

# Competency Chart - WTCS Certification Education Requirements

<b>#50 Course or Curriculum Development*</b>	50 - A1 Examine performance based learning course design	50 - A2 Designate exit learning outcomes and external standards	50 - A3 Develop competencies that describe intended learning outcomes	50 - B1 Develop performance standards (criteria and conditions) for each competency	50 - B2 Create performance assessment tasks. (optional)	50 - C1 Write learning objectives for your competencies	50 - C2 Design a learning plan	50 - C3 Prepare a teaching plan	50 - C4 Prepare a syllabus			
<b>#51 Technical, and Adult Education in the WTCS*</b>	51 - A1 Interpret the mission of the Wisconsin Technical College System, your local technical college, the University of Wisconsin System and the K-12 system as they relate to a philosophy of post-secondary education	51 - A2 Summarize how past historical events have influenced the "shape" of the current system	51 - A3 Evaluate the impact of current issues and trends on the WTCS	51 - B1 Contribute to the continuous improvement of a program or service in which you are involved	51 - B2 Summarize how the WTCS program development process guides the development, implementation, and evaluation of a specific instructional program	51 - B3 Illustrate how program design lays the groundwork for assessment of student learning at the organizational, program, and course levels	51 - C1 Develop your personal philosophy of teaching and learning with the Wisconsin Technical College System	51 - C2 Analyze how your professional role supports the mission and goal of the WTCS and your organization	51 - C3 Define the role you play in the management of district funding and resources			
<b>#52 Teaching Methods*</b>	52 - A1 Plan a learning environment that meets the needs of learners	52 - A2 Select learning materials/objects that support a learning plan	52 - A3 Create teaching plans	52 - B1 Facilitate learning for varied group sizes	52 - B2 Employ critical thinking and reflection techniques	52 - B3 Adapt learning plans to meet the needs of a variety of delivery modes	52 - B4 Address difficult "classroom" situations	52 - C1 Adapt learning activities for students with disabilities	52 - C2 Analyze the effectiveness of a teaching and learning experience	52 - C3 Enhance learning using technology	52 - C4 Summarize your philosophy of learning	
<b>#53 Educational Psychology</b>	53 - A1 Analyze learning theories	53 - A2 Apply learning theories to your practice	53 - B1 Analyze models of learning.	53 - B2 Apply a model of learning to your teaching practice	53 - C1 Develop strategies to meet the developmental needs of adult learners	53 - C2 Develop strategies for encouraging learners to use higher-level thinking skills	53 - C3 Develop strategies to promote learner motivation					
<b>#54 Educational Evaluation*</b>	54 - A1 Evaluate the relationship of assessment to effective teaching and learning	54 - A2 Select summative assessment strategies for course competencies, program outcomes, and core abilities	54 - A3 Develop a grading system to communicate and report learner performance	54 - B1 Design performance assessment tasks that assess products/artifacts or skills/processes	54 - B2 Construct question and answer tests	54 - B3 Determine appropriate assessment strategies for assessing student learning within the context of a course or other learning experience	54 - C1 Employ a variety of formative assessment strategies	54 - C2 Use assessment results to improve the teaching and learning process.	54 - C3 Summarize your philosophy of assessment.			
<b>#55 Guidance and Counseling</b>	55 - A1 Analyze the impact of personal factors and life circumstances on student success	55 - A2 Develop a personal theory of counseling	55 - A3 Compare the roles of the counselor, the advisor, and the instructor in facilitating the academic, career, and personal development of learners	55 - A4 Demonstrate learner centered communication	55 - B1 Develop strategies to enhance learner confidence and self esteem	55 - B2. Formulate an action plan for addressing barriers to learning	55 - B3 Assist learners in accessing support services	55 - B4 Employ crisis intervention strategies	55 - C1 Examine instructor role in student career development	55 - C2 Apply problem-solving strategies in resolving conflict	55 - C3 Analyze the legal and ethical implications of the instructor's role in guidance and counseling	
<b>#58 Leadership and Supervision</b>	58 - 1 Analyze current theories and models of leadership in a learning college.	58 - 2 Analyze models of continuous improvement, including the learning college.	58 - 3 Evaluate a plan for continual improvement.	58 - 4 Develop a performance management strategy for individuals and teams in instructional units/departments.	58 - 5 Establish strategies for building partnerships and community relations.	58 - 6 Apply principles of financial resource management.	58 - 7 Evaluate the role of a leader in human resource management.	58 - 8 Develop a plan for professional growth of self, individual staff members, and teams of an instructional unit/department.	58 - 9 Facilitate professional growth of individual staff members			
<b>#69 Educational Diversity*</b>	69 - A1 Analyze the demographic profile of your college and community	69 - A2 Access formal and informal support services available at your college for diverse populations	69 - A3 Evaluate the effectiveness of your college's plans and policies that impact diverse populations	69 - A4 Analyze the legal implications relative to a diverse student population	69 - A5 Apply college strategies that advocate for meeting the needs of diverse learners	69 - B1 Analyze the impact of stereotyping, prejudice, discrimination, ethnocentrism, racism, homophobia, and sexism at your college	69 - B2 Analyze how your perceptions of diverse populations may help or inhibit the ability of members of diverse groups to learn effectively	69 - B3 Evaluate how age, race, ethnicity, gender, gender-orientation, and physical and cognitive ability impact self-perception	69 - C1 Develop guidelines for creating an inclusive and effective learning environment that meets the needs of diverse populations	69 - C2 Communicate effectively with members of diverse populations	69 - C3 Design strategies for managing and resolving conflict in a multi-cultural setting	69 - C4 Design strategies for integrating respect for diversity into your curriculum, instructional design, and delivery of instruction

\*Updated and approved 3/30/09