student success
- you establish and communicate standards for success
- you reflect on personal efficacy in promoting student success
- you promote a supportive and welcoming culture that supports learning

2 Implement strategies to promote learner persistence

Assessment Strategies

- Oral, Written or Graphic Assessment

Criteria

- you select a situation from professional practice to apply strategies
- you develop strategies tailored to different learner's needs
- strategies recognize that learners are engaged in differing ways
- strategies incorporate learners' previous experiences
- strategies include intrinsic and extrinsic motivators
- strategies show application of motivational concepts such as attribution, needs theory, control theory, reinforcement theory, etc.

- strategies enhance learner confidence and self-esteem
- strategies include self-assessment of how teaching behaviors may promote and inhibit learner persistence

3 Demonstrate learner-centered communication

Assessment Strategies

- Oral, Written, or Graphic Assessment

Criteria

- you demonstrate active listening techniques
- you refrain from judging, premature problem solving and stereotyping, making decisions for learner
- you share opportunities for student assistance
- you utilize various methods of communication

4 Examine instructor role in student career development

Assessment Strategies

- in an Oral, Written, or Graphic Assessment

Criteria

- you examine the instructor's role in nurturing employability skills
- you incorporate employability skills.
- you reinforce employability skills
- you connect in-class skills/behaviors to effective psychosocial skills in the workplace

5 Develop scaffolded strategies to meet the developmental needs of multi-generational learners

Assessment Strategies

- Oral, Written or Graphic Assessment

Criteria

- you identify the developmental needs of multi-generational learners
- strategies include techniques for adapting examples, projects, assignments, physical setting, learning materials, learning activities, etc. to accommodate learners' developmental needs
- you use self-assessment to determine effectiveness of strategies

6 Analyze the impact of personal factors and life circumstances on student success

Assessment Strategies

- Oral, Written or Graphic Assessment
- Using a student survey or personal interviews

Criteria

your performance will be successful when:

- analysis includes an overview of learner demographics, e.g., age, sex, marital status, ethnicity, socio-economics, employment status, etc.
- analysis includes previous educational experience of learners
- analysis identifies other life role obligations of learners
- analysis summarizes special needs of learners
- analysis compares learner goals to intended course outcomes
- analysis describes insights gained about student success

7 Analyze the legal and ethical roles of the counselor, the advisor, and the instructor in facilitating the academic, career, and personal development of learners

Assessment Strategies

- Oral, Written or Graphic Assessment

Criteria

- you illustrate tasks performed by instructors in support of academic, career, and personal development of learners
- you illustrate the similarities and differences in the roles of the counselor, advisor/coach, accommodation services, and instructor
- you describe opportunities for interaction and collaboration
- you summarize the role effective advising plays in retention, career clarification and program completion
- you summarize the key steps in the process of counseling
- you summarize the key steps in the process of academic advising

8 Analyze available student support services

Assessment Strategies

- Oral, Written or Graphic Assessment

Criteria

- you summarize resources available for learners
- you implement accommodation plans for learners with special needs
- referral matches learner need with appropriate resources
- referral is appropriate to institution guidelines
- you communicate the purpose of the referral to the learner
- you describe how the selected support service will help the learner

Teaching Methods and Technology

1 Explore instructional strategies

Assessment Strategies

- Oral, Written or Skill Assessment

Criteria

- you evaluate how one or more specific technologies impact teaching
- you evaluate how one or more specific technologies impact learning
- you explore strategies that encourage critical thinking/problem solving
- you explore strategies that encourage engagement
- you explore strategies that encourage reflection
- you explore strategies that promote practical and real world application
- you explore strategies for various delivery modalities (i.e. online, hybrid/blended, accelerated)

2 Analyze learning theories and models/cycles

Assessment Strategies

- Oral, Written or Skills Assessment

Criteria

- you compare behavioral, humanistic, cognitive, brain-based, information processing, constructivist, and/or other theories
- you describe behavioral, humanistic, cognitive, brain-based, information processing, constructivist, and/or other theories
- you address characteristics of learning styles
- you address characteristics of multiple intelligences
- you address characteristics of at least one additional model: dimensions of learning, accelerated learning, emotional intelligence, collaborative learning, experimental education, etc.
- you include principles of adult learning

3 Create a plan for learning

Assessment Strategies

- Lesson/Teaching Plan

Criteria

you will know when you are successful when:

- plan considers delivery method (face to face, hybrid/blended, online, accelerated, flipped, etc.)
- plan shows alignment to outcomes
- plan follows a learning theory or learning model
- plan includes variety in instructional strategies that support learning and present content
- plan identifies learning materials
- plan identifies assessment

- plan includes strategies for actively engaging learners
- plan addresses the physical environment (for all delivery modes).
- plan addresses social needs of learners (i.e. sense of community, group work, icebreakers, etc.)
- plan addresses emotional needs of learners (i.e. support for risk taking and mutual respect)
- plan addresses course expectations
- plan promotes problem solving, critical thinking, and reflection

4 Facilitate learning

Assessment Strategies

- Oral, Written, or Skills Assessment

Criteria

- you communicate expectations
- you communicate alignment to outcomes
- you organize learning experiences according to the learning cycle
- you use learning theory or learning model
- you use instructional strategies that support learning and present content
- you use learning materials
- you incorporate assessment
- you engage learners
- you meet social needs of learners (i.e. sense of community, group work, icebreakers, etc.)
- you meet emotional needs of learners (i.e. support for risk taking and mutual respect)
- you employ questioning techniques that promote higher level thinking (problem solving, critical thinking, and reflection)
- you customize learning based on learner needs
- you use learning activities appropriate to the delivery mode

5 Revise teaching practice

Assessment Strategies

- Oral, Written, or Skills Assessment

Criteria

- you gather feedback from a variety of sources
- you analyze feedback
- you modify plans and instruction based on feedback